

School Room Equipment Just Isn't What It Was In The 'Good Old Days'

If you haven't been in a schoolroom for a few years, especially if it's been quite a few years, its appearance will bring home the cold reality of the way things have changed since then.

The day when standard equipment included walnut desks, hooked together in long rows, is rapidly fading. The ideal now is considered to be unattached chairs that can be moved into groups as the teacher desires. Desks and chairs are individual rather than connected in rows.

Tops of desks should be finished in light wood-work, educators say, for increased eye comfort. Light woodwork is stressed throughout the modern

schoolroom, as are light, but not glaring, colors. Bright pictures, charts, and displays around the room add color.

All schoolroom furniture is becoming more movable.

For little tots in the primary grades, large sized pencils, crayons and books are stressed because small children are more proficient at handling large articles than small, delicate ones.

The style of textbooks has changed considerably in recent years, resulting in books which are much more attractive and practical.

Everything about modern schoolbooks, par-

ticularly for small children, is designed to create interest and to be clear to a small reader. Covers are bright and artistic as well as durable. Illustrations follow the same pattern. High quality paper and large size printing are two other features educators look for in a well-presented schoolbook.

All these are items which add much to the book's content, and the result of attractive cover and illustrations, interesting content, durability, and ease of reading combine to make today's schoolbooks a vast departure from those of a few years ago.



FIRST-GRADE STORY TIME—One of the nicest times of day for these little first-graders is when their teacher, Mrs. Anna Fisher, reads them a story. Tips for parents sending tots off to school for the first time are elsewhere on this page.

Do You Have A First Grader Coming Up? Here's Advice

GOING to school for the first time is a big day in little Suzie's life—but it's no more momentous for her than for her parents who stand by with lumps in their throats as their little girl officially leaves babyhood behind.

In preparation for this occasion there are things which every mother and father should know in getting their child ready for school—things that teachers appreciate and things that make it easier for the children, their parents and all concerned.

If Suzie is physically up to par, if she is emotionally and socially ready for school and if she will be six years old by November, she's well on her way.

In addition to the usual rules of good health, there are some important things to know to keep Suzie safe. She should know her own name and address and telephone number and the safest way to get to school. She should know how to cross streets safely and if she rides a bus, to wait for it to stop when boarding and wait until traffic is clear before crossing the highway when she gets off the bus.

She should be taught to go directly home from school, and—important but often neglected item, she should know how to drink from a drinking fountain without touching the metal part.

Remember, too, that it is re-

quired to present a child's birth certificate at the time of registration for the first grade.

It's a help if Suzie's mother will put labels on all caps, mittens, coats, overshoes and such which a six-year-old is often apt to lose. The same applies to other school possessions—lunch boxes, tablets, crayons, pencils, etc. Another tip is to buy overshoes a size larger than needed so Suzie can easily put them on by herself.

There are a few practical pointers. In addition, every good parent wants to know how he can help at home to assure his child's success in school. Teachers answer that parents can do a great deal indeed, but not so much on the reading and writing end of things. Too much emphasis at home on teaching Suzie to read and write may confuse her by presenting a different method of learning than she'll have in school.

Considered valuable are playthings which help develop muscular coordination and toys like Lincoln logs and tinker toys.

Just as important, say teachers, is letting Suzie have the experience of planning and making things with scissors and paste, hammer and nails, and needle and thread.

It also helps if a child has a pet to love and help care for and perhaps a little garden plot to tend.

Group activities are a great aid in helping a pre-schooler learn to work and play with other children—Sunday school is a fine opportunity.

Each child should have certain responsibilities in the home, depending on his interest and abilities. Setting the table, dusting, or bringing in wood are a few suggestions.

It is important in building a foundation for learning to read and tell stories to a pre-schooler—also, let him relate his own adventures and stories so that he will develop the ability to express himself fluently.

A musical background—including a radio or phonograph—is an aid. If all these suggestions from school teachers leave you still wanting to teach Suzie something, the teachers have some ideas there too.

Teach her left and right, teach her to count by counting silverware or other things with which she is familiar, teach her colors and how to use crayons and stay within the line in coloring pictures, teach her poems and Bible verses—in other words, strive to teach Suzie the things which will help her take the hurdles of school smoothly and which will help her toward a rich and full life. The school will do its share in working with you.



BRIGHT BOOKS ADD TO STUDIES—A pleasant change from the second grade textbooks of a few years ago are these colorful, brightly illustrated books. They are the latest thing in textbooks, although the desks at which the children are sitting are of an older vintage and not considered the ideal today. The teacher is Mrs. Fred Robinson.

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