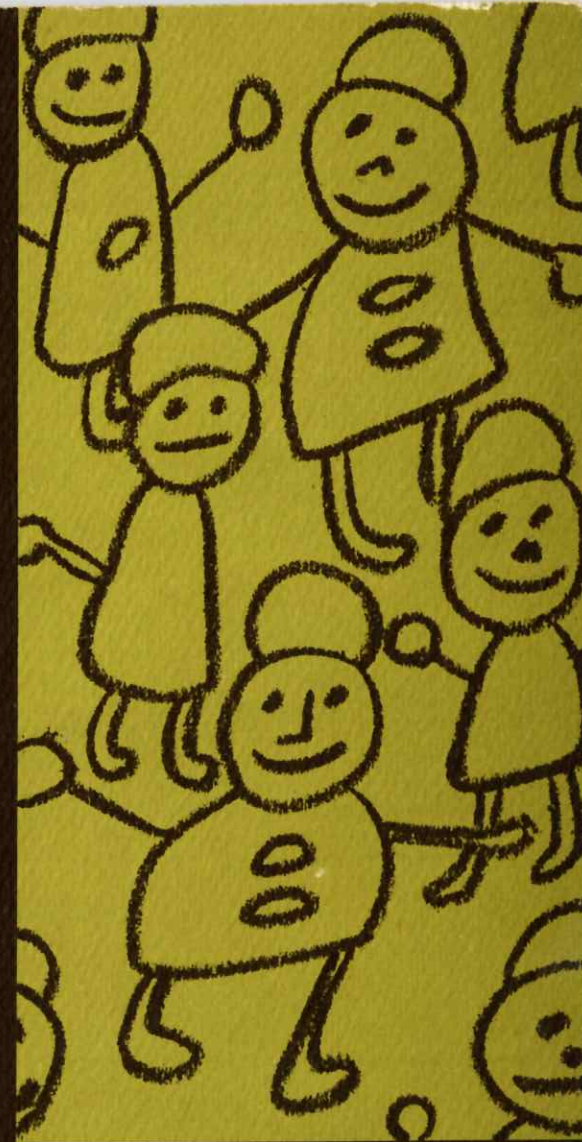


**EDUCATION FOR ALL CHILDREN**



**FULTON COUNTY SCHOOLS**

**ATLANTA, GEORGIA—1953**

gf-33







Amid the unforeseeable problems of this difficult world there remain certain values and beliefs which we trust and believe will, at least in their main import, hold amid all changes and difficulties—the demands for honesty, truthfulness and integrity, regard for the rights and feelings of others, commitment to the common good, our historic principles of liberty and equality. And along with these the socially valuable skills of constructive discussion and decision, and of cooperative effort to find out what to think and do. All of these, and their like, we shall teach through practice, teach by living and learning, in season and out, always with as much consideration of the underlying why and how as the learners at their age can properly manage. In it all we are working to build self-respecting, self-directing personalities, upholders of the common good, capable of facing our difficult future.

WILLIAM HEARD KILPATRICK

## FOREWORD

Good schools are the right of every American boy and girl. The Fulton County Schools are dedicated to this principle and are attempting to provide for youth those learning experiences that will develop them physically, mentally and morally.





Members of Fulton County Board of Education  
W. L. Robinson, President  
Mrs. P. D. Christian, Jr., Vice President  
L. Marvin Rivers  
Guy Webb  
Charles N. Martin, Jr.



## THIS BOARD BELIEVES

Possibly the most important enterprise in the nation today is the total development and education of our children for it is in education that much of the security and destiny of our nation rests. We believe it is the right of every boy and girl to have the opportunity of obtaining the best education that our knowledge and means can offer.

We believe that the opportunity for every child to develop his talents to the fullest extent will result in a generation dedicated to the ideal of a free nation. We believe in completely equal educational advantages for all children and that they develop in surroundings which lead to better learning. We attempt to provide a balanced, enriched program so that no phase of life will be overlooked. Students so privileged will surely be successful in building a stronger nation and will be able to function as thoughtful, useful citizens.



**WE BUILD . . . . .**



**. . . . Our Educational Program to meet the needs of all our children.  
We build our schools to meet the needs of our educational program.**





**The 3 R's**



**Creative Living**

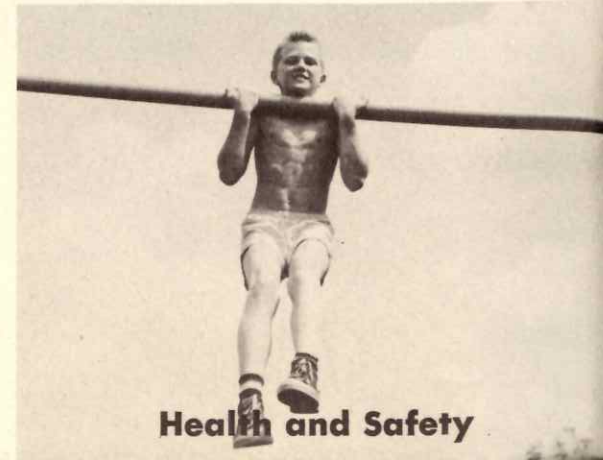
**ALL CHILDREN NEED . . . .**



**Special Skills**



**Varied Experiences**



**Health and Safety**



**TO MEET THESE NEEDS  
WE MUST HAVE . . . . .**



**Community School  
Relationships**



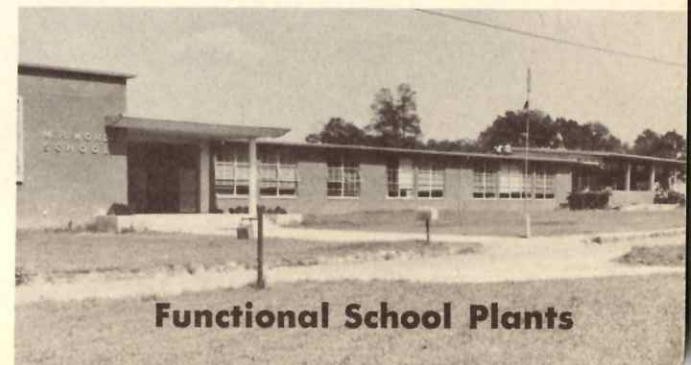
**Central Organization for Efficiency**



**Maintenance**



**In-service Education**



**Functional School Plants**

## THE 3R'S . . . . FOR ALL CHILDREN

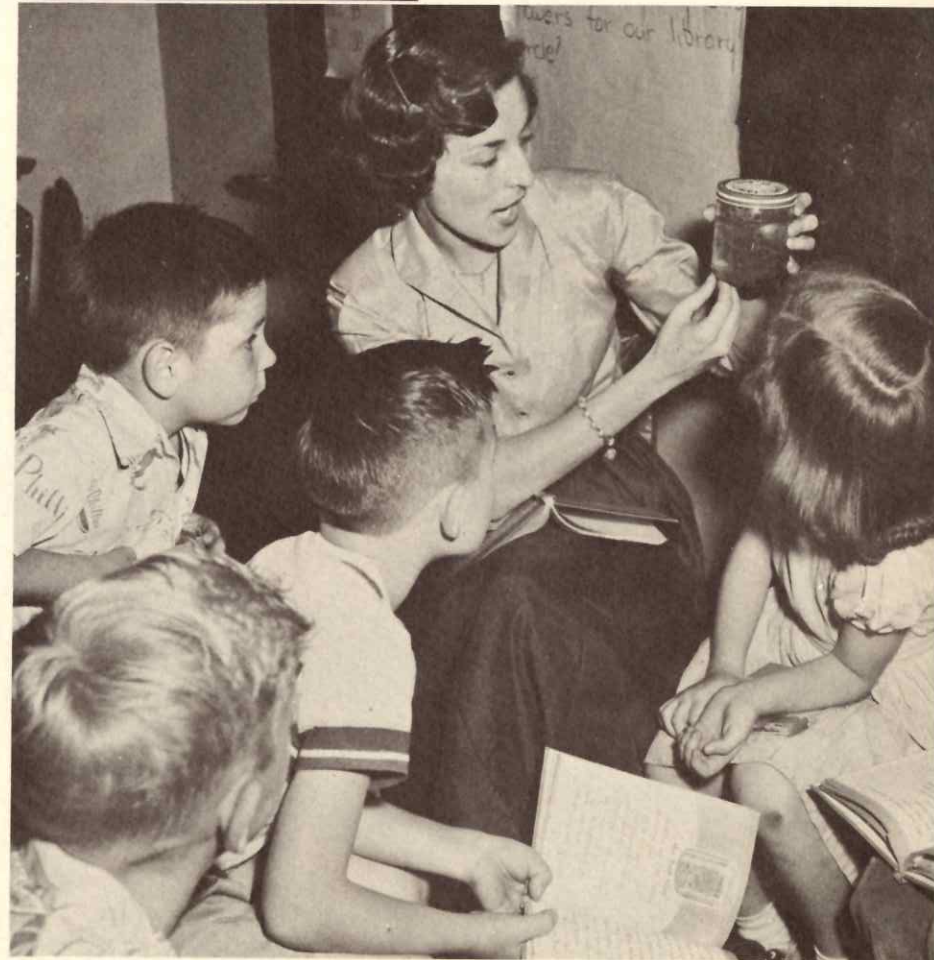




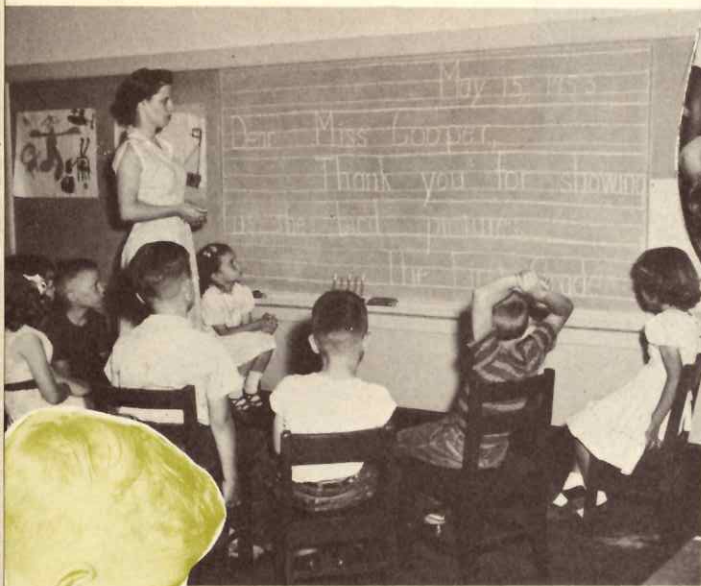


To the three R's of Readin', 'Riting and 'Rithmetic is added a fourth R—Reason—because all children learn better when there is a reason for learning. Today's teachers use the child's curiosity concerning the world and its affairs to give purpose to learning. They provide first-hand experiences in and about school to stimulate and motivate the learning process. The child's curiosity, together with these planned experiences, work to create within him a desire to explore, to find out, to learn.

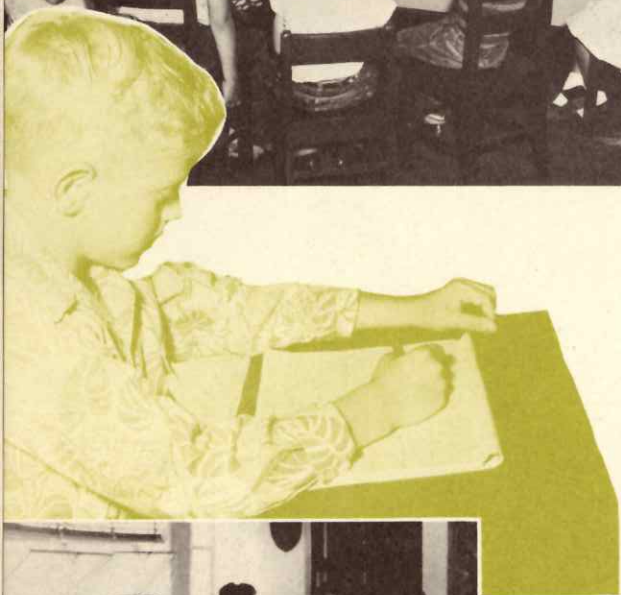
The school provides many books and materials of all kinds which the child may use as he seeks answers to his questions. Under the skillful guidance of the teacher these learning tools are supplied when the child is ready for them and time is allotted for study and drill as it is needed. When learning problems make sense to children, when they themselves feel a need to find the answers, when the learning relates to them and their lives, they master facts easier and remember them longer. Individual and small group instruction based upon children's needs, interests, aptitudes and abilities bring about higher standards of learning for all children and a better informed people.



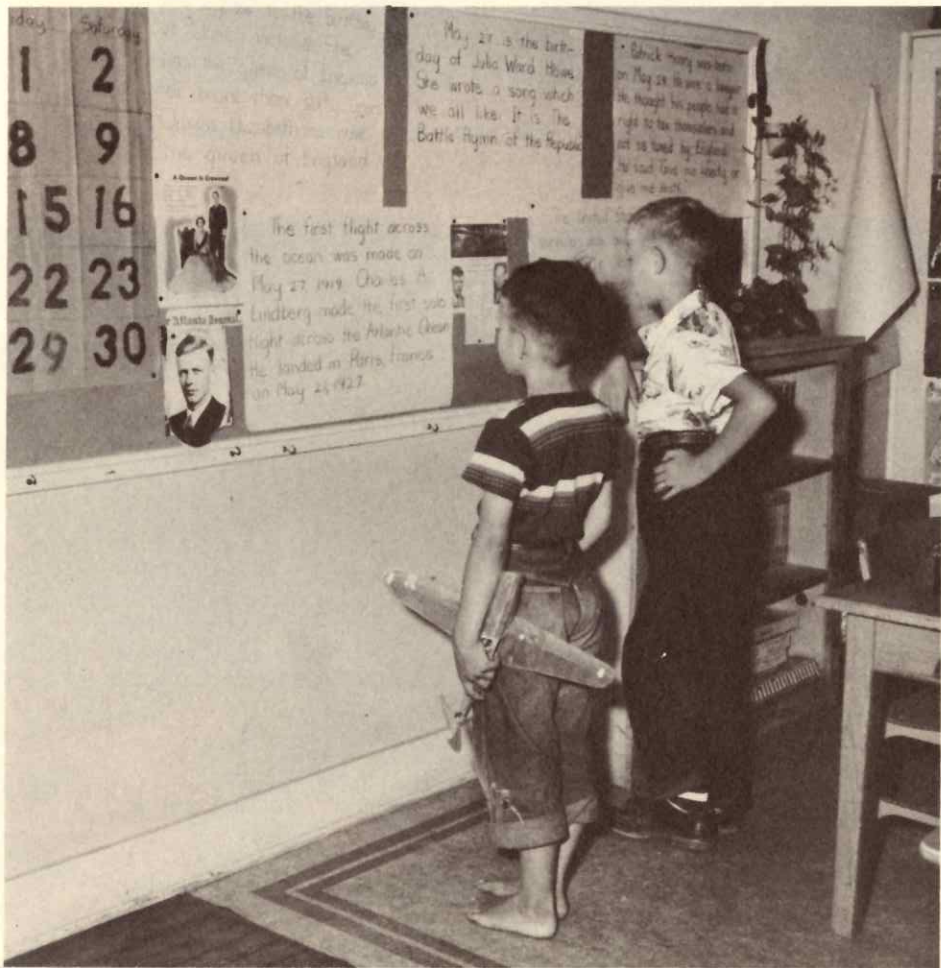




Children need to tell what they see the way they see it, to tell it the way they feel it, to interpret it their own way. They learn that writing may become their talking written down. In school there are reasons for writing. There are ideas which need to be said and kept in written form. To write, one needs to know how to spell the words, how to form the letters, to know words which will express ideas. English, writing and spelling take on new meaning. They become to children something more than school subjects to be mastered, instead they become to them valuable tools which help them record what they have to say.



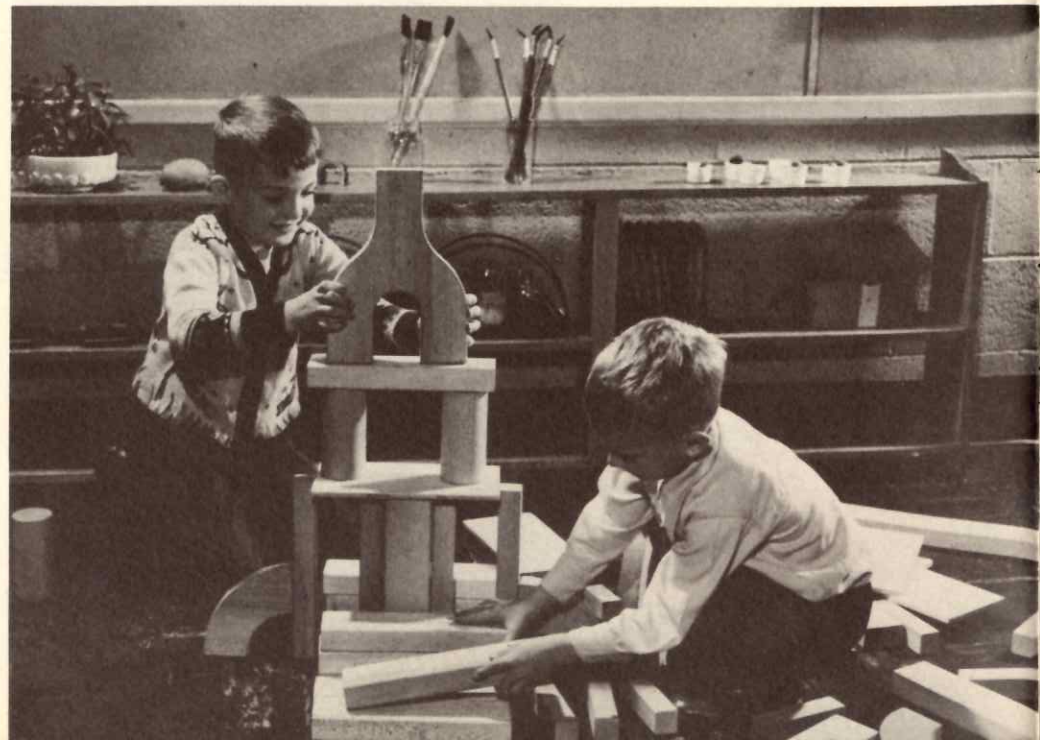






## SKIPPY AND THE THREE R'S

After surveying many parts of the country for a suitable location, The National Education Association selected the Jere A. Wells School in Fulton County to make a movie which would show the best instructional program possible for first grade children. The Georgia Education Association was pleased to collaborate with the national organization in this project. The film, *Skippy and The Three R's* tells the story of the way a first grade child is taught the three R's better when meaningful learning experiences are used. In the hands of a skillful and understanding teacher who knows how first grade children learn, Skippy is taught reading, writing and numbers in terms of his own needs, interests and abilities. The film is produced in technicolor and is being widely shown in the United States, France, England and other countries throughout the world.





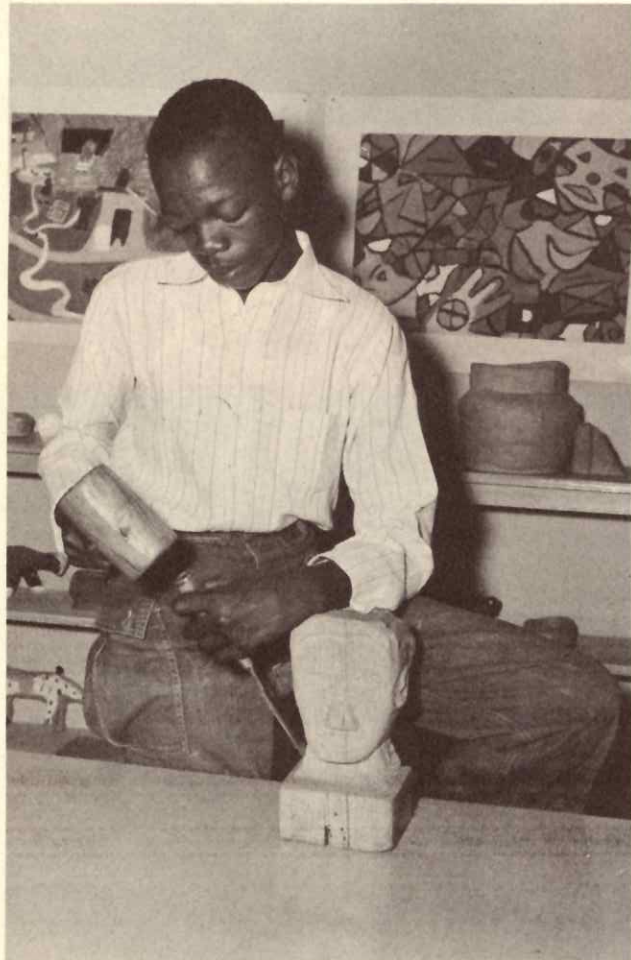


To develop skills, children need to work with things before they work with the numbers that represent things. They need to work with words and ideas before they can record their own or interpret another's from the printed page. To get the feel of things, to sense proportion, to manipulate, to try out, to see what they can make things do and to express one's self about them, brings about understanding. With better understanding about words or numbers and what they really mean, skills in using them become easier. Practice which may necessarily follow to achieve better skills in reading and arithmetic becomes a meaningful learning experience rather than rote drill unrelated to learning.





# CREATIVE LIVING...FOR ALL CHILDREN







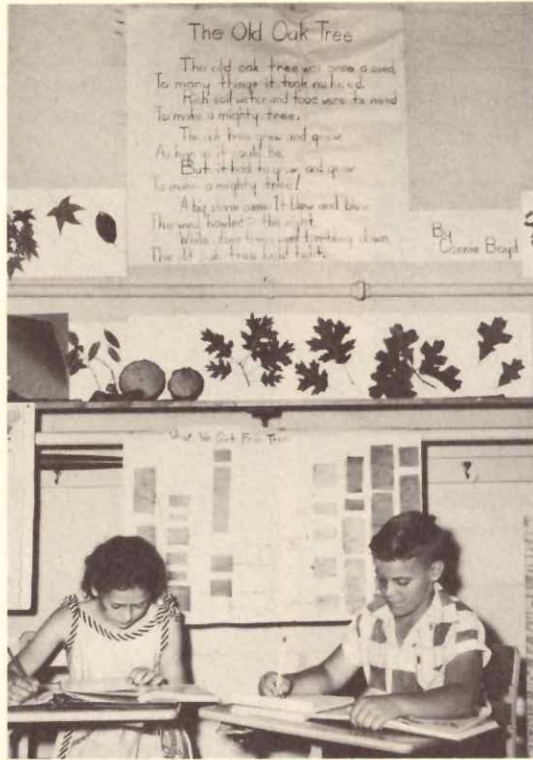
**Rising out of a state of quiet expression of self, creative living in the classroom is the result of a new freedom in education.**

Knowledge and a kind of wisdom, sound in its judgments, comes with the bursting forth of a dry seed dropped into moist earth, or the wonder of life in an aquarium. Character emerges from the coordinated feeling and action of a drummer, a string quartet, or a class playing an original singing game.

Confidence comes with the feeling of moist clay, or the emerging of a figure from a block of wood, or the ability to sew for yourself or your doll.

Creative living is something more than a product in clay or color, it is more than a song or a dance, a poem or a story, it is life itself enriched through a type of classroom activity.

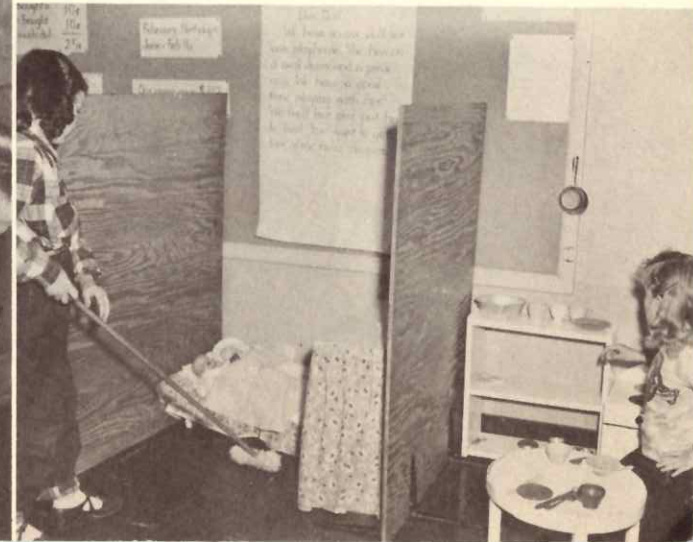








Children grow from dependent insecurity to independent power through the opportunities for creative living which our schools now afford. Not only are mind and body at work with instinctive harmony in the development of skills, but new satisfactions, new desires and new horizons emerge.



# HEALTH AND SAFETY...FOR ALL CHILDREN



The nurse and doctor at the Health Center, the dentist and hygienists in the mobile unit and the visiting teacher work together to detect and forestall preventable defects. The classroom teacher constantly emphasizes good health habits. The counselor guides students in wise choices of in-school activities as well as after school vocations. Thus the school and community form a team to further better everyday living for each child.





Physical activities offer unique opportunities for mental, emotional, and social growth as well as organic and physical development. With the additional emphasis on those individual experiences that have a definite carry-over value into leisure-time activities and through health examinations, counseling, and a program made up of a variety of activities, teachers attempt to meet the needs of all children.



The safety education program of the Fulton County Schools seeks to eliminate unnecessary hazards, establish necessary protective measures and provide knowledge, skills and attitudes. Civil defense is a very important part of the safety program.





**During the school year 1952-53 we transported 5,312 pupils, operating 53 school busses over 2000 miles of roads each day. We now have 28 county owned busses and 26 contract busses making a total of 54 busses now in operation.**

**Each driver must take and pass the psychoanalytical test. These tests are given each year during our Bus Operators' Workshop. At this workshop the safety of transportation is discussed by leaders in the field of safety, such as AAA and the Georgia State Highway Patrol.**





The school safety program begins with protective measures for the young children. This picture portrays the activity of the school safety patrol working throughout all the elementary schools of the county.

The safety education program of the Fulton County School System attempts to utilize all facilities of the school and community in the protection and education of the boys and girls.

A College Park City Policewoman assists boys and girls at a busy street intersection.





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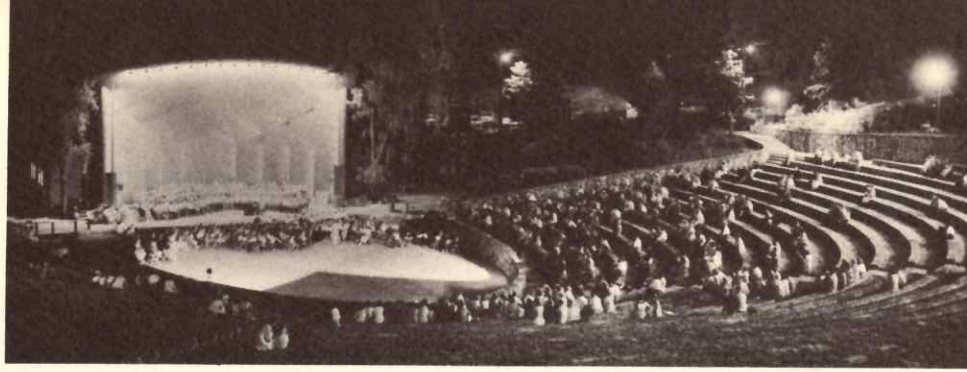
A College Park City Policewoman assists boys and girls at a busy street intersection.



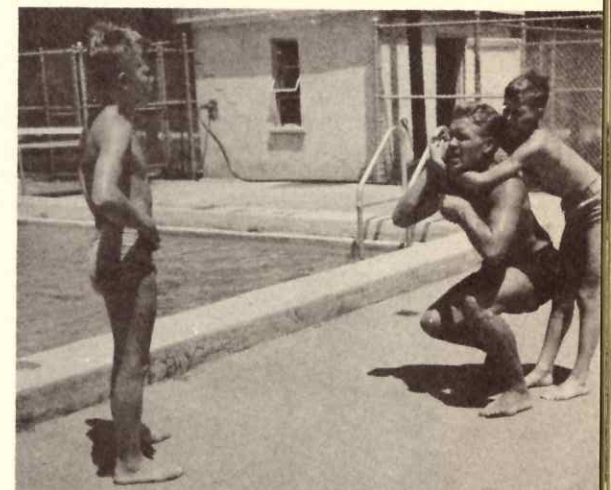
**VARIED EXPERIENCES...FOR ALL CHILDREN**







Children must be given opportunities to live richly, each at his own degree of advancement. Varied experiences—reading for fun, singing together and listening to music, swimming, excursions, practice in gracious living, creating and experimenting—provide in and out of school opportunities.



## SPECIAL SKILLS . . . FOR ALL CHILDREN



Teaching special skills encourages children to assume responsibilities for which they are ready.







The Fulton County and Atlanta Boards of Education cooperatively share in offering instructional services to groups at the Junior League Speech School, Cerebral Palsy School, Aidmore Children's Hospital and Grady Hospital. Children are taught fundamental and special skills by teachers trained for work with the exceptional child.

These boards of education also share in supporting and operating the Smith Hughes and George Washington Carver trade and vocational schools. In each of these institutions high school students and adults may secure training in special trades and skills for which there are work opportunities in Metropolitan Atlanta.

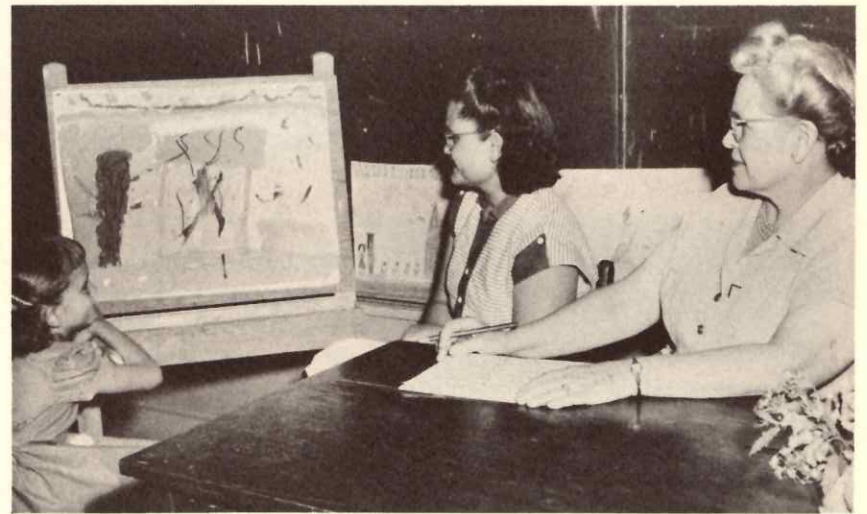


## TO MEET THESE NEEDS . . .



The Fulton County Council representing all local Parent Teacher associations forms a connecting link between the schools and communities. Their Partnership makes possible the effective work done in providing better opportunities for the growth and development of children and youth throughout the country.

Through parent-teacher conferences objective evidences of the child's growth are shared. Even a series of paintings over a period of time may reveal growth.





# WE MUST HAVE

## Good School-Community Relationships



A special exhibit in the library helps parents choose good books for Christmas gifts.



High School Future Home Makers invite seventh grade students from feeder schools to come with parents for a program. This is one of several ways of helping bridge the gap between elementary and high school. It helps orientate future students and their parents in aims and purposes of extra curricular activities which play such an important part in the adjustment of new students.

## WE MUST HAVE . . .



It is the good teacher who unlocks the doors to learning situations so that children may walk in and find themselves happy, interested, growing, and learning. Only the good teacher knows how to unlock these doors. They open easily for some children; for others they are stubbornly tight and hard to budge. The good teacher is forever busy opening them for all children.

To do so requires know-how and Fulton County teachers are busy getting it. Not just a few, not most, but all our teachers and principals are at this job.

They meet in faculty and principals' study groups, in curriculum committees, in workshops, in Atlanta Area Teacher Education Service courses and in college seminars.

The important thing is that every one of our 800 teachers is regularly engaged in some phase of professional growth. They want to be more and more resourceful in their teaching. They want to know how to open all the doors that will give release and fulfillment to children.

And they will! Our children deserve no less.

Through in-service experiences new teachers feel more secure in the school system and in the local community.



The personnel director interviews an applicant.

Careful selection of teachers is the first step toward building a good instructional program.





# IN-SERVICE EXPERIENCES



Pre-vocational course in lunch room management gives boys and girls a chance to learn some skills in food preparation and serving. It also is a very definite contribution to the school.



Teachers, like children, work effectively on common problems in faculty study groups.



Inservice training, with operating personnel, provides for the proper utilization of latest technical and material changes as they apply to the school plant. Inservice training also offers the opportunity to discuss problems on the system level. When this training is taken to the respective school plants, problems peculiar to that location are solved.



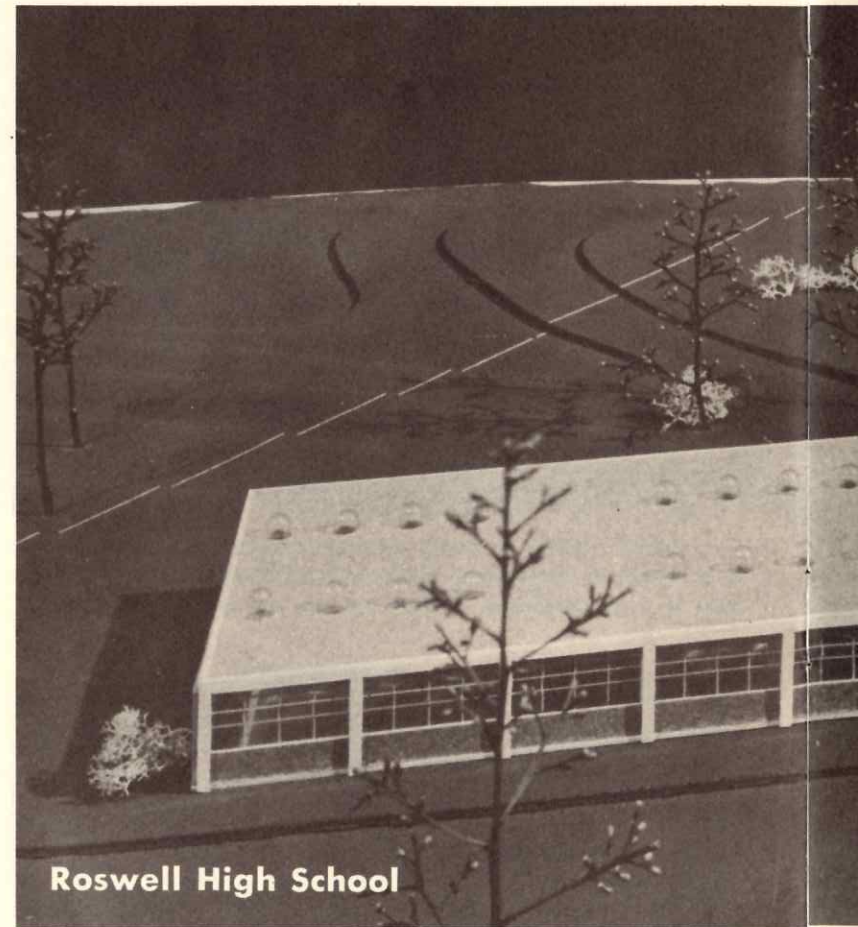
Social events are planned for the grown-up members of the school system family.

Night art classes offer creative opportunities for parents and teachers.



## **WE MUST HAVE . . .**

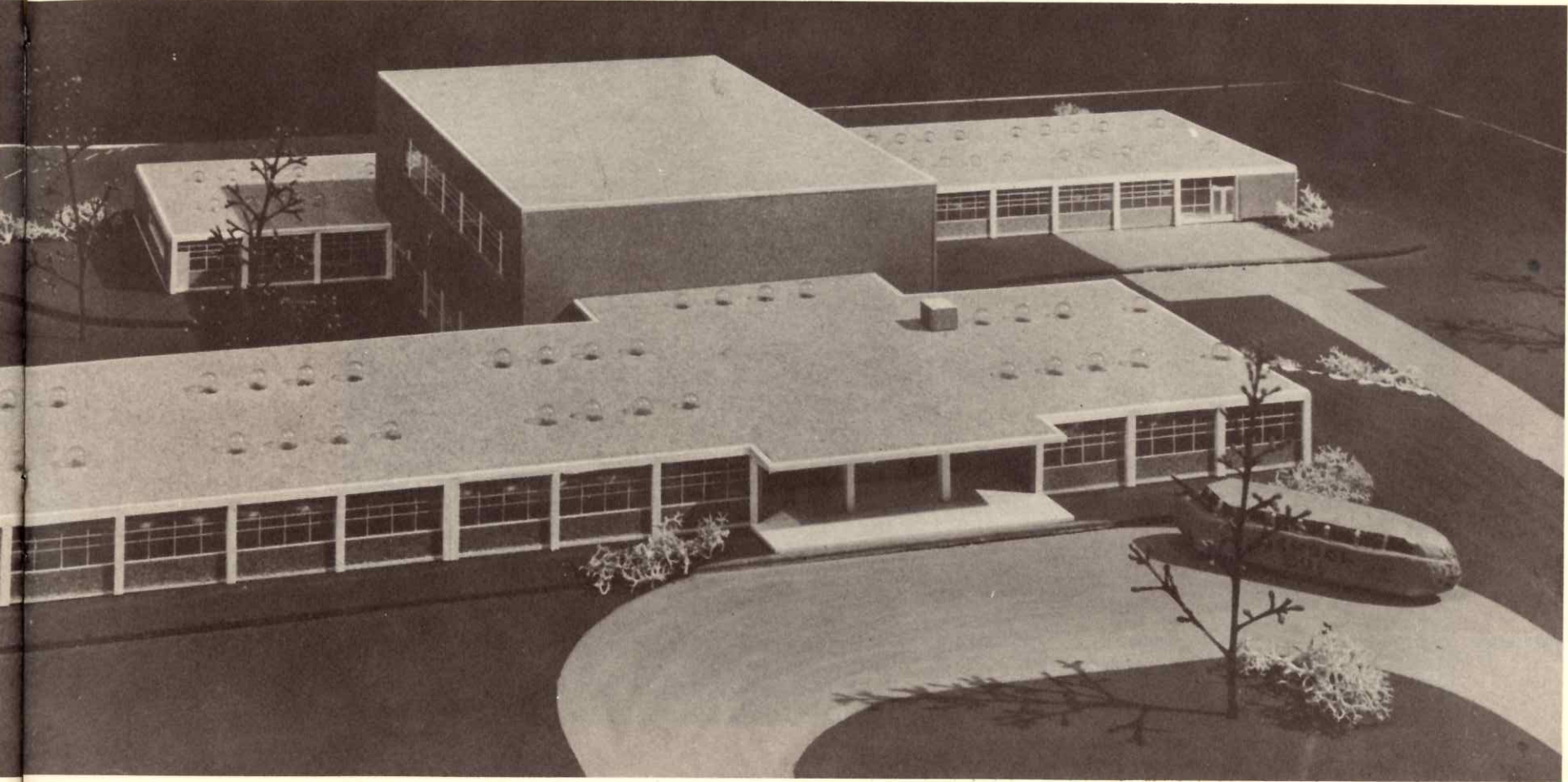
Modern fire-resistive, reinforced concrete frame high school building with combination auditorium and physical education activity area. Art, Music, Band, Domestic Science, Physics, Chemistry, General Science, Biology, Mechanical Drawing and Industrial Arts help to make a full, well-rounded educational program.

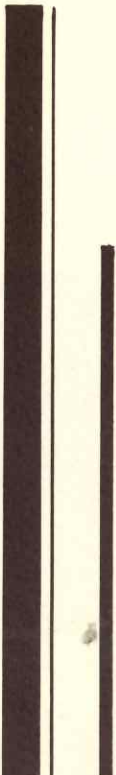


**Roswell High School**



# FUNCTIONAL SCHOOL PLANTS



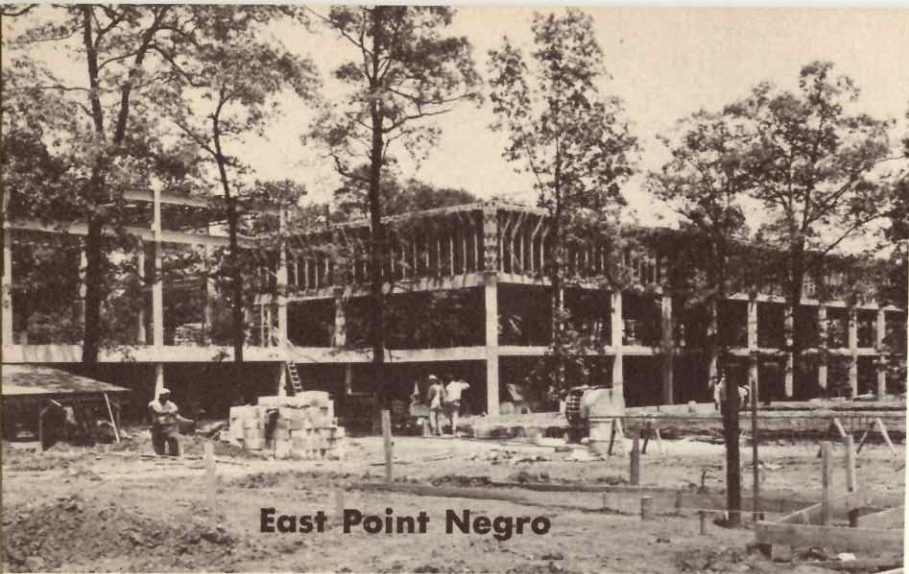


This new type classroom of 900 square feet provided each of the 30 pupils assigned with 30 square feet of floor space. Excellent natural lighting is supplemented with 35 foot candles of artificial illumination when needed. Other features of the room include an adequate work counter with large storage space underneath, a wash sink and a drinking fountain.

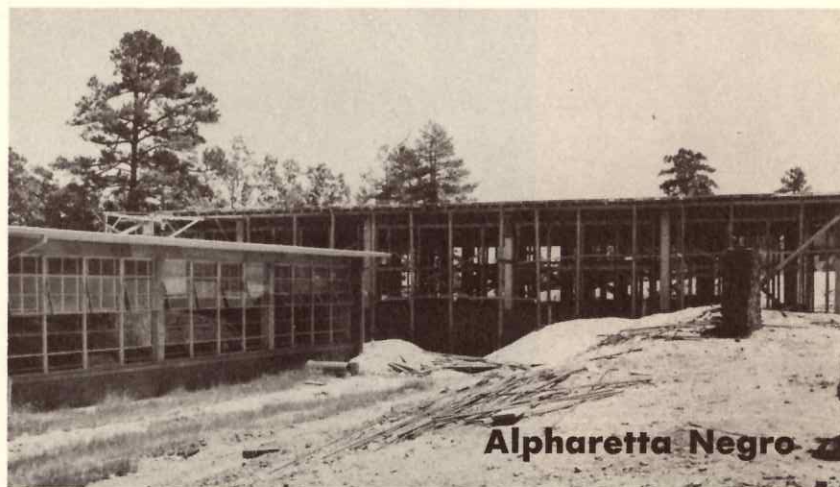
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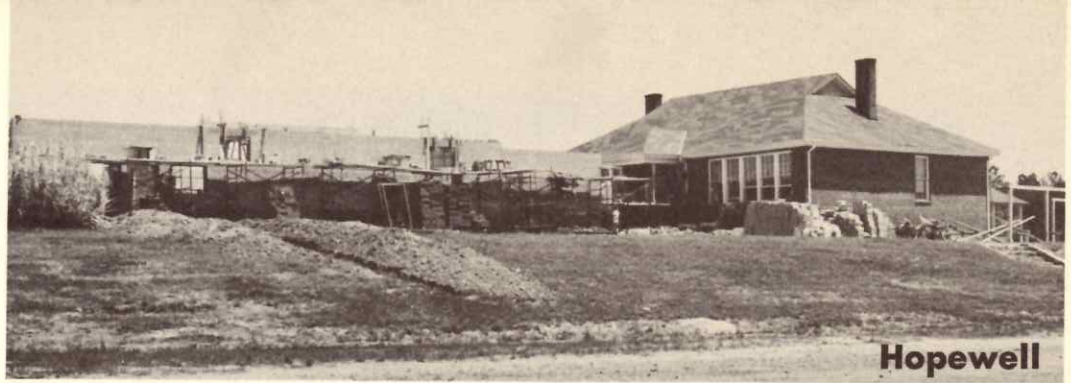
**East Point Negro**



**Alpharetta Negro**

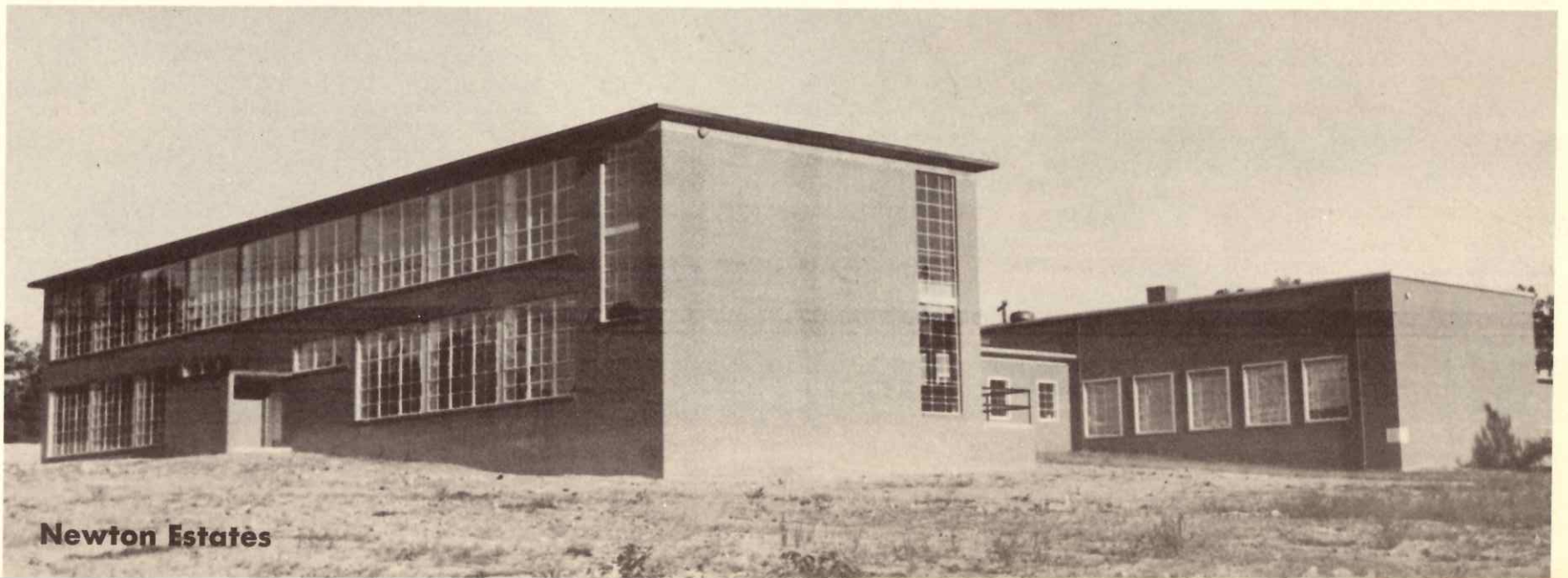


**Palmetto Negro**



**Hopewell**

This new building and the additions to existing buildings show simple, clean, straight line design. Economy of materials in initial construction plus maintenance costs are always of primary importance.

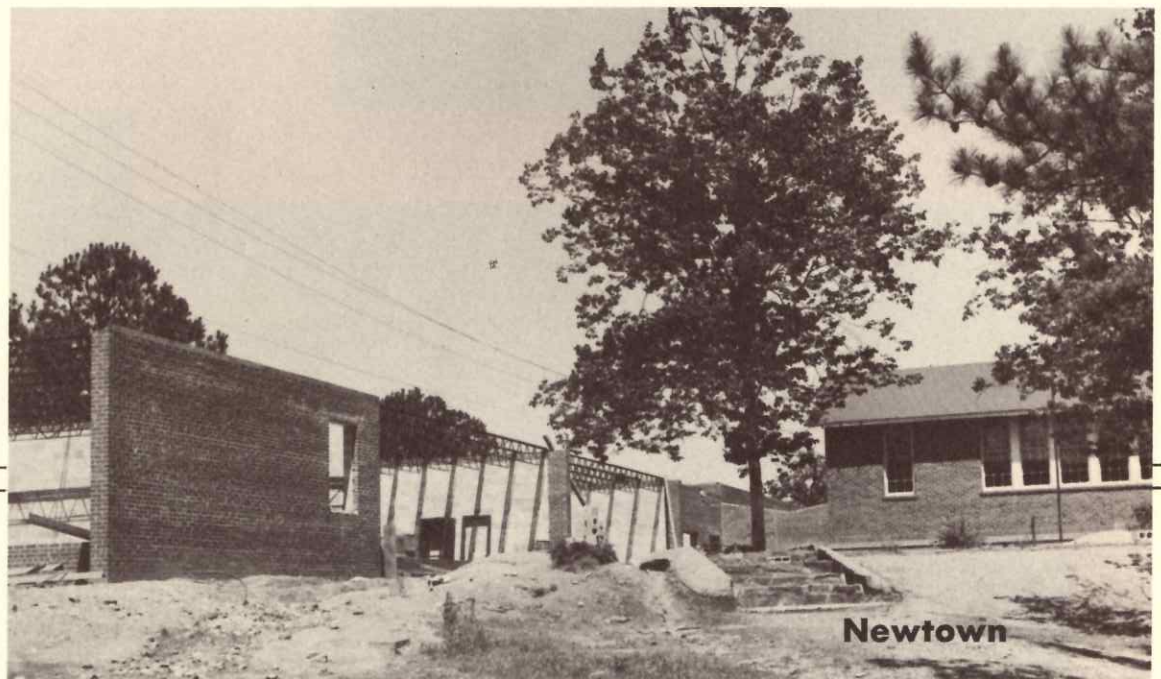


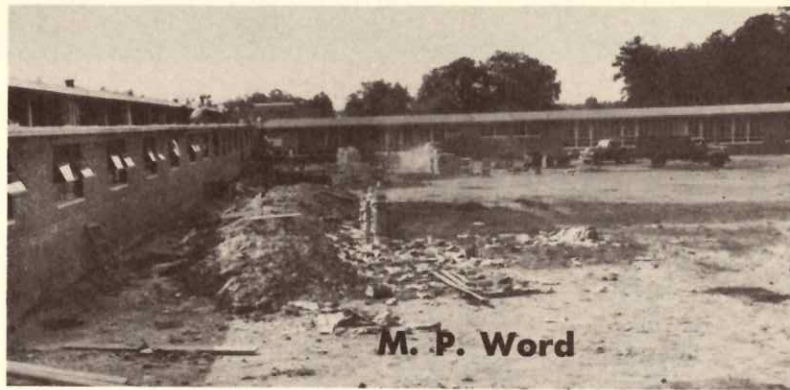
**Newton Estates**





Additions to existing buildings do not follow style of the old ones, but are instead, of modern design. To follow architecture of an old building would mean additional construction cost and would also cost more to maintain. The Physical Education Building will provide shelter for the required physical activity program now in operation.





**M. P. Word**



**Russell High P. E. Building**



**The classroom is a real laboratory of learning geared to living  
and the changing needs of students and teachers.**

**Sources of Building Funds**

Proceeds of \$2 Million Bond Issue	1,962,845
Balance from State Capital Outlay	84,140
Financed by State School Building Authority	3,005,000
	<hr/>
	5,051,985

**FULTON COUNTY BOARD OF EDUCATION  
BUILDING PROGRAM  
1952-53**

Other New And/or  
Expanded Facilities

School:	Estimated Total Cost	Classrooms Being Built			AUDITORIUM	AUDITORIUM - CAFETERIA	AUDITORIUM - GYMNASIUM	CAFETERIA	CLINIC	GYMNASIUM	LIBRARY	OFFICES	SCIENCE DEPT.	HOME EC. DEPT.	INDUSTRIAL ARTS DEPT.	COMMERCIAL DEPT.
		New Schools	Existing Schools	Total												
1. Alpharetta	\$ 81,370		2	2									x	x		
2. Campbell High (Physical Education Bldg.)	235,676		4	4					x			x				
3. *Central (Note #1)	87,533		1	1		x		x			x	x				
4. Central Park	62,133		1	1			x	x			x					
5. Church Street	89,398		1	1		x		x			x	x				
6. *Conley Hills	462,084	20		20	x		x	x			x	x				
7. *Dodd, Amy L. (Note #2)	94,451		2	2		x		x			x	x				
8. East Point High (Physical Education Bldg.)	144,638		2	2						x		x				
9. *East Point	496,544	24		24	x		x	x			x	x				
10. Fairburn	128,793		3	3		x		x			x	x	x	x		
11. *Hammond	172,292		6	6			x	x			x	x				
12. *Hopewell (Note #2)	106,998		1	1		x		x			x	x				
13. *Longino, Geo. F. (Note #3)	134,240		6	6			x	x			x	x				
14. Milton High (Physical Education Bldg.)	250,113		2	2			x		x		x					
15. Morgan Falls	115,710		4	4		x		x			x	x				
16. Newton Estates	93,793		5	5												
17. Newtown (Note #2)	109,983		3	3		x		x			x	x				
18. Northwestern	89,149		3	3		x		x			x					
19. Palmetto Elementary	147,911		6	6		x		x				x				
20. *Parklane	308,478	14		14	x		x	x			x	x				
21. *Roswell High	549,592	6		6			x	x	x		x	x	x	x	x	x
22. Russell High (Physical Education Bldg.)	288,938		6	6						x		x				
23. *Union City	81,109		4	4			x	x			x					
24. *Utoy Springs	187,771	8		8		x		x				x				
25. *Warsaw (Note #3)	60,331		1	1		x		x			x	x				
26. Wells, Jere A.	65,480		4	4												
27. *Word, M. P.	94,377		6	6												
28. Young, S. R.	141,535		6	6			x	x				x				
Contingency (Note #4)	171,565															
<b>TOTAL</b>	<b>\$5,051,985</b>	<b>72</b>	<b>79</b>	<b>151</b>	<b>3</b>	<b>11</b>	<b>1</b>	<b>10</b>	<b>20</b>	<b>4</b>	<b>16</b>	<b>21</b>	<b>3</b>	<b>3</b>	<b>1</b>	<b>1</b>

\* Building Authority Project

Note #1 Also installing central heat and fluorescent lighting in Existing Building

Note #2 Also installing central heat and water toilets in Existing Building

Note #3 Also installing fluorescent lighting in Existing Building

Note #4 For payment of clerk-of-the-works on Building Authority Projects and payment of extras such as rock excavation, extra footings and foundations and extras in construction costs for Building Authority and Local Projects



## **WE MUST HAVE . . .**



**Student participation in classroom responsibilities encourages better citizenship and care of physical equipment.**

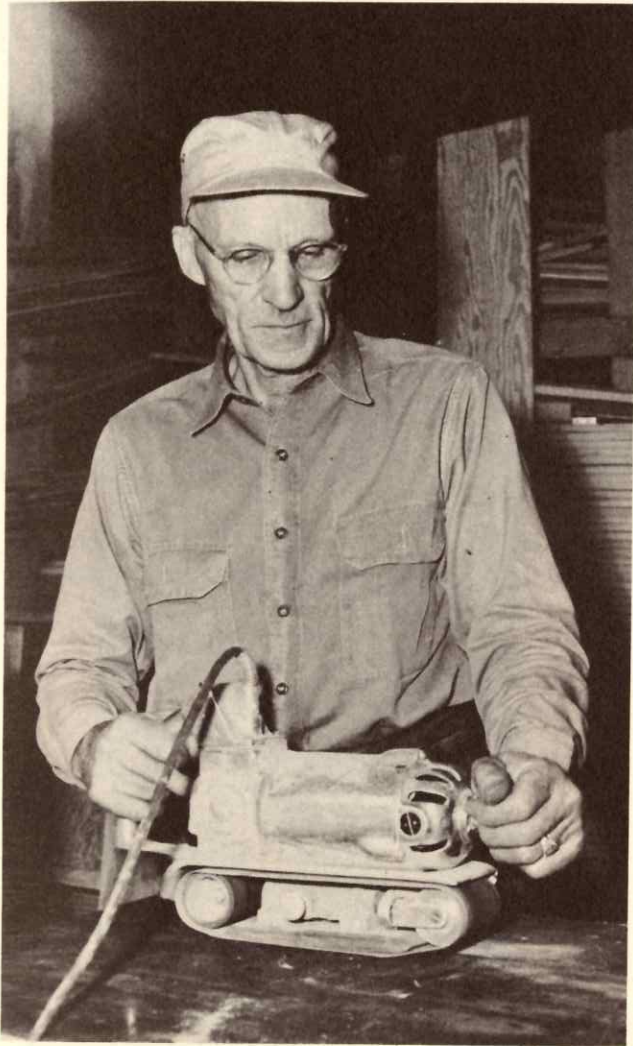


**Planned relighting and rewiring incorporate better light with lower operating cost.**

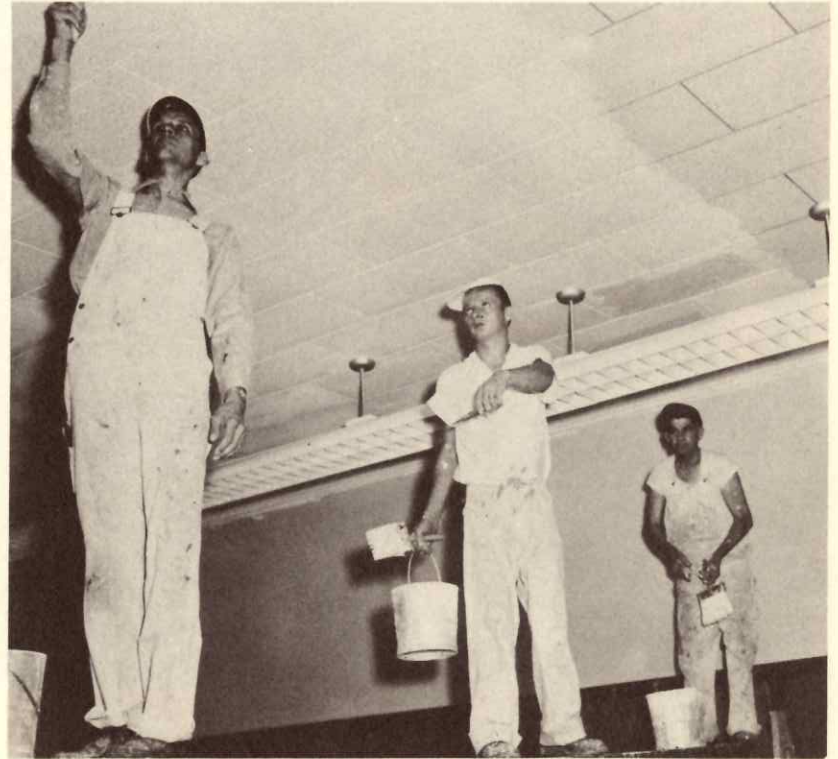


**Utilization of space and maintenance of plant continuously demand carpenters to provide proper and adequate facilities.**

# MAINTENANCE



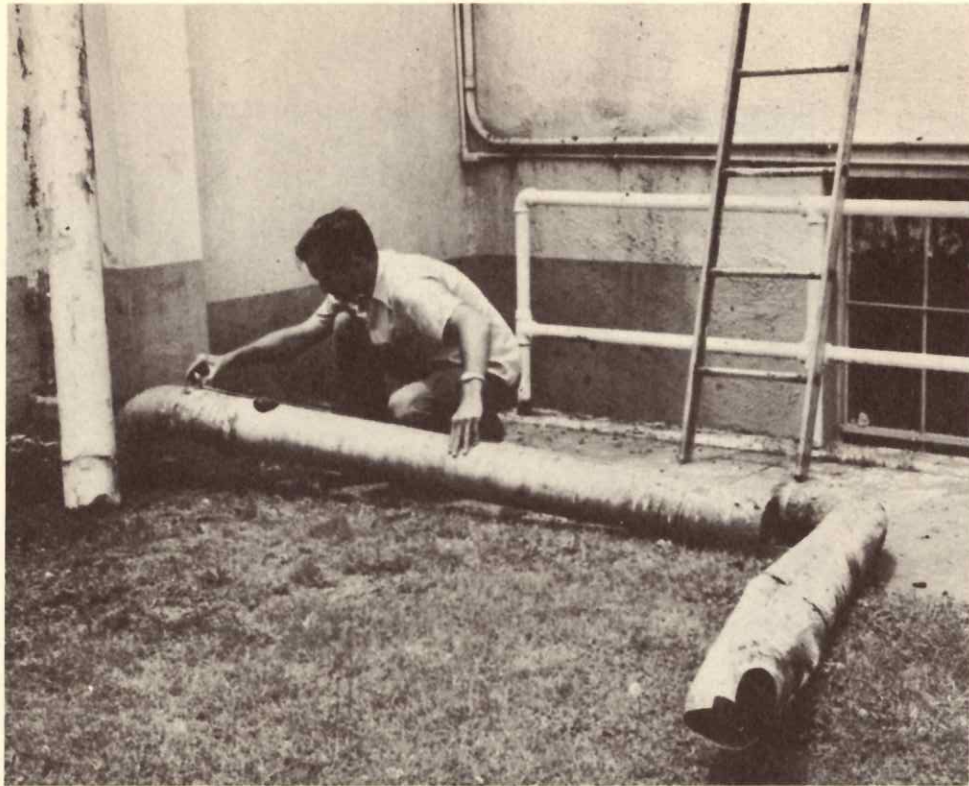
Preventive maintenance prevents emergency maintenance.



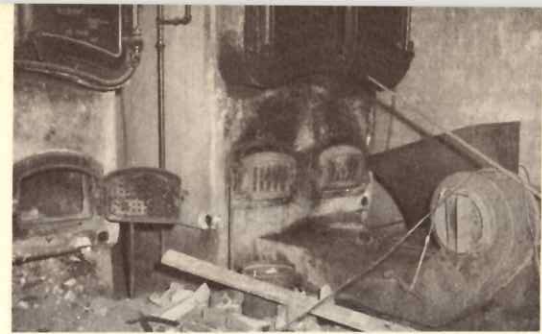
## THE SCHOOL PLANT NEEDS CONSTANT CARE

All buildings painted inside and out once every four years.





Reroofing and repair give proper physical plant protection.



Heating units are being modernized to take advantage of lower operating and maintenance costs.



Toilet and remodeling schedules are providing facilities in keeping with health and cleanliness standards.



**Cleaning is a never-ending task and provides for a better environment in which to learn.**

**Planned maintenance helps to keep buildings and equipment in better operational order. Trained personnel must always be on the alert to care for the intricate expensive equipment in our modern schools.**

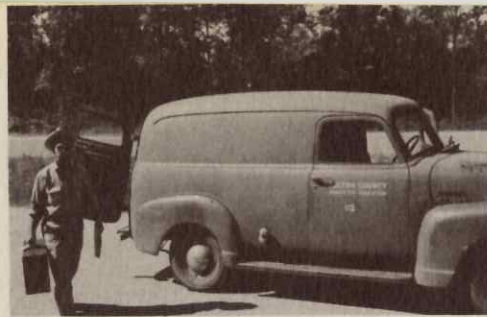


**Furniture is being replaced to provide flexible and functional facilities in the classroom.**



WHITE EL. SCHOOLS:	1946	1947	1948	1949	1950	1951	1952
	1947	1948	1949	1950	1951	1952	1953
BEN HILL	386	308	360	374	428	536	563
CEDAR GROVE	124	168	159	160	154	136	145
CENTRAL	97	122	114	138	135	147	166
CENTRAL PARK	594	646	658	731	776	932	1,019
CHURCH STREET	322	329	303	291	315	307	410
COLLEGE STREET	541	532	572	660	732	746	811
DODD	177	178	189	190	185	188	160
EASTERN	485	536	649	664	538	499	485
HAMMOND	272	268	313	342	365	390	392
HARRIS STREET	440	510	528	591	702	737	782
HOPEWELL	118	130	128	129	129	125	139
LIBERTY-GUINN	233	196	271	295	332	344	369
LONGINO	287	280	312	327	327	355	390
MILTON EL.	443	454	461	490	544	498	520
MORGAN	165	162	158	191	219	186	240
NEELY	264	294	314	346	244	246	255
NEWTON ESTATES	—	—	—	—	341	387	433
NEWTOWN	163	164	176	186	196	182	162
NORTH AVENUE	764	839	958	1,030	962	981	999
NORTHWESTERN	241	247	276	294	292	270	283
RICO	—	81	92	88	76	58	51
RILEY	374	284	322	345	372	361	332
ROSWELL EL.	522	479	480	527	549	505	537
SANDTOWN	—	133	126	139	166	164	153
SMITH	584	563	512	539	595	599	559
UNION CITY	348	350	372	402	376	362	362
WARSAW	152	152	144	148	141	128	132
WELLS (Colonial Hills)	208	179	216	258	276	293	324
WORD (Campbell El.)	386	340	340	365	443	435	442
YOUNG	388	397	405	462	512	549	552
SPECIAL EDUCATION	—	—	—	—	—	11	39
TOTAL WHITE EL.	9,078	9,321	9,908	10,702	11,422	11,657	12,206
WHITE HIGH SCHOOLS:							
CAMPBELL	407	478	519	555	698	706	728
COLLEGE PARK	442	468	499	498	579	616	600
HAPEVILLE	432	492	536	598	711	728	730
MILTON	341	371	352	384	413	424	485
ROSWELL	87	96	120	174	208	222	250
RUSSELL	1,239	1,202	1,252	1,250	1,162	1,127	1,326
TOTAL WHITE HIGH	2,948	3,107	3,278	3,459	3,771	3,823	4,119
TOTAL WHITE	12,026	12,428	13,186	14,161	15,193	15,480	16,325





The Maintenance Building serves as headquarters for various departments necessary to the total instructional program. Efficient and economical services are rendered to all schools throughout the county from the central departments for Art, Physical Education, Audio-Visual Education, Libraries, Textbooks, Music, Health Education, Home Economics, Lunchrooms, Instruction Supervision and Maintenance. The activities centered here include: purchasing, warehousing, distribution, duplication of materials, school mail service, routine or emergency maintenance and professional meetings.





Central Organization for Efficiency



## ADMINISTRATIVE STAFF

- Paul D. West, Superintendent of Schools  
 Knox Walker, Assistant Superintendent of Schools  
 Norman J. Aaron, Assistant Superintendent of Schools  
 Ira H. Dodd, Assistant Superintendent of Schools  
 Douglas G. MacRae, Assistant Superintendent of Schools  
 Mary L. Brooks, Supervisor, Home Economics and Safety Education  
 Lois Cannon, Director, Lunchrooms  
 Betty C. Corley, Supervisor of Instruction  
 Rebecca Dennard, Consultant, Health and Physical Education  
 Roy Drukenmiller, Consultant, Instrumental Music  
 Earluth Epting, Supervisor, Music Education  
 Eloise C. Keebler, Supervisor of Instruction  
 John G. Lewis, Co-ordinator of High School Athletics and Civil Defense  
 Virginia McJenkin, Director, School Libraries  
 Kathleen Moon, Director, Audio-Visual Education  
 E. H. Moldenhauer, Director, Maintenance  
 Ella Cook Nease, Consultant, Elementary Music Education  
 Maggie Perry, Supervisor of Instruction, Negro Schools  
 Emory Rose Wood, Supervisor, Art Education

This report represents the cooperative effort of children, parents, teachers, principals, administrative staff and board of education of the Fulton County Schools.

Photography—Kathleen Moon  
 Cover design and layout—Emory Rose Wood  
 Children's drawings on cover—Robert Hamil, Fulton County elementary school pupil



**When our grandparents were children, education was regarded as a means of passing on knowledge of reading and writing and a few elementary facts about the world of that day. Only some of the children entered school; just a small percentage of these completed school.**

**Today education must be for all children because we believe that every child in public schools has a right to the amount of education of which he is capable.**

**It is obvious, therefore, that our objectives in education be enlarged. It is necessary that our school program be both expanded and flexible. It is tremendously important that our teachers have character, knowledge, skill, understanding of children, and a never flagging desire to grow.**



**Now our American people have suddenly had thrust upon them the leadership of the world, leadership amid problems the like of which history has never before known. While our statesmen are doing the best they can, we educators must rear a rising generation better able to deal with our difficult world.**

**William Heard Kilpatrick**





