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SELECTED ASPECTS OF ELEMENTARY SCHOOL ADMINISTRATION  
AND ORGANIZATION IN THE STATE OF OKLAHOMA

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Norman, Oklahoma

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SELECTED ASPECTS OF ELEMENTARY SCHOOL ADMINISTRATION  
AND ORGANIZATION IN THE STATE OF OKLAHOMA

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# SELECTED ASPECTS OF ELEMENTARY SCHOOL ADMINISTRATION AND ORGANIZATION IN THE STATE OF OKLAHOMA

## CHAPTER I

### INTRODUCTION

Opinions and research studies cited in textbooks, professional literature, and other publications attempt to evaluate, clarify, defend, and criticize the many aspects of American education. Individuals, groups, and organizations knowledgeable of educational processes, continue to present "recommendations" for better school programs. This exists at all levels of education - from the kindergartens to the graduate schools.

At all levels of public education in America there is need for constant study and evaluation of practices, policies, and trends. In elementary education this is particularly true of administration and organization. Information which presents existing conditions at a given period of time can provide the basis for important insights for improving and/or changing the educational program. Among many purposes that status data and similar kinds of information can serve are:

1. Providing members of the teaching profession with information which will keep them abreast of immediate strengths, weaknesses, and conditions prevailing at every level of the educational system.
2. Enabling educators to maintain as complete a picture as

possible of what is going on in education, so that criticisms can be dealt with in an honest and intelligent manner.

3. Providing information for professional guidance in the perpetuation of "good" school practices.

Interest in elementary education becomes more apparent each year. This is inevitable, if for no other reason because of the vast numbers of pupils in elementary schools. Caswell and Foshay point out, "The elementary school forms the larger part of the educational system. Roughly, out of each 100 students in educational institutions, 75 are in elementary schools."<sup>1</sup>

The success of the educational program within an elementary school, or within a system of elementary education, depends to a great extent upon how that school or system is organized and administered. To always be alert to the possible betterment of the school program requires that administrators, teachers, parents, and pupils be interested in the school and be knowledgeable of the school's purposes. Dean states, "Administration of the elementary school and leadership responsibilities of the elementary school principal are topics of mounting interest and growing complexity in America."<sup>2</sup> According to the Educational Policies Commission, concern exists across the nation as a whole over various aspects of the elementary school's function. A recent Educational Policies Commission report stated:

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<sup>1</sup>Hollis L. Caswell and Arthur W. Foshay, Education in the Elementary School (New York: American Book Company, 1957), p. 33.

<sup>2</sup>Stuart E. Dean, Elementary School Administration and Organization: A National Survey of Practices and Policies (Washington, D.C.: U.S. Government Printing Office, 1960), p. 2.

There is widespread belief that American education must be more effective. Growing out of this sentiment are pressures for changes in educational institutions. It is right and inevitable that these pressures have been directed in part at the elementary school. In fact, the unique potential of that school would justify greater public attention.<sup>1</sup>

The elementary school, like any other institution, cannot effectively improve or expand its effectiveness if an assessment of current conditions is not taken with some regularity.

### Background of the Study

In Oklahoma, concern over the total problem of education within the state is apparent. This study has been directed toward some of the problems connected with elementary school administration and organization in the state of Oklahoma. Its major purpose has been to assess and evaluate the nature of certain administrative and organizational areas of elementary education in Oklahoma and to make conclusions and recommendations regarding them.

The study has utilized, to a great extent, the data gathering instrument used in the survey entitled, "Elementary School Administration and Organization: A National Survey of Practices and Policies," conducted by Mr. Stuart Dean, Specialist for Elementary School Organization and Administration, U.S. Office of Education, Washington, D.C.

The U.S. Office Study was conducted over a period of time from October, 1958 to January, 1959. It included aspects of elementary school administration and organization which would provide a basis for a searching re-examination of the role and function of the elementary school as

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<sup>1</sup>Educational Policies Commission, Contemporary Issues in Elementary Education, A Report of the Educational Policies Commission (Washington, D.C.: National Education Association, 1960), p. 10.

it seeks to provide a foundation program of education for every child in America. In this regard Mr. Dean states that his study, "Seeks to present a national report of current practices and emerging trends in the organization and administration of public elementary schools."<sup>1</sup>

Areas of investigation included in the U.S. Office of Education Study included:

1. organization of local schools by grades into division levels
2. programs of early elementary education
3. organization for instruction
4. length of school day and school year
5. instructional time allocation
6. teacher's aides
7. pupil promotion
8. grouping for instruction
9. reporting pupil progress
10. instructional program assistance
11. intensity of the classroom teacher's day
12. use of sub-standard teachers
13. autonomy of the individual local school
14. problems for principals

All of the above areas except numbers twelve and thirteen were included in the present study. In addition, other areas investigated were: (1) provisions for materials-centers, (2) library facilities, (3) policies on homework, (4) class size, (5) professional assignment of principals.

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<sup>1</sup>Dean, op. cit.

### Need

A search of the literature and inquiries directed to the U.S. Office of Education and the Research Division of the National Education Association show that limited research, of national scope, has been reported in the areas of elementary school administration and organization in recent years.

No significant organized, or formal research in this area has been noted in the state of Oklahoma within recent years. Some investigations of a limited nature have been concerned with various aspects of the elementary curriculum, but no real assessment has been taken of the areas investigated in this study. Strengths and weaknesses in Oklahoma elementary school organization and administration have needed closer scrutiny for some time. The need for this study is important at this time, when education as a whole is the concern of many people across the state and nation.

### Value of the Study

Increased professional interest and expansion of services have taken place in the areas of organization and administration of the public elementary schools of Oklahoma and elsewhere. It was anticipated that this study might serve as a source of information for the development, and/or appraisal, of selected administrative and organizational functions in elementary education, to the end that elementary programs can continually be made more effective.

### Purpose

The purpose of this study was to assess the present day



conditions in certain areas of elementary school administration and organization in the state of Oklahoma and to compare them with: (1) recommendations set forth by the Educational Policies Commission, (2) with similar studies of national scope, and (3) with ideas expressed by leading writers in the fields of elementary school administration, organization, and supervision.

### The Problem

#### Statement of the Problem

The problem of this study was to obtain and analyze information about practices, policies, and trends in selected areas of administration and organization in the elementary schools of Oklahoma.

#### Delimitation of the Problem

This study was limited to selected aspects of administration and organization in the public elementary schools of Oklahoma. These aspects were:

##### I. Administration

##### A. Extent of professional staffing

1. Instructional program assistance
2. Teacher-aides
3. Professional assignment of principals

##### B. Problems for principals

##### C. Pre-first grade education

1. Nursery schools
2. Kindergartens

##### D. Pupil progress

1. Reporting
  2. Promotion
  - E. Instructional time allotment
  - F. Homework
  - G. Teacher-pupil relationships
    1. Constancy of contact
  - H. Length of the school day and school year
- II. Organization
- A. Organization by grades
  - B. Organization for instruction
    1. Classroom organization
    2. Assignment of pupils to classes
    3. Providing for exceptional children
    4. Class size
  - C. Library organization
  - D. Provisions for materials-centers

No attempt has been made at a qualitative analysis of program effectiveness. This study is devoted to a consideration of quantitative analysis: i.e. to a basic survey of programs, practices, policies, and trends of elementary education in the state of Oklahoma.

#### Delimitation of the Study

This study was limited to the state of Oklahoma because of the need for information of this type about the elementary schools of Oklahoma. Since information requested in the survey questionnaire specified that there be a minimum sized unit of operation, the study was further limited to those school districts, dependent and independent, employing

six or more elementary school teachers.

#### Definition of Terms

The following definitions are listed, as used in this study, to provide for an easier, more understandable basis of reference.

Primary unit. An organizational term denoting grades K-4 or any combination thereof.

Self-contained classroom. A classroom in which one teacher is solely responsible for the instruction in all areas of the school program in one particular grade.

Departmentalized classroom. Where any portion of the classroom instruction is relinquished to another teacher or specialist. This includes both the partial and complete departmentalized classroom, depending upon the degree of departmentalization.

Exceptional child. Any child who falls into one of the following classifications: (1) the social deviate, (2) the physically handicapped, (3) the mentally retarded, and (4) the intellectually gifted.

Teacher group. Refers to the classification of school districts by number of elementary school teachers employed: (1) Teacher Group I, all districts employing 6-10 elementary school teachers, (2) Teacher Group II, all districts employing 11-25 elementary school teachers, (3) Teacher Group III, all districts employing 26-50 elementary school teachers, (4) Teacher Group IV, all districts employing 51-100 elementary school teachers, (5) Teacher Group V, all districts employing 101 or more elementary school teachers.

Grade groups. Grade levels grouped together into units of

organization: (1) grades one, two, and three compose the primary section, (2) grades four, five, and six compose the intermediate section, and (3) grades seven and eight compose the junior high school section.

#### Population Used

All school districts listed in the 1961-62 Oklahoma Educational Directory as employing six or more elementary school teachers comprised the total population used in this study. In this category there were 378 independent and dependent school districts in the state of Oklahoma.

No attempt was made to include those districts listed as employing less than six elementary teachers and maintaining a separate junior high school. The study incorporated provisions to encompass those districts that include grades seven and eight as a part of their elementary school organization (i.e. 8-4) but no attempt was otherwise made to include grades seven and eight.

#### Methodology

The design of this study was directed toward bringing out certain aspects of administrative and organizational functions of elementary schools in the state of Oklahoma. All school districts in the State, employing six or more elementary school teachers were surveyed. It was considered impractical to include school districts smaller than this because the areas under investigation required a minimum sized unit of operation.

The administrative head of each school district, included in the survey, was sent a copy of the questionnaire, instructions for completion, and a letter of transmittal written by Dr. William B. Ragan. (See

Appendix A) The data obtained were tabulated and recorded on IBM cards for more extensive and accurate processing.

No attempt has been made to generalize to the conditions of all elementary schools in the state of Oklahoma. The intent of this study is to summarize and present conditions found, administratively and organizationally, in those elementary schools represented in this study. However, since the data represents over 60% of the elementary schools surveyed, certain inferences and speculations can be made to the whole of elementary education in the state of Oklahoma.

#### Overview of the Study

Chapter I describes the overall structure of the study. Chapter II provides a background of the literature pertinent to the phases of elementary education investigated. Chapters III and IV present an analysis of the data obtained. Chapter V presents a summary of these findings along with recommendations for elementary education in the state of Oklahoma and recommendations for further study.

## CHAPTER II

### RELATED LITERATURE

#### Introduction

The areas investigated in this study are outlined in Chapter I. This chapter is devoted to a review of the literature in the areas of elementary school organization and administration covered in this study. This review of the literature will serve as a basis of comparison for conditions found in the state of Oklahoma as analyzed in Chapters III and IV of this study.

This chapter is divided into two main sections. The first section, "Organization," reviews selected aspects of elementary school organization. The second section, "Administration," reviews selected aspects of elementary school administration.

#### Organization

##### Organization by Grades

Throughout the history of American education the designation of what grade levels comprise the various types of administrative units for the organization of schools has been quite indefinite. Overlapping of grades in organizational plans can be seen in practically every educational system in America. This internal organization of schools will

vary from state to state, from city to city, and frequently, within a single school system.

The 8-4 plan of organization (throughout this study, this method of dividing grade levels into administrative units for the organization of schools has been used. i.e. 8-4 means eight years of elementary school and four years of secondary school) is said by some historians to have been a carry over from the Prussian influence in school organization in the early nineteenth century. Others say that the eight-year elementary school is uniquely American.<sup>1</sup>

About 1810-1830, the eight-year elementary school had its beginning in American schools.<sup>2</sup> Whatever the reason for its beginning, or whatever the time of its actual inception, this information is important only from a historical standpoint. Educationally, it is important to note that there appears to be no evidence that the eight-year elementary school was designed because it fitted the physical, social, and psychological growth patterns of children.<sup>3</sup>

Since 1893, the question of a shorter elementary school organization has been a live issue.<sup>4</sup> In 1899, the 8-4 plan of organization received its first real threat. This came in the form of a specific plan of action from the Committee on College Entrance Requirements.<sup>5</sup> This committee recommended a reorganizational move toward the 6-6 plan of

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<sup>1</sup>William T. Gruhn and Harl R. Douglass, The Modern Junior High School (New York: The Ronald Press Company, 1956), p. 5.

<sup>2</sup>Ibid.

<sup>3</sup>Ibid.

<sup>4</sup>Otis Ashmore, "The Elimination of the Grammar School," Addresses and Proceedings of the National Education Association (1900), pp. 424-426.

<sup>5</sup>Gruhn and Douglass, op. cit., p. 10.

grade organization because:

(1) The seventh grade as compared with the ninth grade coincides more closely with changes in the growth of the child; (2) the transition from elementary to secondary education could be made more gradually; and (3) there would be greater retention of pupils in the upper-elementary grades and in the high school.<sup>1</sup>

In 669 cities investigated, Bunker, in 1916, found only twenty-four had introduced plans of organization which departed from the traditional 8-4 plan.<sup>2</sup> In 1929, Otto found the 8-4 plan of organization was by far the most popular, with the 6-3-3, 6-2-4, and 6-6 plans following in that order.<sup>3</sup> The National Education Association, in 1948, found the 6-3-3 plan of organization to be the most common in the schools studied. Other plans found were the 6-6, 6-3-3-3, 7-5, 5-3-4, 6-2-4-2, 7-2-3, 6-4-4, and 4-4-4-4.<sup>4</sup> Dean reported that the 6-3-3 plan of organization was by far the most popular in urban school areas. The second most accepted plan revealed in Dean's study was the 6-2-4 with the 6-6, 7-5, and 8-4 plans following in that order.<sup>5</sup>

Comparing Otto's 1929 study with Dean's 1959 study, it appears that, nationally, the United States has gradually moved from an emphasis on the 8-4 plan to an emphasis on the 6-3-3 plan over the past thirty years. This appears to have begun with the junior high school movement

<sup>1</sup>Ashmore, op. cit.

<sup>2</sup>Frank F. Bunker, Reorganization of the Public School System, U.S. Bureau of Education Bulletin No. 8 (Washington, D.C.: U.S. Government Printing Office, 1916), p. 101.

<sup>3</sup>H.J. Otto, Current Practices in the Organization of Elementary Schools (Evanston, Illinois: Northwestern University, 1932), p. 15.

<sup>4</sup>"Trends in City-School Organization 1938-1948," National Education Association Research Bulletin, XXVII (February, 1949), pp. 7-15.

<sup>5</sup>Dean, op. cit., p. 9.



around 1909-1910.<sup>1</sup>

In 1946, three-fifths of the public high schools enrolled approximately two-fifths of the public high school students under the 8-4 plan of grade organization. By 1952 this had dropped to two-fifths of the public high schools enrolling approximately one-fourth of all public high school students.<sup>2</sup>

The 6-3-3 plan of organization has gained in popularity throughout the years until today it has come to be accepted as the most desirable unit of school organization.<sup>3</sup> The larger percent of urban school districts today maintain the 6-3-3 plan of organization. Dean notes that in relation to pre-first grade education, cities with populations of 25,000 and over, who do not maintain public kindergartens are most predominately organized on the 6-3-3 plan. He states, "Thus there appears to be increased use of the six-year elementary school in those urban places where public kindergartens are not maintained."<sup>4</sup> Dean reports further that one-third of the local school districts studied are organized on a 6-3-3 plan, one-sixth on the 6-2-4 plan, and one-fourth on the 8-4 plan.<sup>5</sup>

It must be remembered that Dean's study was limited to cities with populations of 2,500 and over. Many of the states remain quite rurally oriented, as does Oklahoma. Caswell and Foshay point out that the dividing line between eight-year and six-year elementary schools in

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<sup>1</sup>Gruhn and Douglass, op. cit., p. 18.

<sup>2</sup>"Statistics of Public Secondary Day Schools," Biennial Survey of Education in the United States, 1951-52, Chapter V (Washington, D.C.: U.S. Office of Education, 1954), p. 4.

<sup>3</sup>Ibid.      <sup>4</sup>Dean, op. cit., pp. 12-13.      <sup>5</sup>Ibid., p. 13.

the United States roughly corresponds to the division between rural and urban areas.<sup>1</sup> As a rule, the traditional organization for most of the United States is still the eight-year elementary school.<sup>2</sup>

### Organization for Instruction

Classroom organization. Arrangement of the teaching-learning situation has been a point of concern throughout the development of elementary education in America.

Two major types of organization for instruction are dealt with in this study; the self-contained classroom and the departmentalized plan. Will a student profit more from being with one teacher for all phases of classroom instruction or will he profit more from being exposed to a variety of teachers and/or specialists? In relation to this Dean states:

In essence two conflicting points of view emerge: (1) that because of the increasing accumulation and importance of modern knowledge it is no longer possible for the traditionally trained elementary school teacher to be capable of teaching all subjects to all children with equal skill and effectiveness; and (2) that the advancing science of human growth and development indicates that it is important for a child of elementary school age to have a close contact with a single teacher who will be in a position to understand him and to provide for his individual differences in ability, maturation, and potential.<sup>3</sup>

In the real sense of the word, if one phase of the classroom instruction is relinquished to another teacher or specialist, then no longer does a truly self-contained situation exist. Dean found in six-year elementary schools the one-teacher-per-classroom, or self contained classroom was by far the most prevalent in use.<sup>4</sup>

If the elementary school is to function effectively, then all

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<sup>1</sup>Caswell and Foshay, op. cit., p. 41.

<sup>2</sup>Ibid., p. 40.

<sup>3</sup>Dean, op. cit., pp. 28-29.

<sup>4</sup>Ibid., p. 32.

aspects of child growth and development and how it relates to the learning process must be considered. This knowledge must guide all thinking in the organization of the school for classroom instruction. Caswell and Foshay point out:

The self-contained classroom unit plan meets especially the needs of elementary school children for close association and acquaintance with a teacher who is responsible for them and it provides a situation in which a flexible program of varied activities based on a large central enterprise can be developed.<sup>1</sup>

The departmentalized program is so designed as to utilize specialists in the various areas of knowledge.<sup>2</sup> Those schools having a departmentalized program, or any degree thereof, apparently want to capitalize on the knowledge of the teacher and not on the needs of children.<sup>3</sup> Departmentalized plans or semi-departmentalized plans obviously assume a subject matter curriculum where competence in the subject matter is the most important factor.<sup>4</sup>

In 1929, Otto found several distinct plans of instructional organization in operation. These were:

Plan A. The regular teacher teaches all academic and all special subjects to the pupils enrolled in her room.

Plan B. The regular teacher teaches only the academic subjects to the pupils enrolled in her room. A special teacher or supervisor visits the room at specified periods to teach one or more of the special subjects.

Plan C. Semi-departmentalized organization. Each teacher teaches more than one subject. Teachers move about from room to room.

Plan D. Semi-departmentalized organization. Each teacher teaches more than one subject. Pupils move about from room to room.

<sup>1</sup>Caswell and Foshay, op. cit., p. 334.      <sup>2</sup>Ibid., pp. 335-36.

<sup>3</sup>J. Murray Lee and Doris M. Lee, The Child and His Curriculum (New York: Appleton-Century-Crofts, Inc., 1950), p. 229.

<sup>4</sup>Caswell and Foshay, op. cit., p. 334.

Plan E. Complete departmentalization. Each teacher is a specialist, teaching one subject only. Teachers move about from room to room.

Plan F. Complete departmentalization. Each teacher is a specialist, teaching one subject only. Pupils move about from room to room.<sup>1</sup>

Otto reports also, that the type of organization for six-year schools is quite different from that found in eight-year schools. In six-year schools, the self-contained classroom organization was predominately used. In eight-year schools the departmentalized program and the self-contained program were equally utilized.<sup>2</sup>

Recent trends in classroom organization indicate a need for the self-contained program in relation to teacher-pupil contacts. An awareness however, of teacher inadequacies, space utilization, and other factors - including economy - generally prevent a truly self-contained plan of organization from existing.

Primary unit. The primary unit, or levels plan, of organization has gained in popularity over the past few years. This type of organization implies that children can develop at various rates of speed according to individual rates of development and ability. The primary unit recognizes variations in rate of growth; physical, mental, and social. It is based on the whole-child concept of learning<sup>3</sup> and centers on the equalization of educational opportunity.<sup>4</sup>

In Dean's 1959 study, only 18% of the places surveyed used some form of the primary unit. He notes that the years most commonly included

<sup>1</sup>Otto, op. cit., p. 44.

<sup>2</sup>Ibid., p. 45.

<sup>3</sup>James Harvey Robinson, Mind in the Making (New York: Harper and Brothers, 1950), p. 33.

<sup>4</sup>Caswell and Foshay, op. cit., p. 363.

in the primary unit organization are grades 1-3 except in those districts maintaining kindergartens, then the most commonly included grades were K-3. Of those districts not using the primary unit, 75.9% indicated that they did not contemplate its future adoption.<sup>1</sup>

Assignment of pupils to classes. This area deals with grouping for instruction and is limited to the concepts of homogeneity and heterogeneity. These two concepts have operated in the past and continue to operate in American elementary schools.<sup>2</sup>

Gruhn and Douglas provide a definition of homogeneous grouping which is appropriate. They state:

By Homogeneous grouping is meant the arrangement of pupils into groups for instructional purposes in such a way that the members of any one group are reasonably alike in ability, interests, educational or vocational goals, or some other factor of importance to the learning situation.<sup>3</sup>

During the early development of homogeneous grouping, intelligence test scores were most commonly used as the basis for grouping.<sup>4</sup> Homogeneous grouping could be based on reading ability, intelligence quotients, or any other special ability. It is ability grouping.

Heterogeneous grouping is, in theory, the opposite of homogeneous grouping. In heterogeneous grouping the idea is that the class should be composed of students of all ranges of ability, interests, needs, and development.

<sup>1</sup>Dean, op. cit., p. 26.

<sup>2</sup>O.L. Davis, Jr., "Grouping for Instruction: Some Perspectives," The Educational Forum, XXIV (January, 1960), p. 209.

<sup>3</sup>Gruhn and Douglass, op. cit., p. 210.

<sup>4</sup>Frederick S. Breed, Classroom Organization and Management (New York: World Book Co., 1933), p. 119.

Experience has shown that there is no panacea for solving the problems of instructional grouping. The true homogeneous group would be a class of individuals who are perfectly matched in every respect; physically, socially, intellectually, and emotionally. Miller and Otto, after reviewing several studies conducted between 1920 and 1933 reflected the status of homogeneous grouping when they stated:

If one were to make a final statement about the studies represented . . . one would have to say that, as far as achievement is concerned, there is no clear-cut evidence that homogeneous grouping is either advantageous or disadvantageous.<sup>1</sup>

Otto found that, in 41% of the six-year elementary schools studied the homogeneous plan for grouping was used to a greater extent than was the heterogeneous plan. Eight-year elementary schools utilized homogeneous grouping to a much greater extent, in Otto's study, than they did heterogeneous grouping.<sup>2</sup> Dean found that 72.1% of the places studied maintained a policy of heterogeneous grouping in grades one through six.<sup>3</sup> Dean notes further that 3.9% of the schools surveyed used homogeneous grouping in grades one through three, and heterogeneous grouping in grades four through six. In 4.9% of the places studied, grades one through three were grouped on a heterogeneous basis and grades four through six on a homogeneous basis. On a geographical basis, heterogeneous grouping had a higher acceptance in grades one through six in the Southern region.<sup>4</sup>

The trend in recent years has been toward heterogeneous grouping

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<sup>1</sup>W.S. Miller and Henry J. Otto, "Analysis of Experimental Studies in Homogeneous Grouping," Journal of Educational Research, XXI (1930), pp. 95-102.

<sup>2</sup>Otto, op. cit., p. 33.

<sup>3</sup>Dean, op. cit., p. 69.

<sup>4</sup>Ibid.

so that equal educational opportunities for all may be more fully realized. According to Wrightstone<sup>1</sup> and Davis<sup>2</sup> homogeneous grouping has been used less widely in recent years, while heterogeneous grouping has gained in usage. Advocates of heterogeneity contend that ability differences cannot be erased and that the heterogeneous method provides a more social situation than does the homogeneous method.<sup>3</sup> Otto states, "The school should enable each child to participate in groups of different kinds; of members of varying ages, and maturity levels; and of different sizes."<sup>4</sup>

Providing for exceptional children. Four major classifications comprise the area of exceptional children as defined in this study. These are: (1) the physically handicapped, (2) the social deviate, (3) the mentally retarded, and (4) the intellectually gifted.<sup>5</sup> The concern of this study is not with what provisions are made in relation to grouping, instructional materials, or teaching methods. Concern lies only with how exceptional children are physically grouped for instructional purposes.

Children who fall into any of the above classifications are to be found grouped in as many ways as there are elementary schools. Some educators have felt the responsibility of providing special facilities for the instruction of exceptional children. Finances, physical plant

<sup>1</sup>J. Wayne Wrightstone, Class Organization for Instruction (Washington, D.C.: National Education Association, 1957), p. 9.

<sup>2</sup>Davis, op. cit., p. 210.      <sup>3</sup>Wrightstone, op. cit.

<sup>4</sup>Henry J. Otto, Elementary School Organization and Administration (New York: Appleton-Century-Crofts, Inc., 1944), p. 197.

<sup>5</sup>For a full discussion of these classifications see: William B. Ragan, Teaching America's Children (New York: Holt, Rinehart, and Winston, 1961), pp. 90-91.

limitations, lack of special teachers, and lack of concern often prevents special provisions from being made. Any interest, or action, in this area has been a result of the increasing awareness of the necessity of meeting the needs of every individual. These needs can best be met by making the physical facilities appropriate - appropriate for providing the type of learning environment necessary for exceptional children of all classifications. This may best be accomplished by providing special classrooms or special schools. Where space and money do not allow special facilities, professional educators who are concerned about this segment of the educational program are attempting to provide for the exceptional child in the regular classroom. Three children out of every 100 are mentally retarded.<sup>1</sup> This fact alone will account for a large number of exceptional children. Add to this the number of physically handicapped, socially deviate, and intellectually gifted children and the need for special provisions becomes most staggering, educationally speaking. The National Education Association Research Division recently conducted a survey entitled, "Special Classes for Handicapped Children." Conclusions from that study show that:

1. A much larger percentage of large urban districts provide separate classes for the handicapped than do smaller size districts.
2. More separate classes are provided for the mentally retarded than for any other group of handicapped children.
3. Fewest classes are provided for emotionally disturbed children.
4. Where no special provision or limited provisions are made for the handicapped the trend is toward an expansion of services. Only in a very few instances are they being curtailed.<sup>2</sup>

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<sup>1</sup>"Special Classes for Handicapped Children," National Education Association Research Bulletin, XXXIX (May, 1961), p. 45.

<sup>2</sup>Ibid., p. 43.



The National Education Association study shows further that special classes for the mentally retarded, in urban areas of 500,000 or more population, are provided fully in 58% of the cities surveyed, and to a limited extent in 39% of the responding cities.<sup>1</sup> Provisions for physically handicapped children offered the most marked contrast between the offering of the larger districts as compared with the smaller districts. All districts of 500,000 or more in population offered special classes for physically handicapped children, entirely or on a limited scale. Only seven percent of school districts under 5,000 in population offered such provisions at all.<sup>2</sup>

The publication, Education for All American Children, published by the Educational Policies Commission reported the Ann J. Kellogg School in Battle Creek, Michigan, as having a special program for its handicapped children. The Boettcher School in Denver, Colorado was reported as being a school which was operated especially for the physically handicapped.<sup>3</sup>

Otto reported, in 1932, that 34% of the districts operating eight-year elementary schools and 45% of those operating six-year elementary schools reported special classes of one kind or another.<sup>4</sup> In 1952-53, enrolment of mentally retarded children in elementary schools was twenty-three times as great as the enrolment of mentally gifted children in special classes and special schools.<sup>5</sup> Otto states further that special

<sup>1</sup>Ibid., p. 44.

<sup>2</sup>Ibid., p. 43.

<sup>3</sup>Educational Policies Commission, Education for All American Children (Washington, D.C.: National Education Association, 1948), p. 208.

<sup>4</sup>Otto, Current Practices in the Organization . . ., p. 85.

<sup>5</sup>"Ten Criticisms of Public Education," National Education Association Research Bulletin, XXV (December, 1957), p. 165.

classes for youth with inferior intelligence were more prevalent among six-year elementary schools.<sup>1</sup>

Providing equal educational opportunities for all children, for a life in tomorrow's society presents one of the biggest challenges ever for elementary school teachers and administrators.<sup>2</sup> In relation to this, Dean notes that the second biggest problem for elementary school administrators is providing for the exceptional child.<sup>3</sup>

The identification of, and providing for, the intellectually gifted child has been in existence for quite some time. In Biblical days, Daniel was taken to Babylon because King Nebuchadnezzar wanted all children who were, ". . . skilful in all wisdom, and cunning in knowledge, and understanding science," to be educated in Babylon.<sup>4</sup> In more recent years, a considerable amount of progress has been made in the area of identifying and providing for the intellectually gifted child. In 1952-53, enrolments of intellectually gifted children in special schools and special classes, in elementary education, represented less than one percent of the total number of children enrolled in special classes and special schools.<sup>5</sup>

The basic provisions for housing the intellectually gifted are separate buildings, and the regular classroom. Separate classrooms are

<sup>1</sup>Otto, Current Practices in the Organization . . . , op. cit.

<sup>2</sup>"The Elementary School Principalship," The National Elementary Principal, Thirty-seventh Yearbook, Department of Elementary School Principals (Washington, D.C.: National Education Association, 1958), pp. 2-3.

<sup>3</sup>Dean, op. cit., pp. 98-99.

<sup>4</sup>Daniel. 1:4.

<sup>5</sup>Dorothy E. Norris, "Special Classes for Superior Children in an Eastern City," Meeting Special Needs of the Individual Child, Nineteenth Yearbook, Department of Elementary School Principals (Washington, D.C.: National Education Association, 1940), pp. 397-406.

utilized also. Under each of these provisions, enrichment and/or acceleration can become a part of the total school program. Enrichment has been favored by most authorities over acceleration.<sup>1</sup> Hollingsworth contends however that acceleration, ". . . results in better work in regular subjects and a broader basis of education through acquaintance with related materials and experiences beyond the confines of the regular classroom."<sup>2</sup> Billett reported in 1933 that certain groups of students, in special classes, achieve superior performance when adequately appraised.<sup>3</sup> The National Education Association Research Division reported in 1961 that 65% of the urban school districts in the United States having elementary grades provide enrichment of instruction in regular classrooms for bright pupils.<sup>4</sup>

Authorities tend to disagree on what type of instructional space provisions should be made available for exceptional children of all classifications. Space, money, the number of exceptional children, and the philosophy of the school will determine to what extent special facilities will be made available. One fact remains! If elementary schools exist for the purpose of providing a basic education for all children, then some attention must be given to what is necessary, and even desirable in the way of instructional space provisions for the education of the exceptional child.

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<sup>1</sup>"Ten Criticisms of Public Education," op. cit., p. 166.

<sup>2</sup>Norris, op. cit., p. 405.

<sup>3</sup>Roy D. Billett, Provisions for Individual Differences, Marking and Promotion (Washington, D.C.: U.S. Government Printing Office, 1933), pp. 27-37.

<sup>4</sup>"What Do You Know About Today's Schools?" National Education Association Research Bulletin, XXXIX (February, 1961), p. 29.

Class size. Class size, or teacher-pupil ratio, has always been used as a measuring stick when attempts have been made to define a "good" school program. Although in recent years, on a national basis, the average class size has been lowered slightly, the increase in the number of school age children still presents a problem of increasingly large teacher-pupil ratios. As the National Education Association pointed out in 1958, "No relief is in sight for one of elementary education's most persistent problems - overcrowded classrooms."<sup>1</sup>

The recent stress on individualization of instruction, meeting individual needs, and releasing human potentials has paralleled the large influx of student population. Efforts have been made to cope with more students and still attempt some degree of personalized, teacher-pupil relationship. As a result, teaching machines, double sessions, and staff utilization projects, to name a few, have materialized. One of the most notable side effects that has resulted from overcrowding in schools is that it is a root cause of the teacher shortage as well as being a basic weakness in American public education.<sup>2</sup>

In a study conducted by the National Education Association in 1957-58, it was shown that in urban districts, class size ranged from approximately 4000 elementary school classes maintaining a ratio of 15 or fewer students to one teacher, to 399 classes maintaining a ratio of 56 or more students to one teacher.<sup>3</sup> Otto reported in his 1929 study that a high percentage, 65%, of six-year schools and 71% of eight-year schools

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<sup>1</sup>"Elementary School Class Size," National Education Association Research Bulletin, XXXVI (April, 1958), p. 50.

<sup>2</sup>Ibid.

<sup>3</sup>Ibid., p. 51.

had an average class size of 31 to 40 pupils.<sup>1</sup> Boyer, in 1935, in his study of ability grouping found a median class size of 25 students in the below-average groups, 35 students in the average groups, and 40 students in the above-average groups.<sup>2</sup> Nationwide, the ratio of teachers to pupils has dropped over a period from 1951-1961 from 31.5 to 29.5 students per teacher.<sup>3</sup>

Research does not indicate what the perfect class size should be. However, competent persons who are associated with elementary schools indicate that the quality of teacher-pupil relationships decreases rapidly as the class size exceeds 25 students.<sup>4</sup> In a study conducted by the National Education Association in 1958, the median class size of urban elementary schools was: 500,000 or more in population, 34 students; 100,000 to 500,000 in population, 32 students; 30,000 to 100,000 in population, 30 students; 10,000 to 30,000 in population, 30 students; and 2,500 to 10,000 in population, 29 students per class.<sup>5</sup> The National Education Association study further points out that in urban elementary schools, 380,000 children were in classes of more than 40 pupils each during the 1959-60 school year.<sup>6</sup>

<sup>1</sup>Otto, Current Practices in the Organization . . . , p. 28.

<sup>2</sup>Ibid., p. 109.

<sup>3</sup>"School Statistics: 1960-61," National Education Association Research Bulletin, XXXIX (February, 1961), p. 5.

<sup>4</sup>Educational Policies Commission, Contemporary Issues in Elementary Education, p. 23.

<sup>5</sup>"Some Organization Characteristics of Elementary Schools," The National Elementary Principal, XXXVIII (September, 1958), p. 62.

<sup>6</sup>"What Do You Know About Today's Schools?" p. 26.

## Library Organization

The concern of this study, in the area of library organization, lies only with those space provisions which are given over to the library function in elementary schools. The question is not that elementary schools can provide a better educational program if they have a library - to this all authorities agree! The type of library organization is the point of concern. Shall it be a central building library, a classroom library, or both?

In 1960, the Educational Policies Commission stated, "An elementary school needs a library available to pupils individually, in groups, and in classes . . . It is an essential in a modern elementary school."<sup>1</sup> Otto makes mention of the central library when he refers to the, "Reading Laboratory." This is a learning center which is a functional part of the total elementary school program.<sup>2</sup> Ragan makes note of the fact that the central library exists to serve all the school and that it is the most desirable kind.<sup>3</sup>

Individual room libraries are desirable, especially when they represent an extension of the central building library and lend themselves to the improvement of the overall classroom operation.<sup>4</sup> If a central library is not present in the elementary building, and in many cases this

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<sup>1</sup>Educational Policies Commission, Contemporary Issues in Elementary Education, p. 20.

<sup>2</sup>Otto, Elementary School Organization . . ., p. 383.

<sup>3</sup>William B. Ragan, Modern Elementary Curriculum (New York: The Dryden Press, Inc., 1953), p. 257.

<sup>4</sup>William V. Hicks and Marshall C. Jameson, The Elementary School Principal at Work (Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1957), p. 259.

is the situation, then an individual room library is certainly desirable. In 1943, Rivlin pointed out, "But those (libraries) at the elementary level are generally the least developed in school systems. They vary from collections of books in classrooms, haphazardly selected and arranged, to well equipped central library rooms."<sup>1</sup>

In 1960, the National Education Association Research Division reported that approximately 30% of all elementary schools have libraries.<sup>2</sup> Individual room libraries are used to a greater extent than are central building libraries. Out of 68,417 elementary schools surveyed in 1945, 68% had classroom libraries only; 16.3% had central libraries; and 4.2% had no libraries at all.<sup>3</sup> Lee and Lee state, "Room libraries have become essential. Books must be where children are working if they are to be used."<sup>4</sup> Lee and Lee imply the room library to mean a room collection over and above the central library collection. Hicks and Jameson point out that there are many instances where new elementary schools are being built without provisions for central libraries.<sup>5</sup>

Authorities agree that some form of library is essential for a sound educational program. The size of the school, interest of the community, budget limitation, and professional leadership will determine, to a great extent, what library facilities are available in elementary

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<sup>1</sup>Harry N. Rivlin, (ed.), Encyclopedia of Modern Education (New York: F. Hubner and Co. Inc., 1943), p. 464.

<sup>2</sup>"What Do You Know About Today's Schools?" p. 27.

<sup>3</sup>Ragan, Modern Elementary Curriculum, p. 257.

<sup>4</sup>Lee and Lee, op. cit., p. 289.

<sup>5</sup>Hicks and Jameson, op. cit., p. 259.

schools. There is not any disagreement on what is the best type of facility - the central building library supplemented by adequate room collections. If this is not possible then either the centralized or individual room libraries are a necessity in any modern elementary school.

### Administration

#### Professional Staffing

Instructional program assistance. In Dean's 1959 study, four areas of instructional program assistance were investigated. These were: (1) administrative-supervisory personnel, (2) helping teachers, (3) special services personnel, and (4) special subject teacher-supervisors. He found that almost 75% of all places studied provided some form of administrative-supervisory assistance in the instructional program. Over 29% of all places studied used some form of helping teachers. In the area of special services personnel, more places provided audiovisual assistance than they did assistance in the field of guidance. Assistance in the subject areas through special teacher-supervisor personnel was provided by the majority of places in the national study conducted by Dean. Music, art, and physical education-health were the subject areas most commonly provided for with special teacher-supervisor personnel.<sup>1</sup> Otto, in 1929, found these same three areas to be the ones most provided for also.<sup>2</sup>

Specialization in subject areas will depend to a great degree upon the way the school is organized and upon the size of the school.<sup>3</sup> In

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<sup>1</sup>Dean, op. cit., pp. 74-78.

<sup>2</sup>Otto, Current Practices in the Organization . . ., p. 50.

<sup>3</sup>Florence B. Stratemeyer, Handen L. Forkner, and Margaret A. McKim, Developing a Curriculum for Modern Living (New York: Bureau of Publications, Columbia University, 1947), p. 374.



1960, the Educational Policies Commission stated, ". . . in any school system there should be enough competent professionals to ensure that every pupil receives needed attention."<sup>1</sup> Otto reported that special subjects were taught by special teacher-supervisors more in the eight-year schools than in the six-year schools.<sup>2</sup>

Teacher-aides. Dean states that teacher-aides are those persons who are non-professional, who undertake all peripheral duties such as housekeeping chores, correcting children's work, supervising non-teaching activities, assisting in the library, doing office and accounts work, supervising the lunch room, and even teaching out-of-regular-school-time programs.<sup>3</sup>

Dean points out that 21.3% of the 4,307 participating places use some form of teacher-aide assistance, compared with 77.0% who use no form of such assistance. Predominate usage was by places located in the Northcentral and Western regions of the United States and by school districts located in communities of 100,000 and over in population.<sup>4</sup> Of those places not using any form of teacher-aide assistance, the majority maintained an "unfavorable" attitude toward the value of teacher-aide proposals. The next highest incidence of response was 29.8% of the places having "no opinion," and 28% of the places expressing a "favorable" attitude toward the idea of teacher-aide programs. Predominately, small communities and the Southern region expressed a higher percentage of

<sup>1</sup>Educational Policies Commission, Contemporary Issues in Elementary Education, p. 23.

<sup>2</sup>Otto, Current Practices in the Organization . . ., op. cit.

<sup>3</sup>Dean, op. cit., p. 84.

<sup>4</sup>Ibid., p. 85.

"favorable" opinions than did any other group.<sup>1</sup>

### Problems for Principals

Dean investigated which three administrative responsibilities, out of a check list of seventeen responsibilities provided, posed the greatest difficulty for elementary school administrators. The seventeen responsibilities from which the respondents could select were: (1) assignment of pupils to classes, (2) custodial staff, (3) obtaining adequate physical facilities, (4) obtaining sufficient instructional materials, (5) programs of special education, (6) provisions for the exceptional child, (7) pupil promotional policies, (8) recruitment of teachers, (9) reporting pupil progress, (10) scheduling, (11) school-community relations, (12) school libraries, (13) school lunch programs, (14) selection of instructional materials, (15) staff relationships, (16) supervision of instruction, and (17) transportation of pupils.<sup>2</sup>

Respondents to the national study were asked to pick the three most difficult responsibilities and rank them; the most difficult with a "1," the second most difficult with a "2," and the third most difficult with a "3." These choices were then weighted with first choices a weight of three, second choices a weight of two, and third choices a weight of one. The five most difficult problems facing elementary administrators nationally are: (1) supervision of instruction, (2) provisions for the exceptional child, (3) obtaining adequate physical facilities, (4) programs of special education, and (5) recruitment of teachers. School libraries and the transportation of pupils were considered the problems of

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<sup>1</sup>Ibid.

<sup>2</sup>Ibid., p. 97.

least difficulty by the respondents to Dean's study.<sup>1</sup> In his analysis Dean states:

What conclusions and inferences can be drawn from these reports? First of all, it becomes apparent that the type of responsibility which is causing the greatest difficulty lies in the field of instructional activity. The general improvement of instruction, programs of education for meeting the needs of children, and programs of special education, all cause concern, with emphasis on the qualitative aspects of the educational offerings of the school. That the education administrators are expressing and reflecting this type of sensitivity is most reassuring. Second, these findings suggest a drive and dedication toward encouraging the principals of elementary schools to apply their efforts to the instructional phases of the administration of an elementary school. Third, the fact that many of the so-called purely administrative routine responsibilities received relatively lower mention in these rankings would, perhaps, imply that items of this operational nature are being adequately handled. Fourth, the items which consistently appear at the lower limits of each ranking may have a two-fold implication: that they are being competently dealt with, and that they are not of relative major administrative importance and priority. Finally, the message is clear that the administrators of the public schools of this country are very definitely oriented to the necessity for improvement of the quality of instruction in our schools.<sup>2</sup>

#### Pre-First Grade Education

Pre-first grade education includes two major segments of the educational enterprise:

1. Nursery school is considered as that part of the child's educational experience which immediately precedes the formal kindergarten year.

2. Kindergarten is considered as that part of the child's formal education which immediately precedes the first grade.

In connection with the above definitions, Miller and Spalding state, "The years covered by nursery school and kindergarten have very frequently been called the pre-school years because the American tradition

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<sup>1</sup>Ibid., pp. 98-99.

<sup>2</sup>Ibid., p. 100.

of compulsory education and book-learning has been thought of as starting with the first grade."<sup>1</sup> Because of its apparent value, there seems to be a tendency for pre-first grade educational programs to gain greater acceptance with each passing decade. Monroe states:

Infancy and early childhood education are held to be of fundamental and far reaching importance for the entire development of the individual - of importance that is to say not only with respect to his physique, his physical well-being, but even more with respect to his mental well-being, his temperamental and emotional outlook on life.<sup>2</sup>

Nursery schools. The idea of nursery school education dates back to the time of Plato when he advocated a community nursery as a part of the ideal state.<sup>3</sup> Nursery schools continued to gain a prominent place in the total educational process through the early efforts of Comenius.<sup>4</sup> Public nursery schools in the United States had their beginning in 1924, when the first one opened in Highland Park, Michigan.<sup>5</sup> The depression of the 1930's had a stimulating effect on the advancement of nursery school education in America. In 1941, through the enactment of the Lanham Act, the government made available Federal funds for the continuation and advancement of nursery schools in America.

The question of whether or not the pre-first grade program belongs in the public schools has been present for some time. The extent to which the grade limits of the elementary school should be lowered to encompass

<sup>1</sup>Van Miller and Willard B. Spalding, The Public Administration of American Schools (New York: World Book Co., 1952), p. 24.

<sup>2</sup>W.S. Monroe, "Early Childhood Education," Encyclopedia of Educational Research (New York: MacMillan Co., 1950), p. 856.

<sup>3</sup>Ibid.

<sup>4</sup>Ibid.

<sup>5</sup>Myrtle M. Imhoff, Early Elementary Education (New York: Appleton-Century-Crofts, Inc., 1959), p. 24.

the pre-first grade years is very basic to the problem. Otto contends:

Whether the downward extension of the elementary school will stop with the addition of the kindergarten is very problematical at this time. (1944) As a major outgrowth of the general acceptance of the values of kindergarten instruction and as an outcome of the renewed interest in child-study, there has arisen a growing demand for nursery school training.<sup>1</sup>

In 1936, only eleven nursery schools were reported as being a part of city public schools.<sup>2</sup> Dean, in 1959, found that, in urban centers of 2,500 or more population, 4.5% or 193 out of 4,307 places studied maintained public nursery schools. The highest incidence of nursery schools occurred in communities of 25,000 to 99,999 in population.<sup>3</sup> Dean found also that the majority of public nursery schools in existence today are supported by a combination of public and private funds.<sup>4</sup>

Although nursery schools exist in some areas as an integral part of the public school program of elementary education there does not appear to be any apparent trend toward a sizeable increase in the growth of public nursery schools in the United States.<sup>5</sup>

Kindergartens. The kindergarten program, as far as being accepted as part of the public school program, is far ahead of nursery school education in America. The public kindergarten program had its beginning in the United States in 1873 in Saint Louis, Missouri. By 1898, 189 cities in the United States had public school kindergartens.<sup>6</sup> At an early date the National Resources Planning Board recommended, "That services for young children, such as nursery schools and kindergartens, be made

<sup>1</sup>Otto, Elementary School Organization . . ., p. 41.

<sup>2</sup>Ibid., p. 43.      <sup>3</sup>Dean, op. cit., p. 15.

<sup>4</sup>Ibid., p. 14.      <sup>5</sup>Ibid., p. 17.      <sup>6</sup>Monroe, op. cit.

generally available in urban areas and insofar as possible in rural areas where the need is greatest."<sup>1</sup>

From 1940 to 1950 the number of children enroled in public school kindergartens increased almost 150%.<sup>2</sup> It is apparent that kindergartens have enjoyed phenomenal growth since 1944 in particular, as indicated in the following table:

PUBLIC SCHOOL KINDERGARTEN  
ENROLLMENT IN THE UNITED  
STATES - 1944-54<sup>a</sup>

Year	Enrollment	Year	Enrollment
1944	734,000	1949	1,051,200
1945	773,000	1950	941,150
1946	873,850	1951	1,272,150
1947	984,700	1952	1,399,050
1948	1,016,200	1953-54	1,479,000

<sup>a</sup>Neith E. Headley, Foster and Headley's Education in the Kindergarten (New York: American Book Co., 1959), p. 23.

Dean found that, geographically, the Western region of the United States maintained about twice the national average of publicly supported kindergartens.<sup>3</sup> Oklahoma was included in the Southern region in Dean's study.

It is apparent that kindergartens have become accepted as a part of the public school program throughout America. The Educational Policies

<sup>1</sup>Ibid.

<sup>2</sup>Neith E. Headley, Foster and Headley's Education in the Kindergarten (New York: American Book Company, 1959), p. 23.

<sup>3</sup>Dean, op. cit., p. 14.

Commission stated in 1960 that, "The kindergarten, merely an experiment a century ago, has been increasingly accepted as a part of elementary education."<sup>1</sup> In 1959 it was found that 71% of urban school districts were operating kindergartens. This represented an increase of 67% from 1948-49 to 1958-59.<sup>2</sup>

In relation to the basic value of pre-first grade education, the twentieth yearbook for the National Society for the Study of Education stated, "Infancy and early childhood education are held to be of fundamental and far reaching importance for the entire development of the individual."<sup>3</sup> Most studies indicate the value of pre-first grade education. Hammond,<sup>4</sup> Haines,<sup>5</sup> and Stahuber<sup>6</sup> point out the value of kindergartens in relation to school achievement.

#### Pupil Progress

Reporting. Rathney points out, "The processes of reporting pupil progress are in a state of flux."<sup>7</sup> In reporting pupil progress to parents the real issue is not which marking system to use, but what reporting

<sup>1</sup>Educational Policies Commission, Contemporary Issues in Elementary Education, p. 2.

<sup>2</sup>"What Do You Know About Today's Schools?" p. 27.

<sup>3</sup>Monroe, op. cit.

<sup>4</sup>Sarah L. Hammond, "What About Kindergartens?" Childhood Education, (March, 1957), pp. 314-15.

<sup>5</sup>Leeman E. Haines, "The Effect of Kindergarten Experiences Upon Academic Achievement in Elementary School Grades," (unpublished dissertation) Dissertation Abstracts, XXI (1961), p. 1816.

<sup>6</sup>Frederick Stahuber, "Kindergarten Entrance Age as Related to Success in Reading," (unpublished dissertation) Dissertation Abstracts, XXI (1961), p. 1826.

<sup>7</sup>John W. Rathney, Evaluating and Reporting Pupil Progress (Washington, D.C.: National Education Association, 1955), p. 30.

method can best explain the child's progress in school. Alexander makes note of this saying, "Marks and checks are simple to write but hard to explain."<sup>1</sup> Ragan states:

There is no best system of reporting to parents; rather, that system is best that has been developed cooperatively by those concerned, that incorporates the finding of research relating to child growth and development, and that is clearly understood by teachers, pupils, and parents.<sup>2</sup>

The U.S. Office of Education reported in 1931 that the report card was the most commonly used means of informing parents of their children's progress in school.<sup>3</sup> Hansen reported in 1931 that the A,B,C,D method of reporting was used by 46% of the schools he surveyed; excellent, good, medium, poor, and failing was used by 24.6% of the schools; 100%, 90%, 80%, and on down the percentage scale was used by 15% of the schools; and the S - U method was used by 2.38% of the schools.<sup>4</sup> In 1935, Davis found evidence, ". . . of the predominant elimination of numerical rating symbols and the substitution of symbols or phrases designating degrees of success in the pupils' work."<sup>5</sup> Caswell and Foshay state, "The most satisfactory method of reporting to parents is through the individual teacher-parent conference."<sup>6</sup> Dean found the highest percentage of schools studied

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<sup>1</sup>William M. Alexander, "Reporting to Parents, Why? What? How?" National Education Association Journal, XXVIII (December, 1959), p. 23.

<sup>2</sup>Ragan, Modern Elementary Curriculum, p. 501.

<sup>3</sup>Rowna Hansen, "Report Cards for Kindergarten and Elementary Grades," U.S. Office of Education Leaflet No. 41 (1931), p. 2.

<sup>4</sup>Ibid.

<sup>5</sup>M.D. Davies, "Pupil Progress Reports," School Life XXI (January, 1936), p. 115.

<sup>6</sup>Caswell and Foshay, op. cit., p. 29.



using the A,B,C method of reporting; the letter scale, informal notes, and personal conferences ranked third.<sup>1</sup> Dean points out further that the letter scale (A,B,C,D,F) in some combination of reporting is used in 77.5% of the places studied.<sup>2</sup>

In the Walled Lake Study conducted in 1951, 66.1% of the parents wanted the letter scale method of reporting. The percentage basis of reporting and informal letters were ranked equally as second choices with 11.5% of the parents. The least desired method of reporting was the teacher-parent conference.<sup>3</sup> Whittenbury contends that superintendents favor a combination of report card, letter, and conference.<sup>4</sup>

In 1961, the National Education Association Research Division reported that, for elementary grades using both cards and personal conferences virtually no trend toward change was reported.<sup>5</sup>

Promotion. Dean, in his 1959 study, found that 58.5% of the elementary schools represented based pupil promotion on, "academic achievement with group progress as a minor factor."<sup>6</sup> The assumption underlying Dean's definition of academic achievement is that intellectual accomplishment alone is the determining factor. In group progress it is implied

<sup>1</sup>Dean, op. cit., p. 63.

<sup>2</sup>Ibid.

<sup>3</sup>"What Do Parents Want? Walled Lake Attempts to Find Out!" Metropolitan Detroit Bureau of Cooperative School Studies, Action IV (February, 1951), p. 9.

<sup>4</sup>Clarice Whittenbury, Existing Home and School Relationship: Practices at the Elementary School Level (Laramie: University of Wyoming, 1949), p. 44.

<sup>5</sup>"Reporting to Parents," National Education Association Research Bulletin XXXIX (February, 1961), p. 25.

<sup>6</sup>Dean, op. cit., p. 57.

that all aspects of the child's performance: personal, social, physical, emotional, and intellectual are considered in the final evaluation. Basically then, Dean's investigation in this area was concerned with three concepts that have plagued educators for years. Should a child be promoted strictly on academic achievement? Should a child be promoted strictly on the basis of social development? Or should promotion be based on a combination of these two factors and if so, which one will predominate?

Other promotional factors have developed over the years and have left their impression on the educational minds of the country. Some of these are: (1) promotion based on chronological age, (2) promotion based on the child's own ability to achieve, and (3) promotion based on the factor of administrative expedience. In relation to the latter, the National Education Association Research Division, late in 1960, pointed out that promotion based on academic standards alone has almost disappeared.<sup>1</sup> Dean concurs with this; finding only 12.5% of the places surveyed maintained a policy of promotion based on academic achievement exclusively.<sup>2</sup> The National Education Association points out that promotion based exclusively on chronological age has practically disappeared.<sup>3</sup>

Another basis for promotion is academic achievement with the stipulation that no child will be held back more than a specified number of years. The National Education Association states that, since 1900

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<sup>1</sup>"On What is Promotion Based?" National Education Association Research Bulletin, XXXVIII (December, 1960), p. 126.

<sup>2</sup>Dean, op. cit., p. 58.

<sup>3</sup>"On What is Promotion Based?" op. cit.

there has been an overall decrease in the rate of pupil failure leading to non-promotion.<sup>1</sup> For prevention of failures, it is suggested by the National Education Association that promotion be based on something other than academic standards or chronological age. It recommends a policy of "continuous progress." This type of policy is usually associated with the primary unit or levels plan of grade organization.<sup>2</sup>

Hicks and Jameson contend that administrators are sometimes guilty of promoting or retaining a child without basis in "operational policy." They further point out that children do not fail; that failure is caused by factors outside the control of the child.<sup>3</sup> Authorities tend to disagree on the value of retention as a growth process. As Hicks and Jameson point out, they believe that the child should progress with his group.<sup>4</sup> Otto states, "Non-promotion invariably takes its largest toll in the primary grades. It is not uncommon for 20 to 30 percent of first grade children to be asked to repeat the grade at least once."<sup>5</sup>

It is recognized by most persons in education that promotion is a necessary and important phase of the school's operation. Decisions on this matter cause a great deal of frustration. As Ragan points out:

No aspect of the work of the teacher affects pupils more directly or causes more anxiety on the part of the teacher than the problem of promoting or retaining pupils.<sup>6</sup>

What basis for promotion is best cannot be stated, for every

<sup>1</sup>"Pupil Failure and Non-Promotion," National Education Association Research Bulletin, XXXVII (February, 1959), p. 16.

<sup>2</sup>Ibid.      <sup>3</sup>Hicks and Jameson, op. cit., p. 265.      <sup>4</sup>Ibid.

<sup>5</sup>Otto, Elementary School Organization . . ., p. 213.

<sup>6</sup>Ragan, Teaching America's Children, p. 329.

school operates under different circumstances. Establishment of a basic promotion policy will present problems for teachers and administrators alike. Ragan further points out:

In the case of the teacher it requires that he become thoroughly familiar with the findings of research relating to promotion practices, and that he accept responsibility for working with the principal, other teachers, and parents in formulating policies to be followed in promoting pupils.<sup>1</sup>

Regardless of the many ways and types of promotional policies available, it seems that, generally, academic achievement is still a consideration in practically each and every one. In recent years, the individual ability of the child or some form of social promotion has taken its place in effective promotional practices.

#### Instructional Time Allotment

How school time is allotted for instructional purposes in the various subject areas in the elementary school will depend to a great extent upon how a school is organized for instruction. The departmentalized, the self-contained, and the primary unit types of organization will each require a different approach to the allocation of time for instructional purposes.

Dean found that 46.1% of the places studied had a policy of "suggested time per subject," for grades one through six. For grades seven and eight, the policy of "prescribed time per subject" took precedence.<sup>2</sup> In the Southern region of the United States, according to Dean, over 50% of the places studied used the "suggested time per subject" basis for instructional time allocation.<sup>3</sup>

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<sup>1</sup>Ibid.

<sup>2</sup>Dean, op. cit., p. 52.

<sup>3</sup>Ibid., p. 53.

The policy for instructional time allocation serves as the foundation for the method of implementing the actual time allocation. In Dean's study, over 46% of the places studied said they divided their instructional time on the basis of "minutes per week." The second most used basis for time division was "percentage of time per week." These first and second ratings hold true from grades one through grade eight.<sup>1</sup> Dean noted further than on the national level there was no apparent indication of wide spread public interest or inquiry into this area of administrative responsibility.<sup>2</sup>

#### Homework

The question of homework in the elementary school has always been a controversial issue, both on the part of educators and the public in general.<sup>3</sup> It is not uncommon to find persons who believe homework to be synonymous with academic achievement and success in school. Though a persistent idea, this supposition merits little support. Public pressures often will force upon the schools an idea or practice which is not always educationally sound.

Homework in the elementary school has long been considered a part of the educative process. In many ways this has been largely confined to the intermediate grades. While this is true in the majority of cases, within the past few years, homework policies and practices have moved gradually downward into the primary grades. The Educational Policies

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<sup>1</sup>Ibid., p. 55.

<sup>2</sup>Ibid., p. 56.

<sup>3</sup>Oren Arnold, "Homework Should Be Abolished," The School Bell, (Washington, D.C.: National School Public Relations Association, 1957), pp. 6-7.

Commission notes, "The desire to improve academic accomplishments in the elementary school has led to a demand for more and harder homework at earlier levels."<sup>1</sup>

Fundamentally, there are two questions that serve as a basis for the discussion and/or solution of the homework question in elementary schools. These questions are: should there be homework requirements at the elementary school level and, if there is to be homework in the elementary school, how much should there be and to what extent should it be practiced at the various grade levels? To answer these questions it is necessary to examine the issue of homework in relation to what is known about the overall purpose of the elementary school and the learning processes of children.

The word homework is a compound word and therefore needs to be analyzed in light of its dual meaning. First of all, the word homework implies that the necessary elements that make up a home are present. The usual frame of reference tells us that there will be adequate space, proper food, love, parental interest, and other things present. In the hovel, the cramped apartment, or the converted bus one or more of these elements may not be present. Consequently, it does not seem educationally sound to ask children to perform scholastic tasks in an environment where there is either little incentive or lack of facilities. The Educational Policies Commission points out:

Homework usually implies a home. But some pupils live in circumstances which do not merit that name. For them, little good can come from assignments which cannot be satisfactorily completed

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<sup>1</sup>Educational Policies Commission, Contemporary Issues in Elementary Education, p. 15.

without a home library, seclusion, uninterrupted study time, or parent interest and cooperation.<sup>1</sup>

The second connotation of the word homework is that extra work will produce more learning and will result in a higher level of school achievement. Authorities generally agree that homework has come to be an expected part of a child's educational experience. Further, with the advent of expanding technologies, population movements toward urban centers, and increasing concern over the purposes, accomplishments, and aspirations of public schools, homework has come to be closely associated with success in school. The Educational Policies Commission states, "A mere increase in work will not necessarily produce an increase in learning."<sup>2</sup> Hicks and Jameson agree when they point out, "Several research studies have shown that little is gained by having elementary school pupils do homework; these studies also show that children may even lose, if lessons are sent home to be done."<sup>3</sup> Homework can or cannot have value. To be of value, an evaluation of the homework policy should be made in light of its real purpose. Some authorities contend that homework should be given to elementary school children. Others say "no." Still others say "no" with reservations. Strang states:

It is generally recommended: (a) that children in the early elementary school period have no homework assigned by the teacher; (b) only limited amounts of homework - not more than an hour a day - be introduced during the upper-elementary school and the junior high school years . . .<sup>4</sup>

Hicks and Jameson state, "We do not favor homework assignments for

<sup>1</sup>Ibid.

<sup>2</sup>Ibid.

<sup>3</sup>Hicks and Jameson, op. cit., p. 58.

<sup>4</sup>Ruth Strang, "Guided Study and Homework," What Research Says to the Teacher, (Washington, D.C.: National Education Association, 1955), p. 25.

elementary school children except in unusual cases."<sup>1</sup> If the idea of homework is accepted as being valuable to the learning of elementary school children, then the portion of the above statement, "except in unusual cases," should become the basis of its application. Homework given to elementary school children as a blanket course of action is not always educationally sound. If homework is to be a part of the total educational program it should be developed on an individual basis as much as possible.<sup>2</sup> Each school must evaluate the problem of homework in relation to its stated objectives and what is known about children's needs and the expectations of the local community which the school serves. Within one grade, individual needs in homework time will vary. Time expenditures will vary even more among schools having different policies. The amount of time will vary also in relation to the morale of the school, to the suitability of the curriculum, and to the quality of the instruction.<sup>3</sup>

#### Teacher-Pupil Relationships

Constancy of contact. Dean discusses the fact that the constancy of contact between teacher and pupil may be the source of a new administrative problem for elementary school administrators.<sup>4</sup>

So many of the organizational and administrative problems connected with the operation of elementary schools are a consequence of inadequate time, space, or financial allocations. This segment of administrative concern offers another possible source of administrative difficulty

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<sup>1</sup>Hicks and Jameson, op. cit.    <sup>2</sup>Strang, op. cit.    <sup>3</sup>Ibid.

<sup>4</sup>Dean, op. cit., p. 80.



the interpersonal relationships of students and teachers. Social scientists have recognized this problem for quite some time. Industry found that interpersonal relationships influenced production. It therefore seems fallacious to assume that this all important factor does not enter into the daily lives of teachers and pupils. Especially, since more and more demands are being placed on the schools which place the teacher and the pupil into closer and longer personal contacts.<sup>1</sup>

Dean notes that over 69% of the 4,307 places surveyed said that the constancy of contact between teachers and pupils was not, at this time, an administrative problem. Of the 28.8% that said it was an administrative problem, the highest incidence of response came from districts located in communities of 10,000 to 24,999 in population and from places located in the Southern region of the United States.<sup>2</sup>

When asked if their staff ever expressed need for attention to the problem of teacher-pupil contacts, 59.1% or 2,545 of the places responding to Dean's study said they "seldom" received any such expressions from their staff. Over 14% indicated that they "never" received any expressions of need from their staff in this area. Of the 954 places indicating they received "frequent" expressions from their staff in this area, the highest percentage were places located in the larger cities, and in the Southern region of the United States.<sup>3</sup> Over 74% of the 4,307 respondents to the national study indicated that they did not think the problem of constancy of contact between teacher and pupil would increase in seriousness in the future.<sup>4</sup>

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<sup>1</sup>Ibid.

<sup>2</sup>Ibid.

<sup>3</sup>Ibid., p. 82.

<sup>4</sup>Ibid., p. 83.

### Length of the School Day and School Year

In some areas, past experiences can provide a foundation for refining a practice and, over the years, bring this practice into a more functional and accepted operation. In the case of the time required for an effective elementary school day this is not the case. Throughout the literature, no single authority attempts to set a definite length of time for the elementary school day. More and more services are continually being absorbed by the school as a result of an expanding technology, a more urban way of life, and an overall social change in the American way of living.

Many things help determine the length of the elementary school day. The school bus schedule, the number of daylight hours, parents' work schedules, and many other factors influence the number of hours that can be used for school activities. Hicks and Jameson point out, "The length of the school day . . . is determined by outside factors rather than by what is educationally desirable."<sup>1</sup>

In most states, as in Oklahoma, the minimum time necessary to fulfill all the tasks within the school day is determined and set down in the state school law. In Oklahoma, every grade except the nursery schools, kindergartens, and first grades must be in session a total of at least six hours per day.<sup>2</sup> For the first grade the number of hours required in a school day is a minimum of five and one-half. In all grades the specified number of hours can include the noon lunch period provided there is an organized school lunch program.

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<sup>1</sup>Hicks and Jameson, op. cit., p. 262.

<sup>2</sup>School Laws of Oklahoma, Chap. I, Art. 1, sect. 12.

In 1959 Dean reported that the majority of elementary schools across the nation maintained a five and one-half hour school day for grades one, two, and three. For grades four, five, and six, five and one-half hours was still the prevailing length of the elementary school day. At the seventh and eighth grade levels the number of hours increased to six for the length of the school day. Dean's study points out that in the Southern region of the United States approximately 20% of the respondents indicated that a four and one-half or five hour school day is maintained for grades one through six. Grades one through three had a slightly shorter day for the most part than did grades four through six.<sup>1</sup>

Should the length of the school day be longer or shorter? Hicks and Jameson indicate that perhaps the day should be lengthened. They state:

Rather it seems to us that we may need to lengthen the school day if we are to avoid classrooms in which atmospheres are charged with hurry, with pressure, and with tension as teacher drives hard to join a large educational foot into a small short-day shoe.<sup>2</sup>

Stratemeyer, Forkner, and McKim indicate that the needs of the community should set the length of the school day.<sup>3</sup>

One of the most recurring ideas expressed in relation to the length of the school year is that of the twelve month school year. Stratemeyer, Forkner, and McKim state that the length of the school year should reflect the needs of the community. They state:

A curriculum developed with children and youth as the focus cannot adopt practices blindly. Sound decisions as to the length of the school year will differ with the needs of those concerned.<sup>4</sup>

<sup>1</sup>Dean, op. cit., p. 34.      <sup>2</sup>Hicks and Jameson, op. cit., p. 263.

<sup>3</sup>Stratemeyer, Forkner, and McKim, op. cit., p. 374.      <sup>4</sup>Ibid., p. 375.

As in the case of the school day, the length of the school year is commonly set by the school law of the individual states. In Oklahoma the state law provides that school shall be in session 180 days per year. Five of these days may be used for professional days such as professional meetings and/or in-service training sessions. One hundred and seventy-five of the 180 days must be actual days taught.<sup>1</sup>

Dean found that the most widely used number of days for an elementary school year, on the national level, was 180. Out of 4,307 places surveyed, 1,502 or 34.9% had a school year of 180 days. Over 33% of the places surveyed maintained a school year of 175 to 179 days. In the Southern region of the United States Dean's study shows that 35.6% of the schools represented had a school year of 175 to 179 days. The majority of schools in the national study indicated that they thought there would be "no change," in the length of the school year within the next five years.<sup>2</sup>

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<sup>1</sup>School Law of Oklahoma, Chap. I, Art. 1, sect. 10.

<sup>2</sup>Dean, op. cit., pp. 39-40.

### CHAPTER III

#### FINDINGS OF THE STUDY RELATED TO ELEMENTARY SCHOOL ORGANIZATION

##### Introduction

This chapter presents the findings of this study which are relative to the area of elementary school organization. The survey instrument used in the study was a questionnaire. (See Appendix A) It follows to a great extent the questionnaire used by Stuart Dean in his 1959 study.<sup>1</sup> The questionnaire was designed to bring out certain administrative and organizational practices, policies, and trends currently operating in Oklahoma elementary schools. The questions were arranged for easy and complete answering on the part of the respondents. Generally, the questions were of the check list type. This was true except for the demographic questions on the first page of the survey instrument. These questions called for certain information to be provided which would give some indication as to the total representation for the study.

Throughout this chapter, and Chapter IV, the term teacher group refers to the classification of school districts by the number of elementary school teachers employed:

Group I - districts employing 6 - 10 elementary teachers

Group II - districts employing 11 - 25 elementary teachers

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<sup>1</sup>Ibid., pp. 117-124.

Group III - districts employing 26 - 50 elementary teachers  
 Group IV - districts employing 51 - 100 elementary teachers  
 Group V - districts employing 101 or more elementary teachers

#### Representation of the Data

Of the 378 dependent and independent school districts surveyed, 228, or 60.32%, completed and returned questionnaires. Each of the five teacher groups were well represented in the final returns. Total returns and percent of returns by teacher groups were:

Teacher group	Number of districts	Percent of return
I	116	50.9
II	67	29.4
III	24	10.5
IV	10	4.4
V	11	4.8
Total	228	100.0

Positions held by the respondents. Positions held by persons completing the questionnaires were many and varied. Table 1 indicates that, of the 228 returns, 169 or 74.1% were completed by superintendents of schools. Forty-five or 19.8% were completed by elementary school principals. Other positions represented were: (1) Associate Superintendent, (2) Assistant Superintendent, (3) Administrative Director for Elementary Education, (4) Administrative Assistant, (5) Director of Research, (6) combination, Superintendent-Elementary Principal, (7) Elementary Principal, (8) Elementary Coordinator, and (9) High School Principal.

Out of a total of 116 questionnaires returned from Teacher Group I, 94 or 81% were completed by superintendents of schools. This represents 57.6% of the total number of superintendents responding to the

study.

Sixty-seven questionnaires were returned from Teacher Group II. Of these 67, 67.2% were completed by superintendents of schools and 31.3% were completed by elementary school principals. Of the 24 questionnaires returned in Teacher Group III, 83.3% were completed by superintendents, and 12.5% by elementary school principals.

Table 1 shows that questionnaires returned from Teacher Groups IV and V were completed by persons holding a wide variety of administrative/supervisory positions. However, in both of these groups, as in Teacher Groups I, II, and III, superintendents of schools completed the greatest number of questionnaires.

Geographical distribution. Returns were well distributed, geographically, with each of the 77 counties in the state represented. Table 2 shows the four geographical regions of the state and what counties were included in these regions as defined in this study. The Southwestern region contained a total of 20 counties, the Southeastern region 17 counties, the Northwestern region 16 counties, and the Northeastern region 28 counties in the geographical distribution.

Table 3 shows the number of questionnaires returned in relation to the number sent out by geographical regions. The Northwestern region had the highest percent of returns. The Southeastern region had the lowest percent of returns. The Southwestern region ranked second in the number of questionnaires returned.

Number of teachers, schools, and pupils. Table 4 shows that there were 5,099 teachers, 531 elementary schools, and 260,988 pupils represented in the present study.

TABLE 1.--Positions held by survey respondents, by total number and percent of districts and teacher groups

Positions	Teacher groups											
	Total		I		II		III		IV		V	
	N	%	N	%	N	%	N	%	N	%	N	%
Superintendent	169	74.1	94	81.0	45	67.2	20	83.3	6	60.0	4	36.3
Elementary Principal	45	19.8	21	18.1	21	31.3	3	12.5	.	..	.	..
Assistant Superintendent	4	1.8	..	..	..	..	..	..	1	10.0	3	27.3
Elementary Coordinator	3	1.4	..	..	..	..	1	4.2	1	10.0	1	9.1
Administrative Director for Elementary Education	2	.9	..	..	..	..	..	..	1	10.0	1	9.1
Associate Superintendent	1	.4	..	..	..	..	..	..	.	..	1	9.1
Administrative Assistant	1	.4	..	..	..	..	..	..	1	10.0	.	..
Director of Research	1	.4	..	..	..	..	..	..	.	..	1	9.1
Combination Superintendent- Elementary Principal	1	.4	..	..	1	1.5	..	..	.	..	.	..
High School Principal	1	.4	1	.9	..	..	..	..	.	..	.	..
Total	228	100.0	116	100.0	67	100.0	24	100.0	10	100.0	11	100.0

N - Number of districts



TABLE 2.--Classification of counties by geographical regions

Southwest	Southeast	Northwest	Northeast	
Atoka	Carter	Alfalpa	Adair	Nowata
Beckham	Choctaw	Beaver	Cherokee	Okfuskee
Bryan	Cleveland	Blaine	Craig	Okmulgee
Caddo	Coal	Cimarron	Creek	Osage
Canadian	Hughes	Custer	Delaware	Ottawa
Commanche	Johnston	Dewey	Haskell	Pawnee
Cotton	Latimer	Ellis	Kay	Payne
Garvin	LeFlore	Garfield	Lincoln	Rogers
Grady	Love	Grant	Logan	Seminole
Greer	Marshall	Harper	Mayes	Sequoyah
Harmon	McClain	Kingfisher	McIntosh	Tulsa
Jackson	McCurtain	Major	Muskogee	Wagoner
Jefferson	Murray	Roger Mills	Noble	Washington
Kiowa	Pittsburg	Texas		
Oklahoma	Pontotoc	Woods		
Stephens	Pottawatomie	Woodward		
Tillman	Pushmataha			
Washita				

TABLE 3.--Total number and percent of returned questionnaires by geographical regions

Geographical regions	Questionnaires		Percent of return
	Number sent	Number returned	
Northwest	49	43	87.7
Northeast	139	74	53.2
Southwest	107	67	62.6
Southeast	83	44	53.0
Total	378	228	60.3

Although 87.7% of the total number of districts in the Northwestern region participated in the study, this represents only 12.9% of

the total teachers employed, 13% of the total number of schools, and approximately 6% of the total number of students represented in this study.

TABLE 4.--Number and percent of teachers, pupils, and schools in responding school districts according to geographical regions

Region	Number and percent					
	Teachers employed		Schools		Pupils	
	N	%	N	%	N	%
NW	657	12.9	69	13.0	16,300	6.0
NE	1,696	33.3	248	46.7	88,328	33.3
SW	1,983.5	38.9	137	25.8	136,145	52.0
SE	763.5	14.9	77	14.5	20,215	8.0
Total	5,099	100.0	531	100.0	260,988	100.0

N - Number of districts

The Northeastern region had the largest number of schools represented. The Southwestern region, which was second highest in percentage of returns, had the largest number of teachers employed as well as the largest number of pupils.

Of the 228 responding school districts represented in this study, 57 maintain grades seven and eight or just grade seven as part of their elementary school organization. Of these 57 districts nine include grade seven but not grade eight as part of their elementary school organization; 48 districts include both grade seven and eight in their elementary school

organizational structure.

#### Organization by Grades

In Chapter II of this study it was pointed out that, nationally, school districts have gradually moved from an 8-4 toward a 6-3-3 plan of organization. Caswell and Foshay pointed out that the predominate plan for organizing school districts by grades is still the 8-4. Although Oklahoma is still predominately rurally oriented, the responding districts represented in this study indicate that the 6-3-3 plan of organization is the most widely used plan of grade organization. Of the 228 participating districts more than 50% are organized on the 6-3-3 plan. The second most widely used type of organization for participating districts is the 8-4 plan. The types of organizational plans represented in this study along with the number of districts in each are:

1. 6-3-3 plan..... 133 districts
2. 8-4 plan..... 50 districts
3. 6-2-4 plan..... 23 districts
4. 6-6 plan..... 11 districts
5. 7-2-3 plan..... 7 districts
6. 7-5 plan..... 2 districts
7. No response..... 2 districts

#### Organization for Instruction

Classroom organization. The organizational structure of elementary classrooms, for instructional purposes, has undergone extensive experimentation and discussion in recent years. This interest has been generated over professional concern with what is best for the learner:

to have contact with only one teacher throughout the course of the school day, or to be exposed to many teachers, or specialists, for instruction in the various subject areas.

For grades one through six, Dean found that 75% of the places studied maintained the one-teacher-per-classroom type of organization.<sup>1</sup> Oklahoma elementary schools represented in this study have indicated, as shown in Table 5, that they too use the self-contained classroom more than any other type of classroom organization for instructional purposes. Over 57% of the districts participating in this study indicate this to be true. The partially departmentalized elementary classroom is used second most widely in the elementary schools represented.

Significance of classroom organization becomes apparent when each grade level is analyzed separately. Table 5 points out that the predominance of self-contained classrooms are found at the first grade level. The self-contained classroom organization diminishes in usage as the grade level increases; with 73.2% of the responding districts using the self-contained classroom type of organization at the first grade level as compared with only 31.1% at the sixth grade level. It is satisfying to note, in relation to what is known about the child and the learning-growth process, that none of the responding districts maintain a completely departmentalized plan of organization for grades one and two. Beginning with grade three, the completely departmentalized plan of organization gains predominance in usage as the grade level rises. For grade three, .9% of the responding districts use completely departmentalized classrooms. At grade levels seven and eight this percentage rises to over 40%. It should

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<sup>1</sup>Ibid., p. 30.

TABLE 5.--Types of classroom organization in grades one through eight, shown by number and percent of districts

Grade	Total districts per grade	Type of classroom organization							
		I <sup>a</sup>		II <sup>b</sup>		III <sup>c</sup>		IV <sup>d</sup>	
		N	%	N	%	N	%	N	%
1	228	167	73.2	60	26.3	..	..	1	.4
2	228	161	70.7	66	28.9	..	..	1	.4
3	228	152	66.7	73	32.0	2	.9	1	.4
4	228	114	50.0	105	46.1	7	3.1	2	.8
5	228	88	38.6	120	52.7	18	7.9	2	.8
6	228	71	31.1	128	56.1	26	11.4	3	1.3
7	57	8	14.0	23	40.4	23	40.4	3	5.2
8	57	5	8.8	22	38.6	24	42.1	6	10.5

N - Number of districts

a - Completely self-contained

b - Partially departmentalized

c - Completely departmentalized

d - No response

be noted that the extent of use of the partially departmentalized classroom organization also increases as the grade level rises. These findings concur in every respect for grades one through six with Otto's findings<sup>1</sup> and with Dean's findings.<sup>2</sup> For grades seven and eight however, Otto found almost equal usage of the completely self-contained and the completely departmentalized plans of classroom organization.<sup>3</sup> Dean found more departmentalization than did Otto at these particular grade levels.<sup>4</sup>

No attempt was made in this study to ascertain the growth of the various types of organizational plans over the past few years. Concern here has been only with what exists at the present time in the state of Oklahoma. However, when less than 60% of the elementary schools in the state use the self-contained classroom plan of organization there is apparent room for improvement in organizational patterns for grades one through six.

Thirteen districts out of the 57 districts that include grades seven and eight in their elementary school organization maintain the self-contained organizational plan at the seventh and eighth grade levels.

Assignment of pupils to classes. Three phases of this particular area were investigated in this study: (1) the basic policy of the school districts in assigning pupils to classes, (2) the extent of administrative difficulty attached to the process of assigning pupils to classes, and (3) opinions of the respondents as to the future trends in homogeneous

<sup>1</sup>Otto, Current Practices in the Organization . . . , p. 44.

<sup>2</sup>Dean, op. cit., pp. 30-31.

<sup>3</sup>Otto, Current Practices in the Organization . . . , p. 45.

<sup>4</sup>Dean, op. cit.

and heterogeneous grouping.

As shown in Table 6, of the 228 responding districts, 61.0% said that they had a policy of heterogeneous grouping in grades one, two, and three as compared with 35.5% who said that they grouped on a homogeneous basis. Only 3.5% of the districts surveyed did not respond to this question for the primary grades.

TABLE 6.--Basic policies of classroom assignment of pupils in relation to grade groups, by number and percent

Grade groups	Total districts responding	Basis of assignment					
		I <sup>a</sup>		II <sup>b</sup>		III <sup>c</sup>	
		N	%	N	%	N	%
1-2-3	228	81	35.5	139	61.0	8	3.5
4-5-6	228	73	32.0	136	59.7	19	8.3
7-8	57	13	22.8	36	63.2	8	14.0

N - Number of districts

a - Homogeneous basis

b - Heterogeneous basis

c - No response

One hundred and thirty-six, or 59.7% of the 228 responding districts said that they grouped on a heterogeneous basis in grades four, five, and six. Of the total 228 respondents, 8.3% did not indicate any method of grouping for the intermediate grades. In the 57 districts that include grades seven and eight in their elementary school organization, 36, or 63.2% said that they used a basis of heterogeneity for assigning pupils to classes at these particular grade levels.

Generally, findings indicate that grouping practices regarding

heterogeneous and homogeneous grouping, in the elementary schools represented in this study, are in agreement with national findings as reported by Dean in that there is a definite preference for heterogeneous grouping.<sup>1</sup> This does not agree with Otto's findings that a majority of elementary schools used homogeneous grouping.<sup>2</sup>

When grade groupings are considered separately, Oklahoma elementary schools do differ from Dean's findings. In the primary grades, 53.1% of the responding districts group on a homogeneous basis, compared with 3.9% of the places surveyed by Dean.<sup>3</sup>

Respondents were asked to indicate if the assignment of pupils to classes was: (1) a major administrative problem, or (2) a minor administrative problem. Table 7 indicates that only 2.6% of the 228 responding districts did not answer this question.

TABLE 7.--Administrative involvement of assigning pupils to classes, by total number and percent of responses and teacher group totals

Reply	Total		Teacher groups				
			I	II	III	IV	V
	N	%	N	N	N	N	N
Minor problem	137	60.1	73	39	16	4	5
Major Problem	85	37.3	41	26	7	5	6
No response	6	2.6	2	2	1	1	.
Total	228	100.0	116	67	24	10	11

N - Number of districts

<sup>1</sup>Ibid., p. 69.

<sup>2</sup>Otto, Current Practices in the Organization . . . , p. 33.

<sup>3</sup>Dean, op. cit.



It appears that the respondents who did not answer this question do not consider the assigning of pupils to classes much of an administrative problem. One hundred and thirty-seven, or 60.1% of the respondents said that assigning pupils to classes is a minor administrative problem. Nationally, the greater number of places studied by Dean indicated the same thing to be true.<sup>1</sup>

Some interesting comparisons may be made of the responses to this question among the respective teacher groups. Of the 116 responding districts in Teacher Group I, the majority indicated that the assignment of pupils to classes was a minor administrative problem. Fifty percent of the districts in Teacher Group IV consider the assignment of pupils to classes a major administrative problem. Teacher Group V, the group composed of the larger school districts, considers this area to be more of a major administrative problem than does Teacher Group IV.

The investigation dealt further with the area of assigning pupils to classes in relation to what the future might hold for homogeneous and heterogeneous grouping in the elementary schools of Oklahoma.

The majority of participating districts indicated that there would be "no change" in the method of grouping, or assigning pupils to classes for instructional purposes. In Teacher Groups I and II, the majority of respondents indicated "no change" in grouping policies whereas in Teacher Groups III, IV, and V the majority of respondents indicated a change - a change toward more homogeneous grouping. (See Table 8) Only 8.4% of the respondents thought there would be an increase in heterogeneous grouping. A greater percentage of districts thought there would be an increase in

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<sup>1</sup>Ibid., p. 73.

homogeneous grouping over heterogeneous grouping in each teacher group.

Of the two basis for grouping, beginning with Teacher Group I and going to Teacher Group V, Table 8 shows that the larger the districts are the more they tend to reflect that the future might hold an increase in homogeneous grouping for the assignment of pupils to classes.

TABLE 8.-- Opinions of respondents on the future trends in classroom assignment of pupils by total number and percent of districts and teacher group totals

Trend	Total		Teacher groups				
			I	II	III	IV	V
	N	%	N	N	N	N	N
No change	114	50.0	68	34	7	1	4
Increase in homogeneous grouping	79	34.6	33	24	11	6	5
Increase in heterogeneous grouping	19	8.4	9	5	4	1	.
Other	1	.4	..	..	1	.	.
No response	15	6.6	6	5	..	2	2
Total	228	100.0	116	67	24	10	11

N - Number of districts

Primary unit. Dean noted two important findings in relation to the extent of primary unit organization usage on the national level: first, that only 18% of the places surveyed use any form of the primary unit type of organization and secondly, that the greater percentage of those districts using the primary unit organization include grades one through

three in its structure.<sup>1</sup>

As shown in Table 9, of the 228 responding districts, 32 or 14% use the primary unit type of organization. Over 53% of these 32 districts are districts which maintain a 6-3-3 plan of grade organization.

TABLE 9.--Extent of primary unit organization by number and percent of districts using it at this time in relation to type of primary unit organization and district grade organization

Grade organization	Type of primary unit						
	Total		K-1	K-2	K-3	1-2	1-3
	N	%	N	N	N	N	N
6-3-3	17	53.1	..	1	2	6	8
8-4	6	18.6	1	..	..	3	2
7-2-3	4	12.6	..	..	3	..	1
6-2-4	3	9.4	..	1	..	2	..
6-6	2	6.3	..	..	1	..	1
7-5	..	..	..	..	..	..	..
Total	32	100.0	1	2	6	11	12

N - Number of districts

Over 18% of those districts using the primary unit maintain an 8-4 plan of grade organization. Table 9 also shows what grades are most commonly included in primary unit organizations in the schools represented in this study in relation to district grade organization. Grades one and two are the grades second most combined in primary unit organization with

<sup>1</sup>Ibid., pp. 24-25.

grades one through three being the combination most used in primary unit organization plans. In those districts maintaining kindergartens, grades kindergarten through three are incorporated in the primary unit organization to a greater extent than any other grade combination.

Overall, Oklahoma elementary schools represented in this study do not use the primary unit type of organization to as great a degree as elementary schools, in general, across the nation. They do however use it almost as widely as do the schools in the Southern region of the United States as shown in Dean's study.<sup>1</sup>

Table 10 indicates that of the 196 participating districts not using some form of the primary unit, 156 districts or 79.5% agree that they do not think it will be adopted for use in the near future.

TABLE 10.--Possible future adoption of the primary unit by those districts not presently using it at this time in relation to type of grade organization

Reply	Grade organization								
	Total		6-3-3	6-2-4	6-6	7-5	8-4	7-2-3	NR
	N	%	N	N	N	N	N	N	
No	156	79.5	89	17	7	2	40	.	1
Yes	28	14.3	20	2	2	.	1	2	1
No response	12	5.2	6	1	.	.	3	1	1
Total	196	100.0	115	20	9	2	44	3	3

N - Number of districts

NR - No response

<sup>1</sup>Ibid.

Twenty-eight respondents said they thought they would adopt the primary unit type of organization sometime in the future. Eighty-nine, or 57% of the 156 responding districts that do not think they will adopt the primary unit are districts organized on the 6-3-3 plan of grade organization. Of the districts that are organized on the 8-4 plan, the majority indicated "no," to future adoption of the primary unit. A total of 14.3% of the 196 districts not now using the primary unit thought that future adoption of the primary unit type of organization would take place. Districts organized on the 7-5 plan were the least indicative of a move toward future adoption of the primary unit.

Providing for exceptional children. Two areas of investigation in providing for the exceptional child were included in this study. The first concern was with what type of instructional space facilities are being provided for exceptional children of all classifications and secondly, opinions of the respondents on whether they thought additional school time would be provided, on an optional basis, for intellectually gifted students over the next five years.

Respondents were asked to indicate the type of instructional space provisions available for: (1) the physically handicapped child, (2) the mentally retarded child, (3) the socially deviate child, and (4) the intellectually gifted child. Three types of instructional space provisions were listed in the questionnaire for response. These were: housed in separate classrooms, housed in the regular classrooms, or housed in a special school. Several respondents indicated that homebound teaching was provided to some extent for certain classifications of exceptional children.

First, it must be remembered that the greatest portion of the

school districts represented in this study employ 6-10 elementary school teachers. This means that the majority of elementary schools represented are small schools; in many cases with only one elementary school in the entire school district.

In Table 11 it is pointed out that, of the four classifications of exceptional children, the socially deviate child is the least provided for in the elementary schools represented in this study. Of 228 responding districts, 104 indicated that they had no provisions for the social deviate. Of the remaining 110 districts that indicated some provision for the social deviate, 45.6% provided for them in the regular classrooms while another 1.3% provided homebound instruction for the social deviate.

Over 53% of all responding districts said they placed the physically handicapped child in the regular classroom for instructional purposes. Thirty-two percent of all districts maintain no provision for the physically handicapped. In the majority of larger districts, special schools and separate classrooms are provided for the physically handicapped to some extent.

The largest single incidence of separate classroom provision is in the area of the mentally retarded. Forty-two, or 18.4% of the responding districts provide separate classrooms for the mentally retarded children in their schools. More separate (special) schools are provided for the mentally retarded than for any other classification of exceptional children. A total of 12 special schools for mentally retarded children are maintained in the represented school districts. The largest single provision for the mentally retarded child was "placed in the

TABLE 11.--Instructional space provisions for exceptional children by number and percent of total districts

Provision	Physically handicapped		Mentally retarded		Intellectually gifted		Social deviate	
	N	%	N	%	N	%	N	%
Regular classroom	122	53.5	108	47.4	135	59.2	104	45.6
No provisions	73	32.0	62	27.2	74	32.5	104	45.6
Separate classrooms	10	4.5	42	18.4	10	4.4	3	1.3
Special school	8	3.5	12	5.2	..	..	..	..
Homebound	6	2.6	4	1.8	..	..	3	1.3
No response	9	3.9	..	..	9	3.9	14	6.2
Total	228	100.0	228	100.0	228	100.0	228	100.0

N - Number of districts

regular classroom," with more than 27% of the responding districts indicating that they had "no provision" for the mentally retarded.

With the emphasis in recent years on the intellectually gifted child, it is interesting to note that 32.5% of the 228 responding districts do not make any special provisions for the housing of intellectually gifted children for instructional purposes. In the districts surveyed there were no special schools provided for this particular classification of exceptional children. A few districts provide separate classrooms, but the majority of intellectually gifted children are placed in the regular classroom for instruction. (See Table 11) Generally the districts responding to this study provide more separate classrooms than special schools for exceptional children. For the physically handicapped, the mentally retarded, and the socially deviate child limited provisions on a homebound basis are provided.

When asked if they contemplated additional use of school time on an optional basis for intellectually gifted children, 41.2% of the respondents indicated "yes" and over 56% said "no" as indicated in Table 12.

TABLE 12.--Opinions of the respondents on the additional use of school time, on an optional basis, for gifted students over the next five years, by total number and percent of districts

Total number of districts	Reply					
	Yes		No		No response	
	N	P	N	P	N	P
228	94	41.2	129	56.6	5	2.2

N - Number of districts

P - Percent of total districts



Class size. Respondents were asked to report their teacher-pupil ratio in one section of the questionnaire. It was reported in Chapter II of this study that the 1961 average class size nationally was 29.5 students. Table 13 shows the elementary schools represented in this study to be better off, in relation to teacher-pupil ratio, than the highest ratios reported in various national studies.

TABLE 13.--Mean, median, mode, and range of teacher-pupil ratio by teacher groups

Teacher groups	Number of responding districts	Number of students			
		Mean	Median	Mode	Range
I	109	26.3	27.0	30.0	25.0
II	65	28.1	28.0	25-30	20.0
III	22	29.0	30.0	30.0	10.5
IV	8	28.8	29.0	30.0	7.5
V	9	29.0	30.0	30.0	8.0
Total	213	28.2	30.0	30.0	25.0

Overall, the schools represented in this study have an average teacher-pupil ratio of 28.2 students. The largest ratio reported in the 213 districts responding to this phase of the study was 40 students to one teacher; the lowest ratio reported was 15 students to one teacher. On the average, Oklahoma elementary schools represented in this study maintain a lower class size than do elementary schools reported in national studies.

The average class size of Teacher Group I, as shown in Table 13, is slightly under the teacher-pupil ratio population mean of this study. Teacher Groups III and V deviated further from the population mean than

did the other teacher groups.

### Libraries

Investigation of library facilities, in this study, was not concerned with the adequacy of libraries, or with the extent of professional staffing but rather with the location of the library collection in elementary schools. Respondents were asked to indicate whether their elementary school library collection was: (1) located in the individual classrooms, (2) located in a central system-wide library, or (3) located in a central library room in each building.

As shown in Table 14, 177 or 77.6% of the participating districts indicated that their libraries were located in the individual classrooms. The second most used library organization was the central building library. Two districts, out of the 228 responding, indicated that they had a central, system-wide library available to their elementary schools. One district said that a combination of the central building library and the individual room collection was used.

Teacher Group V was the only teacher group where the majority of respondents said they maintained central libraries in each elementary school building. In Teacher Group I the reverse of this is true, with over 82% of the 116 districts indicating that their library collections are housed in the individual classrooms. In Teacher Groups II, III, IV, and V the individual classroom library plan takes precedence over the central building library plan.

In the discussion on special subject area assistance it was noted that library assistance ranked third from the bottom in the amount of special assistance provided. This, plus the fact that most library

collections are housed in individual classrooms may be attributed, in the main, to the prevalence of small schools and limited financial resources.

TABLE 14.--Types of library organization, by total number and percent of districts in relation to teacher group totals

Type of library organization	Total		Teacher groups				
			I	II	III	IV	V
	N	%	N	N	N	N	N
Library located in individual classrooms	177	77.6	96	56	16	6	3
Central library in each building	38	13.7	12	10	6	2	8
Central system-wide library	2	.9	2	..	..	.	.
Other	1	.4	..	..	..	1	.
No response	10	4.4	6	1	2	1	.
Total	228	100.0	116	67	24	10	11

N - Number of districts

#### Materials-Centers

Concern in this area was limited to the extent of space provisions available to teachers for preparing duplicated materials, slides, transparencies, and other materials for classroom use. Respondents were asked to indicate if a materials-center was provided: (1) in each elementary school building, or (2) centrally, for system-wide use by all elementary school faculty members.

Table 15 shows that 48 respondents said they had no provisions for materials-centers. One hundred and eight districts, or 47.4% of all responding districts said that each of their elementary school buildings had a materials-center. Over 28% of the respondents indicated that a central system-wide materials-center was provided for elementary school teachers in their system. Each of the teacher groups have more districts that provide a greater number of building materials-centers than central system-wide materials-centers.

TABLE 15.--Provisions for materials-centers by total number and percent of districts, in relation to teacher group totals

Provision			Teacher groups				
	Total		I	II	III	IV	V
	N	%	N	N	N	N	N
Materials-center in each building	108	47.4	46	41	11	5	5
Central system-wide materials-center	65	28.5	35	17	9	2	2
No provisions for materials-centers	48	21.1	30	8	4	3	3
No response	7	3.0	5	1	..	.	1
Total	228	100.0	116	67	24	10	11

N - Number of districts

In general, the smaller districts do not provide materials-centers to the extent that the larger districts do. Many reasons for this suggest themselves but rather, complete treatment of this question cannot be

justified on the basis of data available from this study. However, this is one practice that is growing in acceptance and one that should be adopted by every elementary school.<sup>1</sup> It is pleasing to note that at the present time almost 50% of the schools represented in this study do provide materials-centers of some type for their elementary schools.

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<sup>1</sup>Otto, Elementary School Organization . . ., p. 496.

## CHAPTER IV

### FINDINGS OF THE STUDY RELATED TO ELEMENTARY SCHOOL ADMINISTRATION

This chapter reports the findings of the study which reflect present day conditions found in certain administrative areas as reported by participating school districts. Six major topics of elementary school administration are covered: (1) professional staffing, (2) pre-first grade education, (3) pupil progress, (4) instructional time allocation, (5) homework policies and trends, and (6) teacher-pupil relationships.

#### Professional Staffing

Instructional program assistance. Investigation in this area was concerned only with the extent to which school districts maintain professional assistance in certain administrative/supervisory and instructional areas. In the questionnaire the respondent was asked:

To indicate by a check mark the professional staff positions (either full-time or part-time) included in your elementary school instructional program.

Four major areas of professional assistance were included: (1) administrative/supervisory personnel, (2) helping teachers, (3) special subject teacher/supervisors, and (4) special service personnel. This study was concerned not with the effectiveness of these services; only with the number of special area personnel employed as indicated by the number of various positions reported by responding school districts was ascertained.

Table 16 shows the extent of professional staffing in the 175 responding districts that maintain one or more administrative/supervisory staff positions, helping teachers, or special service personnel. Of the 175 districts, 88 or 50.3% have some form of administrative/supervisory personnel other than building principals and superintendents of schools. Directors of elementary education and general elementary supervisors were the most commonly listed positions. Thirty-one, or 17.7% of the 175 districts had some type of helping teacher assistance.

TABLE 16.--Extent of special assistance in the areas of administration/supervision, helping teachers, and special service personnel, reported by total number and percent of districts

Reply	Positions							
	Total		Administrative supervisory <sup>a</sup>		Helping teachers		Special service	
	N	%	N	%	N	%	N	%
Maintain	175	76.8	88	50.3	31	17.7	94	53.7
Do not maintain	53	23.2						
Total	228	100.0						

N - Number of districts

a - Does not include building principals or superintendents

The category of "Special service personnel" was the second highest represented area of special assistance. Over 53% of the 175 responding districts said they provided some assistance in this area. Special services include audio-visual and guidance personnel. A number of respondents indicated that they maintained the assistance of a school nurse.

The largest representation of special assistance positions is in

the "Special subject teacher-supervisor" category. This category was divided into seven subject areas for investigation: (1) art, (2) library, (3) music, (4) physical education and health, (5) reading, (6) science, and (7) speech. Table 17 shows that, of all the areas listed, special assistance in music is provided for by more of the responding districts than any of the other six subject areas. Over 77% of the 175 responding districts reporting special assistance in this area provide assistance in music. The next most provided for subject area is physical education-health, with 53.1% of the responding districts.

TABLE 17.--Total number and percent of special subject teacher-supervisors in various subject areas in the one hundred and seventy-five districts maintaining such assistance

Subject area	Total number of responding districts	Number of districts that have special assistance  N	Percent of districts that have special assistance  %
Music	175	136	77.7
Physical education- health	175	93	53.1
Art	175	33	18.9
Science	175	29	16.8
Library	175	23	13.1
Reading	175	19	10.9
Speech	175	15	8.6

N - Number of districts

% - Percent of 175 responding districts

Although special assistance is provided to a limited degree in speech, reading, and library the language arts area does not seem to be



receiving consideration commensurate with its importance to the total school program.

Dean found that, nationally, music also ranked first in the amount of special assistance provided.<sup>1</sup> In fact, the top three areas listed in the national study: music, physical education-health, and art are ranked in the same order by Oklahoma school administrators responding to this study. Respondents to this study indicate more special assistance in science and less special assistance in reading than did the national respondents in Dean's 1959 study.<sup>2</sup>

The total amount of special assistance provided in all subject areas, in relation to teacher groups is shown in Table 18. The 55 districts in Teacher Group I that provide special assistance in physical-education-health account for over 46% of the 116 districts that comprise Teacher Group I. Assistance in art is provided for, to a greater extent, in Teacher Group II than in any other group. In the area of art, Teacher Group I is the second highest in providing special assistance with Teacher Group V ranking third. When viewed in relation to the total number of districts, special assistance in reading is provided for to a greater extent in Teacher Group V than in any other group. Over 18% of the districts in Teacher Group V maintain special assistance in the reading area. In Teacher Group I, the group composed of the smaller districts, approximately 8% of the represented districts provide reading instruction assistance. In the area of speech, the least provided for in special assistance, Teacher Group IV maintains the highest percentage of special aid.

Teacher-aides. Recognizing the fact that teacher-aides are not an

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<sup>1</sup>Dean, op. cit., p. 76.

<sup>2</sup>Ibid.

TABLE 18.--Extent of special subject teacher-supervisor assistance provided, shown by total number and percent of districts in relation to teacher group totals

Subject areas	Total		Teacher groups				
			I	II	III	IV	V
	N	%	N	N	N	N	N
ART							
Special assistance	33	14.5	8	15	2	1	7
No special assistance	195	85.5	108	52	22	9	4
LIBRARY							
Special assistance	23	10.1	11	5	2	2	3
No special assistance	205	89.9	105	62	22	8	8
MUSIC							
Special assistance	136	59.6	62	42	15	8	9
No special assistance	92	40.4	54	25	9	2	2
PHY. EDUC.-HEALTH							
Special assistance	93	40.8	55	26	6	3	3
No special assistance	135	59.2	61	46	18	7	8
READING							
Special assistance	19	8.3	9	6	1	1	2
No special assistance	209	91.7	107	61	23	9	9
SCIENCE							
Special assistance	19	8.3	11	2	1	2	3
No special assistance	209	91.7	105	55	23	8	8
SPEECH							
Special assistance	15	6.6	6	3	2	2	2
No special assistance	213	93.4	110	64	22	8	9

N - Number of districts

entirely new idea, but one that is generally lagging in practice, it was felt that limited inquiry should be made into the extent of their use in Oklahoma elementary schools. Further investigation in this area deals with what the future holds for teacher-aide assistance in those districts not presently using such assistance.

In the first part of the investigation in this area Table 19 shows that 75 of the 228 responding districts said that some form of teacher-aide assistance was being used at the present time.

TABLE 19.--Participating districts presently using teacher-aides, by total number and percent of districts in relation to teacher group totals

Presently using teacher-aides	Total		Teacher groups				
			I	II	III	IV	V
	N	%	N	N	N	N	N
No	148	64.9	70	48	14	9	7
Yes	75	32.9	46	17	9	1	2
No response	5	2.2	..	2	1	.	2
Total	228	100.0	116	67	24	10	11

N - Number of districts

Over 64% of all responding districts indicated that they did not use any form of teacher-aide assistance at this time. Table 19 shows that there are more districts in Teacher Group I who do not use teacher-aides than there are districts who do use them. In fact, in every teacher group, more districts "do not use" teacher-aides than "use" them.

Table 20 shows that, of the 153 districts who either did not

respond to this question or answered "no," the greatest percentage expressed opinions of "favorable" toward the value of teacher-aide proposals. A "no opinion" attitude is held by more respondents than an "unfavorable" attitude. Overall it appears that teacher-aide proposals are considered to be of value by the administrators responding to this study.

TABLE 20.--Opinions of the respondents on the value of teacher-aide proposals from those districts not now using any such assistance, by total number and percent of districts and teacher group totals

Opinions of respondents	Teacher groups						
	Total		I	II	III	IV	V
	N	%	N	N	N	N	N
Favorable	107	69.9	59	21	13	7	7
No opinion	28	18.3	3	24	..	1	.
Unfavorable	12	7.8	8	1	1	.	2
No response	6	4.0	..	4	1	1	.
Total	153	100.0	70	50	15	9	9

N - Number of districts

Professional assignment of principals. One section of the study was directed toward the extent to which elementary principals are employed as full-time principals, as teaching principals, or as part-time non-teaching principals.

In the smaller school districts of Oklahoma represented in this study the administrative head of the elementary school is not in a position to devote full time to the job of directing the school and its educational program.

Table 21 shows that, primarily, the larger school districts maintain a higher ratio of one-principal-to-a-building than do the smaller districts. Although Teacher Group has a high percentage of principals in Employment Categories D and G, shown in Table 21, this is misleading to some degree. School districts, such as Oklahoma City and Tulsa have a great many schools in their systems. Within these and other large districts surveyed, a combination of various assignments for principals must be utilized. The four districts that are shown as having full time non-teaching principals, teaching principals, and part time non-teaching principals maintain a higher percentage of full time non-teaching principals than either of the other two categories.

Ninety percent of the 116 districts in Teacher Group I have teaching principals in their elementary schools. All districts having only teaching principals represent over 60% of the 228 responding districts. An equal number of districts have part time non-teaching principals and a combination of full time time non-teaching principals. Teacher Group III has a higher percentage of full time non-teaching principals combined with some teaching principals than any other group.

It is evident that the size of the school district influences the professional assignment of elementary school administrators. This fact is pointed out in Table 21. The majority of responding districts are not very close to having full time non-teaching principals in every elementary school building. Teacher Group V approaches this more than any other group with Teacher Group IV ranking second.

#### Problems for Principals

This section of the study was directed toward ascertaining some

TABLE 21.--Professional assignment of elementary school principals by teacher group totals and percents

Teacher groups												
Professional assignment	Total		I		II		III		IV		V	
	N	P	N	P	N	P	N	P	N	P	N	P
Employment group B <sup>b</sup>	151	66.2	106	90.0	37	55.2	5	20.8	2	12.5	1	9.1
Employment group A <sup>a</sup>	28	12.3	2	2.7	18	26.9	3	12.5	2	25.0	3	27.2
Employment group D <sup>d</sup>	18	7.8	..	..	3	4.5	10	41.7	1	6.2	4	36.3
Employment group C <sup>c</sup>	16	7.1	6	6.3	5	7.4	2	8.3	2	25.0	1	9.1
Employment group F <sup>f</sup>	7	3.2	..	..	4	6.0	2	8.3	1	6.3	.	..
Employment group G <sup>g</sup>	5	2.1	..	..	..	..	1	4.2	2	25.0	2	18.3
Employment group E <sup>e</sup>	1	.4	..	..	..	..	1	4.2	.	..	.	..
No response	2	.9	2	1.0	..	..	.	..	.	..	.	..
Total	228	100.0	116	100.0	67	100.0	24	100.0	10	100.0	11	100.0

N - Number of districts

P - Percent of column total

a - Full time non-teaching principals

b - Teaching principals

c - Part time non-teaching principals

d - Combination of Employment groups A and B

e - Combination of Employment groups A and C

f - Combination of Employment groups B and C

G - Combination of Employment groups A, B, and C

of the most persistent problems facing the administrators of elementary schools in Oklahoma. Respondents were asked to check what they considered to be the three most difficult administrative responsibilities in order of difficulty, out of a list of 16 responsibilities listed. The 16 responsibilities listed were: (1) assignment of pupils to classes, (2) custodial staff, (3) obtaining adequate physical facilities, (4) obtaining sufficient instructional materials, (5) provisions for the exceptional child, (6) pupil promotional policies, (7) recruitment of teachers, (8) reporting pupil progress, (9) scheduling, (10) school-community relations, (11) school libraries, (12) school lunch program, (13) selection of instructional materials, (14) staff relationships, (15) supervision of instruction, and (16) transportation of pupils.

Table 22 shows the ranking of all first choices along with the totals of their responses. Provisions for the exceptional child is the most difficult administrative responsibility indicated by the respondents first choices with a total of 62 first choice selections. In first choice selections, supervision of instruction was ranked second. This responsibility had a total of 27 first choice selections.

In second choice selections of administrative responsibilities, providing for the exceptional child also received the largest number of second place choices with 19. Supervision of instruction was considered the second most difficult responsibility in the second choice ranking. (See Table 23) Transportation of pupils is considered the problem of least difficulty and next to the least in difficulty in second and first choice selections respectively. School libraries ranked fourteenth out of the 16 responsibilities in both first and second choice selections.

TABLE 22.--Problems for principals, first choices

Administrative responsibility	Number of first choices
Provision for the exceptional child	62
Supervision of instruction	27
Obtaining adequate physical facilities	26
Pupil promotional policies	18
Obtaining sufficient instructional materials	15
Scheduling	11
Assignment of pupils to classes	9
Reporting pupil progress	8
Custodial staff	7
Staff relations	6
School-community relations	6
Recruitment of teachers	6
School lunch program	5
School libraries	4
Transportation of pupils	3
Selection of instructional materials	1

TABLE 23.--Problems for principals, second choices

Administrative responsibility	Number of second choices
Provision for the exceptional child	19
Supervision of instruction	14
Obtaining sufficient instructional materials	11
Pupil promotional policies	9
Reporting pupil progress	9
Scheduling	7
School-community relations	7
Assignment of pupils to classes	4
Obtaining adequate physical facilities	4
Staff relations	4
Selection of instructional materials	3
Custodial staff	3
Recruitment of teachers	3
School libraries	2
School lunch program	2
Transportation of pupils	2

Supervision of instruction received the largest number of third



choice places. In the third choice selections, transportation of pupils was again listed as the responsibility of least difficulty. (See Table 24)

TABLE 24.--Problems for principals, third choices

Administrative responsibility	Number of third choices
Supervision of instruction	33
Provision for the exceptional child	21
Pupil promotional policies	20
Selection of instructional materials	19
Staff relations	17
Assignment of pupils to classes	15
Reporting pupil progress	15
School-community relations	14
Scheduling	11
Obtaining sufficient instructional materials	11
Custodial staff	9
School libraries	6
School lunch program	6
Recruitment of teachers	5
Obtaining adequate physical facilities	5
Transportation of pupils	1

Finally, first, second, and third choices were weighted with first choices being given a weight of three, second choices a weight of two, and third choices a weight of one. Weighted choices were then totaled to determine overall ranking of each responsibility. It is apparent from looking at table 25 that survey respondents consider providing for the exceptional child to be the most difficult administrative responsibility. Supervision of instruction was considered the second most difficult administrative responsibility. Pupil promotional policies, obtaining adequate physical facilities, and obtaining sufficient instructional materials follow in that order to make up the top five most

difficult administrative responsibilities of Oklahoma administrators responding to this study. These and other responsibilities shown in Table 25 are ranked by total weighted responses.

TABLE 25.--Problems for principals, total first, second, and third weighted choices

Administrative responsibility	Total weighted choices
Provision for the exceptional child	245
Supervision of instruction	142
Pupil promotional policies	92
Obtaining adequate physical facilities	91
Obtaining sufficient instructional materials	78
Scheduling	58
Reporting pupil progress	57
Assignment of pupils to classes	50
School-community relations	46
Staff relations	43
Custodial staff	36
Recruitment of teachers	29
Selection of instructional materials	28
School lunch programs	25
School libraries	22
Transportation of pupils	14

Dean reported the top five administrative problems on the national level to be:

1. Supervision of instruction
2. Provision for the exceptional child
3. Obtaining adequate physical facilities
4. Programs of special education
5. Recruitment of teachers<sup>1</sup>

It is interesting to note that respondents to this study consider three of the top five most difficult problems listed in Dean's study among their five most difficult problems. These were: (1) supervision of

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<sup>1</sup>Ibid., p. 99.

instruction, (2) provision for the exceptional child, and (3) obtaining adequate physical facilities. Oklahoma administrators responding to this study considered pupil promotional policies, reporting pupil progress, scheduling, obtaining sufficient instructional materials, and custodial staff to be of greater administrative difficulty than did the national respondents represented in Dean's study. Recruitment of teachers and school lunch programs were of a lesser administrative difficulty to Oklahoma respondents than they were to national respondents. Transportation of pupils and school libraries were considered the responsibilities of least difficulty by both national and Oklahoma respondents.

Speculation on the reason for the selection of the top three most difficult administrative responsibilities could include all or any one of the ramifications of school administration. No interpretation is attempted here. However, the fact that the most pressing responsibility is providing for the exceptional child indicates that concern over this all important segment of public school programs does exist in Oklahoma.

#### Pre-First Grade Education

Within the state of Oklahoma, pre-first grade education is in an apparent stage of infancy. The concern of this study was primarily to evaluate the extent of pre-first grade programs of education currently operating within the state and to obtain opinions on the extent of public pressures that are being exerted toward expanding or reducing programs of pre-first grade education. Methods of financing kindergartens in Oklahoma were also investigated.

At the present time, nursery school education is not in great demand in Oklahoma. Table 26 shows that, out of 228 school districts

responding to this study only 19, or 8.3%, said that community efforts were being exerted for a program of public nursery school education.

One hundred and ninety-nine respondents indicated that they were not experiencing any community efforts in this direction.

TABLE 26.--Community efforts to obtain programs of nursery school education by total number and percent of districts and teacher group totals

	Total		Teacher groups				
			I	II	III	IV	V
	N	%	N	N	N	N	N
No	199	87.3	100	57	23	9	10
Yes	19	8.3	9	7	1	1	1
No response	10	4.4	7	3	..	.	..
Total	228	100.0	116	67	24	10	11

N - Number of districts

In each teacher group, the respondents indicated that there was less community effort toward the establishment of nursery schools than there was toward expanding kindergartens.

In relation to kindergartens, there were three areas of investigation included in this study: (1) the extent of kindergarten programs now in existence within the state, (2) how these existing programs are financed, and (3) the extent of community effort toward future expansion of kindergarten programs of education.

Table 27 shows that approximately 13% of the 116 responding districts in Teacher Group I; over 30% of the 67 responding districts in

Teacher Group II; and 50% of the 11 responding districts in Teacher Group V maintain public school kindergartens. Overall, 59 districts out of 228, or 25.9% of the represented districts maintain public school kindergartens. Conversely, 73.7% of all participating districts do not maintain programs of kindergarten education as a part of their public school program.

TABLE 27.--Total number and percent of public school kindergartens, in relation to teacher group totals

Response	Teacher groups						
	Total		I	II	III	IV	V
	N	%	N	N	N	N	N
Do not maintain	168	73.7	99	45	12	7	5
Maintain	59	25.9	16	22	12	3	6
No response	1	.4	1	..	..	.	.
Total	228	100.0	116	67	24	10	11

N - Number of districts

Teacher Group V is the only group where there are more districts maintaining kindergartens than there are districts not maintaining them. Teacher Group III is equally divided in the number of districts providing and not providing kindergartens. The highest percentage of kindergarten programs maintained, in relation to the type of school district organization, is found in districts organized on a 7-2-3 basis. (See Table 28) Districts organized on the 6-3-3 and the 6-2-4 plans are approximately equal in percent of kindergartens maintained. The second highest

incidence of kindergarten programs is with those districts organized on the 6-6 plan.

TABLE 28.--Number and percent of kindergarten programs in relation to district grade organization

Grade organization	Number of districts	Number of districts with kindergartens	Percent of districts with kindergartens
6-3-3	133	38	28.6
8-4	50	6	12.0
6-2-4	23	6	26.1
6-6	11	4	36.4
7-2-3	7	5	71.4
7-5	2	..	..
No response	2	..	..
Total	228	59	25.9

Dean reported that 70.4% of all places surveyed maintained public school kindergartens. This is in contrast with the situation found in Oklahoma since only 25.9% of the responding districts in this study maintain public school kindergartens.

Financial support of kindergarten programs now existing in Oklahoma was investigated in this study. Respondents were asked to indicate how their kindergarten programs were financed: (1) by public funds entirely, (2) by private funds entirely, or (3) by a combination of public and private funds. In this study, private funds means tuition charged

to offset the cost of the kindergarten program.

Table 29 shows that very few kindergarten programs represented in this study are supported entirely by public funds.

TABLE 29.--Various ways of financing kindergartens in those districts that have kindergartens, by total number and percent of districts and teacher group totals

Type of support	Total		Teacher groups				
	N    %		I	II	III	IV	V
	N	%	N	N	N	N	N
Combination of public and private funds	19	32.2	4	8	6	1	.
Private funds exclusively	14	23.7	3	4	4	1	2
Public funds exclusively	8	13.6	.	4	.	1	3
No response	18	30.5	9	6	2	.	1
Total	59	100.0	16	22	12	3	6

N - Number of districts

It is apparent that the larger the district, the greater the incidence of kindergarten programs receiving total support from public funds. The most widely used method of financing kindergartens is the combination of public and private funds. As indicated on some of the returned questionnaires, the school system maintains a program of kindergarten education but a tuition fee is charged to offset the cost of operation. All groups use the combination of public and private funds to a

greater extent than they use either public or private funds exclusively for financing kindergartens with the exception of Teacher Groups IV and V. Teacher Group IV is evenly divided between all three methods of financing. Teacher Group V utilizes public funds more than private funds. In relation to the total number of districts maintaining kindergartens, 13.6% of the 59 districts use public funds entirely for the support of the kindergarten program; 23.7% use private funds entirely; and 32.2% use a combination of public and private funds.

In ascertaining the extent of community efforts to increase programs of kindergarten education, Table 30 shows that over 77% of the 59 districts that have kindergartens indicated that they have experienced efforts from the community to increase the kindergarten program. No respondent indicated that community efforts were being directed toward reducing programs of kindergarten education. Of the 38 districts organized on the 6-3-3 plan of organization that maintain kindergartens, 31 indicated that there were community efforts toward increasing programs of kindergarten education. All of the districts organized on the 6-2-4 plan said that they had experienced community efforts to increase programs of kindergarten education.

All in all, pre-first grade education is not too well entrenched in the public elementary schools of Oklahoma represented in this study. Of those districts that do have programs of kindergarten education the greatest number are in those districts organized on a 7-2-3, 6-6, 6-3-3, 6-2-4, and 8-4 organizational plans. Financially, public funds are not used exclusively for the support of kindergartens. Most districts use a combination of public and private funds to finance their kindergarten



programs. From the amount of public pressure on local school officials to increase the kindergarten program it appears that patrons want more public kindergarten programs of education.

TABLE 30.--Community efforts to increase or reduce kindergarten programs in districts that now have kindergartens, by total number and percent in relation to district grade organization

Grade organization	Total		Community effort				No response
			Increase		Decrease		
	Yes	No	Yes	No			
	N	%	N	N	N	N	N
6-3-3	38	64.4	31	..	..	..	7
6-2-4	6	10.2	6	..	..	..	.
8-4	6	10.2	6	..	..	..	.
7-2-3	5	8.5	2	..	..	..	3
6-6	4	6.7	1	..	..	..	3
7-5	..	..	..	..	..	..	.
Total	59	100.0	46				13

N - Number of districts

#### Pupil Progress

Reporting. This section of the study was concerned with the method of reporting pupil progress to parents. Policies, and parental attitudes toward reporting methods, as judged by the respondents, recent changes in basic reporting policies, and the extent of the involvement of various groups in revising reporting policies were the areas investigated.

Respondents indicated that generally, parents react very favorably to the existing methods of reporting pupil progress. Out of 228

responding districts, 17 said that a feeling of parental attitude in this area was inconclusive at this time. Other districts reported either unfavorable parental reaction or did not experience any reaction from parents. Total response from the 228 participating districts show parental reaction to reporting methods to be:

Reaction	Number of districts	Percent
Favorable	204	89.5
Inconclusive	17	7.5
Unfavorable	2	.9
None experienced	2	.9
No response	3	1.2
Total	228	100.0

In relation to the national findings in Dean's study, Oklahoma elementary schools represented in this study receive a little more "favorable" reaction from parents on reporting methods than do elementary schools represented in the national study. Although the percentages vary slightly, the findings of this study tend to follow the same general pattern of response as that shown in Dean's study.<sup>1</sup>

The second section investigated in the area of reporting pupil progress attempted to ascertain the basic policies of reporting pupil progress used in the participating school districts. Three general policies were listed for response: (1) a uniform reporting plan used by all elementary schools in the system, (2) alternate plans of reporting available from which schools may select, and (3) the opportunity for each school to develop its own plan for reporting pupil progress.

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<sup>1</sup>Ibid., pp. 61-66.

Table 31 shows that the greatest percentage of responding districts have "alternate plans for reporting pupil progress" from which schools may select one for use. The next most used policy is the "uniform plan used by all elementary schools in the district."

TABLE 31.--Policies for reporting pupil progress by number and percent of districts

Policies	Responses	
	Number of districts	Percent of total districts
Alternate plans from which schools may select	158	69.3
Uniform plan used by all schools	27	11.8
Opportunity for each school to develop its own plan	18	7.9
No response	25	11.0
Total	228	100.0

Changes in basic purposes and procedures for reporting pupil progress are noted in Table 32. One hundred and twenty-three of the 228 responding districts indicate that they have revised their reporting purposes and procedures during the past five years. The next largest incidence of response, 48 or 21.1% of all the responding districts state that a revision of reporting purposes and procedures is planned during the next five years.

Twenty districts, or 8.8% of the total respondents, report that revision of reporting procedures is currently underway. Five districts

noted that a combination of the three responses reflects their status in this area at the present time. Four districts state that a revision of reporting procedures has been accomplished within the past five years and will again be revised during the next five years. One district reports that pupil promotion procedures and purposes are currently being revised and have been "looked at" during the past five years.

TABLE 32.--Changes in basic purposes and procedures for reporting pupil progress, by number and percent of districts

Changes	Number of districts	Percent of total districts
Revised during the past five years	123	53.9
Revision is planned during the next five years	48	21.1
Under revision at the present time	20	8.8
Other	5	2.2
No response	32	14.0
Total	228	100.0

The number of districts reporting the use of one method of reporting pupil progress exclusively, and in combination is shown in Table 33. It is interesting to note that over 50% of all responding districts use the letter scale exclusively, and that over 90% use this method either exclusively or in some combination with other methods. One district reported using the personal conference exclusively and some combination of the six methods is used by 105 or 46.2% of the responding

districts. Some of the combinations used are: (1) letter scale and informal notes, (2) letter scale and word scale, (3) letter scale and personal conference, (4) letter scale, word scale, and number scale, (5) letter scale, word scale, and informal notes, (6) letter scale, informal notes, and personal conference, (7) letter scale, two-point scale, and informal notes, (8) word scale and informal notes, (9) word scale and number scale, (10) word scale and two-point scale, and (11) other combinations.

TABLE 33.--Methods of reporting pupil progress used by participating districts shown by number and percent of response

Method of reporting	Number of districts	Percent of total districts
Exclusively by letter scale	115	50.5
Exclusively by word scale	4	1.7
Exclusively by number scale	1	.4
Exclusively by two-point scale	1	.4
Exclusively by informal notes	1	.4
Exclusively by personal conference	1	.4
Combination	105	46.2
Total	228	100.0

Respondents were asked to indicate what groups of people were involved in the revision of reporting procedures. This question listed several groups for possible selection by the respondents. These groups were: (1) boards of education, (2) central office administrators, (3) classroom teachers, (4) elementary school principals, (5) out-side consultants, (6) parents, (7) PTA members, and (8) pupils. Each respondent could check one or all of these groups depending upon which ones were actually involved in the revision process.

The numbers in Table 34 under the column headed "Total" indicate the number of districts out of the 228 responding involving certain groups of people in the revision process. The group most involved in the revising of reporting practices is the classroom teacher group with 203 districts indicating that they involve classroom teachers. Table 34 indicates that all districts in Teacher Groups III and V involve classroom teachers in the revision of reporting pupil progress procedures. Ninety percent of the districts in Teacher Group IV said they involved classroom teachers also. Eighty-nine districts said that they involved classroom teachers and the board of education, 48 districts involved parents, and 15 districts involved out-side consultants in the revision process. Involvement of pupils in revision procedures does not take place to any great extent.

Dean found that the three most involved groups were the classroom teachers, elementary school principals, and central office administrators in that order. These same three groups were ranked in the same order of involvement by respondents to this study. Oklahoma administrators rank out-side consultants, and pupils as the two least involved groups as did the places responding to Dean's study.

Promotion. Table 35 shows that the majority of responding districts promote students on the basis of academic achievement with group progress as a minor factor.<sup>1</sup> Generally, promotion based on group progress exclusively is not carried on to any great extent in the elementary schools of Oklahoma responding to this study. Promotion based

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<sup>1</sup>For a discussion of academic achievement and group progress as a basis for promotion see the section on Promotion in Chapter II of this study.

TABLE 34.--Participation of various groups in revising pupil progress reporting procedures, by total number and percent of districts and teacher group totals

Groups	Teacher groups						
	Total		I	II	III	IV	V
	N	%	N	N	N	N	N
Classroom teachers	203	89.0	102	57	24	9	11
Elementary school principals	160	70.2	73	47	22	8	10
Central office administrators	125	54.8	54	37	16	8	10
Board of education	89	39.0	43	27	10	4	5
Parents	48	21.1	8	21	9	4	6
PTA	46	20.2	15	12	5	3	11
Pupils	19	8.3	11	5	2	1	..
Outside consultants	15	6.6	5	5	1	4	..

N - Number of districts

% - Percent of 228 responding districts

exclusively on academic achievement is the second most widely used method. The larger districts (Teacher Groups IV and V) do not promote students exclusively on an academic or a group progress basis.

TABLE 35.--Pupil promotion policies by total number and percent of districts and teacher group totals

Policy			Teacher groups				
	Total		I	II	III	IV	V
	N	%	N	N	N	N	N
Promotion based on academic achievement with group progress as a minor factor	129	56.6	62	39	13	8	7
Promotion based exclusively on academic achievement	55	24.1	33	16	6	.	.
Promotion based on group progress with academic achievement as a minor factor	21	9.2	9	6	2	1	3
Promotion based exclusively on group progress	5	2.2	3	..	2	.	.
Other	12	5.3	4	6	1	.	1
No response	6	2.6	5	..	..	1	.
Total	228	100.0	116	67	24	10	11

N - Number of districts

Districts in Teacher Groups IV and V place a greater emphasis on "academic achievement" than on "group progress." Ten of the 12 districts using "other" policies indicate that the primary consideration in pupil promotion is, "the ability of the child" with academic and group progress considered.

Parental reaction, experienced by the respondents, to pupil



promotional policies indicates that the majority of parents are happy with promotional policies currently being used in the participating schools. Findings in this area were:

Parental reaction	Number of districts	Percent of total
Favorable	195	85.5
Inconclusive	15	6.6
None experienced	12	5.3
Unfavorable	2	.9
No response	4	1.7
Total	228	100.0

#### Instructional Time Allotment

In relation to the allocation of instructional time, concern in this study was not directed toward describing the best arrangement for elementary school instructional time allocation. Concern herein lies only with what policies of time allocation are currently being used in the elementary schools of Oklahoma that are represented in this study.

Is it best for a school system to have a policy on the allocation of time for instructional purposes? Dean states, "Lack of such a policy can become extreme and result in failure to educate effectively."<sup>1</sup>

This study was concerned with determining what policies predominately govern the approach to time allocation as far as the various subject areas are concerned. Table 36 shows that the majority of the schools represented in this study use the "suggested time per subject" policy more than any other policy for grades one, two, and three. "No recommended time per subject" is second most used with 35% of the responding

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<sup>1</sup>Dean, op. cit., p. 55.

districts, and "prescribed time per subject" third most used with 9.6% of the responding districts. For grades four, five, and six the policy, "suggested time per subject" is also the most widely used. This was indicated by 56.6% of the responding districts. The policies "no recommended time per subject," and "prescribed time per subject" are about evenly distributed with each being used by 17.6% of the participating districts in grades four, five, and six.

TABLE 36.--Policies of instructional time allocation for grades one through eight, by number and percent of districts in various grade groups

Policy	Grade groups					
	1-2-3		4-5-6		7-8	
	N	%	N	%	N	%
Suggested time per subject	108	47.4	129	56.6	19	33.3
No recommended time per subject	80	35.0	40	17.6	5	8.8
Prescribed time per subject	22	9.6	40	17.6	21	36.8
Block time per subject	15	6.5	16	7.0	12	21.1
No response	3	1.2	3	1.2	..	..
Total	228	100.0	228	100.0	57	100.0

N - Number of districts

Of those districts maintaining grades seven and eight as part of their elementary school organization, 36.8% indicated the most frequently used policy is the "prescribed time per subject" for grades seven and eight. "Suggested time per subject" was listed by one-third of the

responding districts for grade seven and grade eight. "Block time" was the next most widely used, with 21.1% of the 57 districts and "no recommended time" came next in the order of ranking with 8.8% of the 57 responding districts. These findings are in the same order of ranking indicated by those places participating in Dean's study.<sup>1</sup>

From these results it appears that, as a rule, the respondents' elementary schools provide a non-restrictive and permissive atmosphere by maintaining a "suggested" time policy for instructional time allocation for the various subject areas. This concurs with the national findings of Dean's study.<sup>2</sup>

Respondents were asked to indicate the basis for their allocation of time for instructional purposes. The choices available for response were: minutes per week and percentage of time per week as shown in Table 37.

For grades one, two, and three, 36.4% of the 228 respondents said that they based their instructional time allocation policy on the "minutes per week" basis. "Percentage of time per week" was listed by approximately 20% of the total respondents. Table 37 also points out that, for grades four, five, and six, "minutes per week" is the most used basis of time allocation for instructional purposes. A higher percentage of districts used the "percentage of time per week" for these three grades than they did for grades one, two, and three.

Of the 57 districts that include grades seven and eight as a part of their elementary school organization, the greater percentage, 43.9%, use "minutes per week" as the basis for instructional time allocation.

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<sup>1</sup>Ibid., p. 51.

<sup>2</sup>Ibid., p. 52.

the past five years for each grade level and, if so, had it changed toward more homework or toward less homework?

Table 38 shows that 115 districts, or 50.4% of all the respondents, said that they maintained "no set policy" on homework in the elementary grades. The second most indicated response was that homework policies are "left to the individual school to develop." Over 21% of the responding districts said that a "standard policy for the entire system" is maintained.

TABLE 38.--Homework policies, by total number and percent of districts and teacher group totals

Policy	Total		Teacher groups				
	I		II	III	IV	V	
	N	%	N	N	N	N	N
No set policy	115	50.4	66	31	10	4	4
Left to the individual school to develop	53	23.2	22	17	9	3	2
Standard policy for entire system	48	21.1	24	13	5	1	5
Other	1	.4	..	1	..	.	.
No response	11	4.9	4	5	..	2	.
Total	228	100.0	116	67	24	10	11

N - Number of districts

A large percentage of districts in Teacher Groups I, II, III, and IV rate the "no set policy" the most used. In Teacher Group V, more districts maintain a "standard policy for the entire system" than any other policy on homework.

Table 39 shows the results of inquiry into changes which have

taken place in homework policies in recent years. Each grade level was analyzed for changes in this area. At each grade level there was a possible 228 responses except for grades seven and eight where the total possible response was 57. Table 39 is arranged so that each grade level can be analyzed individually or combined for direction of trend. Each trend can be analyzed individually also. Over 32% of the districts represented in this study have undergone some change in homework policy in the first grade during the past five years, with over 25% experiencing a trend toward more homework. In fact, all districts have moved toward a greater emphasis on homework in the primary grades within the past five years. The third grade level has experienced the greatest movement toward more homework, the second grade ranks second in this respect, and the first grade ranks third. Of these three grade levels, in the movement toward less homework, more districts place the second grade as the strongest level of less homework emphasis in the past five years. Intermediate grade levels show an overall increase toward more homework also. This increase amounts to approximately 50% of the represented districts at each intermediate grade level.

Grades seven and eight have not made as much overall movement toward more homework as have grades four, five, and six. Grades one and two have experienced the greatest trend toward less homework in the past five years of all the primary grades. At each grade level, emphasis on more homework is greater than at the preceding grade level up to and including grade six. Table 40 shows the grade breakdown of homework policy changes for each of the eight grades, by teacher groups, using actual number of districts.

TABLE 39.--Changes in homework policies within the past five years, in grades one through eight, shown by number and percent of districts

Grade	Total number of districts	No changes in the past 5 years		Changes in past five years				No response	
		N	%	Toward more homework		Toward less homework		N	%
				N	%	N	%		
1	228	114	50.0	58	25.4	17	7.4	39	17.2
2	228	109	47.8	63	27.6	18	7.9	38	16.7
3	228	90	39.5	89	39.0	14	6.1	35	15.4
4	228	73	32.0	112	49.1	10	4.4	33	14.5
5	228	68	29.8	118	51.8	9	3.9	33	14.5
6	228	67	29.4	118	51.8	11	4.8	32	14.0
7	57	20	35.1	21	36.8	3	5.3	13	22.8
8	48	18	37.5	19	39.6	3	6.3	8	16.6

N - Number of districts

% - Percent of total number of districts

## Teacher-Pupil Relationships

Constancy of contact. Discussion in Chapter II of this study noted that Dean, in his 1959 study, pointed out that the problem of constancy of contact between teachers and pupils may be a source of difficulty for administrators of elementary schools. It is the purpose of this section to report data which represents three areas of inquiry: (1) the extent that the constancy of teacher-pupil contacts are presently considered to be an administrative problem, (2) opinions of the respondents on whether the constancy of teacher-pupil contacts will become a problem in the future, and (3) the extent of expressions from elementary faculty members calling attention to the problem of constancy of contact between teacher and pupil.

Table 41 indicates that 179 or 78.5% of the 228 responding districts said that the constancy of teacher-pupil contacts is not considered to be an administrative problem at this time. Only about 19% of the total respondents indicated that the constancy of contact between teacher and pupil is considered to be an administrative problem at this time.

In all teacher groups, the majority of respondents did not consider this area to be an administrative problem except in Teacher Group IV where the respondents were evenly divided between the two responses. In relation to the total number of responding districts in this area over 86% of the respondents in Teacher Group I said that the constancy of contact between teacher and pupil is not an administrative problem at this time.

Opinions on whether the problem of constancy of contact between

TABLE 40.--Changes in homework policies within the past five years, by number of districts, for grades one through eight, in relation to teacher group totals

Grade	Total number of districts	Teacher groups															
		I				II				III				IV			
		a	b	c	d	a	b	c	d	a	b	c	d	a	b	c	d
1	228	59	30	10	17	31	17	6	13	12	5	.	7	4	4	2	.
2	228	56	32	11	17	30	19	6	12	12	5	.	7	4	4	1	1
3	228	42	50	8	16	27	23	5	12	11	8	.	5	4	4	1	1
4	228	36	60	5	15	24	28	4	11	8	11	.	5	3	5	1	1
5	228	33	63	5	15	23	30	3	11	8	11	.	5	3	5	1	1
6	228	32	64	5	15	23	29	4	11	8	11	1	4	3	5	1	1
7	54	15	19	2	8	4	2	1	..	..	..	.	1	.	.	.	1
8	48	14	17	2	7	4	2	1	..	..	..	.	1	.	.	.	.

a - No change in past five years

b - Change toward more homework in past five years

c - Change toward less homework in past five years

d - No response



teacher and pupil will become a specific problem in the administration of elementary schools are summarized in Table 42.

TABLE 41.--Extent to which the constancy of teacher-pupil contacts are an administrative problem, by total number and percent of districts and teacher group totals

Constancy of contact	Total		Teacher groups				
	I		II	III	IV	V	
	N	%	N	N	N	N	N
Is not a problem	179	78.5	100	49	19	5	6
Is a problem	45	19.7	16	16	4	5	4
No response	4	1.8	..	2	1	.	1
Total	228	100.0	116	67	24	10	11

N - Number of districts

Approximately 84% of the 228 districts responding to this study do not believe that the constancy of teacher-pupil contacts will become a problem in the administration of elementary schools. In fact, only 12.3% of all respondents feel that this area will become an administrative problem. Table 42 shows further that, out of the 28 districts that do think this area will become an administrative problem, the greatest number of respondents are in Teacher Group II. In all teacher groups, the majority of respondents fall into the, "will not become a problem" category.

As indicated in Table 43, elementary school administrators of Oklahoma responding to this study do not receive frequent expressions of

need from teachers on the problem of teacher-pupil contacts.

TABLE 42.--Opinions of the respondents on whether the problem of constancy of contact between teachers and pupils will become a problem in the administration of elementary schools, by total number and percent of districts and teacher group totals

Reply	Total		Teacher groups				
	N	%	I	II	III	IV	V
			N	N	N	N	N
Will not become a problem	193	84.6	108	53	17	8	7
Will become a problem	28	12.3	7	11	5	2	3
No response	7	3.1	1	3	2	.	1
Total	228	100.0	116	67	24	10	11

N - Number of districts

Over 65% of the respondents indicated that they "seldom" received expressions from teachers in the area of constancy of contact between teachers and pupils. A higher percentage of respondents said that they "never" received such expressions than there were respondents who said they received "frequent" expressions of need. Ranking the responses in order of severity from highest to lowest, more districts indicated "seldom," "never," and "frequent," in that order. The same general pattern holds true for Teacher Groups I and II. In Teacher Groups III, IV, and V more respondents indicated "frequent" expressions from teachers on the problem of constancy of contact between teacher and pupil than indicated "never" receiving expressions of need in this area.

In general, the problem of constancy of contact between teachers

and pupils does not appear to be a problem with elementary school administrators participating in this study. Likewise, it appears that in the respondents' estimation, this area will not become a specific problem in the administration of elementary schools.

TABLE 43.--Expressions of need from teachers on the problem of constancy of contact between teachers and pupils, by total number and percent of districts and teacher group totals

Expressions of need	Total		Teacher groups				
			I	II	III	IV	V
	N	%	N	N	N	N	N
Seldom	149	65.4	76	45	14	7	7
Never	46	20.2	29	12	4	1	.
Frequent	27	11.8	10	7	5	2	3
No response	6	2.6	1	3	1	.	1
Total	228	100.0	116	67	24	10	11

N - Number of districts

#### Length of the School Day and School Year

Respondents were asked to indicate, by grade levels, the length of the school day for their elementary schools. The question asked in the questionnaire was:

What is the approximate prevailing length of the elementary school day for pupils, exclusive of noon lunch periods, but inclusive of recess, play periods, etc. in your school system.

Unlike Dean's findings of a predominate five and one-half hour school day for grades one through three, Oklahoma schools represented in

this study tend to maintain a longer school day at these grade levels. Out of the 228 responding districts, most maintain a five and one-half hour school day for grade one. (See Table 44) For grade one, approximately the same number of districts maintain a five hour school day and a six hour school day. No district maintains a longer school day than six hours for the first grade. However, one district reported a school day of four hours, and nine districts reported a four and one-half hour school day for the first grade.

The greatest number of districts maintain a six hour school day, with one-fourth of all responding districts using a five hour school day and over 30% of all responding districts maintaining a five and one-half hour day for grades two and three. Two of the responding districts have a four and one-half hour school day for grades two and three compared with 12 districts that have a seven hour school day for these grades.

As the grade level increases the length of the school day has a tendency to increase. In the five and five and one-half hour columns of Table 44, progressive decrease of the shorter school day as the grade level increases is most notable. The six hour column shows the marked increase in the longer school day as the grade level increases. No district utilizes a seven hour school day for grade one. For grades two and three, there are 12 districts who maintain a school day of seven hours in length. The highest incidence of the seven hour school day is in grades four, five, and six. One respondent indicated that a seven and one-fourth hour school day was used for grades seven and eight.

When asked if they thought the school day would increase in length over the next five years, the majority of respondents indicated

TABLE 44.--Number of hours in a school day shown by number and percent of districts in relation to grade groups

Hours	Grade groups							
	1		2-3		4-5-6		7-8	
	N	%	N	%	N	%	N	%
4	1	.4	..	..	..	..	..	..
4½	9	3.9	2	.9	..	..	..	..
5	57	25.0	22	9.6	7	3.1	..	..
5½	89	39.0	69	30.3	22	9.6	..	..
6	60	26.3	120	52.6	178	78.1	53	93.0
7	..	..	12	5.3	17	7.5	3	5.3
Other	..	..	..	..	..	..	1	1.7
No response	12	5.4	3	1.3	4	1.7	..	..
Total	228	100.0	228	100.0	228	100.0	57	100.0

N - Number of districts

that they thought there would be "no change." Table 45 shows, of the 57 districts indicating either an increase or a decrease in the length of the school day, 53 thought an increase would come about. This represents 23.2% of the total 228 responding districts. For all districts, the highest incidence of response was for "no change." In Teacher Groups I, III, IV, and V no respondent thought that the length of the school day would decrease. Four districts in Teacher Group II indicated that they thought a decrease in the length of the school day would take place over the next five years.

TABLE 45.--Opinions of the respondents on the future of the length of the school day over the next five years, by total number and percent of districts and teacher group totals

Opinions	Total		Teacher groups				
	I		II	III	IV	V	
	N	%	N	N	N	N	N
No change	168	73.7	88	47	16	9	8
Increase	53	23.2	26	16	7	1	3
Decrease	4	1.8	..	4	..	.	.
No response	3	1.3	2	..	1	.	.
Total	228	100.0	116	67	24	10	11

N - Number of districts

The length of the school year is prescribed by law in Oklahoma. Therefore, it was not considered significant to delve into current practices in this area. However, due to the increased interest across the

nation on the length of the school year, it was considered important to ascertain administrative opinion as to possible changes in the length of the school year in Oklahoma.

Table 46 shows that over 80% of all respondents to this study think that there will be "no change" in the length of the school year in Oklahoma over the next five years. Some of the respondents, 17.1%, said they believed there would be an increase in the length of the school year over the next five years. It is interesting to note that none of the respondents believe that the school year will decrease in length.

TABLE 46.--Opinions of respondents on the future of the length of the school year over the next five years, by total number and percent of districts and teacher group totals

		Teacher groups					
	Total		I	II	III	IV	V
Opinions	N	%	N	N	N	N	N
No change	184	80.7	95	56	17	7	9
Increase	39	17.1	17	11	6	3	2
Decrease	..	..	..	..	..	.	.
No response	5	2.2	4	..	1	.	.
Total	228	100.0	116	67	24	10	11

N - Number of districts

## CHAPTER V

### SUMMARY, RECOMMENDATIONS FOR ELEMENTARY EDUCATION IN THE STATE OF OKLAHOMA, AND RECOMMENDATIONS FOR FURTHER STUDY

#### Introduction

Authorities agree that, within the state of Oklahoma, both innovations and traditional practices in elementary school organization and administration are found in the state's elementary schools which may or may not contribute to a sound educational program. Concepts, methods, and procedures which do not lend themselves to the improvement of the educational program are sometimes retained because persons responsible for school programs do not possess the qualities needed to correct ineffective administrative or organizational practices; or more often, because local school patrons block the initiation of new methods.

Inadequate financing may be the cause, or the result, of retaining ineffective plans of operation. On the other hand, many educational leaders are guilty of instituting a practice, administratively or organizationally, simply because "someone" said that it was good, or that it would work. Others are guilty of retaining a practice for lack of foresight, imagination, and initiative. In either instance, persons responsible for constructing and perpetuating the educational program failed to evaluate what they had, or ascertain what they needed. They did not



assess their present program at all, or go far enough to really be sure that their practices or ideas were in keeping with sound practices of educational organization and administration.

To say that the above observations apply to everyone who administers or organizes educational programs would certainly not be true. Though, in the state of Oklahoma, some degree of professional incompetence probably does exist. This study was undertaken on the basic assumption that some practices and policies that are outmoded or impractical do exist in the elementary schools of Oklahoma. This assumption remains. Assessment as to the cause of such professional inadequacies has not been the purpose of this study. This problem should be approached through separate investigation. Concern throughout this investigation has only been with an overall assessment of certain elementary school organizational and administrative practices, policies, and trends currently shaping the program of elementary education in the state of Oklahoma.

#### Organization

Generally, the elementary schools of Oklahoma that are represented in this study compare favorably with those of the nation when examined in light of national studies and approved practices as described in the literature. Particularly, the findings of this study show represented schools' practices to be in general agreement with those of the nation as presented in Stuart Dean's 1959 study.

The largest single representation in this study are those school districts classified as small schools employing 6-10 elementary school teachers. Data presented must be interpreted with this fact in mind.

Organization of classrooms for instruction in the elementary schools represented in this study tend to follow typical organizational patterns across the nation. Predominately, the type of organization is governed by the grade level, with more self-contained classrooms at the earlier grade levels than at the higher grade levels.

The assignment of pupils to classes, for instructional purposes, when based upon either a homogeneous or heterogeneous assignment basis, is very closely aligned with the purposes and philosophy of the school. The general pattern in participating schools is for pupils to be grouped on a heterogeneous basis. More districts maintain a policy of homogeneous grouping for grades one, two, and three than for grades four, five, and six. This is probably the result of the way classrooms are organized for instruction. Administrators responding to this study do not believe that the assignment of pupils to classes poses any great administrative problem at the present time. Furthermore, there is apparently no feeling among the respondents to this study that the basis of grouping for instruction will change in the immediate future. Of the changes that are anticipated however, there is the feeling that they will favor more homogeneous rather than more heterogeneous grouping.

The primary unit type of organization is not considered a panacea for all instructional and administrative problems. In the elementary schools surveyed, the primary unit is not too widely used at this time and future expansion is not considered very likely by the respondents to this study.

The housing of exceptional children of all classifications, for instructional purposes, is contingent of course on two major factors:

(1) the budget, and (2) identification of pupil needs and capabilities. The physically handicapped and the mentally retarded children, in the elementary schools represented, are best provided for in this area. The social deviates are the least provided for in the area of special housing provisions. Intellectually gifted children are not provided special instructional space provisions to any great extent and no significant extension of school time, for the intellectually gifted child, will take place in the majority of elementary schools represented in this study.

The teacher-pupil ratio in participating elementary schools is higher than some authorities recommend as desirable but not as high as the national average as indicated in Dean's study. The extremes in class size, in the elementary schools represented, vary from as many as forty to as few as fifteen pupils per class.

Libraries, in the elementary schools of Oklahoma represented in this study, are predominately housed in individual classrooms. The larger school districts tend to have more central libraries in each of their elementary school buildings than do the smaller districts. A combination of room libraries and central building libraries are not used to any extent in the schools represented in this study. Of course, this study was not designed to bring out the adequacy of the libraries. However, it must be assumed that when a respondent indicated that the library was housed in the individual classrooms, this meant that the classroom collections were extensive enough to serve the purposes and needs of the children. This being the basic assumption, the elementary schools represented in this study could be classified as adequate in providing library facilities for students. It does not however indicate

any apparent trend toward the establishment of central building libraries in every elementary school which some authorities consider to be the most desirable type of library arrangement for elementary schools.

Materials-centers are provided for, to a greater extent, in each elementary school building than in any other manner. Approximately 50% of all the respondents indicated this to be true. System-wide materials-centers are used by approximately 25% of all the school systems represented in this study.

#### Administration

Most authorities in the field of elementary school administration when discussing instructional program assistance, express ideas that are best summed up by the Educational Policies Commission when it states:

In any school system there should be enough competent professionals to insure that every pupil receives needed attention. Where this standard is met, classes are of various sizes, depending on subjects taught and the characteristics of the student body. If the school program is to provide wide opportunities, and if the supplementary services of guidance counselors, librarians, coordinators, and administrators are to be available, there is obviously some minimum staff size below which need professional services cannot be supplied. Experience in good school systems indicate that this minimum is about 50 professionals per thousand pupils. These professionals might be distributed in many ways. In some cases as many as forty might be classroom teachers. If somewhat larger classes are feasible, thereby decreasing the number of teachers, the individual assistance each pupil needs for maximum achievement can be provided only if the number of supplementary professional personnel rises to compensate. If fewer than fifty professionals are available per one thousand pupils, some of the elements of a high quality are likely to be slighted.<sup>1</sup>

Based upon the data available it is hard to ascertain whether a ratio of 50 professional persons to every 1000 pupils is the prevailing

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<sup>1</sup>Educational Policies Commission, Contemporary Issues in Elementary Education, p. 23.

ratio in the schools represented in this study. Administrative supervisory personnel, outside of building principals and superintendents, are maintained to a greater extent in the larger districts than in the smaller districts. Even though this is true, this category of professional assistance is not maintained to any great extent by the schools represented in this study. Helping teachers are provided by approximately 14% of all the districts surveyed. Primarily, these helping teachers operate on a rotating basis from the central office. Special service assistance, which was defined in the questionnaire as including audio-visual and guidance personnel, are provided for to a greater extent than any of the other classifications of special assistance. In the area of special assistance entitled, "Special subject teacher-supervisor," 175 responding districts made some provisions. The most provided for subject area is music. The second most provided for area is physical education-health, and the third most provided for area is art. Areas of library, reading, and speech are the least provided for, in special service personnel, in the schools represented in this study.

Teacher-aide assistance is not provided for to any great extent in the elementary schools of Oklahoma participating in this study. In those districts who, at the present time, do not provide teacher-aide assistance in their instructional program, the majority maintain a favorable attitude toward the concept of teacher-aides. It is pleasing to note that only 12 districts out of the total 228 responding to this study indicate an unfavorable attitude toward teacher-aide proposals.

The majority of elementary school principals represented in this

study have part-time teaching responsibilities. Relatively few districts maintain full time non-teaching principals in their elementary schools, and those that do are predominately the larger districts.

The top five most difficult administrative problems for the elementary school administrators of participating schools are: (1) provision for the exceptional child, (2) supervision of instruction, (3) pupil promotional policies, (4) obtaining adequate physical facilities, and (5) obtaining sufficient instructional materials. Transportation of pupils, school libraries, and school lunch programs do not present any particular administrative difficulty in the responding districts represented in this study. It should be pointed out that human relationships in the area of school-community relations, and staff relations, appear to be somewhat of a problem to administrators of participating schools - but not as great as one might suspect. Neither of these two problems rank in the top five most difficult administrative responsibilities as indicated by the respondents.

Programs of pre-first grade education do not exist to any great extent in the public schools of Oklahoma represented in this study. Public school kindergartens are maintained by approximately one-fourth of the responding districts. Those districts that are organized on a 7-2-3 organizational plan maintain a higher percentage of public school kindergartens than districts organized on any other plan. Districts organized on the 6-3-3 plan are second highest in the percentage of maintaining public school kindergartens. Financing of the kindergarten programs presents somewhat of a problem to public school administrators represented in this study. Respondents indicate that public funds and

private funds are used in combination as the predominate method for financing the kindergarten program. No district in Teacher Groups I and III uses public funds exclusively for the financing of kindergartens. The larger the districts the greater the tendency is to rely on exclusive use of public funds for financing this phase of the pre-first grade education program. Considering all districts, the combination of public and private funds is used to a greater extent than any other method of financing. In Teacher Groups IV and V, exclusive use of either public or private funds are used to a greater extent than the combination of sources. In assessing the extent of community effort that has been exerted to either increase or decrease programs of kindergarten education it is evident that school patrons represented in this study want more kindergartens. No district indicated that there was any community effort being exerted to decrease programs of kindergarten education. All of the responding districts indicated that there was some degree of community effort being exerted toward increasing kindergarten programs. The greatest amount of effort is being exerted in those communities where the schools are organized on a 6-2-4 or 8-4 organizational plan.

Nursery school education, in the represented school districts, is not, at present, accepted to any great extent as part of the public school program. There apparently is not any great degree of concern on the part of community members represented in this study over the establishment of nursery school programs of education as part of the public schools. In fact, less than 10% of all the responding districts indicate that they feel some pressure from community members for a program of nursery school education.

Policies and procedures of reporting pupil progress to parents currently operating in the elementary schools of participating districts are favorably thought of by the majority of patrons. Very few respondents indicated any unfavorable reaction on the part of parents toward the method of reporting pupil progress currently being used. Most of the school districts represented in this study maintain a policy of having alternate plans for reporting pupil progress from which a school may select one for use. Few districts, according to the results of this study, provide opportunities for individual schools to develop their own plan of reporting pupil progress.

The majority of respondents report that some basic revision in the purposes and procedures for reporting pupil progress has been made within the past five years. A higher percentage of respondents indicate that some revision is planned during the next five years. A few districts are in the process of revising their reporting procedures at the present time. The majority of school districts represented in this study use the letter scale exclusively for reporting pupil progress. Many districts use some combination of the letter scale, the word scale, the number scale, the two-point scale, informal notes, or personal conferences in reporting pupil progress. It is pointed out in some of the more recent literature that the teacher-parent conference is considered one of the best methods of reporting pupil progress, yet only one district out of the 228 districts participating in this study indicated that the personal conference is used exclusively in reporting pupil progress. However, many of the respondents indicated that they use the personal conference between teacher and parent in combination with other reporting methods. The combination of the



letter scale, informal notes, and personal conference is most commonly used.

Classroom teachers and elementary school principals are the two groups most commonly involved in revising pupil progress reporting procedures. In addition to these two groups, boards of education and central office administrative personnel are involved to some extent in revising reporting policies and practices. Very few districts involve outside consultants or pupils in revision procedures connected with reporting pupil progress. Even fewer districts involve parents and PTA members. In the main, elementary schools in this study use a policy of promoting pupils based upon academic achievement with group progress as a minor factor. Generally, responding school districts indicate favorable parental reaction toward promotional policies currently in use in their elementary schools.

The majority of school districts represented in this study indicate their basis for instructional time allocation to be "minutes per week." Some respondents indicate a division of instructional time on the basis of "percentage of time per week." It is apparent, from the findings of this study, that instructional time allocation based primarily on "minutes per week" provides a desirably permissive approach to the problem of how much time will be finally provided for instructional purposes per subject. A few districts maintain that they "prescribe the time per subject," but even more districts "do not recommend that any certain time be allocated to individual subject areas." Block time per subject is the policy in 15 districts represented in this study. These are mainly those districts that include grades seven and eight as part of their ele-

mentary school organization.

Over 50% of the school districts represented in this study have no set plan or policy on homework provisions in the elementary grades. Approximately 21% have a standard policy that is used in the entire school system and over 23% indicate that the homework policy is left to the individual school to develop. When looking at the change toward either more homework or toward less homework, all respondents indicate that for each grade level, there has been a greater movement toward more homework than there has been toward less homework. At each grade level there has been more emphasis on requiring more homework of students than at the previous grade level, up through and including grade six. It appears that, within the past few years, more homework has been required at all grade levels, with 25.4% of all respondents reporting a movement toward more homework at the first grade level and 51.8% indicating the same thing at the sixth grade level.

In the area of teacher-pupil relationships, the constancy of contact does not, at this time, present a problem to administrators of elementary schools represented in this study. There is perhaps an indication of a growing awareness of a problem in this area as shown by the fact that almost 20% of all respondents said that the constancy of contact between teachers and pupils is an administrative problem at this time. However, the majority of respondents agree that this area will not become a specific administrative problem in the immediate future. Slightly more than 12% of the respondents said that it would become an administrative problem.

Predominately, for grades one through six, the  $5\frac{1}{2}$  hour school day

prevails throughout the districts participating in this study. There is a tendency however, toward a longer school day at the higher grade levels. No respondent reports a seven hour school day for the first grade. Several respondents do report six hours or  $6\frac{1}{4}$  hour school days for first grade children. Participants in this study feel that, within the next five years, the length of the school day will not change in relation to current practice. However, of those districts that do feel that there will be a change in the length of the school day, the majority feel that an increase will take place. This same thing is true of the length of the school year also. While most of the respondents feel that no change will take place in the length of the school year, it is interesting to note that not one thought the length of the school year would increase over the next five years. A few, approximately 17% of the respondents said that an increase in the length of the school year would take place within the next five years.

#### Recommendations for Elementary Education in the State of Oklahoma

In Chapter I of this study, under the section entitled, "The Value of the Study," it was stated that the writer hoped that this study might serve as a source of information for the appraisal and/or improvement of certain administrative and organizational practices in elementary education, to the end that elementary programs can continually be made more effective. Based upon the findings of this study, keeping in mind the nationwide practices and opinions of authorities, the writer submits the following recommendations for improving programs of elementary education in Oklahoma.

Recommendation Number 1. That persons responsible for organizing programs of elementary education move toward the elimination of the departmentalized plan of organization in grades one through six.

Recommendation Number 2. The basis of grouping for instruction be evaluated and adjusted so that environments for learning can be consistent with what is known about growth-learning processes of children. It is further recommended that each elementary school move toward the levels plan of organization in both the primary and intermediate divisions of the elementary school.

Recommendation Number 3. All persons associated with elementary schools should work toward improved provisions for the housing of exceptional children for instructional purposes. Basic to this, and probable the first need, is for elementary school educators to become increasingly aware of identifying the needs of exceptional children in all areas of school endeavor.

Recommendation Number 4. That concerted effort be made to provide an adequate number of classrooms and teachers so that a teacher-pupil ratio of 25 to 1 or less might be attained in every elementary classroom within the state.

Recommendation Number 5. That continued efforts be made to adequately staff elementary schools with enough professional and non-professional persons so that classroom teachers may devote more of their time to planning and directing the learning activities of children.

Recommendation Number 6. That all educators, at both the local and state level, endeavor to bring about adequate programs of state supported pre-first grade education within the state. A state wide program

of kindergarten education should be instituted immediately; evaluation and investigatory experimentation in public nursery school education should begin as soon as possible.

Recommendation Number 7. That each elementary school develop an operational policy on homework which best fits the needs of the children and the purposes of the school. That homework, given as a blanket assignment, merely to extend the length of the school day, be eliminated in grades one through six.

Recommendation Number 8. That the length of the school day not necessarily be lengthened, but rather that better utilization of the time now spent in school be more fully assured through:

1. Carefully analyzing existing curriculum structures to determine if overlapping, excessive waste of time, or improper utilization of the staff exists.

2. Assurance that new curricula offerings are to be of significant value to the child; that they will benefit and help fulfill the purposes of the school before they are placed in the regular offerings of the school program.

It is recommended also, after careful evaluation, that the length of the school year be adjusted in respect to existing vacations and holidays.

#### Recommendations for Further Study

This study has investigated selected aspects of elementary school organization and administration. The breadth of coverage in this study has been quite extensive yet inadequate to cover all aspects of organizational and administrative functions connected with elementary schools.

Further investigation is needed in the areas of elementary school organization and administration not covered in this study.

Generally, all areas included in this study need to be studied and investigated in depth so that existing practices can be analyzed individually for cause and effect.

The following areas specifically need to be investigated in the state of Oklahoma:

1. An analysis of teacher, administrator, parent, and pupil attitudes toward the value of homework in grades one through six.
2. A study of the relationship between the amount of homework given and school success.
3. An investigation of the adequacy of elementary school libraries in relation to: (1) type of organization, (2) number of books, (3) financial expenditures, and (4) size.
4. A study which would show the advantages and disadvantages of kindergarten education in relation to academic achievement and social growth in elementary grades.
5. An evaluation of the state's ability to assume financial responsibility for a state-wide program of pre-first grade education, along with a recommended financing program for this phase of the educational structure.

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APPENDIX A

COPY OF THE QUESTIONNAIRE, INSTRUCTIONS, LETTER OF TRANSMITTAL, AND  
LETTER FROM MR. STUART DEAN, U.S. OFFICE OF EDUCATION

COPY OF INSTRUCTIONS SENT WITH THE QUESTIONNAIRE

A SURVEY OF PUBLIC ELEMENTARY SCHOOL ADMINISTRATION  
AND ORGANIZATION IN THE STATE OF OKLAHOMA

Purpose of the Study

This is a study of developments and trends in the organization and administration of public elementary schools in the state of Oklahoma. Its purpose is to obtain a summary of practices, problems, and trends.

Scope of the Study

This survey is being conducted on a sampling basis. Your school system has been selected as a member of a sample that will insure valid and reliable coverage of the state of Oklahoma and that will reduce the overall burden of response on the elementary school system of the state. However, to be successful, all members of the sample must respond. Your cooperation in responding is essential.

Instructions

It is intended that this form be answered by one of three persons in the local school system:

1. The superintendent of schools
2. An administrative official, designated by the superintendent, who has responsibility for the elementary school program.
3. An elementary school principal (or group of principals) who has been designated to answer for ALL the elementary schools of the system and NOT for a single elementary school.

Your cooperation will be appreciated. It is important that this form be filled out and returned as soon as possible in the self-addressed stamped envelope which is provided.

Sincerely,

Orin L. Gladman, Administrative  
Assistant  
University School  
University of Oklahoma  
Norman, Oklahoma

## COPY OF THE QUESTIONNAIRE SENT TO THE 378 SCHOOL SYSTEMS

## QUESTIONNAIRE

Before going on to the questionnaire, please fill out the information below:

1. County in which your system is located \_\_\_\_\_
2. Position or title of respondent \_\_\_\_\_
3. Number of elementary schools covered by this report \_\_\_\_\_
4. Number of elementary school pupils covered by this report \_\_\_\_\_

1. Check one to indicate the prevailing type of overall school organization by grades in your school system: (Cross out (K) if it does not apply)

- |                   |                               |
|-------------------|-------------------------------|
| A. ____ (K) 6-3-3 | E. ____ (K) 8-4               |
| B. ____ (K) 6-2-4 | F. ____ (K) 7-2-3             |
| C. ____ (K) 6-6   | G. ____ Other (Specify) _____ |
| D. ____ (K) 7-5   |                               |

2. If you have kindergartens, check one below to indicate type of support:

- |  |   |
|--|---|
| A. ____ Public tax funds entirely      | C. ____ Combination of public and private funds |
| B. ____ Private contributions entirely | D. ____ Other (Specify) _____                   |

3. Are you experiencing concerted effort from the community to:

- |   |                |
|---|----------------|
| A. Increase programs of kindergarten education in your school system..... | Yes ( ) No ( ) |
| B. Reduce programs of kindergarten education in your school system.....   | Yes ( ) No ( ) |

4. Within the past five years, has there been any effort on the part of individuals or groups, within the community, to obtain a program of Nursery School education within the framework of your public school system?..... Yes ( ) No ( )

As applied to questions 5 and 6, "primary unit," (sometimes called "levels plan,") means an administrative device by which children are grouped to permit continuous progress during a period of two or more consecutive years. The teacher may remain with the same group for more than one year.

5. If you are using the "primary unit," please indicate which of the following standard grade groups it encompasses: (Check one)

A. ☐ K - 1

D. ☐ 1 - 2

B. ☐ K - 2

E. ☐ 1 - 3

C. ☐ K - 3

F. ☐ Other (Specify) \_\_\_\_\_

6. If you are not using the "primary unit," at present, do you contemplate its adoption in the foreseeable future?..... Yes ( ) No ( )

7. Indicate the prevailing type of classroom organization applicable in your elementary schools. (Check one column for each grade level)

A completely self-contained classroom is a classroom in which one teacher is responsible for the instruction in all areas of the school program.

A departmentalized or partially departmentalized classroom is where any part of the classroom instruction is relinquished to another teacher or specialist.

Grade	Completely Self-Contained	Departmentalized		
		Partial**	Complete	Other
1				
2				
3				
4				
5				
6				
7*				
8*				

\*Applicable only when considered in the elementary school organization

\*\*Indicate to what extent (i.e. Phy. Ed., Music, etc.)

8. What is the approximate prevailing length of the elementary school day for pupils, exclusive of noon lunch periods, but inclusive of recess, play periods, etc. in your school system? (Check one column for each grade grouping)

Grade	Hours					Other
	4	4½	5	5½	6	
1						
2 and 3						
4, 5, 6						
7 and 8*						

\*Applicable only when considered part of the elementary school organization

9. With reference to the length of the elementary school day for pupils in your school system during the next five years, do you foresee:

A. ☐ An increase

B. ☐ A decrease

C. ☐ No change



10. With reference to the length of the elementary school year for pupils in your school system, during the next five years do you foresee:

A. \_\_\_ An increase                      B. \_\_\_ A decrease                      C. \_\_\_ No change

11. What provisions do you make for exceptional children in your elementary schools? (Check as many spaces as apply)

Provisions	Physically handicapped	Mentally retarded	Intell. gifted	Social deviate
Separate classrooms provided				
Place in regular classrooms				
Special school is provided				
Other				

12. Do you anticipate the use of additional school time, on an optional basis, for elementary school pupils in your system during the next five years to provide programs for GIFTED children? Yes ( ) No ( )

13. What policy do you apply to instructional time-allocation per subject in your elementary schools? (Check one for each column)

Policy	1-2-3	Grades 4-5-6	7-8*
No recommended time per subject			
Prescribed time per subject			
Suggested time per subject			
Block time per subject			

\*Applicable only when considered part of the elementary school organization

14. If you have a policy of time-allocation per subject, what do you base it on?

Basis	1-2-3	Grades 4-5-6	7-8*
Minutes per week			
Percentage of time per week			
Other (Specify)			

\*Applicable only when considered part of the elementary school organization

15. Which of the following policies for reporting pupil progress to parents, in your elementary schools, does your system provide?

A. \_\_\_ A uniform system-wide plan used by all elementary schools  
 B. \_\_\_ Alternate plans from which each school may select  
 C. \_\_\_ An opportunity for each school to develop its own plan  
 D. \_\_\_ Other (Specify) \_\_\_\_\_

16. With respect to pupil promotion in the elementary schools in your system, which policy do you apply? (Check one)
- A. ☐ Promotion based exclusively upon group progress
  - B. ☐ Promotion based exclusively upon academic achievement
  - C. ☐ Promotion based upon group progress with academic achievement as a minor factor
  - D. ☐ Promotion based upon academic achievement with group progress as a minor factor
  - E. ☐ Other (Specify) \_\_\_\_\_
17. What is the character of the prevailing parental reaction which you experience with respect to the pupil promotion policies in your elementary schools? (Check one)
- A. ☐ Favorable
  - B. ☐ Unfavorable
  - C. ☐ Inconclusive
  - D. ☐ None experienced
18. Which of the following is the prevailing basic method of reporting pupil progress to parents, in use at the present time in your elementary schools? (Check one)
- A. ☐ Exclusively by the use of a letter scale (A, B, C, etc.)
  - B. ☐ Exclusively by the use of a word scale (Excellent, Good, etc.)
  - C. ☐ Exclusively by the use of a number or percentage scale (93, 88, 75, etc.)
  - D. ☐ Exclusively by the use of a two-point scale (Pass or Fail)
  - E. ☐ Exclusively by the use of informal written notes
  - F. ☐ Exclusively by the use of regularly scheduled personal conferences with parents
  - G. ☐ If a combination of some of the above six methods is used indicate the methods included in your combination by writing the letters designating the methods: \_\_\_\_\_
  - H. ☐ Other (Specify) \_\_\_\_\_
19. What is the character of the prevailing parental reaction which you experience with respect to the current method of reporting pupil progress to parents in your elementary schools? (Check one)
- A. ☐ Favorable
  - B. ☐ Unfavorable
  - C. ☐ Inconclusive
  - D. ☐ None experienced
20. With reference to significant changes of basic purposes and procedure which of the following describes the situation in your school system for reporting elementary school pupil progress to parents? (Check as many as apply)
- A. ☐ It has been revised during the past five years
  - B. ☐ It is under revision at the present time
  - C. ☐ A revision is planned during the next five years
  - D. ☐ Other (Specify) \_\_\_\_\_

21. Which of the following groups have been officially and formally involved, past or present, in any revision of your plan for reporting pupil progress in your elementary schools? (Check as many as apply)

A. ☐ Board of Education E. ☐ Outside consultants  
 B. ☐ Central office administrators F. ☐ Parents  
 C. ☐ Classroom teachers G. ☐ PTA  
 D. ☐ Elementary school principals H. ☐ Pupils  
 I. ☐ Other (Specify) \_\_\_\_\_

22. In your present experience, do you consider the classroom assignment of elementary school pupils to be:

A. ☐ A major administrative problem B. ☐ A minor administrative problem

23. With reference to standard considerations of chronological age, social maturity, emotional stability, physical development, academic achievement, and mental capacity, which basic policy of classroom assignment of pupils prevails in your elementary schools? (Check one column for each grade grouping)

Grades	Homogeneous grouping	Heterogeneous grouping
1-2-3		
4-5-6		
7-8*		

\*Applicable when considered a part of the elementary school organization

25. With reference to future possible trends in the classroom assignment of elementary school pupils in your school system, do you foresee: (Check one)

A. ☐ An increase in homogeneous grouping C. ☐ No change  
 B. ☐ An increase in heterogeneous grouping D. ☐ Other \_\_\_\_\_

26. Indicate by a check mark the professional staff positions (either full-time or part-time) included in your elementary school instructional program.

ADMINISTRATIVE - SUPERVISORY PERSONNEL:

A. ☐ Assistant Superintendent of Schools  
 B. ☐ Director of Curriculum/Instruction  
 C. ☐ Director of Elementary Education  
 D. ☐ General Elementary Supervisor

HELPING TEACHERS:

A. ☐ Permanent building assignment  
 B. ☐ Rotating from central office

SPECIAL SERVICES PERSONNEL:

A. ☐ Audio-visual

26. Continued

B. ☐ Guidance

C. ☐ Other \_\_\_\_\_

SPECIAL SUBJECT TEACHER-SUPERVISORS:

A. ☐ Art

B. ☐ Library

C. ☐ Music

D. ☐ Physical Education-Health

E. ☐ Reading

F. ☐ Science

G. ☐ Speech

H. ☐ Other (Specify) \_\_\_\_\_

The area of inquiry covered by questions 27, 28, and 29 deals with the constancy of teacher contacts with pupils during the school day, contacts which are not relieved through "breaks" of various types. It does not deal with a quantitative approach to the working schedule of the teacher but solely with the steadiness of these contacts.

27. Do you consider, at the present time, that you have an administrative problem with respect to the amount of time your elementary classroom teachers are in direct contact with pupils daily?

Yes ( ) No ( )

28. Do you receive any expressions of need on the part of your elementary school teaching staff for attention to this situation? (Check one)

A. ☐ Frequently

B. ☐ Seldom

C. ☐ Never

29. Do you anticipate that the constancy of teacher-pupil contacts will become a specific problem in the administration of your elementary schools?

Yes ( ) No ( )

30. At the present time are you making any use of any form of "Teacher-aide" assistance in your elementary schools?

Yes ( ) No ( )

31. If you are not using any assistance of this type at this time, what in your judgment at the present time with respect to the possible value suggested by the various "Teacher-aide proposals?" (Check one)

A. ☐ Favorable

B. ☐ Unfavorable

C. ☐ No opinion

32. From the following list of responsibilities of the elementary school principal, select the THREE which, in your judgment, present the most difficulty for the elementary school principals in your school system. (Indicate the relative degrees of difficulty by making the most serious "1," second most serious "2," and third most serious "3.")

## 32. Continued

- A. ☐ Assignment of pupils to classes
- B. ☐ Custodial staff
- C. ☐ Obtaining adequate physical facilities
- D. ☐ Obtaining sufficient instructional materials
- E. ☐ Pupil promotional policies
- F. ☐ Provision for the exceptional child
- G. ☐ Recruitment of teachers
- H. ☐ Reporting pupil progress to parents
- I. ☐ Scheduling
- J. ☐ School-community relations
- K. ☐ School libraries
- L. ☐ School lunch program
- M. ☐ Selection of instructional materials
- N. ☐ Staff relations
- O. ☐ Supervision of instruction
- P. ☐ Transportation of pupils
- Q. ☐ Other (Specify) \_\_\_\_\_

33. Is there a materials-center available to your elementary school faculty? (This is a center where duplicated materials, slides, etc. can be prepared by the teacher for classroom use.)
- Yes ( )      No ( )

If answer is yes, check one of the following:

- A. ☐ A materials-center is provided for in each elementary school
- B. ☐ A central materials-center is maintained and is available to all elementary faculty members in your school system
- C. ☐ Other (Specify) \_\_\_\_\_

34. In reference to the policy on homework and recent changes in homework policy in your elementary school system:

POLICY: (Check one)

- A. ☐ No set policy
- B. ☐ Standard policy for entire system
- C. ☐ Left to individual school to develop
- D. ☐ Other (Specify) \_\_\_\_\_

CHANGES: (Check one column for each grade level)

Grade	No changes in past five years	Changes in homework	
		Toward more	Toward less
1			
2			
3			
4			
5			
6			
7-8			

35. Indicate below the prevailing plan of library organization in your elementary schools. (Check as many as apply)

- A. ☐ Each building has a central library
- B. ☐ Library collections are housed in the individual classrooms
- C. ☐ Central system-wide library is maintained
- D. ☐ Other (Specify) \_\_\_\_\_

36. Please indicate below the number of elementary schools in your school system which:

- A. Have a full time non-teaching principal \_\_\_\_\_
- B. Have a teaching principal \_\_\_\_\_
- C. Have a part time non-teaching principal \_\_\_\_\_

LETTER OF TRANSMITTAL SENT TO THE 378 SCHOOL DISTRICTS

THE UNIVERSITY OF OKLAHOMA

Norman, Oklahoma

March 28, 1962

Oklahoma School Administrators:

The study which Orin Lloyd Gladman is making deserves the co-operation of all who are interested in the improvement of elementary school organization and administration. Progress toward the improvement of our elementary schools depends upon information concerning the status of these schools, particularly the status of organization and administration.

I urge you to cooperate in this undertaking by filling out the questionnaire promptly.

Sincerely yours,

William B. Ragan, Professor  
College of Education  
University of Oklahoma

LETTER RECEIVED FROM U.S. OFFICE OF EDUCATION

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE  
OFFICE OF EDUCATION  
WASHINGTON 25, D.C.

February 28, 1962

Mr. O.L. Gladman  
Administrative Assistant  
University School  
University of Oklahoma  
Norman, Oklahoma

Dear Mr. Gladman:

Thank you for your very generous letter of the 20th relative to our national survey. It is always nice to know that such reports are being received and used.

Your suggestion that you might wish to undertake a similar study in your state is very closely on our original purpose in doing this type of research. We have intended that it might be used as either a pilot or a basis of comparison for local and state groups. By all means, feel free to pursue your own ideas and plans on this and you do it with my complete personal interest and blessing. I am sending you a complimentary copy of the original questionnaire form even though it is reproduced in the Appendix of the study. My personal feelings would be that it might be better for you to single out some segments of the study that are of greater relevancy or value to your own situation. I think I would counsel against undertaking the whole spread of all the topics we studied although you have complete freedom and right to do so. This is something I would suggest you might discuss with your advisers. In the same vein



I would have some precautions against using my original questionnaire in total because, inevitably, in a questionnaire, despite all attempts there are always some bugs. For this reason and after a period of three to four years, I think a sharpening and an updating of some of the questions might be in order. As far as technical detail goes please know that this report, the questionnaire, and other supporting materials lie in the public domain. They are not copyrighted and are entirely open for your use. Beyond that and in a personal way, again may I tell you that I naturally will continue a considerable interest in what you are doing and hope that you will feel free to keep in touch with me on your progress and I would welcome the privilege of sharing ideas with you. To that and please know that I am scheduled to be in Tulsa at their conference the first two weeks in June and, if it fits your schedule, I would be happy to arrange a conference with you. Thank you again for your letter and I shall be looking forward to hearing more from you in the future.

Sincerely yours,

Stuart E. Dean  
Specialist for Elementary School  
Organization and Administration

Enclosure

APPENDIX B

TABULATION OF RESPONSES SHOWING NUMBER OF TEACHERS, NUMBER OF SCHOOLS,  
AND NUMBER OF PUPILS BY COUNTIES

TABLE 47.--Response to survey by counties, showing number of teachers employed, number of schools, and number of pupils

County	S	R	P	Number of teachers employed	Number of schools	Number of pupils
Adair	5	1	20.0	10	1	320
Alfalfa	3	3	100.0	28	4	586
Atoka	2	1	50.0	16.5	3	400
Beaver	4	3	75.0	31.5	3	732
Beckham	4	3	75.0	58	6	1,629
Blaine	4	3	75.0	34	4	965
Bryan	6	3	50.0	58	6	495
Caddo	12	6	50.0	80	8	2,085
Canadian	4	2	50.0	60	8	1,538
Carter	10	6	60.0	65	7	2,100
Cherokee	2	1	50.0	29	3	760
Choctaw	5	2	40.0	43	7	1,310
Cimarron	2	1	50.0	20	1	470
Cleveland	5	3	60.0	58	4	1,779
Coal	1	1	100.0	10	1	350
Commanche	6	4	66.7	380	25	9,203
Cotton	3	2	66.7	30	2	703
Craig	5	2	40.0	30	5	979
Creek	8	5	62.5	146.5	16	4,163
Custer	5	3	60.0	70	8	1,790
Delaware	4	2	50.0	17	2	487
Dewey	3	3	100.0	18	3	491
Ellis	2	2	100.0	16	2	431
Garfield	5	4	80.0	205.5	19	4,617
Garvin	7	4	57.1	97	8	2,678
Grady	7	6	85.7	111	12	2,677
Grant	4	4	100.0	28	4	709
Greer	3	1	33.3	20	1	500
Harmon	2	1	50.0	16	1	500
Harper	2	2	100.0	23	2	662
Haskell	4	2	50.0	21.5	2	682
Hughes	4	4	100.0	50	7	1,296
Jackson	6	3	50.0	14	10	3,645
Jefferson	4	2	50.0	18	2	490
Johnston	1	1	100.0	10	1	350
Kay	4	2	50.0	136.5	11	3,347
Kingfisher	3	2	66.7	33	2	1,046
Kiowa	7	5	71.4	62.5	8	1,388
Latimer	3	2	66.7	16.5	2	559
LeFlore	10	6	60.0	129	8	2,142
Lincoln	6	2	33.3	21	2	670
Logan	2	1	50.0	41	5	1,230

TABLE 47--Continued

County	S	R	P	Number of teachers employed	Number of schools	Number of pupils
Love	3	2	75.0	17	2	462
Major	1	1	100.0	13	1	356
Marshall	1	1	100.0	19	1	486
Mayes	5	3	60.0	66	7	1,703
McClain	6	3	50.0	24.5	3	730
McCurtain	7	1	14.2	9.5	1	217
McIntosh	3	3	100.0	45	6	964
Murray	2	1	50.0	25	2	700
Muskogee	9	5	55.5	236.5	29	6,128
Noble	3	2	66.7	32	2	756
Nowata	2	2	100.0	31	3	720
Okfuskee	4	2	50.0	22	4	608
Oklahoma	15	12	80.0	726	14	102,192
Okmulgee	8	3	37.5	96	12	2,775
Osage	9	6	66.7	74	6	1,752
Ottawa	6	4	66.7	94	9	3,652
Pawnee	3	3	100.0	36	3	1,018
Payne	5	2	40.0	95	11	2,910
Pittsburg	7	3	42.9	106	12	2,935
Pontotoc	6	4	66.7	29	4	1,181
Pottawatomie	9	4	44.4	130	13	2,952
Pushmataha	3	2	66.7	22	2	663
Roger Mills	2	2	100.0	15	2	360
Rogers	6	4	66.7	65	6	1,980
Seminole	7	4	57.1	52	7	1,545
Sequoyah	5	2	40.0	30	3	930
Stephens	9	5	55.5	145	12	3,726
Texas	5	4	80.0	35.5	4	835
Tillman	3	1	33.3	32	5	800
Tulsa	13	6	46.2	76	72	42,973
Wagoner	5	2	40.0	15	3	345
Washington	6	3	50.0	178	18	4,931
Washita	7	6	85.7	58	6	1,499
Woods	2	2	100.0	37.5	4	925
Woodward	2	2	100.0	49	6	1,325
Total	378	228	60.3	5,099	531	260,988

S - Number of questionnaires sent out  
R - Number of questionnaires returned  
P - Percent of questionnaires returned