

A HANDBOOK FOR ELEMENTARY TEACHERS  
OF THE LABORATORY SCHOOL OF  
INDIANA STATE TEACHERS COLLEGE

by

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Contribution of the Graduate School  
Indiana State Teachers College  
Number

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Submitted in Partial Fulfillment  
of the Requirements for the  
Master of Science Degree  
in Education

1942

The thesis of Joy Holderman Ellis,  
Contribution of the Graduate School, Indiana State  
Teachers College, Number 476, under the title \_\_\_\_\_  
A Handbook for the Elementary Teachers of the  
Laboratory School of Indiana State Teachers College

is hereby approved as counting toward the completion  
of the Master's degree in the amount of 4 hours'  
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Date of Acceptance April 14, 1942

## TABLE OF CONTENTS

CHAPTER	PAGE
I. INTRODUCTION . . . . .	1
The problem . . . . .	1
Need for this study . . . . .	1
Purpose of this study . . . . .	3
Procedure . . . . .	3
Definition of terms . . . . .	4
II. PHILOSOPHY OF THE LABORATORY SCHOOL . . . . .	5
History of the Laboratory School . . . . .	5
Purpose of the Laboratory School . . . . .	5
III. ORGANIZATION OF THE LABORATORY SCHOOL . . . . .	9
Personnel . . . . .	10
Responsibilities . . . . .	10
The experimentation program . . . . .	11
The demonstration program . . . . .	13
The student-teaching program . . . . .	15
Custodians . . . . .	23
Salaries . . . . .	25
Promotions . . . . .	25
Retirement . . . . .	26
Insurance . . . . .	26
Professional growth . . . . .	26
Ethics . . . . .	28

CHAPTER	iv PAGE
School plan . . . . .	32
The elementary department . . . . .	32
Time schedule . . . . .	32
Helps for teachers . . . . .	33
Teacher absence . . . . .	33
Mailboxes . . . . .	34
Faculty bulletin board . . . . .	34
Classroom schedules . . . . .	35
Keys for building and rooms . . . . .	35
Telephone . . . . .	35
Requests for information . . . . .	35
Classroom problems of instructional and administrative nature . . . . .	36
IV. SPECIAL FACILITIES . . . . .	37
Health services . . . . .	37
Speech and reading clinic . . . . .	38
Statement of introduction . . . . .	38
The testing program . . . . .	38
Speech re-learning program . . . . .	39
Speech improvement program . . . . .	40
Sight saving program . . . . .	40
Remedial reading program . . . . .	40
Library . . . . .	41
Location and class schedule . . . . .	41

CHAPTER	PAGE
Rules for borrowing books . . . . .	41
Fines . . . . .	41
Notices . . . . .	42
Rules of special interest to critic teachers . . . . .	42
Special subjects . . . . .	44
Schedule . . . . .	44
Special art classes . . . . .	44
Bookstore . . . . .	45
The plan of service . . . . .	45
The plan for handling sale of used books . . . . .	45
School safety patrol . . . . .	46
Lost and found . . . . .	49
Milk for indigent children . . . . .	50
Used clothing . . . . .	50
V. RECORDS AND REPORTS . . . . .	51
Enrollment . . . . .	51
Permanent record cards and folders . . . . .	52
Cumulative record folders . . . . .	53
Attendance reports . . . . .	53
Daily attendance . . . . .	53
State attendance reports . . . . .	55

CHAPTER	PAGE
	vi
Grade cards . . . . .	57
Grading period . . . . .	57
Grading system . . . . .	57
Promotions . . . . .	59
Requisitions . . . . .	59
Amount of appropriations . . . . .	59
Supplies . . . . .	60
Equipment . . . . .	60
VI. BOOK LISTS AND FEES . . . . .	61
Introductory statement . . . . .	61
Kindergarten . . . . .	61
Grades one to three inclusive . . . . .	62
Grades four to six inclusive . . . . .	62
State adopted texts . . . . .	63
Provision for indigents . . . . .	63
Teachers' texts . . . . .	63
VII. BUILDING REGULATIONS . . . . .	64
Lights . . . . .	64
Heat and ventilation . . . . .	64
Care of school property . . . . .	64
Care of valuables . . . . .	65
Care of money from classroom sales, etc. . . . .	65
Detaining pupils after school . . . . .	65

CHAPTER	PAGE
	vii
Sending pupils on errands . . . . .	66
Discipline . . . . .	66
Parent-teachers' association . . . . .	66
Faculty meetings . . . . .	67
Committees . . . . .	67
Lunches brought to school . . . . .	68
Permission for trips . . . . .	68
Entering and leaving the building . . . . .	69
Fire drill . . . . .	69
Toilet assignments . . . . .	71
Auditorium seating plan . . . . .	71
Information to parents . . . . .	72
VIII. SPECIAL EQUIPMENT FOR TEACHERS' USE . . . . .	73
Visual aids . . . . .	73
Duplicating machine . . . . .	74
Equipment in speech and reading clinic . . . . .	74
IX. CURRICULUM AND TEACHING PRACTICES . . . . .	76
Objectives. . . . .	76
State courses of study . . . . .	77
Experimentation . . . . .	77
State adopted texts . . . . .	77
Units . . . . .	78
Time allotment . . . . .	78

CHAPTER	PAGE
	viii
Lesson plans and seat plat . . . . .	78
Examinations . . . . .	79
Make-up work . . . . .	79
Homework . . . . .	79
X. SCHOOL POLICIES . . . . .	80
Visitors' permits . . . . .	80
Vacations . . . . .	80
Exhibits . . . . .	81
All-school exhibit . . . . .	81
May festival . . . . .	81
Christmas program . . . . .	82
Salesmen . . . . .	82
School news . . . . .	82
Convocations . . . . .	82
Inter-school visitation . . . . .	84
XI. COMMUNITY SERVICE CENTERS . . . . .	85
Toy loan center . . . . .	85
Boys' club . . . . .	86
Fairbanks library . . . . .	86
XII. INDIANA STATE SCHOOL LAWS AND RULINGS	
PERTAINING TO ELEMENTARY TEACHERS . . . . .	87
Teacher's authority . . . . .	87
State teachers' retirement fund . . . . .	88
BIBLIOGRAPHY . . . . .	90



## CHAPTER I .

### INTRODUCTION

#### I. THE PROBLEM

Statement of the problem. In the past much time and energy has been expended upon the part of both administrators and teachers in giving and seeking information in order to carry on the functions of the elementary department of the Laboratory School. It is the belief of the writer that this expense of time and energy can be cut to a minimum by the compilation of general information pertaining to the various functions of the school. Therefore, the writer has compiled a handbook to be kept in the teacher's desk for quick reference.

#### II. NEED FOR THIS STUDY

Statement of need for the study. With the changing of the Laboratory School of Indiana State Teachers College to its new location and building came the need for many changes in rules and regulations for the efficient administration of the school. The status of the school was changed to that of a city school with a definite district. The enrollment of the former Training School had been the outcome of a waiting list of applicants from any part of the city. Even

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though the children were admitted to the school in order of application, it was still a rather select group, for only the most informed and farseeing parents realized the advantages of having their children in such a school, and applied for entrance. Therefore, there was an increase in types as well as quantity of enrollment in the new Laboratory School. The curriculum was broadened and the faculty and administrative staff increased. Although many of the routine procedures of the school were carried over from the former Training School, adjustments were necessary.

The first years of the Laboratory School were more or less experimental. Many new policies of administration and instruction were formulated by the administration and faculty committees, to be tried out and revised when the need arose or to be abandoned if found impractical or if better policies were suggested.

The time has come when the administrative and elementary instruction departments of the school feel that the rules, regulations, and policies of the school have been well enough established to justify the formulation of a handbook for the elementary teachers of the Laboratory School.

A second need for such a handbook has been manifested by the relatively large faculty "turnover" due to granted

leaves of absence for professional growth, retirement, faculty increase, and promotion to other positions.

### III. PURPOSE OF THIS STUDY

It is the purpose of this study to formulate a handbook of such information as will be of benefit to all elementary teachers of the Laboratory School, both new and established, toward more efficiency.

### IV. PROCEDURE

Statement of procedure for collecting data. A committee consisting of the assistant director of the division of teaching in charge of the elementary grades and three faculty members was appointed by the elementary teaching group to make a skeleton outline of desired information. This outline was then submitted to each elementary faculty member for evaluation and suggested additional items. The suggestions were collected and a new, inclusive outline was made to form the basis for the collection of information and the organization of the subsequent handbook.

All information included in this handbook was gathered from authentic sources such as the director of the Laboratory School and his assistants, committee reports,

College and Laboratory School bulletins. To insure completeness of information and to decide upon the best form, the writer has investigated several handbooks of like nature from other institutions. The full names of these handbooks and other helpful publications are to be found in the bibliography of this study.

#### V. DEFINITION OF TERMS

Throughout this study the term Laboratory School shall refer to the Laboratory School of Indiana State Teachers College at Terre Haute, Indiana. The term handbook refers to a manual or guidebook of information pertaining to the personnel and various functions of the elementary department of the Laboratory School.

## CHAPTER II.

### PHILOSOPHY OF THE LABORATORY SCHOOL

#### I. INTRODUCTION

History of the Laboratory School. The Laboratory School is now in its seventh year of existence. In order to understand the program, certain facts should be noted. The school borders the business district of the city. The home conditions vary greatly, ranging from the highest priced apartments in the city to houses which are most inadequate. Approximately eighteen per cent of the mothers work outside the home. It becomes apparent that under these conditions the school must assume more than the usual responsibility for social development. These conditions, together with the fact that the school must serve as the educational laboratory of the college, are basic to the development of the program.

It was in the light of this dual problem that a committee was appointed to formulate a philosophy for the school.

#### II. WHAT WE BELIEVE

Purpose of the Laboratory School. The Laboratory School of the Indiana State Teachers College is an integral

part of the college and as such is a state institution. The school receives its pupil body for the most part from the section of the city of Terre Haute which immediately surrounds its buildings and comprises a city school district.

The school conceives its purposes to be of service to: (1) the children who attend it; (2) their parents and others in the community; (3) the college students who use the school as a laboratory; (4) those from other sections of the state who visit it; and (5) those from the nation at large who may be interested in its work with any of these factors.

The school feels that the children are the media through which principles at work in this immediate environment are transferred to the local community, and the college students are the media through which those same principles are taken into the larger community, the state.

As its basic philosophy, the school accepts the idea that life is exceedingly good when fully lived. An individual lives completely, though, only so far as he becomes to the highest degree possible a progressive and integrated personality that contributes to society the best of

which he is capable. At the same time that he is giving his best, he receives satisfaction from the social whole of which he is an integral part.

Out of the school's philosophy of life grows its philosophy of education which states that formerly education was thought of as a preparation for life. This preparation took place within the four walls of an institution - public or private - designated as the school. Today education and life are synonymous. That is, education is life, or growth, beginning with birth and ending only at death. Life does not exist wholly within the school; therefore, it becomes the duty of the school, which has been established by society as an agency of perpetuation and improvement, to seek to develop within each individual attitudes, abilities, and understandings that are necessary for satisfaction in personal life and constructive participation in social life.

From the school's philosophy of education grow its principles which are: (1) Education is an experiencing which means growth and change in the physical, mental, emotional, and social phases. (2) Physical and social environment condition and affect growth and behavior. (3) As experiences and environments change, habits and behavior patterns already established may no longer fit the situation,

and it is necessary then that intelligence play its part.,

(4) The teacher guides and helps by allowing sufficient freedom with desirable life experiences to challenge and develop to the highest degree possible the capabilities of the individual and of the group. By close observance of the principles given, the school hopes that its service to the pupil body, to the community, to the college and its students, and to the larger community may be an inspiration for both individual and group development and thus fulfill its function as a laboratory school.<sup>1</sup>

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<sup>1</sup> "The Laboratory School of the Indiana State Teachers College, Elementary Grades," Teachers College Journal, Volume X, Number 3, pp. 43-44, January, 1939.



## CHAPTER III.

### ORGANIZATION OF THE LABORATORY SCHOOL

#### I. FUNCTION

The primary function of the school is to serve the children of the Laboratory School district in light of the objectives as stated in the philosophy. Another excellent guide for education in a democracy is, "A Blue Print for Citizenship" as formulated by The Educational Policies Commission.<sup>1</sup> A copy of this "Blue Print" shall be posted on the faculty bulletin board.

The Laboratory School district is as follows: beginning at Sixth Avenue and Eleventh Street, thence south to Wabash Avenue, thence west on Wabash Avenue to the Wabash River, thence north along the western boundary of the city to Sycamore Street, thence east to Third Street, thence northeast on Lafayette Avenue, to the Pennsylvania Railroad at Sixth Street, thence north on Sixth Street to Sixth Avenue, thence east on Sixth Avenue to Eleventh Street. Suggestion: Teachers who are unfamiliar with the streets of the city may secure a map of Terre Haute - (filling stations have them) - and mark the district as

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<sup>1</sup> "A Blue Print for Citizenship," formulated by The Educational Policies Commission, mimeographed bulletin.

stated above. When in doubt, consult the district map in, the principal's office. The middle of the street is the boundary line. Those living on the side of the street opposite the Laboratory School district are outside.

The second important function of the Laboratory School is service to student teachers and college classes preceding student teaching. The importance of student teaching cannot be overestimated, for it affords the student an opportunity to put into actual practice and to broaden that which he has learned in the previous years of his teacher training. He is given a chance to learn by doing just as the children he is teaching are given first-hand experiences. It is the student's chance to observe accepted teaching practices and to "chart his course" while there is yet understanding supervision at hand. Another service of the Laboratory School has to do with providing facilities and personnel for demonstrating good teaching procedures. The demonstration program for college classes is carried on in the Laboratory School. It plays a vital part in drawing theory and practice together. On request of college instructors, supervising teachers are often asked to teach specific lessons which illustrate a particular phase of work being studied in the college class.

The third function is that of service to parents. The greatest service to parents is to truly educate their

children. In order to do this, one needs to know the parents. Knowing and understanding the parents often throws light upon the child's problems in school work. A Laboratory School Parent and Teachers Association has been organized to facilitate this function. The monthly P.T.A. meetings are planned to acquaint the parents with the school and its work, to provide periods for discussing the problems of children, to afford educational lectures, and otherwise to stimulate social participation in the school life.

The Laboratory School of Indiana State Teachers College is one of the outstanding teacher training laboratories of the United States. Many educators from the state and nation at large visit the school in search of information and help. It is the fourth function of the Laboratory School to make the visits of these people profitable and pleasant.

## II. PERSONNEL

Responsibilities. The responsibilities of the personnel of the Laboratory School can best be given by referring to the three-fold program of the school as outlined in the December, 1940, issue of Educational Administration and Supervision, Volume XXVI. The outlines are as

## THE EXPERIMENTATION PROGRAM

- I. Administrative Officers and Their Responsibilities.
- A. Principal of the Laboratory School.
- (1) Exercises general control and oversight of the experimentation program.
  - (2) Cooperates with the college in this and other programs of like character so as to work for the betterment of the whole teacher-education program.
  - (3) Delegates such function and duties to members of the administrative council (I-B) as he deems advantageous to the experimentation program.
- B. The Administrative Council of the Laboratory School. (Principal, assistant-principal, dean of boys, dean of girls, assistant-directors of the division of teaching, and three teachers elected from the faculty by the teachers themselves.)
- (1) Assists the head of the division of teaching in formulating the general experimentation program.
  - (2) Performs such duties and functions as are delegated to it by the principal of the Laboratory School.
- C. The Administrative Council of the College. (President, dean of instruction, registrar, dean of men, dean of women, head of the division of teaching.)
- (1) Exercises the same general authority in the experimentation program that it does in other matters connected with the administration, organization, and supervision of college activities.
- II. Potential Participants in the Program.
- A. Research workers on the college level.
  - B. Supervising teachers.
  - C. Graduate students.
  - D. Student teachers.
- III. Practices to be Observed by the Participants.
- A. Research workers should have the permission and approval of the Dean of Instruction, the principal of

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<sup>2</sup>Harold Bright, Assistant Director of the Division of Teaching, Indiana State Teachers College, Terre Haute, Ind. "Principles and Practices in Experimentation, Demonstration, and Secondary School Student Teaching," Education-  
al Administration and Supervision, Volume XXVI, No. 9, December, 1940, pp. 646-657.

- the Laboratory School, and the teacher or teachers needed in the experiment.
- B. Supervising teachers should have the sanction of the principal of the Laboratory School.
  - C. Graduate students should have the approval of their thesis committees if the experiment is a part of a thesis; if it is a part of a course, the college teacher should get the approval of the principal of the Laboratory School.
  - D. Student-teachers should have the permission and encouragement of their supervising teachers and one of the assistant directors of student-teaching.
  - E. Plan of research must be rather clearly thought through in advance.
  - F. Everyone participating in the program should be familiar with these principles:
    - (1) The program of experimentation in the Laboratory School should guard carefully the welfare of the children in the school.
    - (2) A program of experimentation in a state laboratory school should contribute verified practices and principles which may be used to improve the education of all children in the State.
    - (3) The program of experimentation should be comprehensive in scope. It should encourage research on the part of the classroom teachers, graduate students, and student-teachers, as well as specialists in the field.
    - (4) Experimentation should tend to make those participating in the program more openminded, more vigilant and zealous in the search for truth and progress.
    - (5) Experimentation should reveal to those engaged in the program a thorough understanding and careful application of the scientific method.
    - (6) A satisfactory program of experimentation should show that a carefully planned experiment is more desirable than an incidental and purposeless one.
    - (7) Any program of experimentation must take into account the physical, financial, and other determining factors which enter into its administration and supervision.
    - (8) Many of the questions which are most vital to education can not be answered by the experimental method.

## THE DEMONSTRATION PROGRAM

- I. Administrative Officers and Their Responsibilities.
- A. Head of the division of teaching - principal of the Laboratory School.
- (1) Exercises general control and oversight of the demonstration program.
  - (2) Cooperates with the College in this and other programs of like character so as to work for the betterment of the whole teacher-education program.
  - (3) Delegates such functions and duties to members of the administrative council (I-B) as he deems advantageous to the demonstration program.
- B. The Administrative Council of the Laboratory School. (See B, of the Experimentation Program.)
- (1) Assists the head of the division of teaching in formulating the general demonstration program.
  - (2) Accepts responsibility for the performance of any duty assigned to it or its individual members by the principal.
- C. Administrative Council of the College. (See C of The Experimentation Program.)
- (1) Exercises the same general authority in the demonstration program that it does in other matters connected with the administration, organization, and supervision of college activities.
- II. Potential Participants in the Demonstration Program.
- A. All members of the teaching staff of both College and Laboratory School.
- B. Student-teachers who show unusual ability in teaching.
- C. Outstanding teachers from other schools and colleges.
- III. Practices to be Observed by the Participants.
- A. College teachers who wish to do demonstration teaching or to have demonstration teaching done for their own classes should first make arrangements with the desired supervising teachers. The supervising teachers should be given at least five days' notice. The college teachers should then file applications with the principal's secretary on blanks provided for that purpose.
- B. Student-teachers of superior ability may do demonstration teaching if recommended by their supervising teachers and accepted by the professor who has asked for the demonstration.
- C. Outstanding teachers from other colleges may do demonstration teaching if approved by the dean of

the college and the principal of the Laboratory School.  
D. All teachers should be familiar with the following, principles:<sup>1</sup>

- (1) Demonstrations should not seriously disrupt the orderly progress of the Laboratory School.
- (2) Good demonstration teaching should vitalize and add significance fundamental to materials, principles, and procedures.
- (3) Each student who is in the observation group should have a definite purpose and definite responsibilities in relation to the purpose.
- (4) The demonstration lesson should be cooperatively planned by the teachers involved, namely, the theory or subject-matter teacher and the supervising teacher.
- (5) A conference following the demonstration is highly desirable. If possible, the demonstration teacher should attend the conference and take part in the discussions.
- (6) A fine, sincere, professional attitude on the part of college instructors, college classes, and laboratory teachers is one of the essentials of a successful demonstration program.

#### IV. General Suggestions Relative to Demonstration Teaching.

A. Each member of the classes and the teacher who is to do the demonstration teaching should be furnished with some such materials as:

- (1) An outline of the unit or problem upon which the class is working. This might include parts of the syllabus, textbook, or outline of subject-matter to be covered, with suggestions for mastery, other references, outside readings or other preparatory work.
- (2) An observation outline or guide sheet to be used on the day when the observation is to be given. It is probably better to limit the observation to fact finding and data collecting.
- (3) Some form of report which will be adequate for evaluating the aspects of theory or subject-matter which the class had been asked to investigate.

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<sup>1</sup>Strebel, Ralph F.: "Demonstration Teaching." Proceedings of the Supervisors of Student Teaching. Eighteenth Annual Session (1938), pp. 50-60.

- B. Members of the class should be called together for a discussion of what they have observed in the observation.
- (1) This would appear to be the very crux of the whole demonstration program, since it is here that the relationship between theory and practice can be clearly appreciated and understood. It is highly desirable that the demonstration teacher be present and join in the discussion.

#### THE STUDENT-TEACHING PROGRAM

- I. Administrative Officers and Their Responsibilities.
- A. Head of the Division of Teaching--principal of the Laboratory School.
    - (1) Has general oversight of the student-teaching program.
    - (2) Acts as chief liaison officer between the College and the Laboratory School.
  - B. Assistant-directors of the Division of Teaching.
    - (1) Have specific oversight of the student-teaching programs.
    - (2) Make the assignment of student-teachers with the assistance of the heads of the several college departments.
    - (3) Act as liaison officers between the head of the division of teaching and the heads and other members of the several departments.
    - (4) Assist in affecting an integration of subject-matter, theory and practice.
    - (5) Aid and assist the head of the division of teaching in formulating supervisory or other policies.
  - C. Heads of the Several College Departments.
    - (1) Cooperate with the head of the division of teaching, the president of the college, and the dean of instruction in the selection of supervising teachers for the Laboratory School.

(Note: Since upon these key persons rests the major problem of training the student-teachers, great care is taken in their selection for the supervisory staff. They must possess the Master's degree, must have had at least five years of successful public school experience in their respective subject fields, and graduate work with some degree of specialization in practice-teaching.



- (2) Confer with the assistant directors on the assignment of student-teachers.
  - (3) Counsel with the principal of the Laboratory School regarding the management of the school, which duty may include allocating funds in the budget, purchase of laboratory apparatus, selection of textbooks, and other such matters which may promote a better and easier articulation between College and Laboratory School.
  - (4) Cooperate with the director or his assistants on matters effecting the integration of theory, subject-matter, practice, and the articulation of classes in College and Laboratory School so that visitations may be arranged to the best advantage, and such other matters as prudence and judgment may suggest.
- D. Principals of the off-campus schools (Deming and Concannon Consolidated).
- (1) Cooperate with the director and his assistants, and the college department heads in carrying out the student-teaching program.
  - (2) Assume the same oversight of student-teachers assigned to their schools as is accorded the regular teachers on their teaching staffs.
- E. Principals and Superintendents in other Cooperating Schools.
- (1) Have general oversight of the student-teachers assigned to their respective schools.
  - (2) May require student-teachers to conform to the same regulations that affect the regular teachers, if they deem it necessary or expedient.

## II. Supervisory Officers and Their Duties.

- A. Head of the Division of Teaching.
- (1) Supervise student-teachers as the occasion may require and his other duties will permit.
  - (2) Participate in the evaluation of student-teaching when requested to do so by the assistant directors and supervising teachers.
- B. Assistant Directors of the Division of Teaching.
- (1) Cooperate with the supervising (key) teachers in the supervision of student-teaching, which duty may include any phase of student-teaching in which the supervising teachers may ask for aid and assistance.
  - (2) Participate in the evaluation of student-teaching.
  - (3) Hold group conferences with supervisory and student-teachers to discuss problems of student-teaching.

- (4) Meet with the several College and Laboratory School department heads to discuss specific problems in student-teaching.
- (5) Prepare bulletins and distribute bibliographies relating to student-teaching.
- (6) Encourage research and investigation, conduct studies of aspects of student-teaching and distribute results to the supervisory staffs.
- (7) Visit student-teachers for general familiarity with conditions of work obtaining in the training centers.
- (8) Visit doubtful cases on call of supervisors.
- (9) Hold frequent individual conferences with supervising teachers and student-teachers on problems of vital interest to both.
- (10) Devote the greater part of their time to the supervisory set-up, trying at all times to establish and maintain the best possible working conditions.

C. Supervising (key) Teachers.

- (1) Perform such duties as are now expected of supervising, or critic teachers. These may include such activities as the following ones listed in a recent study:<sup>1</sup>
  - (1) Direct student-teacher in the study of the child.
  - (2) Direct observation and participation.
  - (3) Guide the orientation of the student-teacher.
  - (4) Show student-teacher the necessity of constant effort to improve knowledge of subject-matter.
  - (5) Teach demonstration lessons.
  - (6) Direct the teaching of the student-teacher.
  - (7) Hold conferences.
  - (8) Assist the student-teacher to develop proper relationships with pupils.
  - (9) Cooperate with the student-teacher in making lesson plans.
  - (10) Show student-teacher how to keep correct records.
  - (11) Participate with the student-teacher in curriculum construction.

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<sup>1</sup>Southall, Maycie: Duties of Training School Teachers. Unpublished study, George Peabody College for Teachers, Nashville, Tennessee, 1938.

- (12) Demonstrate to the student-teacher the proper method of inspecting children for physical conditions.
- (13) Show student-teachers how to guide children into active learning.
- (14) Guide student-teacher to collect and organize materials for use in teaching.
- (15) Guide student-teacher in creating a right attitude toward children.
- (16) Teach the student-teacher to care for the physical comfort of the children.
- (17) Direct the student-teacher in the study of qualities which tend to make best teaching personalities.
- (18) Lead the student-teacher to judge and improve his own work.
- (19) Demonstrate for the student-teacher an excellent way to develop and respect the personality of the child.
- (20) Stimulate and encourage the student-teacher in every possible way.
- (21) Attend group conferences.
- (22) Teach student-teachers how to hold personal conferences with children.
- (23) Evaluate student-teacher's work.
- (24) Lecture when occasions require.
- (25) Attend faculty meetings.
- (26) Serve on college committees.
- (27) Visit homes of the children with the student-teacher.
- (28) Show student-teacher how to provide for moral development.
- (29) Show student-teacher how children may be taught to take proper care of the school building.
- (30) Respect the opinion of the student-teachers.
- (31) Teach student-teacher how to consider interests, abilities, and needs of children.
- (32) Teach college classes.
- (33) Show student-teacher the proper technique of holding conferences with parents.
- (34) Direct student-teacher in holding conferences with "problem" children.
- (35) Teach student-teacher how to keep parents informed of their children's progress.
- (36) Demonstrate to the student-teacher how children may be taught to respect the rights of others.

- (37) Give the student-teacher an opportunity to participate in P.T.A. meetings.
- (38) Instruct student-teacher in playground supervision and hall or study-room duty.
- (39) Keep informed on college work bearing on supervision.

(Note: Dr. J. R. Shannon, teacher of college classes, is counselor for the Division of Teaching on matters pertaining to supervision.)

- (40) Participate in the inter-visitation program.
  - (41) Make reports and suggestions to the directors of student-teaching.
- D. Chairman, or Department Heads of Subject-Matter in Laboratory School and cooperating schools.
- (1) Perform the usual duties incumbent on a supervising, or critic teacher.
  - (2) Exercise a friendly oversight over the other student-teachers in their respective departments.
- E. Chairmen, or College Department Heads.
- (1) Visit student-teachers as often as their other official duties will permit.
  - (2) Offer criticisms to student-teachers.
- F. Principal of the Off-Campus School. (Deming.)
- (1) Administer the program of student-teaching in the off-campus school in the absence of director or assistant directors.
  - (2) Cooperate with supervising, or critic teachers in the supervision of student-teaching, which duty may include any phase of student-teaching in which the supervising teachers may ask for aid and assistance.
  - (3) Devote at least one-half of the school day to supervision of student-teaching.
- G. Principal of the Rural Vocational Home Economics Training Center. (Concannon Consolidated.)
- (1) Administer the program of student-teaching in the absence of the director or assistant directors.
  - (2) Devote as much of his supervisory time as is consistent with his regular duties to visitation and conference with supervising teachers and student-teachers.
- H. Chairman, or Department Heads in Cooperating Schools.
- (1) Participate in the general supervision of student-teachers in their respective departments.

- I. College Teachers in Subject-matter Fields.
- (1) Visit as often as possible the members of their classes who are doing practice teaching.
  - (2) Offer personal and general criticism of a constructive nature.
- J. Dean of the College.
- (1) Visit the Laboratory School from time to time in order to get a general view of the student-teaching set-up.

III. Student-teachers - Their Duties and Responsibilities.

- A. Students shall make a formal application for practice teaching at the same time that the trial programs are filed with the Director of Studies. (This is usually about the middle of the preceding term.) An application for supervised teaching must be filed for each term.
- (1) The first term, No. 453, is a required course.
  - (2) The second term, No. 454, is a required course.
  - (3) The third term (cadet-teaching), No. 456, is elective.

(Note: No. 456 is also available as an elective to all candidates for secondary-school certificates. Special adaptations are made for experienced teachers. All students are expected to work out some practical problem in the particular field in which they are preparing to teach.)

- B. Students must have met all scholastic, departmental, personality, and health requirements.
- (1) The student must have a scholarship index exceeding 45. (A-4, B-3, C-2, D-1.) The method of determining the scholarship index is

$$I = \frac{100P}{H}$$

I = Index; P = Total Points earned; H = No. of hours carried.

For example:  $\frac{100(2A's \text{ and } 2B's)}{16 \text{ No. of hrs.}} = \frac{100(8+6)}{16}$

$$\frac{1400}{16} = \frac{700}{8} = 87.5$$

- (2) The student must be recommended by the director of studies and the heads of the respective departments as having met the standards of the departments.
- (3) The student shall have completed approximately

one hundred and forty-four college hours of credit toward graduation.

- (4) The student shall have a minimum of twenty-four college hours of work in any subject-matter field in which he expects to teach.
- (5) The student shall have completed certain courses in education totalling twenty-four college hours. Such courses may include:
  - (a) General Psychology.
  - (b) The Learning Process.
  - (c) Principles of Teaching (General Method).
  - (d) Tests and Measurements.
  - (e) Principles of Secondary-school Teaching.
  - (f) Special Method.
- (6) The student must be certified as "able-bodied" by the College physician.

C. Notices.

- (1) It is the duty and responsibility of student-teachers to be on the lookout for notices emanating from the division of teaching. If there is any doubt concerning meetings, conferences, etc., the student-teachers should call either of the assistant-directors.

D. Conferences.

- (1) All student-teachers are required to attend conferences. While group conferences are rare, individual conferences are very numerous. Both are considered essential factors in professional training.

E. Attendance.

- (1) Student-teachers are expected to be present every day unless excused by the supervising teacher or assistant director, for a good reason. Should the student-teacher find it impossible to be present, he should notify his supervising teacher at once. In case he cannot get in touch with the teacher he should call his assistant-director.
- (2) There are no "float periods" in student-teaching.

F. Punctuality.

- (1) It is the duty of the student-teachers to be on time all the time.
- (2) Student-teachers should strive to begin and end classes on time.

G. Vacations, holidays, etc.

- (1) The students are to observe the days set by the College for vacations, holidays, etc.
- (2) Extreme efforts are made so to organize the work that no extreme inconvenience results when

dates conflict. When in doubt, the students should consult the assistant-directors.

H. State Requirements.

- (1) Student-teachers here are required to take two terms of practice teaching of ninety quarter hours each, thus more than meeting all state requirements.
- (2) Indiana requirements are:
  - (a) High School - eighteen observations; thirty-six teaching lessons.
  - (b) Elementary School - thirty-six observations; seventy-two lessons..

I. Outside Engagements.

- (1) Student-teachers should not make many outside engagements. The work in these courses requires a great deal of time. Too many outside engagements on an otherwise heavy schedule will prove a handicap in accomplishing successful work.

J. Preparation of Class Work.

- (1) Daily preparation of work is absolutely necessary. Supervising teachers will help plan the work. It is well for the students to have things worked out in advance so that the supervising teachers may be in a better position to offer constructive help.

K. Cooperation.

- (1) It is the duty and responsibility of the students to cooperate in all things, especially in the extra curricular and community activities. Experience shows that school officials are loathe to part with those teachers who excel in these phases of school work.

L. Interest in the Whole School.

- (1) Student-teachers must take an interest in the school as a whole. The student can not succeed as a teacher if he confines his interest to the walls of his own classroom. He should try to understand how the school is administered, what the basic philosophy is, how assemblies are conducted, and other such things.

M. Conduct.

- (1) The personal conduct of students must be above reproach. For the student-teacher who is carrying college work, too, Dr. Eliot's "a chameleon for adaptation" has a most vital application here. Pupils are influenced more by what one is than what one says, consequently, one's life on the campus must be circumspect. Indiscretions, bad

habits, and low moral and social behavior are liabilities which no student-teacher is able to carry.

N. Ethics.

(1) The students must formulate rules of conduct which represent the best possible relationships between them and those with whom they come in contact during their apprenticeship. They should study the ethics of the teaching profession. Toward the end of the second term of teaching, each student will be given a copy of the ethics of the teaching profession as formulated by the National Education Association.

O. Discipline.

(1) It is the duty of student-teachers to maintain desirable school discipline. This ability requires time, patience, and perseverance. Discipline is a matter of gradual induction, the speed of induction depending upon the strength of the student. Usually when the student-teacher begins teaching full time, it is a good time for him to begin testing his control of the group. He might begin by having the supervising teacher leave the room frequently for short periods of time. As proficiency is attained in student-teacher control, the periods could be lengthened until both student-teacher and supervising teachers are satisfied, as to progress in this direction.

P. Approximating an Actual School Situation.

(1) Student-teachers should strive to approximate an actual situation in their student-teaching. In a very short time they will be teaching out in the field. The only way that they can learn to teach is by actually teaching. It is their duty, therefore, to be a student of teaching as well as a student-teacher.

CUSTODIANS<sup>3</sup>

I. Personal Requirements and Responsibilities.

A. Personal Requirements.

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<sup>3</sup>This section was prepared by the author of this thesis.



- (1) The custodians of the Laboratory School are required to be of good moral character.
- (2) Custodians should be courteous and amiable but should not spend their working time visiting.
- (3) They should be careful of their personal appearance.
- (4) They should take suggestions graciously.
- (5) They should cooperate with the principal and teachers.

B. Responsibilities.

- (1) The custodians should have their work well organized.
- (2) They are responsible for knowing about and seeing that they have the proper tools with which to work.
- (3) They are responsible for taking the proper care of their equipment and supplies.
- (4) All floors and sidewalks are to be swept daily.
- (5) A dry brush and a sweeping compound should be used when sweeping the floors.
- (6) Windows should be open when the floors are being swept.
- (7) All janitorial work should be done when the rooms are vacant.
- (8) All furniture, woodwork, and equipment should be dusted daily with a dustless dustcloth.
- (9) All floors are to be scrubbed and waxed at least three times a year.
- (10) The lavatory floors are to be scrubbed at least once each week.
- (11) Hot suds should be used for scrubbing the marble and tile floors.
- (12) All toilets are to be scrubbed and disinfected daily.
- (13) Custodians are responsible for knowing how to remove stains and clean blackboards.
- (14) All blackboards are to be washed daily.
- (15) Blackboard erasers are to be cleaned weekly.
- (16) The windows should be washed inside and outside at least three times a year.
- (17) Inkwells should be cleaned and refilled at least once a month.
- (18) The custodians shall be responsible for promptly removing dirt and trash from sidewalks, pavement, attics, cellars, and storerooms.
- (19) They shall be responsible for detecting and correcting the cause of bad odors.

- (20) Wastebaskets and garbage cans should be emptied daily.
- (21) Custodians are responsible for checking the temperature of each room daily, and for reporting deviations from normal to the engineer of the College heating plant.
- (22) It is part of the custodians' work to make minor repairs on plumbing and other school equipment.
- (23) They are responsible for keeping the toilet rooms and the lavatories in the cloakrooms well supplied with soap, paper, and towels.
- (24) All water fountains in the cloakrooms and corridors should be cleaned daily.
- (25) The custodians are to make furniture and equipment adjustments.
- (26) Burned-out light bulbs should be replaced immediately.
- (27) Custodians may expect courteous treatment and cooperation from teachers.

Salaries. Teachers are employed for thirty-eight weeks. The salary for a beginning teacher is eighteen hundred dollars. There is no set salary scale of increase guaranteed. Since the College has to depend on the state legislature for appropriations, increases in salary cannot be assured. However, teachers who show interest in their work and give evidence of professional growth can depend on receiving increases. The average salary for teachers in the Laboratory School is close to twenty-one hundred dollars annually.

Promotions. The teachers in the Laboratory School have opportunity to develop, professionally, until they are prepared for wider fields of service. Several of the former teachers of the school are now serving in important

positions in the College. Many have gone to other institutions where the call opened greater opportunities for service and remuneration.

Retirement. All teachers employed by Indiana State Teachers College are compelled by state law and College Board regulations to retire upon reaching the age of sixty-five.

Members of the staff upon accepting employment automatically join the state retirement program. The contribution required from the teacher is deducted from the salary in three installments.

Insurance. Each teacher upon employment automatically takes insurance in the group college plan. Half of the premium is paid by the College and the other half is deducted from the teacher's salary. For further information on details of the insurance program, consult the College business manager.

Professional Growth. In a changing world it behooves all of us to keep abreast of the times. To make this possible for the teachers of the Laboratory School many professional magazines, bulletins, and reports have been subscribed for by the school for your use. These publications can be found on the table in the reception room of the main office and in the Laboratory School library. They are for you. Please use them. If you find an unusually good article,

book, poem, or picture, post the reference on the bulletin board.

The Laboratory School teachers are urged to use the College library as much as possible. Indiana State Teachers College has the largest teachers college library in the world excepting only that of Columbia University's Teachers College in New York City. The library has more than 137,000 volumes. We are fortunate in having such an extraordinary library at our command. Do not forget that the "Blue Print for Citizenship" calls for recreational and cultural growth too.

Visitation to outstanding educational institutions is encouraged by the College. A small fund is provided annually for this purpose. The decision as to who shall go and the place to be visited is made by the group.

Experimentation is encouraged and assistance in planning is available through the directors. The preparation of professional articles is also encouraged.

The staff organization of the elementary group is designed to promote growth and leadership. It is comprised of the directors, teachers of the elementary school, and College staff members who instruct the students on the elementary curriculum. A chairman is elected and committees are appointed to attack mutual problems.

All teachers are required to join the Indiana State Teachers Association. The membership fee is \$2.50, which includes the sixty cents set apart for The Indiana Teacher.

Teachers are urged to be active in other national and local professional organizations.

Ethics. In order to maintain its high ethical status and to avoid undue misunderstanding, the faculty of Indiana State Teachers College has adopted a code of professional ethics. This code, as presented by the Committee On Professional Ethics for the Faculty of Indiana State Teachers College, is as follows:<sup>4</sup>

For convenience, the suggested principles of professional ethics have been divided into the following four groups:

- (I) Relations of the faculty to the students,
- (II) Relations of the teacher to his colleagues and his profession,
- (III) Relations of the faculty and the administration,
- (IV) Relations of the teacher and the non-academic world.

Realizing that the principles of professional ethics are largely, if not entirely, taken for granted; that a code in itself does not necessarily remedy any existing evils; the committee nevertheless felt it worthwhile to enumerate those principles which would most likely apply to our institution. Also, realizing that the administration of a code is a separate problem from the formulation of the principles, the committee has taken the liberty to suggest possible remedies for certain situations. These suggestions are not to be interpreted as part of the code and are

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<sup>4</sup>Report of the Committee on "Professional Ethics" for the Faculty of Indiana State Teachers College, Faculty Bulletin No. 11, April 10, 1941.

included at the end of the group to which they have reference.

#### I. Relation of the Faculty to the Students:

1. The classroom is not the proper place for religious, political or personal propaganda. Therefore, the teacher should avoid controversies upon matters of a subversive or anti-social nature, partisan politics, religious or personal problems -- which might be detrimental to the profession or the institution. This would not imply, however, that such problems could not be intelligently discussed in the classroom.

2. The teacher should be honest, impartial, and just in instructional matters with students.

Therefore the teacher should:

- (a) Strive for unprejudiced and timely appraisal of all student work,
- (b) Permit students the right of review of work and grades given,
- (c) Strive for honesty with reference to the content and the conduct of all examinations given,
- (d) Accord the student the academic freedom which the teacher rightfully asks for himself,
- (e) Strive for honesty in individual efforts of his classroom procedure and constant exposition of truths.

3. The teacher should give just consideration for the individual aptitudes and social backgrounds of his students, and should not reveal the confidential needs, weaknesses, and failures of his students except in line of duty.

4. The teacher should not impart confidential or official information to his students.

5. The teacher should give impartial advice to students concerning the aims, views, and curriculum of the institution.

6. The teacher should promote a program of guidance for the preparation of students for the teaching profession, to continually strive for the selection of the best individuals for the profession, and to discourage the use of the teaching profession as a stepping stone to some other profession.

## II. Relations of the Teacher to His Colleagues and His Profession:

1. The teacher should not transmit, as truths, any ideas, sentiments, etc., that fall into the category of rumors, - unless ample evidence is available to substantiate them.

2. The teacher should avoid indiscriminate criticism of his colleagues, predecessors, or successors.

3. The teacher should in no case indulge in unfair competition with his colleagues for position, rank, salary, or students.

4. The teacher should not interfere between another teacher and a student in matters such as discipline or marking, either directly or indirectly.

5. The teacher should not exploit his profession nor himself by personally inspired press notices or advertisements or by other unprofessional means.

6. The teacher should develop complete cooperation in behalf of the objectives of his department and the institution at large.

7. The teacher should not only secure the best training possible in his field, but should continue to improve his knowledge, understanding of student behavior, and teaching technique to the best of his abilities.

8. The teacher should strive for equality among his colleagues, that professionally teachers are all equal in the sense that recognition belongs to professional ability and not to high salaries, administrative position, age, or rank.

Suggestion: That all members of a given department have equal voice in all matters which affect the entire department or the individual members thereof.

Rumors to a large extent could be checkmated if the administration explained fully all doubtful matter to the faculty at large.

## III. Relation of the Teacher to the Administration and the Institution:

1. The teacher should not intrigue with administrative officials to enhance his own position or to injure that of a colleague.

2. The teacher should always recognize his responsibility to administrative officials unless their actions conflict with a higher loyalty with reference to which he makes himself clear. The teacher should never shirk committee duties or other similar responsibilities in addition to the regular teaching load.

3. The teacher should be loyal to the institution's curriculum, ideals, traditions, etc.

4. The teacher should expect to be governed by and loyally support the principles of tenure, promotion, demotion, and dismissal as formulated by the authorities of the institution, and in the absence of such a code, to press for it.

5. The teaching profession and the administrative officials should recognize qualification as the sole determining factor in appointment and promotion; therefore

- (a) To fail to recommend a worthy teacher for another position either by teachers or administrators, because they do not wish to lose his services is unethical.
- (b) To apply for another position for the sole purpose of forcing an increase in salary in present position is unethical.
- (c) For school officials to refuse deserved salary increases until offers from other schools have forced them to do so is unethical.
- (d) For administrators to grant increases to selected members of the teaching staff or to themselves, while others receive none, is unethical.

Suggestion: That a generally known salary scale, generally adhered to, promotes satisfaction amongst a faculty.

Also, that the cooperation between administration and the members of a given department in the selection of new members and departmental heads or chairmen promotes satisfaction within the department.



#### IV. Relation of the Teacher to the Non-Academic World:

1. The teacher should not undertake, for pay, extensive activities outside the institution.

2. The teacher should avoid sensational publicity by unbecoming speech or conduct.

3. The teacher should be non-committal in public on all controversial issues arising within the school.

4. The teacher should defend any member of his profession who is unjustly attacked.

5. It is the duty of the teacher to become familiar with educational procedure of state and local governing and regulative units and with proposed legislative acts, and to aid in the promotion of those measures which have the general approval of the profession.

### III. SCHOOL PLAN

The Elementary Department. The grades kindergarten to six, inclusive, make up the elementary department of the Laboratory School.

Time Schedule. The school year consists of one hundred ninety days divided into two semesters of ninety-five days each.

The school day for kindergarten children shall be 120 min. (2 hrs.) for both the morning and afternoon sections. Children in the morning section shall be tardy at 9:00 A.M. and shall be dismissed at 11:00 A.M. Children in the afternoon section shall be tardy at 1:00 P.M. and shall be dismissed at 3:00 P.M.

The school day for children in grades 1 to 3 shall be 280 min. (4 hrs. 40 min.)

The tardy bell for these children shall be sounded at 8:30 A.M. and 1:30 P.M. Grades 1 to 3 shall be dismissed promptly at 11:40 A.M. and at 3:00 P.M.

The school day for children in grades 4 to 6 shall be 310 min. (5 hrs. 10 min.)

The tardy bells for grades 4 to 6 shall be sounded at 8:30 A.M. and at 1:30 P.M.

Grades 4 to 6 should be dismissed promptly at 12:00 A.M. and 3:15 P.M.

All teachers are asked to dismiss pupils on time so that parents who call for their children will not have to wait. Parking space is limited and double parking is dangerous and congests traffic in front of the school.

Teachers are expected to be in the building by 8:00 A.M. and at 1:00 P.M. in order to be ready to receive the pupils of their rooms.

Children are admitted to the building at 8:15 A.M. and 1:15 P.M.

#### IV. HELPS FOR TEACHERS

Teacher Absence. Teachers who are unable to attend their classes for any reason are asked to notify the prin-

principal the night before the expected absence. If this is not possible, the principal should be notified before the opening of school.

If student-teachers are at a stage in training where it is possible for them to carry on the instruction, this procedure is followed when the absence is for only a day or two. Supervising teachers are requested to advise with the assistant director when this procedure is to be used. When it is necessary for the teacher to be absent for a greater length of time, a substitute teacher is employed. He is paid at the rate of five dollars per day. The regular teacher receives the difference between her regular salary and the amount deducted for her substitute. This practice is followed for a period of time not to exceed ninety days. After ninety days the teacher is on leave of absence without pay.

Mailboxes. Individual mailboxes have been provided for the Laboratory School faculty members. These boxes are located in the hall adjoining the waiting room of the main office. All mail, notices, and bulletins shall be placed in these boxes. Teachers are requested to call for mail and notices at least twice daily.

Faculty Bulletin Board. Emergency notices and other types of general information are posted on the faculty bulletin board.

tin board by the mailboxes. Teachers are urged to use this bulletin board for posting information of common interest to the faculty. Refer to this bulletin board at least twice daily.

Classroom Schedules. Each classroom teacher is requested to post his daily schedule in the small box outside his door. This will enable observing students and visitors to find the subjects and grades they wish to observe without loss of time.

Keys for Building and Rooms. Keys for entrance to the Laboratory School may be obtained at the College business office in the Administration Building. A deposit of fifty cents is required to cover the cost of replacing the key in case it is lost. This fee will be refunded when the key is returned.

Individual room keys and master keys may be obtained at the principal's office. No deposit is required.

Telephone. The faculty telephone is located in the social studies department office, Room 212. Teachers or students are not called to the phone during school hours except in case of an emergency.

Requests for Information. Requests from the office for information should be taken care of as soon as possible. Often someone is waiting for the information requested.

Classroom Problems of Instructional and Administrative Nature. Teachers are urged to take a professional attitude toward the problems which arise. When a problem of instructional or administrative nature arises it should be discussed with the principal or the assistant director of the division of teaching. If the matter is of general concern it is presented to the faculty for discussion in order that it may be solved to the best interest of the school.

CHAPTER IV  
SPECIAL FACILITIES

I. HEALTH SERVICES

The health department of the Laboratory School consists of the College doctor, the nurse, and the physical education department. A record showing the status of each child's health is kept in the nurse's office located on the second floor of the Laboratory School in Room 235. The nurse will be in her office from 9:30 until 11:00 each morning.

The vision of each child in the elementary grades is checked each year by the nurse. The children are weighed monthly and their height is taken every three months by the physical education instructor. The College doctor checks all students referred to him at his office which is located on the College campus. Children of the first four grades should be accompanied by the nurse, a teacher or an older student when sent to the College doctor.

In case of accident or illness during the nurse's hours the child should be taken to her. Accidents or illness occurring before or after these hours should be reported to the principal's office.

Children who have been absent because of a contagious disease should be sent to the nurse before being admitted

to the classroom.

Classroom teachers are asked to cooperate with the nurse in sending her forms and notices home with the children.

## II. SPEECH AND READING CLINIC

Statement of Introduction. The Speech and Reading Clinic is located off the northeast section of the second floor corridor on the west side of the building. The Clinic provides remedial training for the Laboratory School students and students of other schools. It trains the College students in personal speech and reading habits and prepares some to be specialists along this line for other schools.

There are laboratories for research, a lecture room, library, and fourteen cubicles providing for the simultaneous individual instruction of fourteen students.<sup>1</sup>

The Testing Program. All first grade children are given the Binet Intelligence Test during the first semester of school. Children who enter the Laboratory School during their second or third year in school are also given the

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<sup>1</sup>The State Hi-Way, Indiana State Teachers College, 1940, p. 42.

Binet test. In so far as possible, this practice will be followed for new enrollees in grades four to six inclusive. Any child not included in the above categories will be given the Binet test upon request of the classroom teacher or the supervisor.

Near the close of the school year the new Stanford Achievement Tests which cover the areas of reading, language, social studies, and arithmetic, are administered to all children in grades 2A through 6A. These tests are given through the Speech and Reading Clinic. Teachers may do as much additional testing in their rooms as they wish.

A permanent record of scores made on the Binet and New Stanford Achievement Tests are kept in the office of the Assistant Director of the Division of Teacher Training. Teachers are free to refer to these scores. They are, however, to be considered as confidential information.

The cost of achievement tests administered through the Clinic is deducted from the room appropriation for supplies.

Speech Re-Learning Program. The Clinic provides advice and help in re-learning the habits of adequate speech in place of defective speech habits. This service is free to any student in the Laboratory School or the College. The Clinic case load at any time is limited only by available personnel and facilities. Patients from



the Terre Haute City Schools and from other communities throughout this and other states may also receive treatment by making out-patient arrangements with the Clinic.

Speech Improvement Program. Many persons without actual speech defects desire to improve their speech habits in order to make their personalities more attractive and efficient. Any Laboratory School or College student may arrange for such a program of improvement by consultation with the Clinic staff. Out-patient arrangements are available for this service also.

The Clinic contemplates an eventual program of personal speech improvement for all students at every educational level.

Sight-Saving Program. The Clinic offers sight-saving training to those children who need it. The vision tests and case studies made through the offices of the school nurse and the Clinic determine the children who shall receive this training.

Remedial Reading Program. A limited number of pupils who are handicapped in reading but who do not need sight-saving training, can be given special remedial work in the Clinic. These cases are chosen in a conference between the classroom teacher and the supervisor of sight-saving and remedial reading. The choice of these cases is based upon test scores and the teacher's judgment of the

child's achievement.

### III. LIBRARY

Location and Class Schedule. The Laboratory School library is located in Room 238. Library hours are 8:00 A.M. to 4:00 P.M.

The library is a place to read and to study, and should be kept quiet at all times.

At the beginning of the school year, the librarian makes arrangements with the room teachers for a scheduled library period. This period is devoted to borrowing and returning books, library instruction, and story appreciation.

Rules for Borrowing Books. Children are allowed to borrow books from the library when a permission form signed by the parent or guardian is filed with the librarian.

Children in grades one to six may borrow one book, and when this is returned another may be borrowed.

General reading books may be borrowed for one week subject to renewal.

Fines. A fine of two cents per day is charged for overtime use of a book. When an overtime book is returned, the borrower should bring his fine money so that his record in the library will be immediately cleared.

Fines are not charged for days absent. If the teacher will send with the child a statement of the dates the

child has been out, his fine will be set accordingly. Statements must be brought in with the overdue book or the regulation fine will be charged. No adjustments can be made later.

Small charges are made for any mutilations of books. If books are found on the shelves in need of repair, they should be brought to the desk and the librarian's attention called to the condition.

Notices. Two types of overdue notices will be sent to the room teacher: (1) An individual notice to be sent home with the child. This notice is put in the teacher's mailbox the morning after the book was due; (2) A weekly notice to the teacher. This is a composite list of the children in his room who have overdue books or delinquent fines to be paid.

It is the teacher's responsibility to remind these children of their overdue books and fines. Money for fines is paid to the librarian.

Rules of Special Interest to Critic Teachers. No person is permitted to sign the name of another person. This regulation applies to all borrowers. It is a protection for the teachers as well as for the library and lessens the difficulty with forged and fictitious names.

The student-teachers may borrow books for their

teaching for two weeks and may renew them at two-week intervals, provided the books are not in demand. Since our books normally circulate for one week only, arrangements must be made for the two weeks' loan at the time of borrowing. The student will be given a due slip showing the date due for each book. This must be returned with the book. This date will be used in computing fines.

The faculty is requested to make one complete check-up each year. At this time all books are returned to the library. If books cannot be located, a replacement price will be provided. After the check-up, books may be borrowed as usual.

Books of reference, such as encyclopedias, yearbooks, etc., do not circulate. These are marked with an "R" above the number and are shelved on the east wall.

Books from the College Library which are to be used by the children may be borrowed by the Laboratory School Library as an inter-library loan. These will be shelved in the library and may circulate to the children from that place. Requests for such books should be filed with the Laboratory School Librarian; these requests will be granted, provided there is no conflict of use. Large numbers of such books cannot be borrowed, because the janitor makes only one trip each day and has no way of carrying many books.

## IV. SPECIAL SUBJECTS

Schedule. The schedule for all special classes, music, art, science, library, industrial arts, and physical education will be set up by the special teachers and the assistant director of the division of teaching. Each elementary teacher is notified at the beginning of the school year concerning his particular special subject schedule.

Special Art Classes. In previous years the elementary art teacher has been interested in giving her time for special art classes to be held after school hours or on Saturday mornings. These classes are held with the purpose of giving those children, who are interested in working with a variety of art materials and those children who are especially talented, an opportunity to follow their interests and to further develop art ability. All children of the elementary grades are eligible, but the classes are not announced to the grades at large. The art teacher feels that those children who are interested will express their desire to do special work. They will then be invited to attend the special class at the time set for that semester.

When time permits, extra classes of this nature are also held during school hours. The number for special classes is usually limited to about twelve children.

## V. BOOKSTORE

The Laboratory School Bookstore is in charge of the Chairman of the Commerce Department and will be operated by her with the help of the pupils enrolled in that department.

### The Plan of Service.

1. To furnish materials to pupils and teachers at as low a price as possible.
2. To sell only those materials which can be justified on sound educational policy.
3. To handle both used and new books.
4. To be open only at certain hours of the day after the rush period at the beginning of the semesters.
5. To expect the full cooperation of each member of the faculty. All orders for new books are to be placed with the Chairman of the Commerce Department.

### The Plan for Handling the Sale of Used Books.

1. The bookstore will purchase outright the used books which are in good condition up to the number needed for resale.
2. Teachers are asked to determine, if possible, on the first Tuesday morning of the school year,

the number of used books in the different subjects which the children desire to purchase. This record should be given to the Chairman of the Commerce Department before noon of the second day.

3. Each child should have a list of the used books which the bookstore will purchase. These books should be taken to the bookstore by the pupils.
4. Children wishing to buy used books should go to the bookstore for purchases.

#### VI. SCHOOL SAFETY PATROL

The most popular and well-known phase of the safety program has been that of the school safety program. The Standard Rules for operation of School Boy Patrols have been agreed upon by the National Education Association, the National Congress of Parents and Teachers, the American Automobile Association, and the National Safety Council; and they are approved by a former United States Commissioner of Education. All of these organizations, which have sponsored school safety patrols for years, agree that the function of the patrol is to aid in the training of school children. The patrol activity is an extension of the educational system, and not a substitute for police control of

automobile traffic at school crossings.

A safety program at the Laboratory School was set up for the purpose of leading children to act safely in all situations and to desire to work harmoniously with other individuals for the welfare and safety of the group.

Participants in the School Safety Patrol are boys chosen by the homeroom teachers and the director of safety. The following qualifications are used as a basis for selection: attendance, scholastic ability, class attentiveness, character, dependability, judgment, health, courtesy, tact, and punctuality.

The School Safety Patrol consists of two patrol squads with approximately fifteen boys in each. One major, two captains, and six lieutenants act as officers in the patrol squads. Assistance is given by the College National Youth Administration group, the Terre Haute City Police, and the Terre Haute Auto Club.

School Safety Patrol members are easily recognized by their insignia, consisting of white belts, orange hats, rain coats, and officers' badges. No signs, signals, flags, sticks, or whistles are used by the patrol squads.

Students of the Laboratory School are required to follow definite routes to and from the school building, the only exceptions being those made at the requests of



parents.<sup>2</sup>

The routes for pedestrians are:

1. Those living north of the Big Four Railroad and east of Seventh Street use the east side of Seventh Street. Follow Seventh Street to school.
2. Those living north of the Big Four Railroad and west of Seventh Street use the west side of Seventh Street to Chestnut. Cross Seventh Street only at Chestnut Street.
3. Those living south of the Big Four Railroad and east of Eighth Street go to Chestnut Street. Cross Eighth Street only at Chestnut Street.
4. Those living south of the Big Four Railroad and west of Sixth Street, go to Chestnut Street. Cross Seventh Street only at Chestnut Street.
5. Those living south of the Big Four Railroad and between Sixth and Seventh Streets use the west side of Seventh Street to Chestnut Street.
6. Those living south of the Big Four Railroad and between Seventh and Eighth Streets use

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<sup>2</sup> Williams, L. L., A special bulletin prepared for the Laboratory School faculty by the director of safety.

the east side of Seventh Street to Chestnut Street.

The routes for bicycles are:

1. Those living west of Seventh Street use Sixth Street to Chestnut Street and continue on Chestnut Street to school.
2. Those living east of Seventh Street use Eighth Street to school.

All pupils who ride bicycles to and from school should be instructed to dismount and push their bicycles across Eighth Street. This applies to both coming to and leaving the bicycle racks.

Riding double or abreast on bicycles is against the law and is absolutely not permitted.

## VII. LOST AND FOUND

The lost and found department of the school is located in the principal's office. All articles found in or around the building should be turned in at this office.

Clothing that is not claimed after a reasonable length of time is given to the Parent-Teachers' Association for distribution.

Other articles are retained in the office for a week or more giving the student sufficient time to make inquiry

concerning the lost property.

The loss of any article of value should be reported to the assistant principal if it has not been turned in at the main office.

#### VIII. MILK FOR INDIGENT CHILDREN

Milk is furnished to indigent children by the Child Welfare Association. It is furnished from early in December through the winter months, usually, until some time in April. The teacher leaves his order for milk on Friday for the following week with the secretary in the principal's office. The milk is delivered daily to the basement of the Laboratory School. The teacher is responsible for getting the milk to the children.

#### IX. USED CLOTHING

Each fall the Laboratory School makes a drive for used clothing to be distributed to the more needy children of the school. The mothers of the P.T.A. take care of the distribution of the clothing brought in. However, the classroom teachers are asked to help by recommending the needy children of their rooms. As the need arises after this general distribution of clothing, each teacher is free to select clothing suitable for the needy children in his room from the lockers in Room 135.

CHAPTER V  
RECORDS AND REPORTS

I. ENROLLMENT

An information blank should be filled out for each child on registration day. Parents may fill these blanks if they bring the child on the first day; otherwise, the form should be sent home with the child to be filled in by the parents and promptly returned to the teacher. The teacher keeps these in his own file.

The data from the information blanks are to be recorded on the white enrollment cards. Duplicate enrollment cards (white cards) must be made out for each child in the room. These cards are filed in alphabetical order in the small metal file on the counter in the outer office, and make up a composite enrollment list of the Laboratory School. Teachers are free to refer to these cards.

Changes of address during the year are reported to the principal's office so the change can be recorded on the enrollment card.

During the year, entering pupils are sent to the principal's office for classification and approval. The enrollment card for that child will be made out by the clerk. The teacher may get the information for the permanent

record (yellow card) from the enrollment card of the incoming child. It may be necessary to send an information sheet home with the incoming child if he has not been accompanied by a parent or older brother or sister who is able to give complete accurate information.

Withdrawing pupils are taken to the principal's office to be officially withdrawn. The date of withdrawal should be recorded in the teacher's daily record book and on the permanent record card by making a (w) in the square for the day of withdrawal.

The form for information concerning withdrawing pupils is available in the assistant principal's office. This form is sent with the child's record to the school in which he is being enrolled. It should be filled out and returned to the office on the day the child withdraws from the Laboratory School.

## II. PERMANENT RECORD CARDS AND FOLDERS

Cards. A permanent, cumulative record card (yellow card) is kept by the teacher for every child in his room. It is important to keep these records accurately and completely.

The permanent record card is turned in to the principal's office at the end of each semester.

S and U (Satisfactory and Unsatisfactory) grades on

report cards are translated into A, B, C, D, or F grades on the permanent record cards.

The results of tests from the testing program of the Speech and Reading Clinic should be recorded with date given, on the lines on the lower right-hand corner of the card.

Cumulative Record Folders. A cumulative record folder for each child in the Laboratory School is kept on file in the office of the assistant principal. The purpose of these folders is to maintain complete, systematic child development and instruction by passing on from one teacher to another information which will enable him to avoid overlapping or omission of phases of work. The folders contain a record of the child's social, academic, and physical progress, individual problems, and other information that may help the new teacher to better understand the child. Each teacher is asked to take advantage of this service by studying each child's record and keeping it complete by adding information he feels may be of significance to the next teacher. U and S marks on report cards are translated into A, B, C, D, F, grades before being recorded in the folders.

### III. ATTENDANCE REPORTS

Daily attendance. Daily attendance reports are kept by the room teacher in a class book provided at the principal's

office. Daily attendance is also recorded on the permanent record card (Yellow card).

Morning absence is recorded by drawing a line from the lower left corner of the square to the upper right corner. Afternoon absence is recorded by drawing a line from the upper left corner of the square to the lower right corner.

Excused absences are recorded by placing a dot in the upper triangle for morning absence and in the lower triangle for afternoon absence.

Example



Excused morning absence



Excused afternoon absence

A written statement from the parents of the illness of the individual, death in the immediate family, or severe illness of a member of the immediate family constitutes legitimate reasons for an excused absence. The "immediate family" is defined as including parents, brothers, sisters, grandparents, aunts, uncles, or cousins.

Attendance is to be reported daily to the principal throughout the first week of each semester. These reports should be in the office by 3:30 P.M.

The names of the children who have been absent for one day without informing the teacher as to the reason for absence should be reported to the attendance officer. These

reports should be placed in the envelope on the bulletin board in the office adjoining that of the assistant principal. The attendance officer collects these reports twice each week.

Cases of habitual tardiness should also be reported to the attendance officer. Forms for these reports are available in the principal's office.

Truancy should be reported at once to the assistant principal's office.

#### State Attendance Reports.

##### I. Aggregate Attendance Reports

This report is to be made near the close of October and March of each school year as directed by the superintendent. It is the basis for determining the apportionment of state school funds and should be made with care. Follow the rules explicitly. The state pays to the local school unit not less than seven hundred dollars per teaching unit. The number of teaching units in the city is based upon this report.

- A. The period for determining the average daily attendance for the first half of the school year shall be the days when school is in actual operation from the beginning of the school year to such date as may be determined by the State Board of Education.
- B. The aggregate attendance of all pupils enrolled in the public schools of a corporation in grades one to eight inclusive and the aggregate attendance of pupils enrolled in the public schools of a corporation in grades nine to twelve inclusive for the above period should be reported as it is recorded on the teacher's register.
- C. The attendance during any part of a school day of the pupils enrolled for the entire school day should be counted as a full day's attendance for this report.



- D. The average daily attendance should be determined by dividing the aggregate attendance for the above period by the number of days school was in operation during the period. (No attendance should be included on days when regular classes were not conducted, such as holidays, institutes, and others).
- E. The attendance of pupils enrolled in classes below the first grade, such as Kindergarten, and in classes above the twelfth grade, such as post-graduate, should not be included.
- F. The final aggregate attendance report.
1. Due at the close of school: (Form #7.)
  2. Statistics: Care should be given to the aggregate attendance and the address of the student. If the student's residence is not in Terre Haute, give as accurate address as possible.  
Note: Children who move outside the city limits during the latter part of a semester should be sent to the Administration Building for permits. If the permit is granted, the Terre Haute residence before moving should be recorded.

II. Attendance Regulations of the State Board of Education Pertaining to Attendance Records.  
(Copy of a bulletin from the office of the State Superintendent of Public Instruction.)

- "1. Every child subject to the provisions of the Compulsory Attendance-Child Labor Law (age 7-16) should be reported to the director of attendance of the corporation whenever he enters or withdraws from any school recognized by said law.
- 2. As soon as a pupil has been enrolled in a school, he becomes a member of that school, and his attendance or absence must be recorded on the attendance registers.
3. Temporary withdrawals are not permitted.
4. Permanent withdrawals: A pupil should not be marked withdrawn on the attendance record until the school authorities are convinced that the attendance of such child cannot be legally enforced for the remainder of the semester. Such withdrawals

may be made for:

- (a) death,
- (b) change of residence,
- (c) enrollment in school at Riley Hospital or other institution,
- (d) illness,

if there is reliable medical evidence that pupil cannot re-enter school during the semester. A written record of each permanent withdrawal should be kept."<sup>1</sup>

#### IV. GRADE CARDS

Grading Period. The Laboratory School issues report cards at nine-week intervals. Two of these nine-week periods constitute one semester. Report cards are to be sent home with the children on the Wednesday following the Friday of the grade period. Grade cards may be obtained at the principal's office.

Grading System. The five point marking scale is to be used on all permanent reports. The basis for grading is as follows:

A - Excellent

Masters all assigned work  
Completes work on time  
Does all written work neatly  
Makes real contribution in class  
Works with vigor and enthusiasm  
Evaluates and improves his own efforts  
Willing to do more than assigned work

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<sup>1</sup> Carroll, George C., Superintendent, Terre Haute City Schools, Bulletin No. 7, September 21, 1938.

Works independently of teacher and fellow pupils  
Applies principles to everyday experiences

B - Good

Masters major portion of assigned work  
Completes work on time  
Does all written work neatly  
Makes good response in class  
Shows a decided interest in work  
Tries to evaluate and improve his own efforts  
Willing to do more than assigned work  
Shows evidence of ability to apply principles  
Works with little assistance from others

C - Average

Masters major portion of assigned work  
Completes work on time  
Does all written work neatly  
Makes average response in class  
Shows interest in work  
Evaluates and improves his work under direction  
Willing to do special assignments

D - Poor

Completes a minimum of assigned work  
Completes work in reasonable time  
Does all written work neatly  
Responds in class  
Makes an honest effort to do work

F - Failing

Indicates work inferior to an accepted standard  
for passing  
It may be due to indifference, irregular  
attendance, incomplete work or improper  
attitude

Inc. - Incomplete

Indicates incomplete work due to legitimate  
causes  
If not made up it reverts to failure

All report cards are to be signed by the parents or guardian before being returned to the teacher. The parents of children doing failing work should be invited to have a conference with the teacher before the first grading period of each semester.

Promotions (pupil). Promotions are made semi-annually for half year or semester periods. Promotions are based upon subject achievement, and social and physical maturity. Children are retarded only when it seems profitable for the child to review a grade or half grade's work without injury to his emotional health or social well-being.

It is a policy of the school for a teacher to keep a group of children for a period of two school years.

## V. REQUISITIONS

Amount of Appropriations. An annual appropriation for supplies and equipment is made for each teaching unit in the Laboratory School. Each teacher will be informed as to the amount of the appropriation before the beginning of the year. The appropriation means that there is that amount of money available if needed.

Each teacher is responsible for making the requisitions for supplies and equipment for his room. The requisitions for SUPPLIES are made on one form and for EQUIPMENT on another form. They are to be kept separate.

Supplies. Supplies are commodities of a nature which, after use, show a material change in, or an appreciable impairment of, their physical condition, and instruments and tools liable to loss, theft, and rapid depreciation. Examples: All types of paper, workbooks, scissors, clay flour, hectograph filler, testing material, sheet music, magazine subscriptions, chemicals, desk supplies, etc.

Equipment. Equipment consists of machinery, implements, tools, furniture, and other apparatus that may be used repeatedly without material impairment of their physical condition and which have a calculable period of service. Examples: All books, furniture, science apparatus, hectographs, etc.

Lists of books are to be kept separate from other miscellaneous equipment. In listing books, the author, title, publisher, and edition are to be given.

Forms for the two types of requisitions may be obtained from the main office.

All materials secured through requisition must be checked through the office before being taken to the rooms.

CHAPTER VI  
BOOK LISTS AND FEES

I. INTRODUCTORY STATEMENT

The classroom teacher is responsible for making a list of the books, rentals, and supplies, with prices, needed for each of his pupils during the semester. This list is sent home with each child on registration day to show the parents the amount of the fee to be paid by them and for what the fee is used.

The fee is paid to the room teacher, who is responsible for purchasing the materials through the Laboratory School Bookstore. A sample book and supply list should be in the principal's office at least one week previous to the beginning of each semester in order to permit time for mimeographing. Samples of booklists for previous years are available in the main office.

All children are requested to have a pair of gymnasium shoes for the physical education period. Parents are responsible for providing gymnasium shoes. They are not to be included in the fee. They are, however, included in the list of supplies needed.

II. KINDERGARTEN

A room fee of ninety cents per semester is charged

to cover the cost of materials used by the kindergarten children. In addition, each child is requested to pay ten cents per week for milk.

### III. GRADES ONE TO THREE INCLUSIVE

The fee in these grades should be made out to cover the cost of: workbooks, crayons, pencils, writing paper, hectograph materials, and art fee.

### IV. GRADES FOUR TO SIX INCLUSIVE

The book lists for grades four to six inclusive, include the following fees:

Art fee	\$ .25
Science fee	.10
Music fee	.20
Social Studies rental	.25
Dictionary rental	.25
English rental	.20
Home room fee	1.00

The home room fee is to cover the cost of: Weekly Reader, paper, ink, paste, crayons, hectograph materials, tests, scissors, ruler, pencils, and pens. All fees are for one semester only.

The classroom teacher is to include in the book list other books and materials he wishes the pupils to purchase to meet the particular needs of his grade.

## V. STATE ADOPTED TEXTS

For information concerning the state adopted texts refer to chapter IX, Curriculum and Teaching Practices.

## VI. PROVISION FOR INDIGENTS

It is necessary to have a written request from the parents before applying to the county for books and supplies for indigents. Forms for applying for free materials are available in the principal's office. These forms are to be made out in triplicate and returned to the office. Application for free materials should be made as near the beginning of school as possible. If the request is honored, one copy will be returned to the teacher to be taken with the child to the Laboratory School Bookstore where the order will be filled and the special fees will be paid to the teacher.

## VII. TEACHERS' TEXTS

Teachers are responsible for supplying texts for their own use.



CHAPTER VII  
BUILDING REGULATIONS

I. LIGHTS

All school employees are urged to conserve electricity by turning off lights when room illumination is not needed.

II. HEAT AND VENTILATION

The thermostat in the room regulates the heat. This thermostat is set and cared for by the engineers at the College heating plant. Teachers are asked not to tamper with the thermostats in their rooms. If the temperature in your room is unsatisfactory, report to the principal's office the unsatisfactory heat condition.

When windows are opened, classroom doors should be closed. To have both doors and windows open will interfere with the heating system, and may cause the room above and below to be cold.

III. CARE OF SCHOOL PROPERTY

It should not be necessary to ask teachers to instruct pupils in the proper care of public property. The development of proper habits and respect for property will not only cut down the cost of education but will also be an asset to

every child throughout life both in his home and in the community.

#### IV. CARE OF VALUABLES

Articles of value should be properly safeguarded. They should not be left where they will tempt any child, college student, or employee of the school. Valuables may be left in the school vault until other provisions are made for their safe-keeping.

#### V. CARE OF MONEY FROM CLASSROOM SALES, ETC.

Profit from classroom sales or other activities is to be used as the pupils and teacher see fit. The assistant principal must be consulted before any ticket sales are begun. An accurate account of all ticket sales must be kept by him and reported to the State Tax Department.

#### VI. DETAINING PUPILS AFTER SCHOOL

The parents of children being detained after school, for any length of time, should be notified as to the reason for the detention and the approximate time the child is expected to remain after school hours. This eliminates much anxiety on the part of the parents, and is especially important when detaining small children.

## VII. SENDING PUPILS ON ERRANDS

The school does not approve of the practice of sending children away from the building during school hours to do errands for teachers or parents. If occasionally it does become urgent for such action, the teacher is to report the same to the principal's office before the child leaves the building.

## VIII. DISCIPLINE

The city school board has a regulation which does not permit corporal punishment. All minor discipline cases should be handled by the classroom teachers. Problems of major importance should be reported to the assistant principal.

## IX. PARENT-TEACHERS' ASSOCIATION

A program of Parent-Teachers' Association meetings will be put in each teacher's mail box at the beginning of the school year. It should be kept where it can be referred to when necessary. All teachers are expected to take an active part in the Parent-Teachers' Association of the Laboratory School.

## X. FACULTY MEETINGS

A program of scheduled elementary faculty meetings will be sent to each teacher at the beginning of the school year. Notices of "called meetings" are to be placed in each teacher's mail box or posted on the faculty bulletin board.

Notices of College Faculty Meetings will be in the college bulletin which will be placed in your mail box. All teachers are expected to be present at all faculty meetings. Excused absence from faculty meetings may be obtained when matters of more urgent concern need to be cared for at the same time.

## XI. COMMITTEES

The following committees have been established in the Laboratory School:

- Guidance Committee
- Parent and Teachers Committee
- Schedule Committee
- Convocations Committee (Elementary)
- Faculty Social Committee
- Library Committee
- Extra Curriculum Committee
- Athletic Committee
- Records and Reports Committee
- Publications Committee
- Speech and Evaluation Committee
- Recreation Committee
- Administrative Council
- Exhibits
- Flower Fund Committee
- Health Committee

Each regular faculty member will be assigned to serve on

one or more of these committees throughout the year. A list of assignments will be placed in each teacher's mail box at the beginning of the school year.

Calls for meetings of the various committees will be in the weekly faculty bulletins from the principal's office.

### XII. LUNCHESES BROUGHT TO SCHOOL

Children living ten or more blocks from the school may be allowed to bring their lunches at noon. However, with our 110 minute lunch period, it should not be necessary for children to bring lunches unless the weather is very disagreeable.

Each room teacher is responsible during the noon hour for the children in his room who bring lunches.

### XIII. PERMISSION FOR TRIPS

Permission for taking excursions during school time must be obtained from the principal. A permission slip signed by a parent or guardian must be obtained from each child before going on long trips in busses or automobiles. When large numbers of these permission slips are required, they will be mimeographed in the office if a sample is given to the clerk at least three days in advance.

#### XIV. ENTERING AND LEAVING THE BUILDING

To avoid confusion in the halls, the children are requested to enter and leave the building by the following entrances:

Rooms 105, 106, 107....North entrance on Seventh Street  
 Room 112.....South entrance on Seventh Street  
 Rooms 114, 118, 124....Chestnut Street entrance  
 Rooms 134, 136.....South entrance on Eighth Street  
 Rooms 139, 142.....North entrance on Eighth Street

Parents should be instructed to call for and leave their children at their designated entrances.

#### XV. FIRE DRILL

When the fire alarm is sounded, the children and all teachers are to leave the building quickly and as orderly as possible by the entrances designated in item XIV (Entering and Leaving the Building.) In addition, the children in:

Room 34 (Elementary Playroom)..South entrance on Eighth Street  
 Room 238 (Library).....North entrance on Eighth Street  
 Girls' Gymnasium.....North entrance on Seventh Street  
 Boys' Gymnasium.....North entrance on Eighth Street  
 Auditorium.....When all grades are assembled  
     West front.....West stage exit  
     West back.....North entrance on Seventh Street

East front.....East stage exit  
 East back.....East stage exit on Eighth Street  
 Center.....North entrance on Seventh Street  
 Balcony - west side  
 and center front.....North entrance on Seventh Street  
 Balcony - east side  
 and center back.....North entrance on Eighth Street

The teachers in the following rooms are responsible for seeing that children in the toilet rooms leave the building when the fire alarm is sounded:

Room 106.....Women's toilet off north corridor  
 Room 112.....Girls' toilet off west corridor  
 Room 136.....Boys' toilet off east corridor  
 Room 139.....Men's toilet off north corridor

The above plan for clearing the building is for general guidance. In case of a blocked exit or if the child is in an unfamiliar part of the building, he should understand that he is to use the nearest free exit. Teachers should draw the children's attention to the various exits in every part of the building which they use.

The room teacher should have previously instructed the children to:

1. Walk quickly but DO NOT RUN.
2. Do not talk.
3. Do not hold hands of another child.
4. Never push or crowd.
5. Do not stop to take anything with you.
6. Go far enough away from the building to allow room for the pupils following to get out of the building.

Order is of prime importance, but children should not be kept in the room until they are "lined up." The

teacher should be sure that every person is out of his classroom and sub-room before he himself leaves.

#### XVI. TOILET ASSIGNMENTS

##### Boys:

Rooms 106, 112, 107.....Toilet east of Sycamore Theatre

Rooms 142, 136, 139,  
114, 118, 124, 134.....Toilet opposite Room 136

##### Girls:

Rooms 106, 112, 107  
114, 118, 124, 134.....Toilet north of Faculty Women's  
Lounge

Rooms 142, 136, 139.....Toilet west of Sycamore Theatre

As a part of their school training, the pupils should be taught to have pride in keeping the toilet rooms clean and neat and in conducting themselves in a self-respecting manner while there. All pupils should be instructed in the proper use and care of the toilets and lavatories. Each teacher is responsible for seeing that the pupils from his room do not waste towels, water, and paper in the toilet rooms.

#### XVII. AUDITORIUM SEATING PLAN

A seating plan for assemblies will be worked out by the Convocations Committee at the beginning of each year. As soon as the plan is complete, a copy of the committee report will be placed in each teacher's mail box.



## XVIII. INFORMATION TO PARENTS

Teachers are responsible for preparing and seeing that the following reports and information reach the parents:

1. Grade cards
2. Assigned entrances
3. School hours
4. Rules concerning lunches
5. Conference notices
6. Permission for trips

Parent-Teachers' Association invitations will be prepared in the principal's office. Notices concerning health will be prepared by the nurse. The classroom teachers shall be responsible for seeing that the above notices and notices from other offices are sent home promptly.

## CHAPTER VIII

### SPECIAL EQUIPMENT FOR TEACHERS' USE

#### I. VISUAL AIDS

The Laboratory School has the following equipment for visual education:

1. Keystone Slide Projectors (six)
2. Bell-Howell Moving Picture Projector  
16 m.m. (one)
3. Tri-purpose Projector (one)
4. Balopticon Projector (one)
5. Stereoscopes and pictures

The first three above-mentioned machines are arranged for and checked from the main office.

Slides on social science subjects for the slide projectors are on file in the science department, Room 340, and may be checked out by any teacher wishing to use them.

The Balopticon is kept in the projection Room (211). Pictures for the Balopticon may be borrowed from the College or Laboratory School libraries if the teacher does not have the desired pictures in his personal picture file.

The stereoscopes and stereopticon pictures are kept in the Laboratory School library and are checked from there.

The projection Room (211) is reserved by placing a card in the door stating the day and hour the room will be in use. A master key obtained from the office will unlock the door to the projection room.

## II. DUPLICATING MACHINE

A limited amount of teaching materials may be prepared on the mimeograph in the principal's office. The teacher desiring to have work done should leave his work with the secretary ten days to two weeks in advance of the time when such materials are to be used. During the past few years, each teacher has been allotted a number of stencils for his use not to exceed fifteen.

## III. EQUIPMENT IN SPEECH AND READING CLINIC

Two types of services are offered by the Speech and Reading Clinic to teachers who wish to use the Clinic equipment. First, to offer instruction in the operation of instruments which are readily mastered by the average teacher; and second, to operate highly technical machines for the teacher. The extent of these services is limited only by the amount of time available to the Clinic personnel. The director of the Clinic is anxious to have all Clinic equipment used to its fullest extent. However, the mechanical nature of the equipment makes it imperative that all who use it be thoroughly instructed in its use and operation. The director of the Clinic has been generous in giving his time, or in providing a trained assistant to help teachers who wished to use machines, but who were unable to operate them.

The following instruments in the Speech and Reading Clinic are for the classroom teachers' use in so far as the teacher is able to operate them, or a Clinic assistant is available to operate the machines for him:

1. Betts Telebinocular
2. Metronoscope
3. Master recorder
4. Magnetic tape recorder.
5. Sound motion picture projector
6. Moving picture camera
7. Still picture camera

Teachers who are interested in using Clinic equipment are advised to see the director of the Clinic for details.

## CHAPTER IX

### CURRICULUM AND TEACHING PRACTICES

#### I. OBJECTIVES<sup>1</sup>

The practical application of the philosophy of the Laboratory School involves: (1) a program of interpretation as a means of developing community understanding; (2) provision for experimentation to further educational knowledge; (3) provision for developing in pupils certain essential skills, habits, attitudes, and appreciations as follows:

1. Development and practice of good health habits.
2. Development of reasonable competence in the tools of learning.
3. Development of essential habits and attitudes of study.
4. Development of basic background for social studies through provision for first-hand and vicarious experiences.
5. Appreciation of the past development and present possibilities in this environment.
6. Practice in critical thinking.
7. Development of ability to make necessary social adjustments through practice in meeting social problems.
8. Development of habits and attitudes of appreciations.
9. Development of reasonable skill in working out constructive enterprises.
10. Opportunity for creative expression.
11. Knowledges and appreciations of the physical world.

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<sup>1</sup>"The Laboratory School of the Indiana State Teachers College, Elementary Grades," The Teachers College Journal, Vol. 10, No. 3, Jan. 1939, P. 44.

12. Individual development of personality, initiative, desirable character, interests, and enthusiasm.

The fulfillment of these objectives constitutes the curriculum for the elementary school.

## II. STATE COURSES OF STUDY

The Indiana State Courses of Study are used as a guide for the curriculum of the Laboratory School. In some cases, outlines allocating particular responsibilities are made available to instructors. Since the school is a laboratory to further educational knowledge, considerable experimentation is carried out.

## III. EXPERIMENTATION

Plans for experimental programs should be carefully planned by the teacher and presented to the principal and assistant director of the division of teaching for evaluation and approval. A detailed account of the experimental program is presented in this handbook in Chapter III, page 8.

## IV. STATE ADOPTED TEXTS

State adopted texts are used unless a special experiment is in progress.

## V. UNITS

The staff believes the needs of the children can best be fulfilled by giving the child as many meaningful experiences as possible, using life needs as the basis for selection. The staff believes further that the curriculum includes all school activities, clubs, programs, auditorium assemblies, building responsibilities, and the like.

A revised course of study for social studies is being developed to allocate the areas of experience to be studied at the various grade levels.

## VI. TIME ALLOTMENT

The time allotment for the various subjects is in accord with the requirements of the State Administrative Handbook for Indiana Schools. The purpose is to plan a program which will help the child develop normally and attain the achievement standards set for his grade level.

## VII. LESSON PLANS AND SEAT PLAT

It is desired that the classroom teacher keep an outline plan of his work for a week in advance so that, in case of his unexpected absence, a substitute teacher can carry on the regular work with a minimum of confusion. These plans may be brief, but the specific topic being studied in the

unit and the page reference in texts are desirable.

A seat plat kept in the plan book will enable the substitute teacher to learn the names of the children more quickly.

#### VIII. EXAMINATIONS

No "set" examinations such as State examinations, are given in the Laboratory School. All desired testing not taken care of by the Speech and Reading Clinic is done by the classroom teacher who selects the tests to be given.

#### IX. MAKE-UP WORK

When a child is absent for a legitimate reason, the teacher is expected to help the child make up his work in the manner which both child and teacher deem best.

#### X. HOMEWORK

The consensus is that there should be no required homework in the first three grades. Required homework in grades four to six, inclusive, should be reasonable. However, children are encouraged to bring in information and materials from outside sources.



CHAPTER X  
SCHOOL POLICIES

I. VISITORS' PERMITS

Visitors, other than college observation classes, should register in the main office and secure signed permits before visiting any classroom. Supervising teachers are encouraged to be as helpful as possible to the visitors. If any visitor has not registered, he should be requested to do so in order that the school may have a record of his visit. A study of these visits and their purposes will enable the school to be of greater service to others in the future.

II. VACATIONS

The Laboratory School is closed for the following vacation periods and holidays:

Indiana State Teachers' Association...	two days
Armistice Day.....	one day
Memorial Day.....	one day
Thanksgiving.....	two days
Christmas.....	approximately two weeks
Spring.....	one week

The first four vacations listed are not required to be made up. The Christmas and Spring vacations are made up by extending the school year three weeks later in the spring. Notices of the exact dates when school is not in session will

be announced in the weekly Laboratory School bulletin.

### III. EXHIBITS

All-School Exhibit. The annual all-school exhibit is held in the spring near the close of the school year. The purpose of the exhibit is to acquaint parents and friends with the children's work throughout the entire nine months. No special effort is made to create projects solely for exhibition purposes. The work of every child is to be represented. The personal work of each child such as work-books, writing papers, etc., is to be made available to that child's parents. These materials are usually arranged on the child's desk to avoid comparison with the work of other children.

The all-school exhibit is the children's exhibit. Therefore, each child is to have an active part in the planning and arrangement of the materials. On exhibit night, the children serve as guides, hosts, hostesses, operators of devices, and dispensers of information. This exhibit also serves as the last program of the Parent-Teachers' Association meeting of the year.

May Festival. Every year the physical education department sponsors a May Festival in which all of the elementary pupils and high school girls participate. Group

rhythmic exercises and dances provide a fine entertainment for the parents and, at the same time, presents a phase of the children's achievements.

Christmas Program. Before dismissal for the Christmas holidays, a Christmas play is presented in the Sycamore Theatre. "Why The Chimes Rang" and "Dust of the Road" have become traditional as Christmas dramas in the Laboratory School.

#### IV. SALESMEN

All salesmen are required to call at the principal's office for permission before calling on any teacher. Please permit no agents to enter your room without the courtesy card.

#### V. SCHOOL NEWS

School news of special interest and significance to persons outside the school should be reported to the Department of Public Relations. Teachers wishing to report news items for publication should first discuss the matters with the Assistant Director of the Division of Teaching.

#### VI. CONVOCATIONS

All-school convocations are held from time to time.

Assignments for seating are made and scheduled by the elementary and secondary convocations committees. The plan for elementary convocations follows:

An Elementary Convocations Committee is appointed at the beginning of each year to develop a program of assemblies for the elementary school. The committee schedules the assemblies; notifies the department or class; and suggests the approximate time and type of program desired. A chairman for each scheduled program is appointed by the committee. He is responsible for the program and for making such arrangements as: reserving the Sycamore Theatre for the proper date, inviting other classes and parents, and the like.

In addition, any groups having activities or materials suitable for assemblies are urged to present their programs to the student body. The teachers of these particular groups are responsible for making the necessary arrangements.

In general, it has been the policy of the convocations committees to suggest these standards:

1. The assemblies shall be simple and informal.
2. The programs shall be outgrowths of room activities and not special preparations and burdens to any group.
3. The parents of the group shall be invited to attend.

## VII. INTER-SCHOOL VISITATION

Some classes are held on Saturday morning during the year so that teachers from other schools may have the opportunity of visiting the Laboratory School. Announcements concerning this program for observation are sent to principals and superintendents of nearby schools. This Saturday-school is considered as a regular school day, and attendance regulations apply to it.

Teachers in the Laboratory School who wish to visit other schools are urged to do so when arrangements can be made for student-teachers to take charge of the regular teacher's work during his absence.

A limited amount of money has been allowed to cover part of the transportation cost of teachers who wish to visit other schools. The individual is to bear all food and lodging expenses.

Plans for inter-school visitation should be discussed with the Assistant Director of the Division of Teaching.

CHAPTER XI  
COMMUNITY SERVICE CENTERS

I. TOY LOAN CENTER

The Toy Loan Center located at 415 North 9th Street offers a valuable educational service to the children of this community. This service center for children is sponsored by the American Association of University Women of Terre Haute, Altrusa Club, and Works Progress Administration.

Toys are borrowed for a period of one week just as books are borrowed from the library. All toys are of educational value and are thoroughly sterilized before being lent to another child.

Children who take good care of the toys they borrow and who are prompt in returning them may choose a gold-star toy (an especially nice toy) for that week. Good habits of play and respect for property are instilled in the child as well as affording him many hours of pleasure and self-education.

All children are eligible. The only requirement is a signed permission slip from the parents. These permission slips may be obtained at the center.

Teachers are urged to become acquainted with the Toy Loan Center and its many advantages especially to under-

privileged children.

The Center is open every Monday afternoon during the school year from 3:00 to 5:00 o'clock.

## II. BOYS' CLUB

Mrs. Flora Gulick, a socially-minded woman of Terre Haute, several years ago established a center for the underprivileged boys living on the west side of Terre Haute.

The club membership is made up almost totally of boys enrolled in the Laboratory School. The club house is located at 230 North Third Street. Under the leadership of a full-time paid director, the boys are engaged in wholesome recreational activities at hours when they would otherwise be free to roam about the streets.

The club is a valuable adjunct to the school in developing the boys into responsible citizens.

## III. FAIRBANKS LIBRARY

The Fairbanks Library located on the College campus on Seventh Street offers a story hour for children every Saturday afternoon at two o'clock. Children in this community should be urged to attend the story hour and become acquainted with the public library.

The Fairbanks Library also has many unique art exhibits which are open to the public.

## CHAPTER XII

### INDIANA STATE SCHOOL LAWS AND RULINGS PERTAINING TO ELEMENTARY TEACHERS

#### I. TEACHER'S AUTHORITY

If any parent, guardian or other person, from any cause, fancied or real, visits a school with the avowed intention of upbraiding or insulting the teacher in the presence of the school, and shall so upbraid or insult the teacher, such person, for such conduct, shall be liable to a fine of not more than twenty-five dollars which, when collected, shall go into the general tuition revenue (6608, Revised Statutes).

The teacher may exact compliance with all reasonable commands, and enforce obedience by inflicting corporal punishment, in a kind and reasonable manner upon a pupil for disobedience. Such punishment must be within the bounds of moderation, and apportioned to the gravity of the offense; but when complaint is made, the judgment of the teacher as to what the situation required should have weight, as in the case of a parent under similar circumstances, and the reasonableness of the punishment must be determined upon the facts of the particular case. The presumption is that the teacher did nothing more than his duty. The legitimate object of chastisement is to inflict punishment by the



pain which it causes as well as by the degradation it implies; and it does not follow that chastisement was cruel or excessive because pain was produced, or abrasions of the skin resulted from a switch used by the teacher. When a proper weapon has been used, the character of chastisement, with reference to any alleged cruelty or excess, must be determined by the nature of the offense, the age, physical and mental condition, as well as the personal attributes, of the pupil, and the deportment of the teacher. ---Vanactor vs. State, 113 Ind. 276; Danenhoffer vs. State, 79 Ind. 75.

## II. STATE TEACHERS' RETIREMENT FUND

A new law was enacted by the Legislature of 1939 affecting the Indiana State Teachers' Retirement Fund. The new law, which became effective July 1, 1939, provided that the Retirement Fund Board should establish rules and regulations to govern the Fund.

A booklet containing the new rules and regulations may be obtained by writing to the Secretary of the Retirement Fund Board at Indianapolis or by calling at the Business Office of the Indiana State Teachers College. Information about the retirement plan will be furnished at any time by the College Business Office.

INDIANA STATE  
COLLEGE  
LIBRARY

BIBLIOGRAPHY

## BIBLIOGRAPHY

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