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# 9 O'clock Scholar: An Educational Film Depicting the Major Activities During a Day in a First-Grade Classroom

Llewella Davies  
*Central Washington University*

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9 O'CLOCK SCHOLAR:  
AN EDUCATIONAL FILM DEPICTING THE MAJOR  
ACTIVITIES DURING A DAY IN A  
FIRST-GRADE CLASSROOM

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A Thesis  
Presented to  
the Graduate Faculty  
Central Washington College of Education

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In Partial Fulfillment  
of the Requirements for the Degree  
Master of Education

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by  
Llewella Davies  
August 1961

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APPROVED FOR THE GRADUATE FACULTY

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Donald J. Murphy, COMMITTEE CHAIRMAN

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Ernest L. Muzzall

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Jettye Fern Grant

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## CHAPTER I

### THE PROBLEM

#### I. STATEMENT OF THE PROBLEM

This study was made to show how to plan and produce a film appropriate for informing lay citizens, parents, prospective teachers, and educators about the nature of instructional activities (learning experiences) in a modern first grade classroom.

#### II. IMPORTANCE OF THE STUDY

Through the use of a documentary film, with color and sound, depicting a teacher and her pupils in a normal school situation, the multifarious learning experiences available to children in a particular class can be subjected (within the limitations of a 450 foot film) to critical analysis and evaluation.

Degree requirements normally call for the use of the formal dissertation in reporting the investigation of a thesis problem. Because of the unique character of this problem (described above), the film media has been selected as a more meaningful manner of presentation.

Educators search for improved means to fit instructional activities to the level of the child's maturity;

therefore, the idea of the problem was not original. However, the problem is presented on the basis of creative scholarship, applied and technical.

### III. PROCEDURE

The following steps were taken in planning and producing the film, 9 O'CLOCK SCHOLAR:

1. Selected significant instructional activities to illustrate some of the important learning experiences appropriate for children at this level of maturity.
2. Secured permission to do educational filming, which necessitated the school principal clearing the request through the office of the district superintendent.
3. Planned the film story.
4. Secured equipment:
  - Bell and Howell Filmo Auto-Load movie camera,
  - Camera tripod,
  - Walz Preset M-1 movie light meter,
  - Two light bars, three bulbs each,
  - Kodachrome Daylight Type Movie Film, Eastman,
  - Kodachrome Type A Movie Film, Eastman, and
  - Craig Splicer and Craig cement.
5. Filmed from an outline of the film story, establishing the main items of the scenes, time of day, and number of feet to go on each scene.
6. Processed film.
7. Did preliminary editing.

8. Reviewed film for re-take shots or addition of strengthening close-up shots.
9. Did final editing.
10. Did preliminary writing of scenario.
11. Did final writing of scenario.
12. Interviewed Mr. Robert Barkley, San Diego, California, for technical and sound recording services.
13. Recorded by means of the school tape-recording machine the sounds of the playground and children giving the pledge of allegiance.
14. Furnished Mr. Barkley with the sound tape described in step 13.
15. Interviewed Miss Etilie Wallace, San Diego, California, to prepare film titles by Kaleidolight.
16. Selected music for the film.
17. Interviewed and hired the narrator.
18. Coached the narrator on adaptation of the narration to the film.
19. Removed the projector with the film from the sound-proof room.
20. Set-up the recorder for making the sound tape.
21. Set-up the microphone in view of the screen.
22. Connected the microphone to sound recorder.
23. Had a prompter near the narrator to give signals and cues.
24. At a given signal from the sound recording operator, started projection of the picture through a glass from a separate room into the sound-proof room and onto the screen before the narrator.

25. Recorded narration.
26. Sent film and sound tape to Technicolor, Inc.,  
Hollywood, California, for finished sound track.

The steps of planning and producing this film should include a statement regarding the item of time. An exact estimate of the time consumed in this project is not possible. The writer commenced without knowledge or skill in photography and without background or experience in home-movie making. From such a point of beginning, the project required a year for completion. Simultaneously, the writer was engaged in fulltime teaching.

A willingness to invest time without limitation is the most important factor against disappointment. What may seem to be a difficult path beset with many obstacles will in reality be an orderly approach to the problem if the procedural steps outlined are patiently followed.

## CHAPTER II

### THE SCENARIO: 9 O'CLOCK SCHOLAR

#### Scene

#### Narration

1. Flag:

This is the beginning of a regular school day in an up-to-date elementary school in Southern California.

2. School Entrance:

Students are housed in single-story stucco buildings designed for safety.

3. Playground:

The school plant is surrounded with a playground area planned for directed and undirected physical activities. The black top surfaces are marked for games of Hopscotch, Four-Square, and Dodge Ball. Heavy equipment facilitates development of the child's muscular skill and coordination.

Playing marbles and jumping rope are companionable games for both boys and girls.

SceneNarration

4. Principal's Office:

From the Principal's office, personnel policy is administered for a staff of 23 teachers. Educational policy is administered for 800 students who make up the student body from kindergarten through the sixth grade.

5. Secretary's Office:

The secretary's busy desk accounts for all enrollment and attendance records, besides a variety of duties, even including a young child's report of a lost sweater!

6. Classroom

(Room Environment):

Here is one of five first grade rooms. A child-made bulletin board of cut-and-paste birds represents the artwork of the class as well as a correlation of the Social Studies Unit in progress.

Beyond the coat closet is the gas heating unit, thermostatically

SceneNarration

controlled within each classroom.

7. Bulletin board: (Pause)...a formal teacher-arranged bulletin board for teaching facts of "Our Winged Friends"...(Pause)
8. Flannel board: A flannel board may be found in every first grade room throughout the district. Its visual and manipulative features can enhance almost any learning situation and have great appeal to the first grader.
9. Two corner bulletin boards: Bulletin boards such as these create room atmosphere, aid instruction, and increase pupil motivation.
10. Charts: For beginning readers, an effective and adaptable teaching tool is the chart story.

SceneNarration

11. Phonics cards: Above the blackboard are colorful and illustrated phonics cards...and learning experiences here are extended to become activities at the easel-like phonics board where children may independently match picture cards to appropriate beginning sounds.
12. Children enter; hang coats; are seated; teacher takes roll; pledge of allegiance: Daily attendance is taken by the teacher saying each child's name.
13. Children sharing: Sharing activities are directed to develop the young child's personality. For the shy child of limited vocabulary, . . . new words to help him tell his thoughts and feelings. Also, sharing is an opportunity for extending academic learning. These children's interests are centered on a unit study of birds in their Social Studies.

SceneNarration

- |   |  |
|---|--|
| 14. The teacher using<br>the picture of<br>the robin: | Following presentation of facts<br>and discussion of the robin,<br>the teacher uses the blackboard<br>as the children give suggestions<br>and directions on ways to make<br>their own pictures of this<br>favorite bird.   |
| 15. Class work progresses:                            | No narration. Background music.  |
| 16. Children coming into<br>the Reading circle:       | Reading instruction is planned<br>on levels of ability. There<br>are three general ability<br>groups in this class of thirty<br>children. While one group occu-<br>pies the Reading circle, one of<br>the two remaining groups . . .<br>following the completion of<br>their seatwork, may choose a<br>free time activity such as books<br>or clay; while the members of<br>the other remaining group may<br>choose games or toys . . .<br>following the completion of<br>their seatwork. Groups alternate |

SceneNarration

- in their choice of activity as a succeeding group attends the Reading circle.
17. Paint easel: Activity at the paint easel is controlled by the teacher's daily boy and girl assignment.
18. Reading circle: The children continue to "build words," extending the exercise to include i-l-l word endings, pronouncing brand new words... sill...pill, giving assurance of mastering the process in applying the phonetic approach.
19. Children leave the circle; teacher at her desk: After the children leave the Reading circle, the teacher's brief pause at her desk is to make a useful notation for reference in her Plan Book.
20. Storytime; children gathered about the teacher: Storytime is a delightful time for most beginners. Storytime can capture imagination or present facts realistically.

SceneNarration

Besides, it is a way to train a child to listen...and increase attention. Planned storytime suggests a variety of situations of instructional follow-up.

(Pause)....a lesson in creative writing; dramatic play...or even a lesson in Art can find lively motivation.

21. Numbers lesson:

The little girl making the plus sign on the blackboard prefaces today's Numbers instruction on the Five Family....all the ways to make Five or, in other words, the combinations possible in adding Five. The children are learning also, that the problem is the same whether written vertically or horizontally. The children will complete the number assignment on the blackboard as their independent number seatwork.

| <u>Scene</u>                        | <u>Narration</u>   |
|-------------------------------------|--|
| 22. Teacher picking up papers:      | After the class has finished their numbers problems from the blackboard, the papers are collected along with the seatwork from the morning Reading assignment. |
| 23. Children leaving the classroom: | The end of a school day in the life of a child. May each child's experience become an impression to help build his character for beauty, wisdom, and truth.    |
| 24. The End:                        | Music.   |

## CHAPTER III

### FINANCIAL COST

The financial expenditures involved in the production of 9 O'CLOCK SCHOLAR came from the writer's personal funds.

The following is an approximate distribution of costs:

|   |          |
|---|----------|
| Titles . . . . .                            | \$140.00 |
| Sound track and technical service . . . . . | 188.00   |
| Film . . . . .                              | 143.00   |
| Processing . . . . .                        | 94.00    |
| Narrator . . . . .                          | 25.00    |
| Music rights . . . . .                      | 20.00    |
| Miscellaneous . . . . .                     | 50.00    |
|   | <hr/>    |
|   | \$660.00 |

The matter of film copyright is not presently known. A market for the film has not yet been established. However, the writer has had professorial advisement that a monetary return may be possible.

## CHAPTER IV

### SUMMARY AND CONCLUSIONS

#### I. SUMMARY

The writer proposed to plan and produce a film appropriate for informing lay citizens, parents, prospective teachers, and educators about the nature of instructional activities (learning experiences) in a modern first grade classroom.

Through the use of a documentary film, with color and sound, depicting a teacher and her pupils in a normal school situation, the multifarious learning experiences available to children in a particular class can be subjected (within the limitations of a 450 foot film) to critical analysis and evaluation.

#### II. AREAS FOR EVALUATION

##### Improvement of School Environment

Analysis can be made of the school plant, playground layout, outdoor equipment, classroom facilities, and classroom furniture.

### Improvement of Instruction

Critical evaluation can be made of teaching procedures, methods, techniques, instructional organization, and use of instructional aids.

### Room Arrangement

Evaluation can be made of use and placement of instructional supplies, flannel board, bulletin boards, color chart, numbers chart, alphabet cards, phonics cards, easels, pupils' displays, reading circle, and classroom seating.

### Room Management

Evaluation can be made of teacher-control in group instruction, pupil participation, manipulation of pupils for differentiation in instruction, and pupils' independent activities.

### Growth Activities of Children

Evaluation can be made of the pupils' opportunities for independent work habits, creative expression, free-time activity, experiential learnings, cooperation and responsibility.

## III. CONCLUSIONS

The foregoing pages have been an attempt to report the filmstory in its coverage of the stated objective. All procedural steps in planning and producing the film were given.

The complete narration has been included. A brief description of financial costs, current to date of writing, was included.

The writer has permission from her Advisor, Dr. Donald J. Murphy, to make or attempt to make, a commercial disposal of the film, 9 O'CLOCK SCHOLAR.

**APPENDIX**

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