

JUL 06 1994

THE USE OF BULLETIN BOARDS
in
THE ELEMENTARY CLASSROOM

AN ABSTRACT OF
A THESIS
PRESENTED TO THE GRADUATE FACULTY
OF DANBURY STATE COLLEGE

IN PARTIAL FULFILLMENT
OF THE REQUIREMENTS FOR THE DEGREE
MASTER OF SCIENCE

by
Marion Cepp Hinds
June 1966

Too often the bulletin board is neglected or used improperly in the elementary classroom. Only about half of our teachers use this important audio-visual aid. Many teachers or prospective teachers have only vague ideas about the uses and the construction of an effective display. The bulletin board is an extremely dynamic, flexible, teaching tool. It can be used in many different teaching situations. A bulletin board, to be most effective, should be fitted to the individual situation and to the individual need of the children.

It is the purpose of this study to further the idea that the bulletin board can be a most effective educational tool for the teacher. The bulletin board can be the center of a number of teaching learning activities, and the proper use of this audio-visual aid will bring a great amount of satisfaction to both the teacher and the student. This report describes the various materials that are available for bulletin board construction, and simple, effective ways of using them. This study was developed by several methods of research. Books about display, and chapters from books dealing with audio-visual aids and methods were used. Other publications dealing with specific facets of bulletin boards were read. These were generally more technical than those just mentioned and dealt mostly with mechanics and materials. In addition to these, several bulletin boards in the Norwalk

and Darien schools were critically viewed. These were observed to gather information as to just what materials were being used, how they were displayed, and for what purpose the bulletin board was intended.

There are no hard and fast rules about the construction of a bulletin board. But there are general basics that should be made known to the teacher. Every display must have purpose. A bulletin board can be used to motivate, to teach something specific, or to simply post materials, but it must always be planned with a definite purpose.

If the basic purposes, methods, and materials are made known to teachers, they have one more effective teaching method for the important job of educating children. The basic ways and principles of constructing a bulletin board are not difficult. Good displays are not necessarily arty nor do they require any specific artistic skills. Becoming acquainted with the various supplies available and the basic skills is more important than any artistic talent.

This study demonstrates ways in which the bulletin board can be an important additional way of teaching in the elementary classroom. A bulletin board can be used in a number of ways and is most effective when planned with a purpose, when the teacher is aware of the techniques and the many materials available, and when it is tailored to the students and their needs. This study emphasizes that the bulletin board is a practical and versatile teaching tool. Whenever possible, it is important to involve the learner

in the preparation of a bulletin board. Many additional learning experiences can take place when the student selects material and organizes it for a bulletin board.

Display is one more valuable way to teach. It can provide variety and enthusiasm for the children. The bulletin board should be used in as many situations as possible and always critically viewed not only for the present, but for the future. If the teacher who is timid and unsure about her ability to make an effective bulletin board can be shown these potentials and practice the mechanics of display, success and confidence can both be achieved.