

on dark backgrounds. Cut two of each letter. Paste one right side up on one side and upside down on the other. When the card is turned in a hurry the back becomes the front and the lettering is right side up.

FLOATERS

Floater are fun for races on water. Start them across a wading pool or blow them across a tub of water. Sailors, ships, ducks, turtles, and fish are good designs to use. You will need balsa wood or large corks, lightweight cardboard or heavy Manila paper, wax crayons, waterproof glue, a knife, and scissors to make floaters.

Choose a large cork or a piece of balsa wood 4" x 4" x 1" to use as a base. Cut a slit along the center line of the wood or cork.

Cut out figures from cardboard or Manila paper. They should be about 2" x 4" or 3" x 6" in size. Don't let them overbalance the float. Leave a tab at the bottom of each figure to fit into the base. Color the figures very brightly with wax crayons. Cover the tab with waterproof glue and insert in the base. When dry your floater is ready for use.

BOX SCULPTURE

Box sculpture is easy and interesting. There are no set rules or directions. Each empty box suggests something new and different. Designs for animals may be quite realistic or most imaginative.

Start by saving clean boxes of all kinds: pill boxes, powder boxes, cartons, candy boxes, mailing tubes, odd-shaped gift boxes, jewelry boxes, cheese cartons, and cereal containers. With this collection save also feathers, yarn, bits of fabric, spools, beads, toothpicks, pieces of wire, lace, and similar odds and ends. You will need also glue, tempera paints, crayons, and white shellac for finishing.

Animals can be made by using a cereal box for the body, a pin box for the neck, and a powder box for the head. The cereal box covered with fancy paper, and the three boxes glued together. A flat circular candy box cut apart to make tongue, legs and tail. Small pearl buttons were sewed on for eyes and wooden button molds glued on for ears. Then paint the animal with tempera paint. When this dries give a coat of white shellac to preserve the finish.

Other animals are put together in the same way.

Reference: YOU CAN MAKE IT
By: Louis V. Newkirk, Ph.D.
Silver Burdett Company
New York, N. Y.

SPATTER PAINTING

Greeting cards, posters, stationery, and wrapping paper can be beautifully decorated with spatter-painted shadow designs. Cut a silhouette of heavy paper or cardboard-parchment paper is very good for this purpose. With a thumbtack hold the silhouette in place on the paper to be decorated, and spray tempera paint over it. The easiest way to do spatter painting with tempera is to use a small flit gun. Fill the spray gun with a solution of one-third paint and two-thirds water. If you have no spray gun, dip an old tooth brush into the paint (diluted slightly) and flick the brush against a thin stick or a piece of wire screen. The wire screen will make a more even spray.

Spatter paint a collection of leaves in this manner, or use a leaf pattern on your portfolio cover. You may also spatter paint silhouettes on greeting cards and stationery.

Magnificent brocade effects for costumes, scarfs, and linens can be achieved by spatter painting dyes from a spray gun on fabrics. For this you may use either stencils or silhouettes. Use half the amount of water called for on the dye box.

In Colonial times people spatter painted their floors in various colors. They called this "spatter dash". Today, people spatter dash old linoleum or wooden floors. The effect is very gay. Just dip a whisk broom into a can of enamel and flick it against a stick. (It is best to tack newspaper along the baseboard and lower walls so that none of the spray reaches the wall.) Do not have too much paint on your whisk broom. After the paint is dry, brush on a coat of shellac.

FINGER PAINTING

Materials required: glossy paper, corn starch, oil cloth mats, Shaw's Finger Paint, or tempera paints, if commercial paints are not available.

Formula for home prepared paints: Make a smooth paste using one-half cup of corn starch and one cup of cold water. Cook until mixture bubbles. Stir constantly. Cool, colour with paints, place in small jars and keep covered until ready for use.

Moisten the surface of the paper and place on an oilcloth mat.

Dab a bit of the paint on the paper.

Spread the paint over the entire surface of the paper, using the palm of the hand.

No definite motif or design is stressed. Cross hatching, plaid, and striped effects, as well as all kinds of swirls and curves, can be had. Experiment pounding with a clenched fist for bold pattern effect, or produce a feathery delicate pattern with the finger tips.

With a little creative imagination, this medium will prove to be a means of self-expression through line mass and colour.

CRINKLED PAPER

Materials required: light-weight paper, onion skin, tracing paper, tissue paper, transparent water colour paints, shallow pan of water, camel hair paint brush.

Submerge the paper in a pan of water, squeeze the damp paper tightly into a small wad, spread open on a flat surface.

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CRINKLED PAPER

Materials required: light-weight paper, onion skin, tracing paper, tissue paper, transparent water colour paints, shallow pan of water, camel hair paint brush.

Submerge the paper in a pan of water, squeeze the damp paper tightly into a small wad, spread open on a flat surface.

CRINKLED PAPER (Cont'd)

Dab water colour paints over the surface of the paper, using a brush. When the paper has absorbed all the paint it can hold, wring out open and spread out flat to dry.

When thoroughly dry, the paper will have absorbed all of the colour in the wrinkles and creases, producing a mottled effect.

MARbled PAPER

The fact that water and oil do not mix is the principle of another effective means of decorating paper.

Materials required: Oil colour in tubes or printing inks, shallow pan of water, hard-sized paper, turpentine.

Mix the colors with turpentine to the consistency of thick cream.

Drop spots of colour on the surface of the water.

Work the colours into patterns by stirring gently, producing swirls or wavy lines.

Hold the paper to be marbled at opposite corners and lower it carefully onto the surface of the water, being sure that all parts of the paper come in contact with the liquid, and then allow it to dry.

The colours floating on the surface adhere to the paper, leaving a marbled effect, such as one finds on the end papers of some books.

Reference:

ARTS AND CRAFTS
Marguerite Ickis
A. S. Barnes and Company, Inc.
New York, N. Y.

SCIENCE EXPERIMENTS SUITABLE FOR THE ELEMENTARY
GRADES

Compiled by: Madeline Driskill

The Egg Pops In (No. 1)

1. Boil a fresh egg ten minutes.
2. Place it in cold water about ten seconds and remove the shell.
3. Fold a 4" x 4" piece of newspaper, or a single sheet of flat toilet paper, three times in the same direction.
4. Light the paper at the lower end.
5. Drop the lighted paper into a quart milk bottle and quickly place the shelled egg in the mouth of the bottle.
6. The egg will dance up and down and then pop into the bottle.

The Egg Pops Out (No. 2)

1. Fill the bottle with water.
2. Invert it, hold the egg up with your finger and rinse out the burned paper.
3. Lean your head back until your face is horizontal, press the bottle mouth air-tight over your own mouth and puff hard into the bottle.

Life the bottle and the egg will pop out.
Be ready to catch it.

Bang! (No. 3)

1. Steam the inside of a quart milk bottle on a tea kettle spout for one full minute.
2. Find a sound cardboard milk bottle cap for it.
3. Fill a pitcher with luke-warm water.
4. Lift the bottle off the kettle spout with a towel; then, quickly stand it in a saucer, insert the bottle cap air-tight, and pour luke-warm water on the cap slowly and steadily to keep it air-tight.
5. In two minutes or less you will see and hear the cap burst into the bottle with a "bang." If it does not, push the cap down gently with a finger and it will burst in with a "bang".

Note: You should have a tea kettle with a spout narrow enough to go into the mouth of the milk bottle 1 inch or more in order to be sure that the steam passes into the bottle to drive out the air. If not, make a cardboard tube 3 inches long. Shove one end into the tea-kettle spout and the other end into the mouth of the milk bottle.

Bang! (No. 4)

1. Cut in two a medium size round balloon, two for five cents.
2. Fold a 4" x 4" piece of newspaper three times in the same direction, light it at the lower end, and drop it into a quart milk bottle; then very quickly continue.
3. Hold the bottom half of the balloon over the mouth of the bottle and you will see the balloon rubber bulge upward at first and then stretch down into the bottle and break with a "bang".

Fill the bottle with water to the top to drive out the burned air and the burned paper.

-2-

Milk Bottle and Candle (No. 5)

1. Fill a quart milk bottle half full of water and empty the water into a sauce pan. Stand a 2" candle in the pan and light it.
2. Invert the empty quart milk bottle over the candle and hold its mouth about $\frac{1}{4}$ inch under the water surface until the hot air stops bubbling out.
3. Lower the bottle and you will see the water and candle rise up into the bottle.

Fill the bottle with water to drive out the burning air.

Tumbler and Paper (No. 6)

1. Fill a tumbler with water, cover it with a small piece of heavy wrapping paper, press the paper down with the palm of your hand to force out air and some water, invert both over a pail and remove your palm. The paper will stay on the tumbler.
2. Place the inverted tumbler and paper on the table and slide out the paper. The water will remain in the tumbler.
3. Slide the tumbler to the edge of the table and empty it into a pail.

Soda Bottle and Tumbler (No. 7)

1. Fill a soda bottle with water and invert an empty tumbler over its mouth.
2. Hold the tumbler and bottle together and invert both. A little water will run into the tumbler.
3. Lift the bottle two inches and hold it steady in this position. Air flows into, and water out of the bottle, but both stop as soon as the water level in the tumbler reaches the mouth of the bottle.
4. Lift the bottle another inch and hold it. Again air flows into, and water out of the bottle, and again both stop when the water level in the tumbler reaches the mouth of the bottle.

Gallon Can (No. 8)

1. Pour a tumbler of water into a gallon can with a screw cap, place the open can on the stove and boil the water until the steam has issued for 1 minute or more.
2. Turn off the gas, screw on the cap, invert the can and place it cap down in a pan or pail of water.

The can will collapse.

Tea Kettle Steamer (No. 9)

1. Pour water into a tea kettle until it covers only the lower half of the hole leading into the spout. The steam can then enter the spout.
2. To get water into an upside-down milk bottle.
3. Place the milk bottle over the spout of a tea kettle and steam it inside for 1 minute.
4. Pour six cups of warm water into a large pail.
5. Invert the milk bottle quickly into the pail and the water will run up into it.

Milk Bottle and Water Balloon (No. 10)

1. Fill a large round balloon with about a pint of water and tie it.
2. Place the balloon in an empty pail. Light a folded 4" x 4" piece of newspaper, drop it into a quart milk bottle and quickly press the mouth of the bottle against the balloon.
3. Part of the water balloon will move up into the bottle.

Milk Bottle and Palm (No. 11)

1. Fold a 4" x 4" piece of newspaper three times in the same direction and light it at its lower end.
2. Drop it into a quart milk bottle, turn the bottle on its side and press your palm against the mouth of the bottle. You will feel your palm sucked into the bottle.
3. Fill the bottle with water to drive out burned air and paper. Empty it to let the fresh air in.

To Suck and Egg (No. 12)

1. Punch a small nail hole through the shell and inner skin at each end of a fresh egg.
2. Find a balloon a little larger than the egg and cut it in halves.
3. Pull the mouth half of the balloon over one end of the egg to serve as a gasket.
4. Fold a 4" x 4" piece of newspaper, light it at the lower end and drop it into a quart milk bottle.
5. Hold the gasket-covered end of the egg air-tight in the mouth of the bottle and the contents of the egg will flow into the bottle.

Coffee Can, Tumbler and Milk Bottle (No. 13)

1. Fill a coffee can with water and raise it bottom up but keep its mouth under water.
The can will feel heavy.
2. Let in air a little at a time.
The can will feel lighter and lighter.
3. Repeat 1 and 2 with a tumbler.
4. Repeat 1 and 2 with a milk bottle.

Milk Bottle and Long Balloon (No. 14)

1. Blow up a long balloon until it is only half expanded and tie it so.
2. Steam the inside of a quart milk bottle for one minute.
3. Note: Be sure that the water in the tea kettle covers not more than the lower half of the hole leading into the spout. The steam can then pass through the upper half into the spout.
4. Quickly put the unexpanded part of the balloon into the bottle and hold the expanded part against the mouth to keep out air.
5. The air in the balloon will expand the balloon into the bottle as the steam condenses.

(Note: You should have a tea kettle with a spout narrow enough to go into the mouth of the milk bottle 1 inch or more in order to be sure that the steam passes into the bottle to drive out the air. If not, make a cardboard tube 3 inches long. Shove one end into the mouth of the milk bottle.

It Floats and Holds Water (No. 15)

1. Find the cover of a metal can and punch it full of nail holes.
2. Heat the cover enough to melt candle wax, rub it with a candle and shake the candle wax out of the nail holes.
3. Cut out two paper dolls about one inch high. Seat them in the cover and place the cover on the water. You will see that it floats although it is full of holes.
4. Remove the dolls and pour water into the cover. You will see that it holds water although it is full of holes.

Spheres (No. 16)

1. Rinse the plate thoroughly and fill it with fresh cold water, sprinkle the surface with a little talcum powder and let one or two dozen drops of kerosene fall on the surface at the center.
2. Touch the middle of the kerosene patch with a piece of wet soap. The kerosene will be instantly drawn to the edge of the plate where it will gather into small spherical drops.

Forks and Fifty-Cent Piece (No. 17)

1. Insert a fifty-cent piece between the first and second tines of two similar forks and balance the group on the edge of a tumbler.

He Bobs Up Serenely (No. 18)

1. Cut a large spherical raw potato in half and, at the middle of one half, bore a hole just large enough to hold a paper soda sipper.
2. Insert a paper soda sipper.
3. Cut out a paper man and glue him to the soda sipper.
4. Tilt the little man.
5. Release him and he will bob up serenely.

Coin, Card and Bottle (No. 19)

Place a coin on a card over the mouth of a milk bottle. Flick the card horizontally and it will fly out.

The coin will not move horizontally but will simply drop into the bottle.

To Boil Water in Paper (No. 20)

Make a paper box out of smooth heavy wrapping paper as above, place it over a burner, fill it half full of water and light the gas. The water simmers but the paper does not burn.

The Genie (No. 21)

1. Pour two tablespoonfuls of ink into a soda bottle and fill the bottle with hot water. Wait until the air bubbles stop rising and then add more hot water.
2. Fill a similar bottle with cold water.
3. Cover the cold water bottle with $1\frac{1}{2}$ " x $1\frac{1}{2}$ " piece of wrapping paper and press the paper down hard with your thumb to squeeze out a little of the water.
4. Invert the cold water bottle and place its paper covered mouth over the mouth of the hot water bottle.
5. Slide the paper out carefully and the colored hot water will rise into the upper bottle. It will remind you of an Arabian Nights genie emerging from its bottle.

Crystals (No. 22)

Buy five cents worth of alum, dissolve it in hot water and pour the solution into a tumbler.

Fasten a paper clip to the lower end of each of three strings and hang the strings in the solution from a pencil above the tumbler.

Observe the solution each day and you will see crystals of alum forming on the strings and at the bottom of the tumbler.

Try this also with table salt, Epsom salt and saltpeter.

Invisible Ink (No. 23)

Make a concentrated solution of table salt in hot water and let it cool.

Write your name with this salt solution with a new clean pen which has never touched ink.

Let the writing dry and it will be almost invisible.

Rub across it with a lead pencil and your name will appear.

Science Experiences with Home Equipment
By: Carleton John Lynde, Ph.D.
International Textbook Company
Scranton, Pennsylvania

BEDFORD COUNTY PUBLIC SCHOOLS

Teachers for 1951-52 Session—County White

Bedford High School, Bedford, Virginia

J. L. Bordon, Principal	Latin, Math
Miss Virginia G. Boan	English
Miss Josephine Bibb,	English, History, Guidance
Miss Jean Magann	Home Economics
Miss Sibyl E. Woodford	Health and Physical Education
Mrs. Sue W. Carlyle	Distributive Education
Anthony Audia	History, Science
Sherrill Coleman	Physical Education
Homer M. Bryant	Librarian
Miss Virginia F. Ruff	Industrial Arts
J. J. Thaxton, Jr.	Chemistry, General Science, Biology
Mrs. J. J. Thaxton, Jr.	Commercial
Miss Martha McKee Anderson	Music
Miss Elizabeth Jamerson	English, French
Miss Margaret Williams	Social Studies, Math
Mrs. Julia F. Brown	

Mrs. Elizabeth Steele	7	Miss Mary J. Wingfield	4
Miss May L. Wilkinson	6	Miss Bessie Coppedge	3
Mrs. Mildred S. Roberts	5	Miss Helen F. Luck	2-3
Mrs. Eleanor W. English	5	Mrs. Lucille Hays	2
Miss Sextile Tate	4	Mrs. Bettie W. King	1
		Mrs. Sarah M. Mitchell	1

Big Island High School, Big Island, Virginia

George Roy Bird	Math, Principal
Mrs. Martha C. Eberhardt	English, History
Glenon W. Callahan	Shop
Miss Nelle Harris	Biology, Chemistry, Math, Latin
Miss Phyllis Alphin Hockman	Home Economics, Science
Mrs. Frances A. Oliver	Library, Health and Physical Education
Willis P. Oglesby	English, History, Geography, Health and Physical Education

Miss Gwendolyn Page	7	Miss Clara Richardson	3
Mrs. Louise G. Wilson	6	Mrs. Ethel T. Arrington	3
Miss June Hylton	5	Mrs. Henrietta S. Mitchell	2
Miss Marie Day	4	Mrs. Emma C. Sutherland	1
		Miss Dorothy Burnett	1

Boonsboro High School, Route 4, Lynchburg, Virginia

George K. Averett	Principal, Health and Physical Education, History
Miss Jean M. Daniel	Biology, Science, English, History
John Malcolm Almond	English, Commercial
Miss Ethel Spradlin	Home Economics
Mrs. Bettie W. Campbell	Health and Physical Education, Math, Latin, Plane Geometry, Algebra
Miss Murrell Brockenbrough (1/2)	Music
William N. Lee	Health and Physical Education, Government, Social Studies, Geography
Mrs. Carrie Brockenbrough	Library, Music Appreciation

Boonsboro High School, Route 4, Lynchburg, Virginia (Continued)

Mrs. Lula S. Fones	7	Miss Estelle Barker	4-6
C. Owen Weigand	6	Mrs. Bertha Dooley	3
Mrs. Margaret D. Lee	5	Miss Emily Meriwether	2
Mrs. Nancy J. Weigand	4	Mrs. Garnet Gray	1

Huddleston High School, Huddleston, Virginia

Ralph A. Racer	Principal, Government
Mrs. Miriam W. Laughon	Library, World Geography
Miss Fannie R. Harmon	Biology, English, Math, Science
Miss Mary Elizabeth Allen	English, Spanish, Social Problems
William J. Burkholder	World Geography, Algebra, General Math, Plane Geometry
Carl McDaniel	Health and Physical Education, Gen. Psych.
Mrs. Wilda Ellen McDaniel (1/2)	Music
Mrs. Edna Heptinstall	Home Economics

Overton Stewart	7	Marvin Heptinstall	4-5
Mrs. Rose M. Robertson	7	Miss Arlene Ingham	4
William M. Sydnor	6	Mrs. Elizabeth Martin	3
Miss Marie Martin	5	Mrs. Margaret Martin	2-3
		Mrs. Rose R. Stewart	2
		Mrs. Lena S. Overstreet	1

Moneta High School, Moneta, Virginia

Archie F. Robertson	Principal, English
Mrs. Florence W. Meador	Latin, Guidance, Math
Miss Eunice Turner	Government, Geography, English, Health and Physical Education

Mrs. Lucille M. Davis	Home Economics, Physical Education
Ivan Lobban	Chemistry, English, Biology, General Science, Health and Physical Education
Mrs. Louise W. Robertson	Library
Miss Frances Fannin	Math, English, Speech, Social Studies, Health and Physical Education
Mrs. Wilda Ellen McDaniel (1/2)	Music

Mrs. Harold Turner	7	Mrs. Elizabeth Dinwiddie	4-5
Mrs. Lucille F. Thompson	7	Miss Grace Dooley	3
Mrs. Myrtle R. Anthony	6	Miss Eunice Burnett	2
Mrs. Sally K. Counts	5	Mrs. Annie C. Dudley	2-3
Mrs. Marion Meador	4	Mrs. Eliza W. Dinwiddie	1

Montvale High School, Montvale, Virginia

Hugh D. McKee	Principal
Kenny E. Coffman	Agriculture, Shop
Mrs. Margaret Garrett	Library
Miss Nancy Miller Overstreet	Chemistry, Plane Geometry, Algebra, Health and Physical Education
Miss Mary Ann Patterson	Home Economics
Mrs. Catherine V. Gordon	Health and Physical Education, Spanish, General Business
Mrs. Finley N. Nance	Math, Algebra, Science
Mrs. Margaret Billingsley	Science, Geography, Biology
Miss Wilma Rayburn	Government, History, Guidance
*J. Gerald Pritchett	Music, English, Typing
Mrs. Dorothy Bolick	Secretary
*Mrs. Eleanor P. Schula	Art

(*Both High School and Grade)

Montvale High School, Montvale, Virginia (Continued)

Mrs. Eula B. McKee	7	Mrs. Gertrude Jeffrey	3
Miss Ruth Alphin	6	Mrs. Frances T. Buford	3
Mrs. Marguerite H. Graham	5-6	Mrs. Lyda J. Coffman	2
Mrs. Eleanor P. Schula	5	Miss Betty Strother	2
Mrs. Margaret R. Martin	4	Miss Margaret Key	1
Miss Edley Rosazza	4	Mrs. Janet G. Tolley	1

Stewartsville High School, Goodview, Virginia

James Alcoy Johnson	Principal, English
Edward C. Nininger	History, English, World Geography, Government, Economics
Bernard L. Rollins	General Science
Carl W. Grubbs	English
William C. Ruffin	Health, History, Physical Education
Edward A. Blane	Spanish, Business Education, History
Mrs. Irene W. Cheek	Health and Physical Education, English
Miss Nancy Teass	Home Economics
Mrs. Nancy S. Falls	Library
Miss Mary Anne Boone	General Math, Algebra, Geometry
Mrs. Christine Huddleston	Chemistry, Biology, Math
Mrs. Deborah R. Bradley	Office

Miss Leona Hearn	7	Mrs. Mamie Hawley	4
Mrs. Margaret Lantz	7	Mrs. Viola St Clair	3
Miss Dorothy M. Evans	6	Mrs. Annie S. Overstreet	3
Mrs. Gladys Orr	6	Mrs. Myrtle Dearing	3
Miss Georgetta Abbott	6	Mrs. Dorothy Peters	2
Mrs. Nancy P. Greenwood	5	Miss Ann McElrath	2
Mrs. Gatha L. Woolfolk	5	Mrs. Lula Meador	1-2
Mrs. Doris B. Holland	5	Miss Elizabeth Kessler	1
Mrs. Anna M. Johnson	4	Miss Mary Jane Williams	1
Mrs. Eva Bishop	4		

New London Academy, Forest, Virginia

Hartwell S. Evans	Principal		
Miss Helen E. Coleman	Latin, English		
Mrs. Irene M. Jones	Home Economics, Human Geography		
Charles E. King	Chemistry, Health and Physical Education, Diversified Occupation		
P. Ludwell Johnson	Industrial Arts		
Mrs. Geneva Camp	Shorthand, Typing, Bookkeeping		
Mrs. Martha Davis	English, Social Studies, Math, History		
Miss Dorothy Dancy	Math		
William S. Jones	Agriculture, Shop		
Mrs. Jean Ingham	Health and Physical Education, Biology, General Science		
Andre C. dePorry	English, Human Geography, Social Studies French, English		
Mrs. Eloise Gordon	Library		
Charles B. West	Health, Physical Education, Biology, Science		
Mrs. Stevie A. Garbee	7	Mrs. Harry Farmer	3
Miss Anne Lee	6	Miss Alma Langford	2
Mrs. Cornelia McIvor	5	Mrs. Frances T. Padgett	1
Miss Catherine Christley	4		

Liberty Academy, Bedford, Virginia

A. L. Garrison	Principal
A. R. Williams	Bureau of Teaching Materials (Bedford County)
Mrs. Morcelle C. Marshall	Music
Miss Shirley Irvin	7 (Science)
Mrs. Alta Wheeler	7 (Math)
Mrs. Pattie C. Johnson	6 (English)
Mrs. Phyllis Bryant	6 (Social Studies)
Miss Elizabeth Lux	5
Mrs. Delia Morgan	5
Mrs. Virginia T. Overstreet	4
Mrs. Margaret Williams	4
Mrs. Mary J. Marsh	3
Miss Emma Broyles	3
Miss Margaret Mahone	3-4
Mrs. Elrica S. Moseley	2
Miss Nan Clarkson	2
Mrs. Virginia B. Goode	1-2
Miss June Burns	1
Miss Flossie Reynolds	1
Mrs. Dorothy G. Garrison	Library

Brookhill Elementary School, Route 1, Forest, Virginia

Mrs. Erna G. Wilson	6-7, Principal
Mrs. Barbara Martin	4-5
Mrs. Cordia J. Hubbard	2-3
Miss Vernie Coffey	1-2

Coleman Falls Elementary School, Coleman Falls, Virginia

Miss Pauline Logwood	1-4, Principal
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Cool Springs Elementary School, Thaxton, Virginia

Miss Valinda Hamilton	5-7, Principal
Miss Inis Cox	1-4

Forest Elementary School, Forest, Virginia

Mrs. Kitty C. Radford	6-7, Principal
Mrs. Georgia Flock	4-5
Miss Jessie King	1-3

Patmos Elementary School, Huddleston, Virginia

Miss Myrtle Saunders	1-4, Principal
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Thaxton Elementary School, Thaxton, Virginia

Miss Lucy Falls	7, Principal
Mrs. Ollie F. Hamm	6
Mrs. Mary H. Ruff	5
Mrs. Betty L. Mundy	4
Mrs. Cora P. Smith	3-4
Miss Mary Ann Oglesby	3
Miss Nancy Davis	2
Miss Iva Fergie	1

BEDFORD COUNTY PUBLIC SCHOOLS
1951-52 Session

As a professional leader what will be your objectives for this school year?	Why have you chosen each of these objectives?	What procedures do you propose to use in order to achieve each chosen objective?
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Mrs. Madeline Driskill, Elementary Supervisor
(Mrs. George W. Schenk, Visiting Teacher)

1. Child Study and Understanding

To help teachers plan for a special conference with parents who have pupils to enter school for the first time (pre-school conferences on what to expect of beginners in school-Reading Readiness, etc.).	To help interpret the school program of beginners to parents of beginning pupils. To help parents understand that all beginning pupils can't achieve at the same rate.	Pre-school conferences for parents and teachers to discuss: what to expect of beginners; how to prepare beginners for school; sending bulletins and materials to parents of beginners; talks at P.T.A. Programs on beginners.
To help teachers to make a study of retentions in each grade, especially in grades one and two.	To find out what percent of failures are in our first and second grades. To help eliminate failures in the primary grades.	Make a survey to find out the number of failures in the first and second grades in the last five years. Studies to see what causes so many failures in the primary grades. Encourage teachers to visit home of pupils. Study ways of helping eliminate failures in the lower grades.
To encourage teachers to work with parents in solving pupil problems.	Sometimes teachers take the defensive when criticized by parents instead of realizing that a problem could be solved by a friendly conference with parents.	Encourage teachers visiting homes of pupils. Encourage Open House Meetings where teachers and parents can discuss pupil progress as well as problems.
Study groups with parents on Child Study and Understanding	After having been asked by P. T. A. Groups to talk on Child Study (they said they would like more such discussions on Child Study).	Continued acceptance of invitations to speak to P. T. A. groups, Civic Groups, etc., on Child Study Topics. Plan the teacher-parent discussion groups on Child Study.

As a professional leader what will be your objectives for this school year?	Why have you chosen each of these objectives?	What procedures do you propose to use in order to achieve each chosen objective?
1. Child Study and Understanding (Continued)		
To help teacher to become more familiar with the principles and techniques of pupil adjustment and guidance.	We find that a year by year study of children is necessary in order for teachers to <u>grow</u> in the understanding of children.	Special studies of children. Special studies of professional materials on child study. Observing pupil behavior. Interchange of case studies, etc.
To help teachers to develop methods of diagnosis and remedial work.	Some teachers, especially new and beginning teachers realize weakness in pupils, but need special help in diagnosing pupil problems.	Work with teachers in the classroom to help them diagnose problems. Help them get the remedial materials needed and to carry on instructional program that will be effective.
To study special placement and grouping of pupils.	Teachers need to continue to understand the importance of special placements and groupings of pupils for the best instruction of each individual.	Special studies of pupils to give the best placements, socially, as well as otherwise. Observe pupils to see the adjustments made after placements and groupings have been worked out for them.
To help guide teachers in respecting individual differences of children. To make provisions for work on the level of each pupil.	A need for continued professional training is indicated.	Working with teachers in the classroom in finding individual needs and helping her to adjust the program of work to meet the individual needs of pupils.
To stress the importance of watching the mental health of pupils.	Many pupils have emotional problems that might be overcome if understood by teachers.	By observing and recording pupil behavior. Making adjustments which will cause pupils to overcome emotional problems.
To stress and guide the Personal and Social Development of all pupils--(Building Good Citizenship).	We realize that the teaching of Good Citizenship is even more important than the 3 R's but teachers fail to stress this as much as they should.	Working with teachers on training pupils to be Good Citizens. Observing pupils to see how they act. Discussion in faculty groups of the importance of training for Good Citizenship.

As a professional leader what will be your objectives for this school year?	Why have you chosen each of these objectives?	What procedures do you propose to use in order to achieve each chosen objective?
1. <u>Child Study and Understanding</u> (Continued) To help provide instruction and instructional program for home-bound pupils.	Constant requests are being made for instruction for homebound pupils.	Securing teachers for homebound pupils. Helping teachers of homebound pupils with an instructional program for each pupil.

Curtis L. Ramsey

2. Teacher Growth and Welfare

Extension Classes	Encourage further professional training.	Extension classes utilized through University of Virginia.
Faculty Study	Encourage the "growing together" of the faculty.	Individual and group study of specific or common interest areas.
Appraisal of elementary school methods	Greater need for a better understanding of elementary school goals.	Individual and group analysis of methods and subject matter content in terms of total elementary school program.
Coordinate program of work for Seventh and Eighth Grades	Need for greater and better group of skills by students and better techniques by teachers.	Emphasis on better teaching of subject matter, more efficient use of resources, and broader concept by teachers.
Guidance	Drop outs in school and failures show need for greater emphasis for better understanding of pupil problems.	More study of guidance techniques, testing, and application to school. Use of better counseling techniques.
Testing	Teachers use tests but frequently do so improperly. Results are often a hazard to pupil progress and better teaching.	Encourage a more careful study of the "why" of testing. Purpose and use of standard tests.
Encourage use of more materials	Definite need for more activities including real-life experiences.	Demonstrations using supplementary and other resource materials.

As a professional leader what will be your objectives for this school year?	Why have you chosen each of these objectives?	What procedures do you propose to use in order to achieve each chosen objective?
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J. Hoge T. Sutherland (John E. Harrell, Supervisor of Negro Schools)

3. Curriculum Enrichment

Complete study of best practices in meeting needs of all pupils of high school age.	Bedford County is still debating plans for consolidation of high schools, and reasons therefor.	Use visits, questionnaires, State and other consultants, citizens advisory groups, PTA's, etc.
Revise Bedford County History and Geography Supplement.	Bicentennial (1954) of Bedford County--State interest also.	Staff, teachers, interest groups, consultants gather and edit data.
Continue revision-local courses of instruction	Local supplement to all State outlines wanted by teachers.	Staff and consultants help teachers work on units at all levels.
Provide a well-balanced program for every child.	Our comprehensive program must recognize total pupil needs, and provide experiences to promote desirable pupil growth.	Good teaching is basic-stimulate each teacher to develop maximum skills, use talents, attain worthy objectives.

A. R. Williams and Committee

4. Use of Teaching Aids

Use effectively all State, local or other instructional materials.	Teachers as well as pupils learn by doing, experiencing, utilizing every good tool.	Use catalogs, demonstrations, conferences, in-service helps and planning of every sort.
Develop county-made slides; encourage county booklets, etc.	Needed materials on every phase of county life-Bicentennial.	Pictures, murals, environmental items--many cooperate in project.
Continue listing of teaching materials best for subject units at all grade levels.	Local courses of study suggest appropriate activities - tools to do job must be also known.	BTM records, teacher evaluation, manuals, advertisement by firms, etc. tabulated by staff/leaders.

As a professional leader what will be your objectives for this school year?	Why have you chosen each of these objectives?	What procedures do you propose to use in order to achieve each chosen objective?
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A. G. Cummings and Staff

5. Evaluation

Promote understanding between all school personnel and parents--facts about problems and also progress.	Public support of all kinds is required, for solving problems and evaluating progress.	Use speaker's bureau, PTA's, general and special meetings, radio, newspapers, conferences.
County testing program (Achievement and mental ability--all pupils in 1st, 4th, 7th, etc.)	Supplement teacher's appraisal of ability and pupil growth as basis for remedial program.	State tests, with some local tests in fall and spring--analyze results, plan remedies.
Under five headings above stress will also be given other phases of program.	With long-time program, constant need for evaluation, adjustment, vitalization, interpretation, etc.	Staff, principals and other conferences; use of special consultants; study and analysis of county data, etc.

First Grade Teachers
1951 - 52

Total --- 22

Bedford

Mrs. Sarah McC. Mitchell
Mrs. Bettie W. King

Big Island

Mrs. Emma C. Sutherland
Miss Dorothy Burnette

Boonsboro

Mrs. Garnett H. Gray

Huddleston

Mrs. Lena S. Overstreet

Liberty Academy

Miss June Burns
Miss Flossie Reynolds
Mrs. Virginia B. Goode (1-2)

Moneta

Mrs. Eliza W. Dinwiddie

Montvale

Mrs. Janet G. Talley
Miss Margaret Key

New London

Mrs. Frances T. Padgett

Stewartsville

Mrs. Ella S. Morgan (1-2)
Miss Mary Jane Williams
Miss Elizabeth Kessler

Brookhill

Miss Vernie Coffey (1-2)

Coleman Falls

Miss Pauline Logwood (1-4)

Cool Springs

Miss Inis Cox (1-4)

Forest

Miss Jessie King (1-3)

Patmos

Miss Myrtle Saunders (1-4)

Thaxton

Miss Iva Forgie

Second Grade Teachers
1951 - 52

Total — 24

Bedford

Miss Helen Luck (2-3)
Mrs. Lucille E. Hays

Big Island

Mrs. Henrietta S. Mitchell

Boonsboro

Miss Emily Meriwether

Huddleston

Mrs. Rose R. Stewart
Mrs. Margaret Martin (2-3)

Moneta

Miss Eunice Burnett
Mrs. Annie C. Dudley (2-3)

Liberty Academy

Miss Nan Clarkson
Mrs. Elrica S. Moseley
Mrs. Virginia B. Goode (1-2)

Montvale

Miss Betty Strother
Mrs. Lydia J. Coffman

New London

Miss Alma Langford

Stewartsville

Mrs. Dorothy Peters
Miss Ann McElrath
Mrs. Lula Meador (1-2)

B rookhill

Mrs. Cordia J. Hubbard (2-3)
Miss Vernie Coffey (1-2)

Coleman Falls

Miss Pauline Logwood (1-4)

Cool Springs

Miss Inis Cox (1-4)

Forest

Miss Jessie King (1-3)

Patmos

Miss Myrtle Saunders (1-4)

Thaxton

Miss Nancy Davis