



## TEACHERS

Tips & Articles

Effective Tips

# Engage Students Within 90 Seconds

When starting class, it's important that every student is actively engaged almost immediately. This can be done through humor, questions for the group, or an activity. This does several things simultaneously: It conveys that the classroom is a community of learners. It uses time well for learning or relationship building - both of which are important to increased motivation and learning. It boosts energy.

Specific ideas include:

Start class with a joke or fun story.

Have something meaningful on the students' desks, tables, or work areas for them to begin as soon as they enter.

Have a question on the board.

Ask questions as they enter the classroom.

A riddle, a puzzle, a short game.....



## Combination Classes

You have been told that you will be teaching a class of more than one grade level. Combination classes require a different perspective. You **CAN NOT** teach two of everything and maintain your sanity. You must adopt a different approach...

**It is very important to develop a class community.**

**Do not** separate the students by saying

Fifth graders...

Fourth graders...

**Do not** seat in grade groups- mix the grades in the seating arrangement.

**Do** have mixed grade groups work on assignments and projects.



## Effective Tips

# GUIDELINES FOR EFFECTIVE PRAISE

(Applies primarily to praise associated with instruction and student performance)

### Effective Praise/ Ineffective Praise

1. Is delivered contingently upon student performance of desirable behaviors or genuine accomplishment
1. Is delivered randomly and indiscriminately without specific attention to genuine accomplishment
2. Specifies the praiseworthy aspects of the student's accomplishments
2. Is general or global, not specifying the success.
3. Is expressed sincerely, showing spontaneity, variety and other non-verbal signs of credibility.
3. Is expressed blandly without feeling or animation, and relying on stock, perfunctory phrases.
4. Is given for genuine effort, progress, or accomplishment which are judged according to standards appropriate to individuals.
4. Is given based on comparisons with others and without regard to the effort expended or significance of the accomplishment of an individual.
5. Provides information to students about their competence or the value of their accomplishments.
5. Provides no meaningful information to the students about their accomplishments.
6. Helps students to better appreciate their thinking, problem-solving and performance.
6. Orients students toward comparing themselves with others.
7. Attributes student success to effort and ability, implying that similar successes can be expected in the future.
7. Attributes student success to ability alone or to external factors such as luck or easy task.
8. Encourages students to appreciate their accomplishments for the effort they expend and their personal gratification.
8. Encourages students to succeed for external reasons -- to please the teacher, win a competition or reward, etc.



## Effective Tips

# Facilitated Lessons

A facilitated lesson is one in which the teacher uses questions to lead the students into using already learned skills and into thinking about connections and new ways to use the already learned skills! Everyone works on the same problem. This activity can be individually done or done in groups. The facilitator NEVER gives an answer!!! A facilitator uses questions to lead the students to a conclusion... ONE question at a time with minutes in between so students must THINK and CONNECT ideas and facts!

Example questions:

What makes you think that?

Why did you ....?

Then what?

What happens next?

So...

And....

Where could you find the information you need?

You know \_\_\_\_\_ therefore what does that mean?

What might happen?

After students have learned your classroom standards and expectations, then you can **TEACH** them how to participate in facilitated lessons.

Being a facilitator requires **TEACHING** the students how to operate under this system.

You still must teach the skills for them to use in a facilitated lesson.

Plan four days of learning lessons and then a facilitated lesson.

At the conclusion of the facilitated lesson, the class as a whole discusses the lesson.

Discuss:

What the task was

How the task was organized to do

How the group worked together

What was learned

What went well

What were the problems encountered and how were they resolved

Then have the individual students **write** the answers to these same questions and also, their evaluation of the task.



## Inspiring Anecdotes and Stories

**In years to come, a child may forget what you taught them.  
But will always remember how you made them feel.  
~~Comment by Steven Krushen**

We often forget that the greatest gift we can give a child is a belief in himself and his own self worth for then all else follows.

Have you ever noticed how just the words, "You did a good job" can inspire you to do better and make you feel so good inside? I have seen this happen time and time again, not only in my own life but in the lives of the teachers and children I have worked with.

If only we could remember these five little words, the world would be a better place.

One year I worked as a teacher aide in an elementary classroom. Fear and anxiety showed in the eyes of each child and I left each day, vowing not to return the following day. There was nothing concrete to could complain about, just little things that happened each day to kill the spirit of each child and to make each one feel small and insignificant. Each morning upon arriving in the classroom workbooks and papers would be lined up below the blackboard ledge and above each would be a list: Tommy, 3x Arithmetic, 6x Spelling, 9x Reading workbook, and so on. The list continued for every child who then was allowed no recess until all his mistakes were corrected. The teacher, I believe, felt she was teaching good work habits and perhaps for those children who only had occasional errors or very few, she was; unfortunately, those whose names were repetitively on the board each day must have felt so utterly destroyed as they entered the classroom.

What a wonderful morning greeting....to be told how many mistakes you had made the day before.

This was a teacher who marked her time and effectiveness by how correct her students were, not by the values she was teaching them. She had obviously never heard that praise works wonders and every day I left that classroom with the same feeling of despair as the seven year olds who understood less than I did how she was breaking their spirit.

# Just a Thought

## Success

To laugh often and much;

To win respect of intelligent people and the affection of children;

To earn appreciation of honest critics and endure the betrayal of false friends;

To appreciate beauty;

To find the best in others;

To leave the world a bit better, whether by a healthy child, a garden patch or a redeemed social condition;

To know even one life has breathed easier because you have lived.

This is to have succeeded.

--Ralph Waldo Emerson



## Just a Thought

**This is what The Dalai Lama has to say on the millennium.**

### **INSTRUCTIONS FOR LIFE**

- \* Take into account that great love and great achievements involve great risk.
  - \* When you lose, don't lose the lesson.
  - \* Follow the three Rs:
    - \*\* Respect for self
    - \*\* Respect for others
    - \*\* Responsibility for all your actions.
  - \* Remember that not getting what you want is sometimes a wonderful stroke of luck.
  - \* Learn the rules so you know how to break them properly.
  - \* Don't let a little dispute injure a great friendship.
  - \* When you realize you've made a mistake, take immediate steps to correct it.
  - \* Spend some time alone every day.
  - \* Open your arms to change, but don't let go of your values.
  - \* Remember that silence is sometimes the best answer.
  - \* Live a good, honorable life. Then when you get older and think back, you'll be able to enjoy it a second time.
  - \* A loving atmosphere in your home is the foundation for your life.
  - \* In disagreements with loved ones, deal only with the current situation. Don't bring up the past.
  - \* Share your knowledge. It's a way to achieve immortality.
  - \* Be gentle with the earth.
  - \* Once a year, go someplace you've never been before.
  - \* Remember that the best relationship is one in which your love for > each other exceeds your need for each other.
  - \* Judge your success by what you had to give up in order to get it.
  - \* Approach love and cooking with reckless abandon
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### Model calmness in anger situations



Parents could have a rule in the house that "In this house, we solve problems when we are calm and in control." The next time the child is angry and wants a quick solution, the parent can remind her of the rule and calmly exit from the scene by saying "I need some time out. Let us talk about it later."

**Allowing the child adequate opportunities to express herself in social gatherings rather than doing it for her**



At social gatherings when people converse with the child by asking questions like "Which school do you go to?" etc. some over-anxious parents tend to speak up before the child answers. This should be avoided and if the child says something which should not have been said, the parents should explain to the child later on, how she could have put it across.

### Don't remind them of past mistakes



E.g. If a child has already eaten one ice cream and wants another, the parent should not remind the child of a past occasion where the child had eaten more than one ice cream and had fallen sick.

**Sharing and discussing any personal or professional changes in the parent's life.**



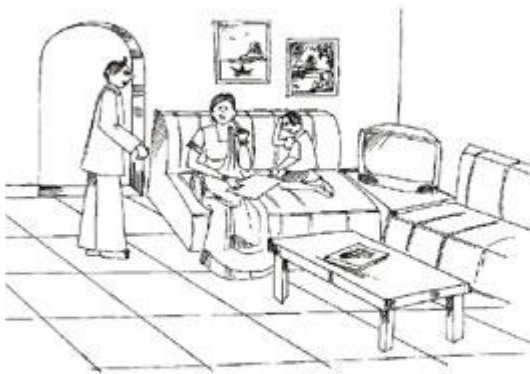
If a parent is issued a transfer order to another town, the parent should not come and simply announce the decision of moving to another town, but could discuss the why's and wherefore's of the situation with the child.

### Having dinner together



*Dinnertime should be treated as sacred. The family should not watch T.V. or entertain phone calls during that time. Alternatively, the phone can be kept off the hook or one member of the family can be delegated to answer calls with "Sorry, we are having dinner now. Could you call back after 10 minutes?"*

**Parents together with the child should help her prepare a set of carrot-and-stick approaches to be followed in case of success or failure**



*Your child could be encouraged to prepare a list of rewards and punishments for specific situations. For e.g. If a child completes her homework on time, without any reminders, for a whole month, she will be taken out to watch a movie of her choice.*

### Praying together



*Someone has rightly said, "A family that prays together, stays together." Have the child say a small prayer at the beginning of the day or before having lunch / dinner.*

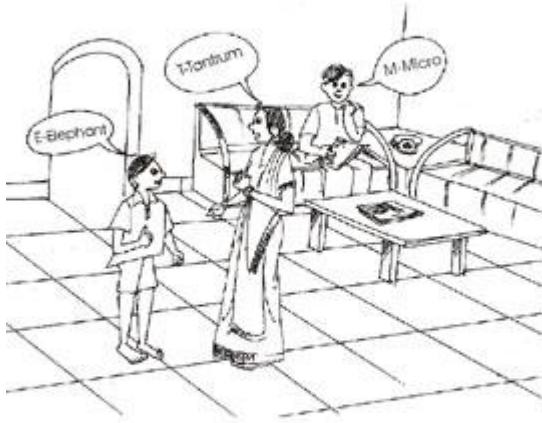
**Sharing precious family moments where the child was absent by looking at family photos together**



*Parents could show pictures of their own childhood where grandparents and great-grand parents are seen and also pictures of their wedding and talk about the people and relationships which matter to them, giving reasons.*



### Use new words in daily conversation



If a child says "It's a big house" then you can add by saying "Yes, isn't it enormous? It has a huge dining room."

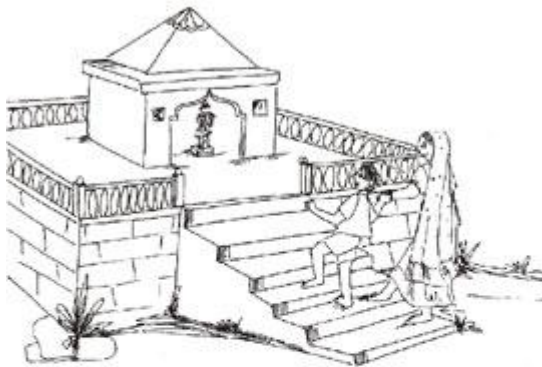
Play word chain: (APPLE - E- ENERGY ---) w i t h the child and introduce new words when its your turn.

### Subscribing to interesting magazines, newspapers, journals



The parents could call for informative and literary magazines, newspapers and journals like Reader's Digest, National Geographic, Competition Success, Time, India Today, etc. to enhance general awareness.

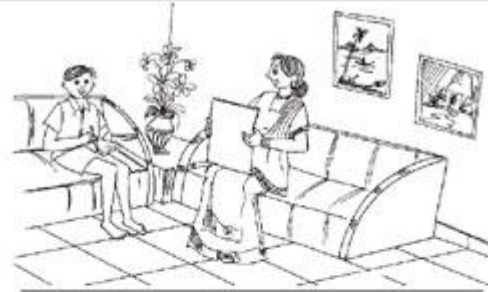
### Reinforcement of habits/values



When the child tells you the truth even though she is the culprit one should say "I appreciate that you are telling me the truth but what you have done is wrong and you must face the consequences."

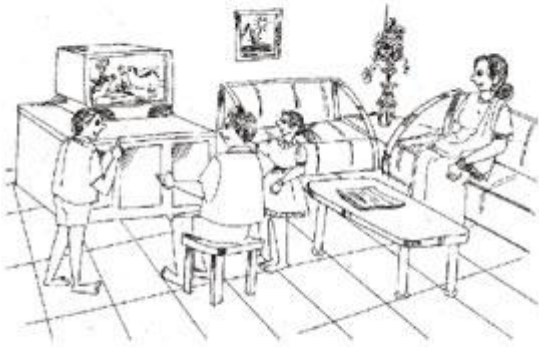
If your child helps her grandmother to climb the stairs, then give positive reinforcement by praising the child. All the members of the family should take small helpings of food and encourage the child to realise when she is full so that she will not leave food on the plate.

### Taking them out for shopping



A parent should tell the child from the beginning what budget they are working on and also prepare a list of items. This helps the child realise how to balance a budget which may mean you have to give up things that you want but you don't need.

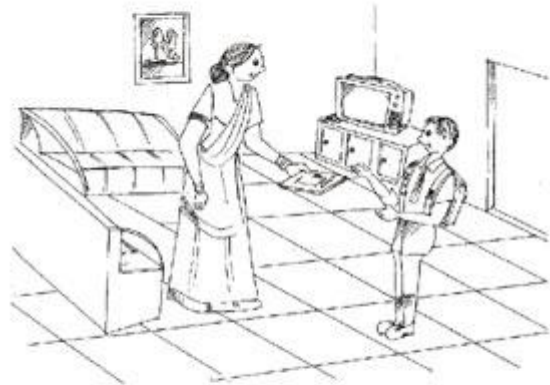
### Watching TV together



*Watch National Geographic or other educational channels with the child and explain in simple language.*

*Respect the child's wishes to watch certain programmes, but steer her away from irrelevant programmes that might affect her mind adversely.*

### Be ready to listen to anything at anytime



*Be open to the child when the child wants to speak to you. Even if you are doing some other work, offering positive inputs as and when required makes the child feel that you are really listening.*

*Sometimes it is necessary to give the child undivided attention, so you should be prepared to drop all your work, if the child seems really upset or sad.*

### Assigning home duties



*You could ask your child to make her own bed, lay the table or clear the dishes after every meal*

### Make them run errands without bribing them



*You could ask your child to get provisions required at home from time to time, without the added attraction of gifts in cash or kind.*

**Let the children overhear you say something positive about them**



*If you could appreciate a child's small efforts to behave properly or to be flexible, the child will take more initiative to behave in a similar fashion on more occasions.*

*For eg. Most children throw a tantrum when they have to take a shot from a doctor, but if a child has really behaved well and held her arm steady the parent could appreciate the effort by talking about it in public.*

**Tackling odd jobs together, e.g. repairing electrical items, fixing a wall hanging etc**



*By doing such things together at home, children learn that things which are broken need not necessarily be thrown away or taken outside for repairing. Children learn how to do such small jobs by themselves and also learn dignity of labour.*

**Model the behavior you would like to see**



*If you want the child to develop a sporting attitude, the parent could also show the same attitude if the parent loses while playing with the child.*

**Encouraging children for occasional written communication with relatives and close friends**



*You could help the child to develop self esteem and confidence in her writing abilities by making her write occasional letters, telling her the message to be conveyed.*





## Effective Tips

# Take the time to observe your students!!

Assign an independent activity, a group assignment, a research assignment, a chapter to read, a list to memorize, etc

Then sit down and observe!!! Use post-its to record significant actions observed. You will learn a lot about their skill levels, study skills, independent and cooperative skills. Do this often!

## Some Tips for Success

### Master Teacher

You will need to balance **conflicting demands, beliefs, ideas, and issues**. If you are lucky, you will be with a master / cooperative teacher who will provide you with a positive and rewarding learning experience. However, that is not always the case and you will need to do whatever is necessary to get through the experience. You can do it and then you will be in your own classroom to teach the way that is best for you.

### Guest Teacher

You are the guest and you will need to wait to teach and to plan with your goals and ideas. This is not your class and the Master teacher will set the plan. Set **realistic goals** that are attainable within the time you will be in this class. A good master teacher will help you.

Meet the cooperating teacher as soon as possible after you receive your assignment. Visit the classroom to learn more about the teacher's style and find out about supplies in advance. Ask questions. Ask for help. Your College Supervisor should also be a resource for you.

### PR (public relations)

**Keep an open mind.**

**Keep your mouth shut.**

**Listen carefully**

Remember that **you are a guest** in the classroom and that you are there to learn.

Even when the cooperating teacher disagrees with you, try to learn from the experience. Listen to the suggestions given.

This is a full full time job. Learn from the experience.

\*Take initiative in helping out with things in the classroom.

\*Ask if there are tasks you can assist with.

\* Never make negative comments about students, other teachers, or the school

\*Stay focused and positive.

\*Keep communication open between your cooperating teacher and yourself. Speak to the teacher daily.

\*Discuss any problems/successes you are having.

\*Share ideas/feelings early, especially if you are uncomfortable about something.

\*Ask for help with curriculum and lesson plans. This is a learning experience. You are not expected to know everything.

\*Learn your rights as a student teacher. This includes knowing whether you can request another assignment and knowing what to do if you are unable to go to the school because of illness or interviews.

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## Time Management

Now is the time to perfect your **time management skills**. You will be:

- \*planning lessons
- \*grading papers
- \*conferencing with students
- \*contacting parents
- \*hopefully there will be some time to spend with friends and family. (But don't count on it!!)

Use every second of time wisely.

You will be exhausted..that's normal!

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## Reality

Student Teachers often have an idealized idea of what teaching is like.

Student teachers are often frustrated by "things" that take up time during the school day:

- \* lunch count
- \* attendance
- \* announcements
- \* fire drills
- \* class transitions
- \* coordinating schedules
- \* students coming and going for music, chorus, library, etc.
- \* photocopying handouts
- \* bus duty
- \* meeting
- \* monitoring the halls
- \* communicating with colleagues
- \* phone calls to/from parents
- \* **actual teaching represents only a fraction of a day**

Student teachers must also learn to **balance theory and practice**.

You must now use what you've learned from preparation courses to design practical classroom activities.

Teacher education courses introduce the theories of cooperative learning and inclusion. But, you need to know how to plan group work to ensure each student learns and works as a team.

You must learn to be an authority figure. You need to find a way to establish rapport with students.

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## Students

**Get to know your students as soon as possible.**

Learn something about each student. Be sure you know which students have special needs or need to be treated in special ways.

Learn how to deal with various personalities.

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## Lessons

Make your first impression a confident and positive one.

**Plan well. Plan well. Plan well. Plan well. Plan well.**

**Over plan! Over plan! Over plan! Over plan!**

Be realistic about what you want to achieve with the class.



## Use a variety of teaching strategies in the classroom.

Use:

lectures

reading

discussions

note taking

worksheets

games

role playing

individual work

group work

**Have a specific discipline plan for the classroom that is coordinated with your cooperating teacher.**

Know the school's rules about discipline.

Have a good sense of humor.

**Be flexible.** A lot of teaching is trial and error.

What works for one class may not work for another one.

**Be organized.**

**Share your ideas.**

**Be ready to fail.**

**Be ready to make mistakes and to admit them.**

**Make copies of everything. Everything you do and everything your master teacher will share with you.**

Collect as much as you can from as many teachers as you can. The more resources you have the easier your first position will be. You can revise someone else's ideas to meet your own needs.

Get organized! Make sure you are ready for each day.

Be ready to think on your feet.

Find out how much your cooperating teacher will want you to follow his lesson plans. Every cooperating teacher is different. Some want you to follow his lesson plans and others encourage you to come up with your own. Find this out early.

## Professionalism

Don't expect to have much of a life outside of student teaching.

Beginning teachers need almost every waking moment to be prepared for the classroom.

Say good-bye to television.

Say good-bye to late-nights.

You need to prepare and you need sleep.

That is all you have time for!

Remember, student teaching is preparing you for the work force.

## You must consider this a real job.

\* That means be on time or early every day.

\* Don't call in sick.

\* Go to teacher's meetings.

\* Treat others with respect and do your best to get along with everyone. You need good recommendations to get a job.

\* Attendance and attitudes can become the factors that separate the employed and the unemployed! .

\* Listen to your master teacher

\* Try new ideas. Run it by your master teacher.

The lesson may not work but you will learned from failures. Analyze what went wrong and what was needed to make it successful. Keep notes. Try again.

\* Dress Professionally

# Networking

- \*Ask for recommendations of other teachers you should observe to give you an idea of other grade levels.
- \*Get an emergency credential. This will permit you to sub for your master teacher if the need arises.
- \* Sign up to substitute in the schools as soon as your student teaching is completed, even if it is only for a few weeks.
- \*Visit other classes, schools, districts.
- \* Go to Back to School Night at as many schools as possible
- \* Go to Open House at as many schools as possible
- \*Talk to as many teachers as possible

## TEACHERS

### Tips & Articles

### Resources on the net

#### ART

<http://www.artcyclopedia.com>

#### BEHAVIOR MANAGEMENT

<http://www.apa.org>---information on stress, dealing with anger, violence, family relations

#### BULLETIN BOARDS

[http://www.educationplanet.com/lessonplanet/search/Teacher\\_Resources/Bulletin\\_Bd/](http://www.educationplanet.com/lessonplanet/search/Teacher_Resources/Bulletin_Bd/)

#### CLIP ART

[http://www.ametro.net/~teachers/graphics/edclipart/educational\\_clipart](http://www.ametro.net/~teachers/graphics/edclipart/educational_clipart)  
<http://wwell.vpdev.com/>

#### DISCIPLINE

<http://www.disciplinehelp.com/>

#### DRAMA

<http://www3.sk.sympatico.ca/erachi/>

#### Games

<http://funbrain.lycos.com/index.htm>

#### GRAMMAR

[http://www.hut.fi/~rvilmi/help/grammar\\_help/](http://www.hut.fi/~rvilmi/help/grammar_help/)

#### GRANTS

<http://www.techlearning.com/grants.html>

#### HOME SCHOOLING

<http://www.cleverapple.com/homescho.htm>  
<http://www.geocities.com/Heartland/Fields/1378/>

## INFORMATION RESOURCES

<http://www.ajkids.com>

<http://www.artcyclopedia.com>

<http://www.ask.com>

<http://www.nea.org>

<http://www.infoplease.com>

<http://www.ksc.nasa.gov/ksc.html>

<http://www.StrangeButTrue.net>---many unusual and interesting facts listed news page

<http://www.smartkids.com>---sites of information your chance to ask an expert about a topic of your choice

<http://www.scholastic.com>

<http://www.latimes.com/HOME/LEARNING/LAUNCH/>

<http://www.classroom.net/home.asp>

<http://www.almanac.com>

<http://www.whitehouse.gov/WH/kids/html/home.html> -the White House

<http://www.nytimes.com/learning>

<http://quest.arc.nasa.gov>

<http://www.nationalgeographic.com>

## LEARNING DISABILITIES

<http://www.chadd.org/fact5.htm> <http://www.add.org/>

## LESSON PLANS

<http://www.lessonplansearch.com>

<http://www.lessonplansearch.net>

## LITERATURE

<Cacs.ualgary.ca/~dkbrown/>...children literature

## MATH

<http://www.topmaths.com/v2/links.html>

## MUSIC

<http://www.talentz.com/MusicEducation/index.mv->

<http://www.lessonplanspage.com/Music.htm>

<http://nav.webring.org/hub?ring=edumus;list>

## PHYSICAL EDUCATION

<http://kidexchange.about.com/kids/kidexchange/gi/dynamic/offsite.htm>

## POETRY

<http://volweb.utk.edu/Schools/bedford/harrisms/spotlight.htm>

## PRE-SCHOOL

<http://www.preschooleducation.com>

<http://www.knownet.net/users/Ackley/gapawd.html>

<http://kiddyhouse.com/Farm/>

## PRIMARY

<http://primarythemeworks.com/>

<http://www.teachingideas.co.uk/>

<http://www1.minn.net/~schubert/NickNacks.html>

## TEACHERS' RESOURCES

<http://pages.hotbot.com/edu/mrflack/teachers.html> - a great resource!

<http://www.staffroom.org.uk>

<http://www.lessons4you.com/> -lesson plans!

<http://k-6educators.miningco.com/mbody.htm>

<http://www.ceismc.gatech.edu/busyt/>

<http://sln.fi.edu/tfi/hotlists/reference.html>

<http://www.stemnet.nf.ca/CITE/themes.html>

<http://www.infosavvy.org/>

<http://www.KidsNook.com>

## SCIENCE

<http://disney.go.com/disneytelevision/billnye/> -Bill Nye

<http://teachervision.com/resources/list/0,2608,20,00.html#science>

<http://nav.webring.org/cgi-bin/navcgi?ring=4science;list>

<http://www.howstuffworks.com/>

<http://www.alka-seltzer.com/experiments/experiments.htm>

<http://www.eskimo.com/~billb/edu.html>

## SECONDARY

<http://www.angelfire.com/fl3/resahsattic/>

<http://highschoolhub.org/hub/hub.htm>

## SOCIAL STUDIES

<http://www.cribbs.net/states/> - 50 states info

## Day in History

<http://www.infoplease.com/cgi-bin/dayinhistory>

## STRATEGIES

<http://www.wfu.edu/~cunningh/fourblocks/>

## TECHNOLOGY

<http://www.telepath.com/edtechreview/>

## WRITING

[inkspot.com](http://inkspot.com) --writers resource

# Lesson Plans

**As you prepare your lesson plans remember this:**

We remember:

10% of what we read

20% of what we hear

30% of what we see

50% of what we hear and see

70% of what we discuss with others

80% of what we experience personally

95% of what we **TEACH** to someone

--- **William Glasser**---

## TEACHERS

**Inspiring Anecdotes and Stories**



### **He Took Failure And Turned It Into One Of The Country's Biggest Retailers**

Rowland Hussey Macy was a failure. He'd opened four retail dry goods stores between 1843 and 1855, and all of them had flopped. But Macy knew to make the most of his experiences. He'd gained a firsthand knowledge of the dry goods trade and learned which mistakes to avoid. Macy, a native of Nantucket Island, MA, had thought he had it figured out when his fourth store, a shop in Haverhill, MA, opened in 1851. Using unorthodox business practices, he believed, would attract customers. Macy had seen the dangers of doing business on credit, so he sold and bought goods only for cash to keep the prices of his items down. He didn't bargain - then the custom - and charged everybody the same prices. They were so low as to be unheard of, and he called his shop the Original Haverhill Cheap Store. He also relied on newspaper advertising much more than his competitors did. Macy (1822-77) prospered for a time but couldn't compete over the long run in Haverhill, which had six dry goods stores and under 10,000 people. He was certain his methods would succeed, though, in a big city. So in 1858, he opened a dry goods store at Sixth Avenue and 14th Street in New York City, the hub of an area of about 1 million people. His strategy worked. He posted \$90,000 in sales in his first 13 months and \$1 million in revenue in 1870. It set the foundation for R.H. Macy & Co., which became one of the world's largest and most successful department store chains. "One of six children, (Macy) valued a dollar and instinctively sympathized - much as retailer Sam Walton did a century later - with customers who hungered for bargains," Jeffrey Trachtenberg wrote in "The Rain on Macy's Parade." Macy wasn't alone in his business practices, but he executed them better than his competitors. Some other merchants, for example, used the same-price-to-all system and charged low fees. But in ads they avoided giving specific prices, using only percentages of discounts. Macy would quote exact prices. "He refused to haggle on price, which is what made Macy's different, and the customers liked it," Macy's one-time chairman, Edward Finkelstein, once said. Macy saw that he needed to do something special because his store was outside the premier shopping district. Only people who walked in front of the 20-foot-wide by 60-foot-deep store noticed its sign or a window display. He soon crafted a series of colorful newspaper ads. Ads then typically crammed words into small spaces and were dull and difficult to read. Instead of filling an entire area with copy, writes Ralph Hower in "History of Macy's of New York: 1858-1919," he left white space by breaking up the text and making zigzag patterns or narrow columns with words. He repeated key words and phrases over and over to emphasize them. Macy deployed large block headlines in a way rarely used by competitors. He'd capitalize the items on sale, and note after each item that it was "marked way down" to make sure people got the message. "The modern observer is bound to be struck by the contrast



between the typical Macy advertisement of this period and the announcements of competitors," Hower wrote. "Macy's copy was lively, interesting and informal. It reflected a talent for modern methods of publicity which was apparently unique at the time." Macy increased the chances his message would be seen by breaking it into a series of small, boxed ads on the same page. He advertised more often and widely than competitors, buying space in five different newspapers. He usually waited until after the big rush of spring and fall seasonal announcements to advertise. Macy knew he'd need to increase his floor space to expand his business. But now that people knew where his store was, he didn't want to move. He acquired the leases of 11 neighbors and created a department store that sold clothes, jewelry, toiletries, plants, toys, dolls and many other items. He began accepting mail orders. Shoppers who lived in Brooklyn or across the Hudson River in the New Jersey towns of Hoboken and Jersey City received free deliveries. Customers loved the service. In 1873, Isodor and Nathan Strauss, who owned a wholesale china and crockery operation in lower Manhattan, asked Macy whether they could rent space in his store for a fixed percentage of their sales. A recession was under way, and Macy was eager to keep his sales alive. He offered the Strausses 2,500 square feet of prime selling space in the basement. They opened an extensive china store that sold everything from plates to glassware. It soon became the most popular area in Macy's and increased customer traffic throughout the store. Its success "enhanced Rowland Macy's reputation as a skilled businessman with an eye for value," Trachtenberg wrote.

Macy also had an eye for talent and wasn't concerned about what people thought of his choices. He hired the first woman executive in retail sales, promoting Margaret Getchell from cashier to bookkeeper to store superintendent over a five-year period. Macy was born into a Quaker family. He probably adopted his single-price-for-all-customers policy because of the Quaker principle of charging only one fee for an item, and a belief that "departing from that principle was a form of dishonesty, to say nothing of the waste of time involved," Hower wrote. Macy never lost confidence in himself. "Macy had failed, but he was not daunted," Hower wrote. "He had met adversity before and knew that he would meet it again. Like his contemporaries in American business, he was full of courage, energy and resource. A failure simply meant that one began a new."