

COPYRIGHT BY

ELTON AMBURN

1957

THE UNIVERSITY OF OKLAHOMA

GRADUATE COLLEGE

AN ANALYSIS OF THE CLASSROOM ACTIVITIES OF OKLAHOMA

PRIMARY TEACHERS FOR THE SCHOOL YEAR 1951-1952

A DISSERTATION

SUBMITTED TO THE GRADUATE FACULTY

in partial fulfillment of the requirements for the

degree of

DOCTOR OF EDUCATION

BY

ELTON AMBURN

Norman, Oklahoma

1956

AN ANALYSIS OF THE CLASSROOM ACTIVITIES OF OKLAHOMA
PRIMARY TEACHERS FOR THE SCHOOL YEAR 1951-1952

APPROVED BY

F. J. Gaidner
Henry Angelino
D. H. Kilman
Joseph M. Latimer
Edw. H. Halling

DISSERTATION COMMITTEE

NEW MEXICO WESTERN COLLEGE

EDUCATION DEPARTMENT

Silver City, New Mexico

December 11, 1956

Mrs. Patricia Colling
University Microfilms
313 N. First Street
Ann Arbor, Michigan

Dear Mrs. Colling:

Please continue with the copyrighting of
my dissertation. The reference number is
Publ. No. 19,483.

All publishers and authors have given their
permission in writing

Thank you.

Sincerely


Elton Amburn

EA:sn

DEDICATION

Affectionately dedicated to Nell Hill Amburn,
and to our sons, Philip and Keith.

ACKNOWLEDGEMENTS

To Dr. F. F. Gaither my deepest feeling of gratitude is hereby expressed for his encouragement in this particular study, for his masterful chairmanship of the graduate committee, and for his able guidance and direction throughout my doctoral program.

My genuine appreciation is expressed to the other members of the committee for their time in meetings, in individual conferences, and in reading and criticizing the manuscript. Their helpfulness is gratefully acknowledged.

My profound thanks to the many teachers who gave so generously of their time in answering the questionnaires and to those who so graciously granted the personal interviews.

TABLE OF CONTENTS

	Page
LIST OF TABLES	viii
LIST OF ILLUSTRATIONS	xi
Chapter	
I. REVIEW OF RELATED LITERATURE	1
Charters and Waples' Study of Teacher Traits and Activities	2
McKown's Discussion of the Elementary Teacher's Work	4
Gould and Yoakum's Report on the Three General Phases of the Teacher's Work	6
Thomas Shows the Guidance Duties of a Classroom Teacher	6
Reavis and Judd Indicate the Administrative Duties of the Classroom Teacher	7
Porter's Experience in the Performance of Her Duties as a Teacher	8
Barr's Study of the Duties of Instructional Supervisors	9
II. THE PROBLEM	10
Background of the Problem	10
Statement of the Problem	16
Importance of the Study	16
Limitations of the Study	17
Definition of Terms in the Study	18
III. METHODS OF INVESTIGATION AND TREATING DATA	19
Methods of Investigation	19
Method of Treating Data	23
Reliability	26
IV. INVESTIGATION OF THE CLASSROOM ACTIVITIES OF OKLAHOMA TEACHERS IN GRADES ONE, TWO, AND THREE	29
The Duties and Responsibilities for Performing Classroom Activities as Reported by Oklahoma Teachers in	

Chapter	Page
Grades One, Two, and Three for the School Year 1951-1952	31
Summary of the duties and responsibilities of teachers in Grade One for the school year 1951- 1952	40
Summary of the duties and responsibilities of teachers in Grade Two for the school year 1951- 1952	41
Summary of the duties and responsibilities of teachers in Grade Three for the school year 1951- 1952	50
Summary of the duties and responsibilities of Okla- homa primary teachers in Grades One, Two, and Three for the school year 1951-1952	59
The Reported Frequencies of Performance of Classroom Activities of Oklahoma Teachers in Grades One, Two, and Three for the School Year 1951-1952	68
Summary of the reported frequencies of performance of classroom activities in Grade One for the school year 1951-1952	76
Summary of the reported frequencies of performance of classroom activities in Grade Two for the school year 1951-1952	78
Summary of the reported frequencies of performance of classroom activities in Grade Three for the school year 1951-1952	87
Summary of the reported frequencies of performance of classroom activities of Oklahoma primary teachers in Grades One, Two, and Three for the school year 1951-1952	96
The Reported Differences in the Frequency with Which the Oklahoma Teachers of Grades One, Two, and Three Perform Their Classroom Activities for the School Year 1951-1952	105
Summary of the reported differences in the perfor- mance of the classroom activities by teachers of Grades One and Two for the school year 1951-1952	106
Summary of the reported differences in the perfor- mance of the classroom activities by teachers of Grades One and Three for the school year 1951- 1952	118
Summary of the reported differences in the perfor- mance of the classroom activities by teachers of Grades Two and Three for the school year 1951- 1952	130
The Teachers' Ratings of the Classroom Activities as a Contribution to Pupil Achievement by the Oklahoma Teachers in Grades One, Two, and Three for the School Year 1951-1952	142

Chapter	Page
Summary of the teachers' ratings of the classroom activities as a contribution to pupil achievement by teachers in Grade One for the school year 1951-1952	143
Summary of the teachers' ratings of the classroom activities as a contribution to pupil achievement by teachers in Grade Two for the school year 1951-1952	152
Summary of the teachers' ratings of the classroom activities as a contribution to pupil achievement by teachers in Grade Three for the school year 1951-1952	161
Summary of the teachers' ratings of the classroom activities as a contribution to pupil achievement by primary teachers of Grades One, Two, and Three for the school year 1951-1952	177
Classroom Activities Contributed by Oklahoma Primary Teachers	178
General Summary of Classroom Activities of Oklahoma Teachers in Grades One, Two, and Three for the School Year 1951-1952	179
V. FINDINGS AND RECOMMENDATIONS	184
Findings	184
Recommendations for Further Study	186
BIBLIOGRAPHY	187
Appendix	
A. THE QUESTIONNAIRE	189
The Letter	189
Directions	190
Questionnaire Items	191
B. CLASSROOM ACTIVITIES CONTRIBUTED BY OKLAHOMA PRIMARY TEACHERS FOR THE SCHOOL YEAR 1951-1952	199
C. SIGNIFICANCE OF DIFFERENCE BETWEEN PROPORTIONS MONOGRAPH	205
D. IBM CARD CODING	207

LIST OF TABLES

Table	Page
1. The Total Number of Schools in Each of the Five Groups Sampled	21
2. Questionnaires Mailed to and Returned by Oklahoma Primary Teachers in Each Class of Schools for the School Year 1951-1952	22
3. The Number and Per Cent of Fifty-Eight Teachers Reporting Classroom Activities Performed and Not-Performed in Grade One for the School Year 1951-1952	32
4. The Number and Per Cent of Thirty-Five Teachers Reporting Classroom Activities Performed and Not-Performed in Grade Two for the School Year 1951-1952	42
5. The Number and Per Cent of Thirty-Eight Teachers Reporting Classroom Activities Performed and Not-Performed in Grade Three for the School Year 1951-1952	51
6. The Number and Per Cent of One Hundred Eighty Teachers Re- porting Classroom Activities Performed and Not-Performed in the Primary Grades for the School Year 1951-1952	60
7. The Frequencies of Performance and the Per Cent of Teachers Reporting Each Frequency of Performance of Classroom Activities as Reported by Fifty-Eight Teachers in Grade One for the School Year 1951-1952	69
8. The Frequencies of Performance and the Per Cent of Teachers Reporting Each Frequency of Performance of Classroom Activities as Reported by Thirty-Five Teachers in Grade Two for the School Year 1951-1952	79
9. The Frequencies of Performance and the Per Cent of Teachers Reporting Each Frequency of Performance of Classroom Activities as Reported by Thirty-Eight Teachers in Grade Three for the School Year 1951-1952	88

10.	The Frequencies of Performance and the Per Cent of Primary Teachers Reporting Each Frequency of Performance of Classroom Activities as Reported by One Hundred Eighty Teachers in the Primary Grades for the School Year 1951-1952	97
11.	Comparison of the Most Often Occurring Frequency of Performance Responses, Showing the Per Cent of Teachers Reporting Mode and the Critical Levels of Confidence of Fifty-Eight Teachers in Grade One and Thirty-Five Teachers in Grade Two for the School Year 1951-1952	107
12.	Comparison of the Most Often Occurring Frequency of Performance Responses, Showing the Per Cent of Teachers Reporting Mode and the Critical Levels of Confidence, of Fifty-Eight Teachers in Grade One and Thirty-Eight Teachers in Grade Three for the School Year 1951-1952	119
13.	Comparison of the Most Often Occurring Frequency of Performance Responses, Showing the Per Cent of Teachers Reporting Mode and the Critical Levels of Confidence, of Thirty-Five Teachers in Grade Two and Thirty-Eight Teachers in Grade Three for the School Year 1951-1952	131
14.	Teachers' Ratings of and the Per Cent of Teachers Reporting Ratings of the Classroom Activities in Contributing to Pupil Achievements as Reported by Fifty-Eight Teachers in Grade One for the School Year 1951-1952	144
15.	Teachers' Ratings of and the Per Cent of Teachers Reporting Ratings of the Classroom Activities in Contributing to Pupil Achievements as Reported by Thirty-Five Teachers in Grade Two for the School Year 1951-1952	153
16.	Teachers' Ratings and the Per Cent of Teachers Reporting Ratings of the Classroom Activities in Contributing to Pupil Achievements as Reported by Thirty-Eight Teachers in Grade Three for the School Year 1951-1952	162
17.	Primary Teacher Ratings and the Per Cent of Primary Teachers Reporting Ratings of the Classroom Activities in Contributing to Pupil Achievement as Reported by One Hundred Eighty Primary Teachers for the School Year 1951-1952	170
18.	Activities Contributed by Oklahoma Primary Teachers Showing Frequencies of Occurrence	199

Table	Page
19. The Coding of Questionnaires on IBM Cards Showing the School Groups, Class of School Districts, Grades, and Number of Returned Questionnaires	209
20. The Column Numbers for Frequencies of Performance of Each Activity in the Questionnaire as Recorded on the Four IBM Cards	211
21. Responses for Frequencies of Performance and for Teacher Ratings with IBM Card number Representing Each	218

LIST OF ILLUSTRATIONS

Figure	Page
1. Significance of Difference Between Proportions Monograph .	206
2. IBM Card	219

AN ANALYSIS OF THE CLASSROOM ACTIVITIES OF OKLAHOMA
PRIMARY TEACHERS FOR THE SCHOOL YEAR 1951-1952

CHAPTER I

REVIEW OF RELATED LITERATURE

An examination of existing literature pertaining to classroom activities of teachers in Grades One, Two, and Three reveals very little data dealing with the problems of this study. Most, if not all, of the contributions reviewed in the professional literature could be subsumed under educational theory, educational practice, and history of teaching. Only a few of these contributions reviewed are related to this study. Extracts from these few contributions will be incorporated later in this chapter.

A general survey of the activities of the personnel of the modern public school systems appears to be the most logical procedure to obtain an accurate account of all of the activities performed by the classroom teachers. Therefore, the literature which pertains to classroom instructional activities that the personnel of a school system have a duty or responsibility for performing was examined. The survey includes studies of school personnel whose duties differ but whose functions are interrelated in the performance of their work with students. The selection of literature to be reviewed was based upon the pertinence.

of the literature to the specific positions to which staff members of public schools are usually assigned. The staff members of public schools are usually assigned to one of the following positions.

1. Counselor
2. Librarian
3. Principal (Administrator)
4. Classroom teacher
5. Instructional supervisor

A study of teacher traits and activities made by Charters and Waples is the most nearly related to the present investigation of any reviewed. These authors used the word "duty" many times; however, they make no distinction between teachers' duties and methods and students' classroom activities, extracurricular activities, and personal activities. Their study, furthermore, incorporates those activities that twenty-five professors of education believed should be performed. The authors state, "It (the master list) is supposed to reveal all type activities and so helps to define the elements needed in preparing practical units of instruction."¹

So far as the writer can determine, Charters and Waples compiled the master list of activities upon which their study is based from their collective experiences, their review of related literature, and their interviews with school personnel. This list included the type activities performed by teachers in the four levels of public schools. The authors mailed two hundred copies of the blanks to one hundred ten

¹W. W. Charters and Douglas Waples, The Commonwealth Teacher-Training Study (Chicago: University of Chicago Press, 1929), 23.

colleges to be filled out by experienced teachers enrolled in the summer sessions. Eighty-four colleges in forty-two states returned 27 per cent of the questionnaires. Charters and Waples grouped the returns into twelve classes; one of the classes was designated the Kindergarten-Primary group. The questionnaire answered by this group has seven divisions, the first two of which are somewhat similar to the ones in the present study. The titles of Divisions I and II with their sub-divisions are as follows:

- I. Teachers' Activities Involved in Classroom Instruction
 - A. Teaching Subject Matter
 - B. Teaching Pupils to Study
- II. Teachers' Activities Involved in School and Class Management
 - A. Activities Involved in Recording and Reporting Facts Concerning Pupils
 - B. Activities Involving Contacts with Pupils¹

Regarding these two divisions the authors state, "The writers believe that the analysis has been carried far enough for practical purposes, except, possibly, the case of Divisions I and II."²

By Charters and Waples own admission their research was limited in regard to the entire educational program for the kindergarten-primary grades. Therefore, one can readily see that a more detailed specific study is needed to determine the nature of the duties and responsibilities of primary teachers. By limiting the scope of the present study to the activities of the primary teachers, more attention may be focused

¹Ibid., 304.

²Ibid., 101.

upon this area of work.

The study of Charters and Waples reports their findings on teacher activities in senior high school, junior high school, intermediate grades, and kindergarten-primary grades, but the activities of the teachers in each grade are not discussed separately. In this study the writer presents the classroom activities by grades for comparison.

McKown's compilation of activities of elementary teachers was made as a result of reviewing literature and studies. He discusses elementary teachers' duties and responsibilities. He believes that the duties of elementary teachers are those of originating, developing, experimenting, adjusting, and adapting the school program to the needs of the pupils. In considering the responsibilities of the elementary teacher, McKown uses a selected group of principles and objectives to infer teacher responsibilities. These educational objectives of school activities, as assembled by McKown, are stated thus:

1. To Help the Pupil to Understand and Practice Desirable Social Relationships.
2. To Train the Pupil for Democratic Participation.
3. To Discover, Explore, and Develop Desirable Individual Interests and Aptitudes.
4. To Motivate and Capitalize Pupil Interest in the School.
5. To Improve School Spirit and Morale.¹

According to McKown, the following general principles should be basic to all school activities:

1. The Program Must Provide Democratic Settings.

¹Harry C. McKown, Activities in the Elementary School (New York: McGraw-Hill Book Co., 1938), 8-13.

2. Opportunities for Participation Should be Unrestricted.
3. Participation in School Activities Should Be Limited to Regular Members of the School.
4. The Teachers Should Recognize That Educating the Doers Is More Important Than Getting the Job Done.
5. Activities Should Normally Be Included in the Regular School Schedule.
6. Competent and Sympathetic Guidance Should Be Provided.
7. The Sponsor Should Be Definitely but Reasonably Charged With the Responsibility for Her Activity.
8. The Program Should Fit the Local School and Community Setting.
9. Activities Should, Wherever Possible, Be Integrated with the Curriculum.
10. The Necessary Facilities Should Be Made Available.
11. The School Should Assume Entire Responsibility for the Program of Activities.
12. The Financial Matters of the Activity Program Should Be Well Organized and Closely Supervised.
13. A Healthy Community Support of the Activity Program Should Be Developed.
14. Serious Attempts Should Be Made to Evaluate Activities.¹

Each principle and objective ne has used points to direct action on the part of the classroom teacher. Such terms as "to help," "to discover," "to train," "must provide," and "should recognize" are frequently used. It is obvious that he has used these principles and objectives to show specific teacher responsibilities.

When activities of the elementary school are mentioned, they are usually discussed as "music activities," "dramatics," a terminology

¹Ibid., 14-21.

which is very broad in meaning.¹ This study treats activities that relate to classroom instruction.

Two other authors, Gould and Yoakam, have made a report concerning the instructional activities of a classroom teacher. They write:

He [the teacher] must manage personnel, time, and materials of instruction. . . . The teacher, like the doctor, must constantly be concerned with the appraisal of the results of his efforts.²

The guidance duties of the classroom teacher are discussed in an article by Thomas, a teacher in a large school system where there was a staff of counselors. In his report he states:

Teachers, then, have an informational service responsibility in preparing themselves to evaluate students in their classes and to counsel with them. . . . Just as a large part of the work of the counseling staff is directed finally toward some sort of individual counseling, the work of the teacher is largely toward group guidance. . . . Most teachers have time to engage in only a minimum of personal guidance of their students and must seek to achieve their greatest value through the medium of group work.³

In discussing this professional problem Thomas continues with the following observation:

When student difficulties arise for which the teacher has neither time nor preparation to handle, obviously he should give such data as he has to the counseling staff and call on them for help, not only to assist the student to some sort of solution, but to further his own understanding as well. . . . But the field of student experience, although kinds that are desirable may be suggested by the guidance staff, is largely the responsibility of the classroom teachers, student government faculty participants, and the club and organization sponsors.

Last, both teachers and counseling staffs, each within their own areas, have the joint responsibility of seeing that students

¹Ibid., 75-124.

²George Gould and Gerald Alan Yoakam, The Teacher and His Work (New York: The Ronald Press Co., 1947), 102-103.

³W. Craig Thomas, "Guidance Duties of a Teacher," California Journal of Secondary Education, XXIV (April, 1949), 238.

have as much opportunity as possible for self-determination.¹

Thus, a classroom teacher points out the duties and responsibilities of classroom teachers for certain phases of the guidance program. He indicates that specialized assistance is available for help, it is true, but the responsibility for the operation of the guidance program in the classroom rests upon the classroom teacher.

The fact that the older conceptions of the teacher's duties and administrative responsibilities are not adequate today is recognized by two other authorities in the educational world, Reavis and Judd, who say:

It is very generally agreed that the most important duty of the teacher is classroom instruction. The numerous other duties which the teacher performs, such as managing the pupils, looking after instructional supplies, directing the out-of-class activities of the pupils, caring for school facilities, participating in the planning of expenditures, keeping records, making reports, and cultivating wholesome relations with the community, are usually regarded as entirely incidental to the major responsibility of instruction. True enough, these numerous duties are subordinate to instruction but they also condition instruction and to a considerable extent determine its success. Teachers are evaluated on the efficiency with which these non-teaching instructional duties are performed. More teachers probably fail to secure reappointment to positions because of inability to perform their non-instructional duties acceptably than from mediocrity or even incompetency in instruction. The explanation for this anomalous situation is the fact that parents and boards of education can evaluate the character of performance of the less technical, non-teaching or administrative duties more easily than they can evaluate the more technical duty of instruction.²

Reavis and Judd further state that the modern conception of the duties of the teacher is broad and comprehensive. This conception

¹Ibid., 240.

² William C. Reavis and Charles H. Judd, The Teacher and Educational Administration (Cambridge: The Riverside Press, 1942), 1.

includes administrative duties, duty to increase personal training, duties influenced by board rules and regulations, managerial duties, personal and professional duties, routine and clerical duties, and duties of the teacher influenced by changes in school organization.

Another report concerned with the performance of classroom activities and duties is presented by Porter.¹ In the treatment of her professional experiences, she discusses many points, such as the teacher's attitudes and her methods of executing her activities. The chief question discussed in Porter's study is that of the role of the teacher in educating the child. Miss Porter thinks that the teacher should initiate most of the classroom activities and let the children, as nearly as possible, complete each activity. Her theory behind this practice is that the regular classroom activity is rich in educational value when the student's thinking is directed by the teacher. The entire discussion deals with the technique in handling various learning experiences and with conditions as they occurred in the classroom in which the writer worked.²

Another staff member who renders professional assistance to the classroom teacher is the instructional supervisor. But until a study was made by Barr, little information, either specific or general, was known about the duties of the instructional supervisors. The purpose of Barr's study was to determine the supervisor's duties and examine them in detail. The supervisor is shown in his or her relationship to other teachers, the

¹Martha Peck Porter, The Teacher in the New School (New York: World Book Company, 1937), 299.

²Ibid., 5-22.

administrators, and the parents. Barr suggests:

The supervisor's work includes a wide range of activities. These may be summarized as follows: (1) The selection of instructional materials; (2) study of supplies, equipment, and buildings; (3) assistance in the selection, appointment, assignment, and transfer of teachers; (4) community activities and contact with outside agencies; (5) field work; (6) training activities; (7) surveys, reports, records, and schedules; (8) preparation of instructional problems; (9) research; (10) professional activities; (11) news articles, educational exhibits, and publicity; (12) studying and reporting upon the general educational progress made in other centers of learning; and (13) general administration.

As a corollary to the above statement, supervisors have many duties other than visiting the teacher at work. The notion that the chief function of supervision is inspection finds no support in the findings of this analysis of what supervisors do.

The activities of supervisors are, for the most part, in the nature of specialized service rather than administrative. While supervisors are responsible for the general instructional conditions within their several fields, they are not administrative officials. The functions are instructional and not administrative.¹

Barr, furthermore, presents some suggestions in regard to the duties of the supervisor of instruction. Several of his suggestions and comments are not pertinent to this study, but mention might be made of three parts of the supervisor's work which are of interest and of concern. They are (1) training activities; (2) surveys, reports, records, and schedules; and (3) preparation of instructional problems.

In reviewing the professional literature pertaining to the classroom activities of primary teachers, the writer found that many authorities have mentioned the duties and the classroom activities of teachers; but no specific research has been conducted. The Charters and Waples study is somewhat related and suggests a need for such research.

¹A. S. Barr, An Analysis of the Duties and Functions of Instructional Supervision (Madison, Wisconsin: University of Wisconsin, Bureau of Educational Research Bulletin, V, January, 1926), 79.

CHAPTER II

THE PROBLEM

Background of the Problem

Some phases of curricular and extracurricular activities have always been associated with children and the teaching of children. Just how extensively activities were incorporated into the school before the twentieth century is not known; yet, according to Grizzell, the Greeks kept records of activities used in their school programs.¹

Extracurricular activities are as old as organized education itself and seem to appear in varied but similar patterns in all educational plans of other countries. No definite chronological dates can be established as to the origin of these activities as they vary from community to community and from educational system to educational system.

In the literature of both Athens and Sparta, references are found to such activities as athletic competition, debating, clubs, music, and dramatics. Some references also mention student participation in government affairs of the schools.

Student activities appeared first in the secondary schools of foreign countries. Later they appeared at other school levels. Such

¹E. D. Grizzell, "The Evaluation of Student Activities," Educational Outlook, I (November, 1926), 19-31.

activities seem to have been permitted rather than fostered. These activities were designated as extracurricular because they came into the school program from outside the curriculum. Trotzendorf¹ became Rector of a Silesian School in 1531 and shared a recognizable portion of his authority with student leaders by using instructional procedures of the monitorial type.

As early as the Elizabethan period the following statute was enacted affecting the Westminster School:

In order that young people may spend Christmas time more profitably, and may gain a better familiarity with graceful gesture and pronunciation, we enact that every year, within twelve days after Christmas, or subsequently, at the Dean's discretion, the Headmaster and the under-master shall jointly see that one play in Latin be acted either privately or publicly; the master of choristers another, in English, either comedy or tragedy, by the scholars and choristers in Hall.²

The substantial interest of the early American colleges in activities soon had its effect on the academies and secondary schools.

The early colonial secondary schools of America provided little time or place for sports. Some of the physical activities in which the boys engaged were skating and coasting in winter and 'ball and bat' in summer. Franklin, in his 'Proposals Relating to the Education of Youth in Pennsylvania' which was published in 1749, recommended such sports as running, leaping, wrestling, and swimming.³

St. Paul's School was founded in 1856 with one of its fundamental purposes: 'Gymnastic and manly exercises adopted to preserve health and strengthen the physical condition.' The English game of 'cricket' was introduced, and in many respects St. Paul's and other schools of that type introduced English school practices.⁴

¹Karl von Raumer, "Valentine Friedland Trotzendorf," The American Journal of Education, V (1860), 108.

²Quoted by W. T. Shore, Westminster (London: Pitman Publishers, 1911), 86.

³Grizzell, op. cit., 23-37.

⁴Ibid., 24.

The development of oratory and debating was encouraged in the colonial colleges of America. With the rise of the academies, the influence of the colleges spread to the secondary schools. Exeter Academy established in 1812 what was probably the first literary society in any American secondary school. It was called the 'Rhetorical Society' and existed until 1820.¹

According to Lane, the curriculum of 1940 augmented by extra-curricular activities was a vastly complex affair composed of twelve to fifteen categories of subjects, while the contrasting curriculum of 1840 was ungraded and concentrated upon thorough understanding of the three R's -- reading, writing, and arithmetic.²

John Dewey was one of the first advocates of an educational program of activities and experiences for children. He influenced both teachers and parents to accept and to put into practice his new theories of psychology. Confidence in the prevailing formal discipline and the devotion to traditional curriculum were both affected by Dewey's new educational theories. Reorganization in terms of more kinds of service was brought about by these new aims in education and better facilities. As this resulting expansion took place in the curriculum, attention was focused on the activities which had greater appeal to the entire range of the interest of school children.

Since the theory of mental discipline dominated the philosophy of education in the older school, the curriculum revolved about the textbook and the teacher. In the practice of this theory, emphasis was placed upon memorization of factual data in the textbook. In contrast,

¹Ibid., 27.

²Robert Hill Lane, The Teacher in the Modern Elementary School, (Boston: Houghton Mifflin Company, 1941), 356-387.

the pupil in the newer or present day school learns not only through this medium but also through planned activities of living experiences. In the application of the present day theory of activities, many activities have moved from the peripheral area of mere tolerance into the core of a planned program, and textbooks and teachers have become guides.

The shifting from subject matter to pupil activity is one of the most noticeable changes brought about by John Dewey's theories. Currently more emphasis is being placed upon what the pupil does and relatively less upon what he memorizes. The curricular and extra-curricular activities are organized in terms of tasks to be performed and goals to be reached, rather than in terms of lessons to be learned. This new emphasis in education has caused the educational program of the school to provide supervision and instruction for the curricular and extra-curricular activities. Instruction and supervision of curricular and extra-curricular activities are being done more and more during a planned instructional class period. This tendency is more noticeable at the elementary school level than at any other level.

Historically, there is no clear-cut distinction of when an extra-curricular activity becomes curricular. One such example is sand tables. Originally sand tables were placed on the outside of some schools to be used during recess and later placed in the classrooms to become a part of student activities. Because of this fact, reviews of extra-curricular activities have been included in this study.

What is taught, as well as the manner in which it is taught, may vary from area to area, from school to school, and even from room to room or teacher to teacher within the same school. It would seem,

therefore, that there should be some lack of agreement in regard to the duties and responsibilities for the performance of classroom activities of the primary teachers. This lack of agreement is due, in many instances, to a lack of explicit understanding concerning the duties and responsibilities of teachers in conducting their classroom work. This lack of agreement in regard to teachers' duties and responsibilities as well as the lack of information concerning these duties and responsibilities has had its effect upon the training and preparation of teachers.

Most instructors in teacher-training institutions are aware of the lack of agreement mentioned in the preceding paragraphs and are constantly trying to discover the most adequate methods for the preparation of students who plan to teach. Realizing the need for the preparation of teachers to carry on the educational program, the teacher-training institutions are attempting to prepare their prospective teachers for the teaching profession utilizing the latest facilities and methods.

One example of interest on the part of teacher-training institutions in improving teacher education programs and facilities was evidenced at the Regional Conference on TEACHER EDUCATION AND PROFESSIONAL STANDARDS which was held in New Orleans, Louisiana, January 4-5, 1954.

The following recommendations, agreements, and conclusions are the result of the discussion of the group:

1. That teacher education institutions should provide facilities for adequate laboratory experiences prior to student teaching.
2. That professional laboratory experiences should be integrated with professional education courses and should be a part of all such courses.
3. That college instruction should build upon the interest and experience which the student has acquired in the elementary and secondary schools.

4. That teacher education institutions should provide programs for the improvement of college teaching.

5. That teacher education institutions be encouraged to engage in research designed to test the effectiveness of differentiated programs of teacher preparation.

6. That institutions offering graduate programs be encouraged to give emphasis to the development of competencies essential to good college teaching.

7. That all staff members of an institution preparing teachers be encouraged to participate in the development of the teacher education programs.

8. That teacher education institutions look with favor upon the practice of integrated material rather than a large number of separate and over-lapping courses.

9. That teacher education institutions attempt to rescue superior teaching in all types of courses -- professional, general education, and teaching fields.

10. That, in order to attract desirable students into teacher education programs and to do a superior job of preparing teachers, it is necessary that the teacher education institution be provided with modern buildings, equipment, and facilities.

11. That, in order to do a good job in the preparation of teachers, it is necessary that teacher education institutions pay salaries necessary to attract college personnel of superior ability.¹

Another statement regarding the deficiencies of the teachers which reflects upon teacher training institutions is that of William C. Tanner, Jr. who states:

One needs only to reflect on his public school experience or to ask any of the millions of others who have passed through the educational system of America, to come to the conclusion that many teachers, at least in the minds of those taught, are inadequate for their great responsibility. In spite of the task which is to be theirs, teachers are selected, by those responsible, with little consideration of qualifications other than that of being able to understand and to impart subject matter.²

¹Amy Jean Greene, Chairman, and W. J. Moore, Recorder, "Improving Teacher Education Programs and Facilities," Competent Teachers for America's Schools, The New Orleans Conference, National Commission on Teacher Education and Professional Standards, N. E. A., Washington, D. C., January 4-5, 1954, pp. 4-5.

²William C. Tanner, Jr., "Personality Bases in Teacher Selection," Phi Delta Kappan, XXXV, (April, 1954), 271.

The review of related literature and the background of the problem reveal the limited research in regard to the instructional program for the primary grades. It also makes known that the present writings are general and incomprehensive. Because of these facts, a study of the instructional activities of the primary teachers seems to be both desirable and in order.

Statement of the Problem

This study is an investigation of the classroom activities of the primary teachers who are presently employed in the public schools of Oklahoma. The purposes of this study are to determine the following:

1. The duties and responsibilities of teachers in Grades One, Two, and Three in performing their classroom activities for the school year 1951-1952.
2. The frequencies with which teachers of Grades One, Two and Three perform their classroom activities for the school year 1951-1952.
3. What differences, if any, exist in the frequency with which teachers in Grades One, Two, and Three perform their classroom activities for the school year 1951-1952.
4. The importance attached to each classroom activity performed by teachers in Grades One, Two, and Three for the school year 1951-1952.

Importance of the Study

As yet, there has been no research in Oklahoma which deals directly with the classroom duties and responsibilities of teachers in

the primary grades. The only related study known to the writer is that of Charters and Waples, The Commonwealth Teacher-Training Study. They state that their analysis was carried out far enough for practical purposes with the exception of the portion of their research dealing with the kindergarten-primary group. This study should be of considerable importance to teacher-training institutions, administrators, and public school teachers in the following ways:

1. The data should provide information to prospective teachers concerning tasks they may be expected to perform in the primary grades.
2. The data should enable the prospective teacher to evaluate the classroom duties and responsibilities he will have to perform in terms of his interests.
3. The data should supply information in the following areas to those who plan the curriculum for teacher-training institutions:
 - a. The classroom activities that the teachers in each of the primary grades perform.
 - b. The frequencies of performance of classroom activities by teachers of Grades One, Two and Three.
 - c. Rating or importance attached to each classroom activity by Oklahoma teachers in Grades One, Two and Three.

Limitations of the Study

This is a questionnaire study based upon responses of teachers who were teaching in the primary grades of Oklahoma school systems which

employed four or more teachers. The activities listed in the questionnaire are limited to those activities obtained from (1) information gathering interviews with classroom teachers, (2) personal observations of classroom procedures in the primary grades, and (3) reviews of professional literature.

The population of this study comprises all schools as listed in the Oklahoma Educational Directory for 1951-1952 with the exception of Negro, Parochial, and State-operated Schools. The questionnaire was mailed to a stratified random sampling of the population and this sample represents approximately 25 per cent of the population.

Definition of Terms in the Study

Activity. Any process which the teacher directs for the student's participation by virtue of the student's being a member of the class.

Duty. Duty is defined in this study as the teacher's conduct which is required by his position, his occupation, and his superiors.

Extra-curricular Activity. Refers to those activities, such as debating, dramatics, and athletics, which form a part of the life of the students, but are not part of the regular courses of study.

Responsibility. Responsibility of a teacher is that for which he is likely to be called upon to answer and be accountable for in his conduct and obligations.

In this study, these definitions refer only to the classroom activities performed.

CHAPTER III

METHODS OF INVESTIGATION AND TREATING DATA

Methods of Investigation

The first step in this investigation was a careful examination of available related literature for material pertinent to the study. A summary and discussion of this literature is presented in Chapter I. The next step in the investigation was the interviewing of thirty teachers of the primary grades during the spring and summer sessions of 1951. The information obtained from these interviews was used as a basis for the formation of a questionnaire to survey existing practices in regard to activities in elementary schools. Some of the teachers interviewed were attending the University of Oklahoma and others were connected with public schools near the University. Whenever possible they were interviewed and observed during the school session. The information obtained from these thirty teachers was used only for the purpose of developing the questionnaire for the survey. The classroom activities in the questionnaire were selected from the compiled data obtained from the information-gathering interviews, review of related literature, and personal observations of classroom procedures.

A tentative list of classroom activities was compiled from a review of related literature and arranged by the writer in what appeared

to be the most common order of occurrence. This tentative list of classroom activities was used as a basis for the information-gathering interviews. The tentative list was altered according to information obtained from each information-gathering interview and from each observation.

Each teacher interviewed was asked to report the classroom activities in the order in which he performed them. If the list showed classroom activities which the teacher had not reported, the tentative list was used as a basis for gathering additional information. Also, further questions were asked regarding additional activities which the classroom teacher thought he should, but did not, perform.

The classroom activities listed in the questionnaire (See Appendix A) were arranged in their final order from data gathered through the following sources: review of related literature, information-gathering interviews in which the classroom teachers reported those activities they performed and those activities which they thought they should, but did not perform, and personal observations of classroom procedures.

The questionnaire survey through postal service was the method of investigation employed to gather data regarding the work of primary teachers.

The public schools as listed in the Oklahoma Educational Directory of 1951-1952, with the limitations set forth in Chapter II, constitute the population upon which the study is based. The schools were divided into five groups as follows: AA, A, B, C, and D. Selection of the first four groups was based upon the same criteria as those used by the Oklahoma High School Athletic Association in establishing its conferences. The size of enrollment was the chief criterion for placing

schools in each of the above conferences; thus, the AA Conference is made up of the sixteen largest schools in the state and the C Conference of the sixty-five smallest participating schools. These factors were the basis for establishing each of the first four groups in this study. In addition, the D group of Schools are those schools listed in the Oklahoma Educational Directory of 1951-1952 which are not included in the Athletic Association Conference Listings. The following table shows the class and the number of schools in each group.

TABLE 1
THE TOTAL NUMBER OF SCHOOLS IN EACH
OF THE FIVE GROUPS SAMPLED

School Group	Number of Schools
AA	16
A	50
B	80
C	65
D	526

Random sampling of each of the school groups was done in such a manner that each school had an equal chance of being chosen. This was accomplished by giving each school a weight based upon the number of primary teachers in that school system. The weighted numbers, representing each school in its respective group, were placed in a container,

thoroughly shuffled, and drawn by a disinterested person.

In order to show the random stratified sampling and percentage of returns, Table 2 has been prepared. This table shows: (1) School group, (2) Estimated teacher population in each group, (3) Percentage of teachers in each group of estimated population, (4) Number of questionnaires mailed to teachers, (5) Number of questionnaires returned,

TABLE 2

QUESTIONNAIRES MAILED TO AND RETURNED BY OKLAHOMA PRIMARY
TEACHERS IN EACH CLASS OF SCHOOLS FOR THE
SCHOOL YEAR 1951-1952

School Group	Estimated Teacher Population in Each Group ¹	Percentage of Teachers in Each Group of Estimated Population	Number of Questionnaires Mailed to Teachers	Number of Questionnaires Returned	Percentage of Questionnaires Returned	Number of Usable Questionnaires Returned	Percentage of Usable Questionnaires Returned
AA	895	21.8	218	40	18.3	36	16.5
A	1015	24.7	247	44	17.8	42	17.0
B	556	13.2	132	36	27.2	33	25.0
C	282	7.0	70	19	27.1	18	25.7
D	1372	33.3	333	52	15.6	51	15.3
Total	4120	100.0	1000	191	19.1	180	18.0

¹This was estimated because the exact number of primary teachers was not obtainable.

(6) Percentages of questionnaires returned, (7) Number of usable questionnaires returned, and (8) Percentage of usable questionnaires returned.

Eleven questionnaires, or 5.6 per cent of those returned, were not included in this study because of the failure of the respondents to report all the information requested in the questionnaire. The total number of questionnaires returned was 191.

Method of Treating Data

The teacher responses to mailed questionnaires were compiled and placed in tables. These tables, Numbers 3 through 17, are found in Chapter IV.

These tables show (1) the activities performed and not-performed by teachers of Grades One, Two, and Three; (2) the frequency with which the teachers of Oklahoma in Grades One, Two, and Three perform their classroom activities; (3) the differences that exist in performing the classroom activities; and (4) the teacher ratings attached to each classroom activity.

To expedite the computation of the results shown in the tables of Chapter IV, IBM cards (See Appendix D) were utilized. These IBM cards reflect how the teachers checked the items in the questionnaires in regard to how frequently they performed each activity and the relative importance they attached to each.

Each item in the questionnaire was given a number according to a predetermined code to facilitate computation of responses. The number of items in the questionnaire and the coding method used made it necessary to use four IBM cards to record the responses on each returned

questionnaire. Each IBM card shows class of school reporting, classification of school district, grade taught by responding teacher, numerical order in which the questionnaire was received, number of the IBM card, frequency of performance of classroom activity, and teacher rating of each activity response. For the complete coding method see Appendix D.

The frequency of performance of each classroom activity reported was tabulated. The tabulations were changed to percentages and placed in the tables shown in Chapter IV. The responses of the teachers for the eight possible frequency of performance responses are recorded with respect to grades.

The purposes for tabulating the responses by grades was to determine the following:

1. The duties and responsibilities of the primary teachers of Oklahoma in Grades One, Two, and Three in performing classroom activities.
2. The frequency with which the primary teachers of Oklahoma perform these classroom activities; i. e., daily, weekly, yearly, etc.
3. What differences, if any, exist in the frequency with which teachers of the various primary grades perform these classroom activities.

The purpose for reporting teacher ratings of the responses was to determine the importance attached to each classroom activity by the teachers of Grades One, Two, and Three, who returned questionnaires.

Naturally, the question arises as to which one of the measures of central tendency should be used in this particular study. In some

instances, it is desirable that extreme values of the variable directly affect the measure of central tendency and in other instances this result is not desirable. Sometimes it is useful to have such a measure of central tendency that the product of it and the number of cases yield the sum. At other times the above condition is not useful. For example, if a supervisor receives a salary of \$5,000 and each of eight classroom teachers receives \$3,000, the mean is \$3,400 and the mode is \$3,000. If one desires a measure of central tendency which will indicate the salary being received by the majority of the teachers, the mode should be used. Should one wish an average which would show the total amount of salary expenditure, the mean should be chosen. Even though the mode is not as accurate as the mean or median, the mode was selected as the measure of central tendency to be used in this study. The mode was used because it is the most often recurring response and may be expressed in arithmetical numbers or as a percentage of the total. Further, the mode was used because it is considered to be the most representative individual response of a group of this nature. And finally, the mode was used because it provides the most fair measure of central tendency to represent the responses for a group of entities which can not be combined because of their nature of distribution.

In order to determine if there were a significant difference between the responses of the teachers, a device called "Significance of Difference Between Proportions Nomograph,"¹ was used. The Nomograph

¹Committee of Educational Research, Significance of Difference Between Proportions Nomograph (Minneapolis: University of Minnesota, 1946). Used by permission.

(See Appendix C) for Determining the Significance of Difference Between Proportions was available for this study through the courtesy of Mr. Raymond Collier, Bureau of Educational Research, University of Minnesota. These comparisons are shown in tables found in Chapter IV, pages 29-183.

For clarity in showing the results of this study, Tables 3 through 17 were designed to show (1) comparative results between the grades included in the study, (2) the composite findings concerning primary teacher response, which were obtained through mailed questionnaires returned, (3) the most often occurring responses for items in the questionnaire, and (4) the significance of differences between the most often occurring responses by teachers in Grades One, Two and Three.

Reliability

The reliability of technique is of great importance. Recognizing that this study uses the same technique as that of the Commonwealth Teacher-Training Study by Charters and Waples and many other well-known authorities and realizing that this technique is a recognized method of investigation, the writer is partially basing the reliability of the present study upon the technique employed by Charters and Waples. The reliability of the Charters and Waples Study¹ is based upon four types of evidence: Coefficient of correlation between samples taken from the same group of respondents, application of Spearmans' formula for the correlation between averages, empirical tests to determine that the above formula applies to the specific data, and computation of the probable

¹W. W. Charters and Douglas Waples, The Commonwealth Teacher-Training Study (Chicago: University of Chicago Press, 1929), 26-29.

errors of the ratings made by the respondents. One example follows:

In fifteen cases the ratings computed for a random sample of twenty-five returns taken from one professional group were correlated with the ratings computed from another random sample of twenty-five taken from the same group. The mean coefficient of correlation between the fifteen samples of twenty-five each was $.931 \pm .004$. That the ratings made by one set of twenty-five agree so completely with the ratings made by any other set of twenty-five persons representing the same professional group is one highly important indicator of reliability.¹

The present study, when judged by Garrett's Criterion of Randomness, is representative of its population. According to Garrett, the criterion of randomness in a sample is "every person in the population from which the sample has been drawn has had an equal chance of being chosen."² In a study of this nature the mode is a natural point of reference and the population, when groupings of classes are arranged, will yield a mode. If we can assume that the population has a mode, the sample mode is a parameter. This is substantiated by Kelley when he states:

A unimodal population will yield sample distributions, and the observed mode of a sample is more likely to have arisen if the sample is one drawn from a parent with this same mode than if drawn from any other parent. Thus, the sample mode, defining with maximum likelihood the parent mode, is a maximum likelihood statistic. This is true when the only assumption about the parent is that it has a mode.³

To further establish the reliability of the present study, the writer is splitting the responses into two parts using the chance-half method. This is a frequently used way of splitting measures according

¹Ibid., 28.

²H. E. Garrett, Statistics in Psychology and Education (New York: Longmans, Green, and Co., 1947), 190.

³T. L. Kelley, Fundamentals of Statistics (Cambridge, Massachusetts: Harvard University Press, 1947), 254.

to the authorities in Educational Statistics. One such authority,

T. L. Kelley, asserts:

This Odd-number and even-number halving is frequently entirely satisfactory, but thought should be given to the matter, for if a different splitting yields halves which, in the judgement of the experimenter, are more nearly comparable, then this different splitting should be employed.¹

The dividing of the responses into two chance-half groups was accomplished by first separating the respondents according to grades and then dividing these respondents into two more smaller groups by drawing numbers representing the questionnaires in groups A and B. Then the groups were combined so that ninety-five and ninety-six respondents were in the respective groups.

The .05 and .01 accuracy limits of "Table of t" may be used in determining the reliability of the statistics of a sample. To facilitate computations, a device which shows the same results has been employed. This device is the Significance of Difference Between Proportions Nomograph. (This device has been described earlier in this chapter.) The results of these manipulations revealed that one hundred twelve, or 94.9 per cent, of the one hundred eighteen listed activities in the questionnaire are comparable from the chance-half splitting. Thus, using the above evidence, this study is reliable.

¹Ibid., 403.

CHAPTER IV

INVESTIGATION OF THE CLASSROOM ACTIVITIES OF OKLAHOMA TEACHERS IN GRADES ONE, TWO, AND THREE

As a means of expediting this study the cooperating teachers were requested to report the frequency with which each activity was performed and the importance of each classroom activity as a contribution to pupil achievement. The teacher responses have been arranged in a series of tables to show the data this survey contributes to the problem stated in Chapter II. The tables in Chapter IV have been arranged in four series to show the findings of this study. For the purpose of showing the data bearing on each problem, the statements of the problem with the tables reporting data on that particular problem are repeated in this chapter.

The statements of the problem and the series of tables showing the findings are as follows:

1. The duties and responsibilities of the teachers
in Grades One, Two, and Three in performing their
classroom activities for the school year 1951-
1952 Tables 3, 4,
5, and 6.
2. The frequency with which the teachers in Grades
One, Two, and Three perform these classroom

activities for the school year 1951-1952 . . . Tables 7, 8,
9, and 10.

3. What differences, if any, exist in the frequency with which the teachers in Grades One, Two, and Three perform the classroom activities for the school year 1951-1952 Tables 11, 12,
and 13.
4. The importance attached to each classroom activity performed by teachers in Grades One, Two, and Three for the school year 1951-1952 Tables 14, 15,
16, and 17.

In order to insure uniformity in reporting the frequency of performance of classroom activities, teachers were requested to use the following symbols in marking the questionnaires. These symbols are used in reporting the results set forth in Tables 7 through 13. They are as follows:

Three or more performances every day (several daily)	SD
One or two performances every day (daily)	D
Less often than once every day (weekly)	W
Less often than once every week (every six weeks)	6W
Less often than once every 6 weeks (semestral)	S
Once every year (yearly)	Y
Do not perform (zero)	Z
No answer	NA

The importance of each of the classroom activities as reported by teachers' ratings as a contribution to pupil achievement as shown in

Tables 14 through 17 have the following meanings:

Greatest	4
Considerable	3
Some	2
Very Little	1
None	0
Not Rated	NR

In the majority of the tables only one symbol or number appears for the teachers' response for each activity. Sometimes two or more symbols or numbers for the frequency of performance of classroom activities or for the rating of the importance of the classroom activity as a contribution to pupil achievement may be shown as the modes for the response. When two symbols or numbers occur, the symbols or numbers have an equal number of teacher responses.

The Duties and Responsibilities for Performing Classroom
Activities as Reported by Oklahoma Teachers in
Grades One, Two, and Three for the School
Year 1951-1952

The first series of tables consists of Tables 3, 4, 5, and 6. The data in these tables show the duties and responsibilities of teachers in Grades One, Two, and Three in performing their classroom activities. Fifty-eight teachers supplied the data for Table 3, thirty-five for Table 4, thirty-eight for Table 5, and one hundred eighty for Table 6. These tables show the number and per cent of teachers performing and not-performing each activity. For example, Table 3, Division I, Section A, Activity number 1, which deals with preparing displays using blackboards, fifty-eight teachers, or 100 per cent of the teachers in Grade One,

TABLE 3

THE NUMBER AND PER CENT OF FIFTY-EIGHT TEACHERS REPORTING CLASS-
ROOM ACTIVITIES PERFORMED AND NOT-PERFORMED IN GRADE ONE
FOR THE SCHOOL YEAR 1951-1952

Activity	Number of Teachers Performing Activity	Per Cent of Teachers Performing Activity	Number of Teachers Not- Performing Activity	Per Cent of Teachers Not- Performing Activity
I. Activities Involving Use of Physical Properties				
A. Prepare displays of work being done using:				
1. Blackboards	58	100	0	0
2. Bulletin boards	56	96	2	4
3. Flannel boards	24	41	31	53
4. Sand tables	17	29	38	65
5. Work tables	50	86	6	10
B. Display work of all students	58	100	0	0
C. Make proper adjustments regarding heat, lights, seats, shades, and ventilation	58	100	0	0
II. Activities Involved in Planning and Assigning				
A. Select for instructional purposes such aids as:				
6. Collections of pictures	55	94	1	2
7. Films	56	96	1	2
8. Models and specimen	47	81	8	13
9. Work books	57	98	1	2
10. Field trips	45	77	12	21

Table 3--Continued

Activity	Number of Teachers Performing Activity	Per Cent of Teachers Performing Activity	Number of Teachers Not- Performing Activity	Per Cent of Teachers Not- Performing Activity
B. Organize the instructional or illustrative materials for dealing with subject matter into:				
11. Problems	36	62	11	19
12. Projects	40	69	11	19
13. Topics	40	69	18	31
14. Units	49	84	3	6
C. Make instructional plans by selecting:				
15. Time for planning	53	92	2	4
16. Subject matter	53	92	1	2
17. Objectives	55	94	2	3
18. Methods of instruction	53	92	1	2
19. Class activities	51	88	1	2
D. Contact parents regarding:				
20. Absence from school	48	83	8	13
21. Interpretation of instructional program to parents	51	88	3	6
22. Pupil difficulties and needs	52	90	0	0
E. Dividing the pupils into groups on basis of readiness for:				
23. Arithmetic	42	72	13	22
24. Reading	53	92	2	4
25. Spelling	26	45	25	44

TABLE 3-- Continued

Activity	Number of Teachers Performing Activity	Per Cent of Teachers Performing Activity	Number of Teachers Not- Performing Activity	Per Cent of Teachers Not- Performing Activity
F. Arrange special activities for pupils who finish their work ahead of schedule, by such means as:				
26. Adjusted instructional material	58	100	0	0
27. Art materials (easel, paints, and paper)	55	94	1	2
28. Individual play materials	50	87	4	7
29. Group play materials	47	81	8	13
III. Activities That Facilitate Instruction				
A. Provide equal opportunity for each pupil to make oral reports, prepare written material, and make other contributions in class work	46	80	0	0
B. Utilize study period time for the purpose of:				
30. Correcting errors of study	51	88	1	2
31. Evaluating and appraising pupil study efficiency	51	88	2	4
32. Showing ways of improving study habits	51	88	2	4
C. Provide a special period for the pupils to show and tell:				
33. New things they have seen	56	96	2	4
34. What has happened to them	56	96	1	2
35. Where they have been	55	94	2	4

TABLE 3--Continued

Activity	Number of teachers Performing Activity	Per Cent of Teachers Performing Activity	Number of Teachers Not- Performing Activity	Per Cent of Teachers Not- Performing Activity
D. Provide ways for pupils to assume leadership in carrying out:				
36. Activities	51	88	5	8
37. Assignments (academic)	41	70	9	15
38. Objectives (class)	42	72	6	10
39. Objectives (individual)	42	72	6	10
E. Instruct pupils regarding classroom conduct in such matters as:				
40. Courtesies	57	98	1	2
41. Greeting visitors	53	92	3	6
42. School customs	53	92	2	4
43. School regulations	57	98	1	2
44. School traditions	42	72	10	17
IV. Activities Involved in Measurement and Appraisal				
A. Being responsible for:				
45. Administering tests	52	90	3	5
46. Diagnosing pupil difficulties	56	96	2	4
47. Setting up remedial work	48	83	9	15
48. Evaluating of remedial work	46	79	10	17
49. Follow-up of remedial work	44	76	11	19
50. Grading tests	51	88	6	10
51. Recording test results	50	86	7	12
B. Selection of measuring devices:				

TABLE 3--Continued

Activity	Number of Teachers Performing Activity	Per Cent of Teachers Performing Activity	Number of Teachers Not- Performing Activity	Per Cent of Teachers Not- Performing Activity
52. Standardized tests	39	67	16	27
53. Teacher-made tests from file . .	36	62	16	27
C. Preparation of measuring devices:				
54. Objective tests	37	64	13	23
55. Essay tests	8	14	38	65
56. Promotional examinations (Six weeks tests, final examinations)	20	35	19	33
D. Use of measuring devices:				
57. Teacher-made objective tests . .	30	52	15	25
58. Teacher-made essay tests	5	8	45	77
59. Teacher-made readiness tests . .	31	54	20	35
60. Teacher check list	30	52	21	37
61. Standardized readiness tests . .	39	67	15	25
62. Standardized ability tests . . .	27	46	25	43
63. Standardized achievement tests .	41	71	11	19
64. Personality tests	9	16	40	69
65. Sociograms	9	16	38	65
V. Activities Related to Records and Reports				
A. Responsible for the making of the following:				
66. Case study reports	22	38	24	41
67. Class records	51	88	3	6
68. Cumulative records	46	79	8	13
69. Pocket records	14	24	28	49

TABLE 3--Continued

Activity	Number of Teachers Performing Activity	Per Cent of Teachers Performing Activity	Number of Teachers Not- Performing Activity	Per Cent of Teachers Not- Performing Activity
70. Report cards	52	90	3	6
71. Statistical reports	30	51	17	30
72. Anecdotal records	19	33	21	36
B. Responsible for maintaining for each pupil a record of:				
73. Evidence of aptitude or special ability, such as speaking, tap dancing, musical instruments . .	12	20	32	55
74. General background data	27	47	26	44
75. General interests and activities	25	43	28	48
76. Health and physical data	41	71	13	23
77. Home and family data	37	64	15	25
78. Kind and nature of responsibilities (assumed by the pupil) . .	20	34	28	49
79. Likes and dislikes for school subjects	16	28	34	58
80. Personality traits	28	49	25	43
81. Scholastic achievement	45	77	9	15
82. Scholastic aptitude	31	53	17	30
83. School progress	42	73	11	19
84. Social growth	32	55	19	32
VI. Activities Other Than Instructional				
A. Supervise the pupils' use of wraps:				
85. On entering the classroom . . .	58	100	0	0
86. In preparation for leaving classroom	58	100	0	0

TABLE 3--Continued

Activity	Number of Teachers Performing Activity	Per Cent of Teachers Performing Activity	Number of Teachers Not- Performing Activity	Per Cent of Teachers Not- Performing Activity
B. Acquaint pupils with such features of the building as:				
87. Auditorium	50	86	7	12
88. Principal's office	44	75	9	15
89. Library	41	71	15	25
90. Pupils' classrooms	50	86	5	8
91. Restrooms	55	94	2	4
C. Provide rest periods totaling a min- imum of 30 minutes for the pupils . .	46	79	8	13
D. Greet the pupils individually upon their arrival to the classroom . . .	52	90	5	8
E. Work and cooperate with principal in handling classroom discipline	55	94	1	2
F. Promote the integration of the guid- ance services of the school and the instructional program of the class- room	41	71	8	13
VII. Activities Regarding Pupils' Health Conditions				
A. Check every pupil regarding:				
92. Cleanliness	55	94	2	3
93. Cuts and abrasions	51	88	1	2
94. Condition of vision	52	89	6	11

TABLE 3--Continued

Activity	Number of Teachers Performing Activity	Per Cent of Teachers Performing Activity	Number of Teachers Not- Performing Activity	Per Cent of Teachers Not- Performing Activity
95. Condition of hearing	44	76	10	17
96. Skin disorders	45	78	6	11
97. Condition of teeth	42	72	12	21
98. Temperature	30	51	21	36
99. Nose	31	54	20	35
100. Throat	27	47	22	38
B. Refer pupils who are in need of medi- cal attention:				
a) To Parents				
101. By conferences	30	51	20	34
102. By letters	27	47	16	28
103. By phone calls	35	61	8	13
b) To Principal				
104. By conferences	42	73	6	11
105. By notes	9	15	32	55
c) To School Doctor				
106. By conferences	9	15	40	69
107. By letters	2	4	48	83
108. By phone calls	5	8	46	79
d) To School Nurse				
109. By conferences	25	43	26	44
110. By letters	8	14	41	71
111. By phone calls	12	20	38	65

report they perform this activity. All tables in this series and the data and interpretation following each table should be read in a like manner. Table 6 summarizes the duties and responsibilities for all three grades.

When the per cent columns for an activity are totaled and their sum is less than 100 per cent, the amount lacking represents the per cent of teachers who did not record an answer for that item on the questionnaire. Also there are forty-nine returned questionnaires which are not included in the first three tables but are included in the summary table --Table 6. The teachers returning these questionnaires taught more than one grade or did not report the grade they taught. These facts account for the using of only one hundred thirty-one questionnaires in Tables 3, 4, and 5. Table 3, which follows, shows the classroom activities reported by teachers in Grade One.

Summary of the Duties and Responsibilities of Teachers
in Grade One for the School Year 1951-1952

According to the responses of the cooperating teachers in Grade One, not all of the activities listed are performed. Ninety-eight, or 83 per cent, of the activities are performed by a majority of the teachers in Grade One who returned questionnaires.

All of the teachers in Grade One report the performance of six classroom activities. These activities with performance reported by 100 per cent of these teachers are: preparing displays on blackboards, displaying work of all students, making proper adjustments regarding heat, lights, seats, shades, and ventilation, arranging adjusted instructional material, and supervising the pupils' use of wraps on entering and

leaving the classroom.

Even though a majority of the activities are performed by teachers in Grade One, some exceptions are notable. In the area of using physical properties, less than a majority report that they utilize flannel boards and sand tables. This non-usage of flannel boards and sand tables may be due to a lack of training in the use of audio-visual materials and equipment, or to a lack of such facilities in the school, or to the fact that they do not consider them worthwhile, or to a combination of these factors. Also, in activities involved in measurement, less than a majority of the teachers in Grade One use personality tests and sociograms as techniques of evaluating pupils. The first activity mentioned involves writing and presents such a handicap to first grade pupils that its use should not necessarily be expected. More information concerning the duties and responsibilities of the primary teachers is shown in the next table--Table 4.

Summary of the Duties and Responsibilities of Teachers
in Grade Two for the School Year 1951-1952

The data in Table 4 indicates that ninety, or 76 per cent, of the classroom activities listed in the questionnaire are performed by a majority of the reporting teachers in Grade Two. The number of teachers in Grade Two reporting performance of these classroom activities varies considerably. These variations are shown in Table 4, and the salient responses are noted in the following paragraphs.

There are nine of the classroom activities which show performance by all of the teachers in Grade Two. These activities are: preparing displays on blackboards and bulletin boards, selecting picture

TABLE 4

THE NUMBER AND PER CENT OF THIRTY-FIVE TEACHERS REPORTING CLASS-
ROOM ACTIVITIES PERFORMED AND NOT-PERFORMED IN GRADE TWO
FOR THE SCHOOL YEAR 1951-1952

Activity	Number of Teachers Performing Activity	Per Cent of Teachers Performing Activity	Number of Teachers Not- Performing Activity	Per Cent of Teachers Not- Performing Activity
I. Activities Involving Use of Physical Properties				
A. Prepare displays of work being done using:				
1. Blackboards	35	100	0	0
2. Bulletin boards	35	100	0	0
3. Flannel boards	7	20	26	73
4. Sand tables	4	11	29	84
5. Work tables	27	76	7	21
B. Display work of all students	34	97	1	3
C. Make proper adjustments regarding heat, lights, seats, shades, and ventilation	34	97	0	0
II. Activities Involved in Planning and Assigning				
A. Select for instructional purposes such aids as:				
6. Collections of pictures	35	100	0	0
7. Films	32	90	3	10
8. Models and specimen	26	73	7	20
9. Work books	32	92	3	8

TABLE 4--Continued

Activity	Number of Teachers Performing Activity	Per Cent of Teachers Performing Activity	Number of Teachers Not- Performing Activity	Per Cent of Teachers Not- Performing Activity
10. Field trips	13	38	18	52
B. Organize the instructional or illustrative materials for dealing with subject matter into:				
11. Problems	26	73	8	24
12. Projects	28	80	4	10
13. Topics	23	66	8	24
14. Units	30	86	2	7
C. Make instructional plans by selecting:				
15. Time for planning	34	97	0	0
16. Subject matter	29	83	2	7
17. Objectives	27	76	4	10
18. Methods of instruction	27	76	2	7
19. Class activities	29	83	1	3
D. Contact parents regarding:				
20. Absence from school	30	86	2	7
21. Interpretation of instructional program to parents	30	86	2	7
22. Pupil difficulties and needs	35	100	0	0
E. Dividing the pupils into groups on basis of readiness for:				
23. Arithmetic	23	66	8	24
24. Reading	35	100	0	0
25. Spelling	18	52	13	38

TABLE 4--Continued

Activity	Number of Teachers Performing Activity	Per Cent of Teachers Performing Activity	Number of Teachers Not- Performing Activity	Per Cent of Teachers Not- Performing Activity
F. Arrange special activities for pupils who finish their work ahead of schedule, by such means as:				
26. Adjusted instructional material	32	90	1	3
27. Art materials (easel, paints, and paper)	27	76	5	14
28. Individual play materials . . .	28	79	4	10
29. Group play materials	28	79	2	7
III. Activities That Facilitate Instruction				
A. Provide equal opportunity for each pupil to make oral reports, prepare written material, and make other contributions in class work	29	83	2	7
B. Utilize study period time for the purpose of:				
30. Correcting errors of study . .	35	100	0	0
31. Evaluating and appraising pupil study efficiency	33	93	0	0
32. Showing ways of improving study habits	33	93	1	3
C. Provide a special period for the pupils to show and tell:				
33. New things they have seen . . .	34	97	1	3
34. What has happened to them . . .	35	100	0	0
35. Where they have been	34	97	1	3

TABLE 4--Continued

Activity	Number of Teachers Performing Activity	Per Cent of Teachers Performing Activity	Number of Teachers Not- Performing Activity	Per Cent of Teachers Not- Performing Activity
D. Provide ways for pupils to assume leadership in carrying out:				
36. Activities	34	97	0	0
37. Assignments (academic)	29	83	4	10
38. Objectives (class)	27	76	4	10
39. Objectives (individual)	26	74	5	13
E. Instruct pupils regarding classroom conduct in such matters as:				
40. Courtesies	35	100	0	0
41. Greeting visitors	34	97	1	3
42. School customs	32	90	0	0
43. School regulations	34	97	0	0
44. School traditions	29	83	4	10
IV. Activities Involved in Measurement and Appraisal				
A. Being responsible for:				
45. Administering tests	28	79	5	13
46. Diagnosing pupil difficulties .	28	79	5	13
47. Setting up remedial work . . .	26	73	6	17
48. Evaluating of remedial work . .	26	73	6	17
49. Follow-up of remedial work . .	26	73	6	17
50. Grading tests	30	86	2	7
51. Recording test results	26	73	4	10
B. Selection of measuring devices:				

TABLE 4--Continued

Activity	Number of Teachers Performing Activity	Per Cent of Teachers Performing Activity	Number of Teachers Not-Performing Activity	Per Cent of Teachers Not-Performing Activity
52. Standardized tests	23	66	8	24
53. Teacher-made tests from file .	23	66	6	17
C. Preparation of measuring devices:				
54. Objective tests	22	62	8	24
55. Essay tests	5	13	23	66
56. Promotional examinations (Six weeks tests, final examinations)	11	30	14	39
D. Use of measuring devices:				
57. Teacher-made objective tests .	24	69	6	17
58. Teacher-made essay tests . . .	7	20	22	62
59. Teacher-made readiness tests .	15	42	16	46
60. Teacher check list	13	37	16	46
61. Standardized readiness tests .	20	58	14	39
62. Standardized ability tests . .	11	30	19	55
63. Standardized achievement tests	23	66	10	28
64. Personality tests	7	20	21	59
65. Sociograms	4	10	22	62
V. Activities Related to Records and Reports				
A. Responsible for the making of the following:				
66. Case study reports	6	17	18	52
67. Class records	30	86	2	7
68. Cumulative records	27	76	5	13
69. Pocket records	9	27	17	49

TABLE 4--Continued

Activity	Number of Teachers Performing Activity	Per Cent of Teachers Performing Activity	Number of Teachers Not-Performing Activity	Per Cent of Teachers Not-Performing Activity
70. Report cards	32	90	2	7
71. Statistical reports	19	55	11	31
72. Anecdotal records	5	13	19	53
B. Responsible for maintaining for each pupil a record of:				
73. Evidence of aptitude or special ability, such as speaking, tap dancing, musical instruments .	6	17	21	59
74. General background data	18	52	10	28
75. General interests and activities	13	38	16	45
76. Health and physical data . . .	27	76	6	17
77. Home and family data	18	52	12	35
78. Kind and nature of responsibilities (assumed by the pupil) .	13	37	17	49
79. Likes and dislikes for school subjects	14	41	15	42
80. Personality traits	19	54	10	28
81. Scholastic achievement	27	76	5	13
82. Scholastic aptitude	15	42	14	41
83. School progress	30	87	1	3
84. Social growth	21	61	10	28
VI. Activities Other Than Instructional				
A. Supervise the pupils' use of wraps:				
85. On entering the classroom . . .	35	100	0	0
86. In preparation for leaving . .	35	100	0	0

TABLE 4--Continued

Activity	Number of Teachers Performing Activity	Per Cent of Teachers Performing Activity	Number of Teachers Not- Performing Activity	Per Cent of Teachers Not- Performing Activity
B. Acquaint pupils with such features of the building as:				
87. Auditorium	32	90	3	10
88. Principal's Office	28	79	5	13
89. Library	19	55	8	24
90. Pupils' classrooms	26	73	6	17
91. Restrooms	32	92	3	8
C. Provide rest periods totaling a mini- mum of 30 minutes for the pupils . .	27	76	6	17
D. Greet the pupils individually upon their arrival to the classroom . . .	29	83	2	7
E. Work and cooperate with principal in handling classroom discipline . .	34	97	1	3
F. Promote the integration of the guid- ance services of the school and the instructional program of the class- room	23	66	6	17
VII. Activities Regarding Pupils' Health Conditions				
A. Check every pupil regarding:				
92. Cleanliness	33	93	0	0
93. Cuts and abrasions	31	89	0	0
94. Conditions of vision	29	83	2	7

TABLE 4—Continued

Activity	Number of Teachers Performing Activity	Per Cent of Teachers Performing Activity	Number of Teachers Not- Performing Activity	Per Cent of Teachers Not- Performing Activity
95. Condition of hearing	27	78	7	20
96. Skin disorders	27	78	5	13
97. Condition of teeth	28	80	6	17
98. Temperature	19	55	11	31
99. Nose	13	37	17	48
100. Throat	15	44	17	48
B. Refer pupils who are in need of medical attention:				
a) To Parents				
101. By conferences	14	40	15	43
102. By letters	19	55	11	31
103. By phone calls	26	73	4	10
b) To Principal				
104. By conferences	20	58	7	20
105. By notes	7	20	19	54
c) To School Doctor				
106. By conferences	2	7	25	70
107. By letters	0	0	27	76
108. By phone calls	2	7	26	73
d) To School Nurse				
109. By conferences	9	26	16	45
110. By letters	0	0	24	69
111. By phone calls	4	10	22	62

collections, contacting the parents of pupils who have problems, dividing pupils into groups for reading, correcting study habit errors, providing time for pupils to tell what has happened to them, and supervising the pupils' use of wraps on entering and leaving the classroom.

Less than a majority of the teachers in Grades One and Two report the utilization of flannel boards and sand tables. The responses of the teachers in Grades One and Two concerning these two activities are so similar it can be assumed that they agree upon their performance. More evidence of agreement in the responses of teachers in Grades One and Two is shown when less than a majority of the teachers in Grade Two report utilization of essay tests, personality tests, and sociograms as measuring instruments. For an analysis of the data concerning the responses of the teachers in Grade Three, see the succeeding pages in Table 5.

Summary of the Duties and Responsibilities of Teachers in Grade Three for the School Year 1951-1952

Table 5 shows that ninety-six, or 81 per cent, of the activities are performed by a majority of the reporting teachers in Grade Three. In the majority of the reported performance responses, there is a variation in the number of teachers in Grade Three reporting performance. Some noted exceptions are pointed out in the following paragraphs.

Ten classroom activities are performed by all of the teachers in Grade Three. The activities performed by all of these teachers are: preparing displays on blackboards and bulletin boards, selecting collections of pictures, correcting, evaluating, and improving study habits, providing activity leadership, instructing pupils in courtesies, and

TABLE 5

THE NUMBER AND PER CENT OF THIRTY-EIGHT TEACHERS REPORTING CLASS-
ROOM ACTIVITIES PERFORMED AND NOT-PERFORMED IN GRADE THREE
FOR THE SCHOOL YEAR 1951-1952

Activity	Number of Teachers Performing Activity	Per Cent of Teachers Performing Activity	Number of Teachers Not- Performing Activity	Per Cent of Teachers Not- Performing Activity
I. Activities Involving Use of Physical Properties				
A. Prepare displays of work being done using:				
1. Blackboards	38	100	0	0
2. Bulletin boards	38	100	0	0
3. Flannel boards	7	18	25	66
4. Sand tables	5	12	26	69
5. Work tables	24	63	12	31
B. Display work of all students	38	100	0	0
C. Make proper adjustments regarding heat, lights, seats, shades, and ventilation	36	94	0	0
II. Activities Involved in Planning and Assigning				
A. Select for instructional purposes such aids as:				
6. Collections of pictures	38	100	0	0
7. Films	31	81	6	16
8. Models and specimen	29	76	5	12
9. Work books	36	94	2	6

TABLE 5--Continued

Activity	Number of Teachers Performing Activity	Per Cent of Teachers Performing Activity	Number of Teachers Not- Performing Activity	Per Cent of Teachers Not- Performing Activity
10. Field trips	25	66	10	25
B. Organize the instructional or illustrative materials for dealing with subject matter into:				
11. Problems	28	75	3	9
12. Projects	28	75	10	25
13. Topics	26	69	8	22
14. Units	36	94	2	6
C. Make instructional plans by selecting:				
15. Time for planning	37	97	0	0
16. Subject matter	33	88	3	9
17. Objectives	35	91	1	3
18. Methods of instruction	33	88	2	6
19. Class activities	37	97	0	0
D. Contact parents regarding:				
20. Absence from school	32	85	3	9
21. Interpretation of instructional program to parents	31	81	4	10
22. Pupil difficulties and needs	33	88	0	0
E. Dividing the pupils into groups on basis of readiness for:				
23. Arithmetic	27	72	10	25
24. Reading	37	97	1	3
25. Spelling	20	53	17	44

TABLE 5--Continued

Activity	Number of Teachers Performing Activity	Per Cent of Teachers Performing Activity	Number of Teachers Not-Performing Activity	Per Cent of Teachers Not-Performing Activity
F. Arrange special activities for pupils who finish their work ahead of schedule, by such means as:				
26. Adjusted instructional material	37	97	1	3
27. Art materials (easel, paints, and paper)	32	84	5	13
28. Individual play materials . . .	24	63	13	34
29. Group play materials	24	63	13	34
III. Activities That Facilitate Instruction				
A. Provide equal opportunity for each pupil to make oral reports, prepare written material, and make other contributions in class work	30	78	2	6
B. Utilize study period time for the purpose of:				
30. Correcting errors of study . . .	38	100	0	0
31. Evaluating and appraising pupil study efficiency	38	100	0	0
32. Showing ways of improving study habits	38	100	0	0
C. Provide a special period for the pupils to show and tell:				
33. New things they have seen . . .	35	91	2	6
34. What has happened to them . . .	35	91	2	6
35. Where they have been	35	91	2	6

TABLE 5--Continued

Activity	Number of Teachers Performing Activity	Per Cent of Teachers Performing Activity	Number of Teachers Not- Performing Activity	Per Cent of Teachers Not- Performing Activity
D. Provide ways for pupils to assume leadership in carrying out:				
36. Activities	38	100	0	0
37. Assignments (academic)	37	97	0	0
38. Objectives (class)	33	88	1	3
39. Objectives (individual)	33	88	1	3
E. Instruct pupils regarding classroom conduct in such matters as:				
40. Courtesies	38	100	0	0
41. Greeting visitors	37	97	0	0
42. School customs	37	97	0	0
43. School regulations	37	97	0	0
44. School traditions	31	82	3	9
IV. Activities Involved in Measurement and Appraisal				
A. Being responsible for:				
45. Administering tests	35	91	1	3
46. Diagnosing pupil difficulties	38	100	0	0
47. Setting up remedial work	36	94	1	3
48. Evaluating of remedial work	35	91	2	6
49. Follow-up of remedial work	31	81	5	13
50. Grading tests	35	91	1	3
51. Recording test results	32	85	2	6
B. Selection of measuring devices:				

TABLE 5--Continued

Activity	Number of Teachers Performing Activity	Per Cent of Teachers Performing Activity	Number of Teachers Not- Performing Activity	Per Cent of Teachers Not- Performing Activity
52. Standardized tests	24	63	10	25
53. Teacher-made tests from file . .	21	56	11	28
C. Preparation of measuring devices:				
54. Objective tests	32	85	2	6
55. Essay tests	13	35	17	46
56. Promotional examinations (Six weeks tests, final examinations)	10	25	7	19
D. Use of measuring devices:				
57. Teacher-made objective tests . .	29	75	6	16
58. Teacher-made essay tests	12	32	20	52
59. Teacher-made readiness tests . .	16	41	17	46
60. Teacher check list	16	41	13	34
61. Standardized readiness tests . .	19	50	16	41
62. Standardized ability tests . . .	16	41	18	47
63. Standardized achievement tests .	22	59	11	29
64. Personality tests	11	29	21	56
65. Sociograms	8	22	24	62
V. Activities Related to Records and Reports				
A. Responsible for the making of the following:				
66. Case study reports	9	24	18	48
67. Class records	35	91	3	9
68. Cumulative records	33	87	3	9
69. Pocket records	8	21	17	46

TABLE 5--Continued

Activity	Number of Teachers Performing Activity	Per Cent of Teachers Performing Activity	Number of Teachers Not- Performing Activity	Per Cent of Teachers Not- Performing Activity
70. Report cards	38	100	0	0
71. Statistical reports	19	50	13	34
72. Anecdotal records	8	22	20	53
B. Responsible for maintaining for each pupil a record of:				
73. Evidence of aptitude or special ability, such as speaking, tap dancing, musical instruments . .	12	32	17	46
74. General background	18	47	12	32
75. General interests and activities	19	50	12	32
76. Health and physical data	33	87	5	13
77. Home and family data	25	66	10	25
78. Kind and nature of responsibilities (assumed by the pupil) . .	16	41	15	40
79. Likes and dislikes for school subjects	18	47	13	34
80. Personality traits	19	50	12	32
81. Scholastic achievement	31	82	3	9
82. Scholastic aptitude	14	38	14	38
83. School progress	26	69	8	22
84. Social growth	16	42	14	38
VI. Activities Other Than Instructional				
A. Supervise the pupils' use of wraps:				
85. On entering the classroom . . .	32	84	6	16
86. In preparation for leaving the classroom	33	87	5	13

TABLE 5--Continued

Activity	Number of Teachers Performing Activity	Per Cent of Teachers Performing Activity	Number of Teachers Not- Performing Activity	Per Cent of Teachers Not- Performing Activity
B. Acquaint pupils with such features of the building as:				
87. Auditorium	32	84	6	16
88. Principal's office	25	66	11	28
89. Library	25	66	7	19
90. Pupils' classrooms	29	75	7	19
91. Restrooms	33	87	3	9
C. Provide rest periods totaling a min- imum of 30 minutes for the pupils . .	27	72	7	19
D. Greet pupils individually upon their arrival to the classroom	32	84	5	13
E. Work and cooperate with principal in handling classroom discipline	37	97	1	3
F. Promote the integration of the guid- ance services of the school and the instructional program of the class- room	26	69	5	13
VII. Activities Regarding Pupils' Health Conditions				
A. Check every pupil regarding:				
92. Cleanliness	32	84	5	13
93. Cuts and abrasions	32	84	4	10
94. Condition of vision	33	87	5	13
95. Condition of hearing	29	77	8	22

TABLE 5--Continued

Activity	Number of Teachers Performing Activity	Per Cent of Teachers Performing Activity	Number of Teachers Not- Performing Activity	Per Cent of Teachers Not- Performing Activity
96. Skin disorders	29	77	3	9
97. Condition of teeth	26	69	10	25
98. Temperature	13	34	13	34
99. Nose	16	43	14	38
100. Throat	16	41	14	38
B. Refer pupils who are in need of medical attention:				
a) To Parents				
101. By conferences	21	56	11	28
102. By letters	13	34	18	47
103. By phone calls	20	53	10	25
b) To Principal				
104. By conferences	23	60	8	22
105. By notes	9	24	18	47
c) To School Doctor				
106. By conferences	6	16	23	60
107. By letters	2	6	26	69
108. By phone calls	5	13	26	69
d) To School Nurse				
109. By conferences	14	38	16	43
110. By letters	5	13	23	60
111. By phone calls	7	19	23	60

diagnosing pupil difficulty.

The practice of the teachers in Grade Three in the utilization of flannel boards and sand tables is comparable to the practice of the teachers in Grades One and Two. Less than a majority of the teachers in each of these grades report performing these two activities. Further agreement in the responses of the teachers in Grades One, Two, and Three is evidenced when less than a majority of the teachers in Grade Three report utilization of essay tests, personality tests, and sociograms as evaluative techniques.

A compilation of the responses of all of the primary teachers as a group may be found in Table 6.

Summary of the Duties and Responsibilities of Oklahoma
Primary Teachers in Grades One, Two, and Three
for the School Year 1951-1952

Table 6 shows that the responding primary teachers perform ninety-eight, or 83 per cent, of the activities in the questionnaire. Responses show a contrast in the performance of classroom activities as reported by these teachers. The classroom activity that received the greatest number of performance responses was not performed by all of the primary teachers. The number of primary teachers who reported the preparing of displays, using blackboards, selecting picture collections, instructing pupils in courtesies, and supervising the pupils' use of wraps on leaving the classroom was one hundred seventy-six, or 98 per cent.

The primary teachers as a group report that less than a majority utilize the flannel boards and sand tables in displaying work being done.

TABLE 6

THE NUMBER AND PER CENT OF ONE HUNDRED EIGHTY TEACHERS REPORTING
CLASSROOM ACTIVITIES PERFORMED AND NOT-PERFORMED IN THE
PRIMARY GRADES FOR THE SCHOOL YEAR 1951-1952

Activity	Number of Teachers Performing Activity	Per Cent of Teachers Performing Activity	Number of Teachers Not- Performing Activity	Per Cent of Teachers Not- Performing Activity
I. Activities Involving Use of Physical Properties				
A. Prepare displays of work being done using:				
1. Blackboards	176	98	4	2
2. Bulletin boards	176	98	2	1
3. Flannel boards	45	25	117	65
4. Sand tables	36	20	124	69
5. Work tables	131	73	38	21
B. Display work of all students	173	96	2	1
C. Make proper adjustments regarding heat, lights, seats, shades, and ventilation	173	96	2	1
II. Activities Involved in Planning and Assigning				
A. Select for instructional purposes such aids as:				
6. Collections of pictures	176	98	2	1
7. Films	164	91	13	7
8. Models and specimen	135	75	29	16
9. Work books	166	92	13	7

TABLE 6--Continued

Activity	Number of Teachers Performing Activity	Per Cent of Teachers Performing Activity	Number of Teachers Not- Performing Activity	Per Cent of Teachers Not- Performing Activity
10. Field trips	108	60	58	32
B. Organize the instructional or illustrative materials for dealing with subject matter into:				
11. Problems	121	67	32	18
12. Projects	131	73	32	18
13. Topics	96	59	47	26
14. Units	153	85	16	9
C. Make instructional plans by selecting:				
15. Time for planning	167	93	4	2
16. Subject matter	158	88	11	6
17. Objectives	153	85	13	7
18. Methods of instruction	155	86	9	5
19. Class activities	158	88	5	3
D. Contact parents regarding:				
20. Absence from school	151	84	20	11
21. Interpretation of instructional program to parents	157	87	11	6
22. Pupil difficulties and needs	164	91	2	1
E. Dividing the pupils into groups on basis of readiness for:				
23. Arithmetic	122	68	37	26
24. Reading	167	93	11	6
25. Spelling	86	48	76	42

TABLE 6--Continued

Activity	Number of Teachers Performing Activity	Per Cent of Teachers Performing Activity	Number of Teachers Not- Performing Activity	Per Cent of Teachers Not- Performing Activity
F. Arrange special activities for pupils who finish their work ahead of schedule, by such means as:				
26. Adjusted instructional material	173	96	5	3
27. Art materials (easel, paints, and paper)	153	85	18	10
28. Individual play materials . . .	131	73	34	19
29. Group play materials	128	71	38	21
III. Activities That Facilitate Instruction				
A. Provide equal opportunity for each pupil to make oral reports, prepare written material, and make other contributions in class work	146	81	5	3
B. Utilize study period time for the purpose of:				
30. Correcting errors of study . .	169	94	5	3
31. Evaluating and appraising pupil study efficiency	167	93	4	2
32. Showing ways of improving study habits	167	93	5	3
C. Provide a special period for the pupils to show and tell:				
33. New things they have seen . . .	171	95	7	4
34. What has happened to them . . .	171	95	5	3
35. Where they have been	169	94	7	4

TABLE 6--Continued

Activity	Number of Teachers Performing Activity	Per Cent of Teachers Performing Activity	Number of Teachers Not- Performing Activity	Per Cent of Teachers Not- Performing Activity
D. Provide ways for pupils to assume leadership in carrying out:				
36. Activities	169	94	7	4
37. Assignments (academic)	140	78	21	12
38. Objectives (class)	137	76	20	12
39. Objectives (individual)	133	74	21	12
E. Instruct pupils regarding classroom conduct in such matters as:				
40. Courtesies	176	98	2	1
41. Greeting visitors	171	95	5	3
42. School customs	167	93	4	2
43. School regulations	174	97	2	1
44. School traditions	130	78	23	13
IV. Activities Involved in Measurement and Appraisal				
A. Being responsible for:				
45. Administering tests	145	86	16	9
46. Diagnosing pupil difficulties .	166	92	11	6
47. Setting up remedial work . . .	154	86	20	12
48. Evaluating of remedial work . .	148	82	23	13
49. Follow-up of remedial work . .	140	78	27	15
50. Grading tests	153	85	16	9
51. Recording test results	140	78	36	20
B. Selection of measuring devices:				

TABLE 6--Continued

Activity	Number of Teachers Performing Activity	Per Cent of Teachers Performing Activity	Number of Teachers Not- Performing Activity	Per Cent of Teachers Not- Performing Activity
52. Standardized tests	117	65	47	26
53. Teacher-made tests from file .	104	58	50	28
C. Preparation of measuring devices:				
54. Objective tests	115	64	41	23
55. Essay tests	36	20	106	59
56. Promotional examinations (Six weeks tests, final examinations)	59	33	52	29
D. Use of measuring devices:				
57. Teacher-made objective tests .	108	60	38	21
58. Teacher-made essay tests . . .	38	21	117	65
59. Teacher-made readiness tests .	83	46	76	42
60. Teacher check list	81	45	67	37
61. Standardized readiness tests .	104	58	61	34
62. Standardized ability tests . .	70	39	85	47
63. Standardized achievement tests	117	65	50	28
64. Personality tests	40	22	113	63
65. Sociograms	28	16	113	63
V. Activities Related to Records and Reports				
A. Responsible for the making of the following:				
66. Case study reports	47	26	85	47
67. Class records	157	87	16	9
68. Cumulative records	142	79	22	12
69. Pocket records	43	24	90	50
70. Report cards	169	94	7	4

TABLE 6--Continued

Activity	Number of Teachers Performing Activity	Per Cent of Teachers Performing Activity	Number of Teachers Not- Performing Activity	Per Cent of Teachers Not- Performing Activity
71. Statistical reports	92	51	61	34
72. Anecdotal records	38	21	92	51
B. Responsible for maintaining for each pupil a record of:				
73. Evidence of aptitude or special ability, such as speaking, tap dancing, musical instruments .	43	24	95	53
74. General background data	83	46	68	38
75. General interests and activities	76	42	74	41
76. Health and physical data . . .	137	76	34	19
77. Home and family data	108	60	49	27
78. Kind and nature of responsibil- ities (assumed by the pupil) .	67	37	110	61
79. Likes and dislikes for school subjects	59	33	86	48
80. Personality traits	94	52	63	35
81. Scholastic achievement	131	73	29	16
82. Scholastic aptitude	77	43	68	38
83. School progress	133	74	31	17
84. Social growth	97	54	56	31
VI. Activities Other Than Instructional				
A. Supervise the pupils' use of wraps:				
85. On entering the classroom . . .	173	96	7	4
86. In preparation for leaving the classroom	176	98	4	2
B. Acquaint pupils with such features				

TABLE 6--Continued

Activity	Number of Teachers Performing Activity	Per Cent of Teachers Performing Activity	Number of Teachers Not- Performing Activity	Per Cent of Teachers Not- Performing Activity
of the building as:				
87. Auditorium	158	88	20	11
88. Principal's office	139	77	29	16
89. Library	121	67	38	21
90. Pupils' classrooms	148	82	20	11
91. Restrooms	166	92	13	7
C. Provide rest periods totaling a minimum of 30 minutes for the pupils .	131	73	32	18
D. Greet the pupils individually upon their arrival to the classroom . . .	160	89	13	7
E. Work and cooperate with principal in handling classroom discipline . .	173	96	2	1
F. Promote the integration of the guidance services of the school and the instructional program of the classroom	119	66	27	15
VII. Activities Regarding Pupils' Health Conditions				
A. Check every pupil regarding:				
92. Cleanliness	166	92	11	6
93. Cuts and abrasions	157	87	9	5
94. Condition of vision	158	88	22	12
95. Condition of hearing	142	79	31	17

TABLE 6--Continued

Activity	Number of Teachers Performing Activity	Per Cent of Teachers Performing Activity	Number of Teachers Not- Performing Activity	Per Cent of Teachers Not- Performing Activity
96. Skin disorders	137	76	25	14
97. Condition of teeth	133	74	38	21
98. Temperature	85	47	61	34
99. Nose	83	46	70	39
100. Throat	76	42	72	40
B. Refer pupils who are in need of medical attention:				
a) To Parents				
101. By conferences	95	53	52	29
102. By letters	83	46	59	33
103. By phone calls	110	61	29	16
b) To Principal				
104. By conferences	121	67	25	14
105. By notes	36	20	92	51
c) To School Doctor				
106. By conferences	22	12	117	65
107. By letters	9	5	130	72
108. By phone call	16	9	128	71
d) To School Nurse				
109. By conferences	74	41	76	42
110. By letters	22	12	113	63
111. By phone calls	34	19	106	59

Each of the teachers in Grades One, Two, and Three as a group and all of the primary teachers as a group report performance of the above two classroom activities so similar that their responses are the same statistically. Finally, evidence of agreement between the responses of the teachers in each grade as a group and of all the primary teachers as a group are shown when less than a majority of the primary teachers report using essay tests, personality tests, and sociograms as instruments of measurement.

The Reported Frequencies of Performance of Classroom Activities
of Oklahoma Teachers in Grades One, Two, and Three
for the School Year 1951-1952

The frequencies of performance of classroom activities as reported by the teachers in Grades One, Two, and Three are shown in Tables 7 through 10. There are eight symbols used in reporting the frequency of performance of classroom activities and their meanings are given on page 30 of this chapter. The frequency of performance symbol with the greatest number of responses for each activity, expressed as a per cent, can be determined for each grade. The per cent of the teachers reporting each frequency of performance for the listed classroom activities are shown in this series of tables. For example, in Division I, Section B, Display work of all students, 10 per cent of the teachers in Grade One perform this activity several times daily--SD, 25 per cent perform it once or twice daily--D, 49 per cent less often than once every day--W, 10 per cent less often than once every week--6W, 2 per cent less often than once every six weeks--S, and 4 per cent once a year--Y. Those frequency of performance responses pertaining to Grade One are found in the next table--Table 7.

TABLE 7

THE FREQUENCIES OF PERFORMANCE AND THE PER CENT OF TEACHERS
REPORTING EACH FREQUENCY OF PERFORMANCE OF CLASSROOM
ACTIVITIES AS REPORTED BY FIFTY-EIGHT TEACHERS IN
GRADE ONE FOR THE SCHOOL YEAR 1951-1952

Activity	SD ¹	D	W	6W	S	Y	Z	NA
I. Activities Involving Use of Physical Properties								
A. Prepare displays of work being done using:								
1. Blackboards	63	25	8	2	2	0	0	0
2. Bulletin boards	8	33	40	13	2	0	4	0
3. Flannel boards	4	8	17	8	2	2	53	6
4. Sand tables	0	6	6	15	2	0	65	6
5. Work tables	21	34	15	12	4	0	10	4
B. Display work of all students	10	25	49	10	2	4	0	0
C. Make proper adjustments regarding heat, lights, seats, shades, and ventilation . . .	83	17	0	0	0	0	0	0
II. Activities Involved in Planning and Assigning								
A. Select for instructional purposes such aids as:								
6. Collections of pictures .	15	21	33	19	6	0	2	4
7. Films	0	4	49	31	8	4	2	2
8. Models and specimen . . .	4	15	37	17	8	0	13	6
9. Work books	32	48	4	6	2	6	2	0
10. Field trips	0	0	2	25	40	10	21	2
B. Organize the instructional or illustrative materials for								

¹Frequency of performance scale: Two or more performances every day--SD, One performance every day--D, Less often than once every day--W, Less often than once every week--6W, Less often than every six weeks--S, Once every year--Y, Do not perform--Z, and No answer--NA.

TABLE 7--Continued

Activity	SD ¹	D	W	6W	S	Y	Z	NA
dealing with subject matter into:								
11. Problems	4	29	15	8	6	0	19	19
12. Projects	0	4	29	17	17	2	19	12
13. Topics	2	17	19	12	0	19	31	0
14. Units	6	6	23	37	10	2	6	10
C. Make instructional plans by selecting:								
15. Time for planning . . .	10	55	19	4	4	0	4	4
16. Subject matter	10	49	23	6	4	0	2	6
17. Objectives	10	44	19	13	6	2	3	3
18. Methods of instruction .	17	48	23	2	0	2	2	6
19. Class activities	19	52	13	2	2	0	2	10
D. Contact parents regarding:								
20. Absence from school . .	0	27	43	8	2	3	13	4
21. Interpretation of instructional program to parents	0	0	6	56	15	11	6	6
22. Pupil difficulties and needs	4	8	25	38	13	2	0	10
E. Dividing the pupils into groups on basis of readiness for:								
23. Arithmetic	6	23	8	19	10	6	22	6
24. Reading	21	19	6	31	13	2	4	4
25. Spelling	6	17	2	8	8	4	44	11
F. Arrange special activities for pupils who finish their work ahead of schedule, by such means as:								

¹Frequency of performance scale: Two or more performances every day--SD, One performance every day--D, Less often than once every day--W, Less often than once every week--6W, Less often than once every six weeks--S, Once every year--Y, Do not perform--Z, and No answer--NA.

TABLE 7--Continued

Activity	SD ¹	D	W	6W	S	Y	Z	NA
26. Adjusted instructional material	22	65	13	0	0	0	0	0
27. Art materials (easel, paints, and paper) . . .	10	67	17	0	0	0	2	4
28. Individual play materials	13	64	10	0	0	0	7	6
29. Group play materials . .	10	46	23	2	0	0	13	6
III. Activities That Facilitate Instruction								
A. Provide equal opportunity for each pupil to make oral reports, prepare written material, and make other contributions in class work								
	15	50	15	0	0	0	0	20
B. Utilize study period time for the purpose of:								
30. Correcting errors of study	15	60	13	0	0	0	2	10
31. Evaluating and appraising pupil study efficiency	15	56	13	4	0	0	4	8
32. Showing ways of improving study habits	8	65	13	2	0	0	4	8
C. Provide a special period for the pupils to show and tell:								
33. New things they have seen	8	53	31	2	2	0	4	0
34. What has happened to them	6	57	31	2	0	0	2	2
35. Where they have been . .	6	40	46	2	0	0	4	2
D. Provide ways for pupils to								

¹Frequency of performance scale: Two or more performances every day--SD, One performance every day--D, Less often than once every day--W, Less often than once every week--6W, Less often than once every six weeks--S, Once a year--Y, Do not perform--Z, and No answer--NA.

TABLE 7--Continued

Activity	SD ¹	D	W	6W	S	Y	Z	NA
assume leadership in carrying out:								
36. Activities	15	50	17	4	2	0	8	4
37. Assignments (academic) .	10	51	4	3	2	0	15	15
38. Objectives (class) . . .	8	45	15	2	2	0	11	17
39. Objectives (individual)	8	42	13	6	2	0	10	19
E. Instruct pupils regarding classroom conduct in such matters as:								
40. Courtesies	25	54	13	4	0	2	2	0
41. Greeting visitors . . .	6	33	40	13	0	0	6	2
42. School customs	4	48	25	10	2	2	4	5
43. School regulations . . .	6	44	38	8	2	0	2	0
44. School traditions . . .	0	15	33	12	8	4	17	11
IV. Activities Involved in Measurement and Appraisal								
A. Being responsible for:								
45. Administering tests . .	0	10	15	32	18	15	5	5
46. Diagnosing pupil difficulties	17	41	21	10	7	0	4	0
47. Setting up remedial work	12	36	27	6	2	0	15	2
48. Evaluating of remedial work	8	27	38	6	0	0	17	4
49. Follow-up of remedial work	8	25	33	10	0	0	19	5
50. Grading tests	2	15	19	28	12	12	10	2
51. Recording test results .	2	13	13	32	13	13	12	2
B. Selection of measuring devices:								
52. Standardized tests . . .	0	0	2	12	34	19	27	6

¹Frequency of performance scale: Two or more performances every day--SD, One performance every day--D, Less often than once every day--W, Less often than once every week--6W, Less often than once every six weeks--S, Once a year--Y, Do not perform--Z, and No Answer--NA.

TABLE 7--Continued

Activity	SD ¹	D	W	6W	S	Y	Z	NA
53. Teacher-made tests from file	0	2	31	21	8	0	27	11
C. Preparation of measuring devices:								
54. Objective tests	0	6	25	23	8	2	23	13
55. Essay tests	0	0	4	8	0	2	65	21
56. Promotional examinations (Six weeks tests, final examination)	0	0	0	15	10	10	33	32
D. Use of measuring devices:								
57. Teacher-made objective tests	0	0	17	31	2	2	25	23
58. Teacher-made essay tests	0	0	2	2	2	2	77	15
59. Teacher-made readiness tests	0	2	21	15	8	8	35	11
60. Teacher check list . . .	0	4	23	13	10	2	37	11
61. Standardized readiness tests	0	0	4	6	13	44	25	8
62. Standardized ability tests	0	0	2	2	17	21	43	11
63. Standardized achievement tests	0	2	0	10	21	38	19	10
64. Personality tests . . .	0	0	0	4	8	4	69	15
65. Sociograms	0	0	0	2	10	4	65	19
V. Activities Related to Records and Reports								
A. Responsible for the making of the following:								
66. Case study reports . . .	6	2	10	2	6	12	41	21
67. Class records	2	47	13	12	8	6	6	6
68. Cumulative records . . .	0	2	6	13	35	23	13	8

¹Frequency of performance scale: Two or more performances every day--SD, One performance every day--D, Less often than once every day--W, Less often than once every week--6W, Less often than once every six weeks--S, Once a year--Y, Do not perform--Z, and No Answer--NA.

TABLE 7--Continued

Activity	SD ¹	D	W	6W	S	Y	Z	NA
69. Pocket records	0	6	6	4	6	2	49	27
70. Report cards	0	0	0	71	17	2	6	4
71. Statistical reports . .	0	6	2	13	13	17	30	19
72. Anecdotal records . . .	0	0	4	10	6	13	36	31
B. Responsible for maintaining for each pupil a record of: .								
73. Evidence of aptitude or special ability, such as speaking, tap dancing, musical instruments . .	0	2	4	2	8	4	55	25
74. General background data	0	0	2	6	8	31	44	9
75. General interests and activities	2	2	12	0	15	12	48	9
76. Health and physical data	2	5	6	13	17	25	23	6
77. Home and family data . .	0	4	2	6	10	42	25	11
78. Kind and nature of re- sponsibilities (assumed by the pupil)	2	6	8	6	10	2	49	17
79. Likes and dislikes for school subjects	2	8	6	6	6	0	57	15
80. Personality traits	4	8	2	15	12	8	43	8
81. Scholastic achievement . .	2	12	12	30	13	8	15	8
82. Scholastic aptitude . . .	4	6	8	15	8	12	30	17
83. School progress	2	12	4	37	8	10	19	8
84. Social growth	4	4	10	23	10	4	32	13
VI. Activities Other Than Instruc- tional								
A. Supervise the pupils' use of wraps:								
85. On entering the class- room	27	61	0	0	2	0	0	0
86. In preparation for leaving classroom	38	58	0	0	2	2	0	0

¹Frequency of performance scale: Two or more performances every day--SD, One performance every day--D, Less often than once every day--W, Less often than once every week--6W, Less often than once every six weeks--S, Once a year--Y, Do not perform--Z, and No answer--NA.

TABLE 7--Continued

Activity	SD ¹	D	W	6W	S	Y	Z	NA
B. Acquaint pupils with such features of the building as:								
87. Auditorium	2	2	15	15	17	35	12	2
88. Principal's office . . .	2	4	8	6	17	38	15	10
89. Library	6	15	4	4	12	30	25	4
90. Pupils' classrooms . . .	2	25	8	2	12	35	8	6
91. Restrooms	27	27	4	4	5	27	4	2
C. Provide rest periods totaling a minimum of 30 minutes for the pupils	17	54	6	0	2	0	12	8
D. Greet the pupils individually upon their arrival to the classroom	13	71	6	0	0	0	8	2
E. Work and cooperate with principal in handling classroom discipline	17	65	2	6	2	2	2	4
F. Promote the integration of the guidance services of the school and the instructional program of the classroom . .	12	48	8	2	0	0	13	17
VII. Activities Regarding Pupils' Health Conditions								
A. Check every pupil regarding:								
92. Cleanliness	10	77	8	0	0	0	3	2
93. Cuts and abrasions . . .	19	63	4	0	2	0	2	10
94. Condition of vision . .	2	10	8	10	17	42	11	0
95. Condition of hearing . .	2	8	8	8	12	38	17	7
96. Skin disorders	4	50	8	8	2	6	11	11
97. Condition of teeth . . .	0	12	6	13	12	29	21	7
98. Temperature	12	21	6	4	2	6	36	13

¹Frequency of performance scale: Two or more performances every day--SD, One performance every day--D, Less often than once every day--W, Less often than once every week--6W, Less often than once every six weeks--S, Once a year--Y, Do not perform--Z, and No answer--NA.

TABLE 7--Continued

Activity	SD ¹	D	W	6W	S	Y	Z	NA
99. Nose	2	17	12	4	4	15	35	11
100. Throat	2	6	12	8	4	15	38	15
B. Refer pupils who are in need of medical attention:								
a) To Parents								
101. By conferences . .	0	2	13	17	17	2	34	15
102. By letters	0	8	6	23	6	4	28	25
103. By phone calls . .	0	21	21	15	4	0	13	26
b) To Principal								
104. By conferences . .	0	23	21	23	4	2	10	17
105. By notes	0	2	6	4	4	0	55	29
c) To School Doctor								
106. By conferences . .	0	0	8	2	0	6	69	15
107. By letters	0	0	0	4	0	0	83	13
108. By phone calls . .	0	2	2	4	0	0	79	13
d) To School Nurse								
109. By conferences . .	0	0	35	6	0	2	44	13
110. By letters	0	0	10	4	0	0	71	15
111. By phone calls . .	0	2	10	6	0	2	65	15

¹Frequency of performance scale: Two or more performances every day--SD, One performance every day--D, Less often than once every day--W, Less often than once every week--6W, Less often than once every 6 weeks--A, Once a year--Y, Do not perform--Z, and No answer--NA.

Summary of the Reported Frequencies of Performance of
Classroom Activities in Grade One for the
School Year 1951-1952

The frequency of performance of the classroom activities listed in the questionnaire and presented in Table 7 shows a variety of

performance responses among teachers of Grade One. Among these responses there are some which are worthy of notice. In the area of using physical properties, forty-eight, or 53 per cent, of the teachers in Grade One make proper adjustments regarding heat, lights, seats, shades, and ventilation several times daily. Forty-one, or 71 per cent, of the teachers in Grade One greet each pupil upon his arrival at school daily. Forty-five, or 77 per cent, of the teachers in Grade One check every pupil daily regarding cleanliness. This high percentage of teachers performing these three activities may be due to emphasis in training caused by degree requirements, in-service training, personal recognition of the relationship existing between physical and emotional health and learning, or any combination of these.

A big majority of the teachers in Grade One do not report health needs of pupils to a school nurse or a school doctor, but some teachers do report to the parents and to the school principal. This failure to report to a school doctor or nurse may be due to a lack of one in the system.

Table 7 shows the frequencies of performance of classroom activities for the teachers of Grade One to be as follows: Two activities, or 1.7 per cent, of the listed one hundred eighteen classroom activities are performed several times daily; thirty-eight, or 32.2 per cent, are performed daily; fourteen, or 11.8 per cent, are performed weekly; eleven, or 9.3 per cent, are performed every six weeks; three, or 2.5 per cent, are performed semestrally; eleven, or 9.3 per cent, are performed yearly; thirty-six, or 30.3 per cent, are not-performed; one, or 0.85 per cent, did not receive a response; one, or 0.85 per cent, received an equal

number of responses for being performed several times daily, daily, and yearly; and one, or 0.85 per cent, received an equal number of responses for being performed daily and every six weeks. A summary of the frequencies of the performance of classroom activities as reported by the teachers of Grade Two are shown in Table 8.

Summary of the Reported Frequencies of Performance of
Classroom Activities in Grade Two for the
School Year 1951-1952

The variation in the responses of the teachers in Grade Two, as to the frequency of performance of classroom activities, is shown in Table 8. Included in these responses there are some which are outstanding. In the area of using physical properties, twenty-four, or 73 per cent, of the teachers in Grade Two do not prepare displays using flannel boards and twenty-nine, or 84 per cent, do not prepare displays using sand tables. In activities that facilitate instruction, twenty-seven, or 76 per cent, of the teachers in Grade Two instruct their pupils in classroom courtesies daily. In activities other than instructional, twenty-four, or 73 per cent, of the teachers in Grade Two promote the integration of the guidance services of the school and the instructional program of the classroom daily. In activities regarding pupils' health, twenty-eight, or 79 per cent, of the reporting teachers in Grade Two check each pupil's cleanliness daily. Also, in this same area, the majority of the reporting teachers do not contact the school doctor or nurse regarding their pupils' health. The health problems of the pupils in Grade Two are taken care of by reporting them to either the principal or parents according to the reporting teachers in Grade Two.

TABLE 8

THE FREQUENCIES OF PERFORMANCE AND THE PER CENT OF TEACHERS
REPORTING EACH FREQUENCY OF PERFORMANCE OF CLASSROOM
ACTIVITIES AS REPORTED BY THIRTY-FIVE TEACHERS IN
GRADE TWO FOR THE SCHOOL YEAR 1951-1952

Activity	SD ¹	D	W	6W	S	Y	Z	NA
I. Activities Involving Use of Physical Properties								
A. Prepare displays of work being done using:								
1. Blackboards	69	28	3	0	0	0	0	0
2. Bulletin boards	0	21	58	21	0	0	0	0
3. Flannel boards	0	3	7	7	3	0	73	7
4. Sand tables	0	0	3	10	0	0	84	3
5. Work tables	10	28	21	17	0	0	21	3
B. Display work of all students								
	21	14	48	14	0	0	3	0
C. Make proper adjustments regarding heat, lights, seats, shades, and ventilation . . .								
	56	38	0	0	3	0	0	3
II. Activities Involved in Planning and Assigning								
A. Select for instructional purposes such aids as:								
6. Collections of pictures .	10	7	41	34	8	0	0	0
7. Films	0	0	45	25	10	10	10	0
8. Models and specimen . . .	0	14	24	24	7	4	20	7
9. Work books	38	31	3	0	10	10	8	0
10. Field trips	0	0	3	3	14	18	52	10
B. Organize the instructional or illustrative materials for								

¹Frequency of performance scale: Two or more performances every day--SD, One performance every day--D, Less often than once every day--W, Less often than every week--6W, Less often than every six weeks--S, Once a year--Y, Do not perform--Z, and No answer--NA.

TABLE 8--Continued

Activity	SD ¹	D	W	6W	S	Y	Z	NA
dealing with subject matter into:								
11. Problems	7	24	21	14	7	0	24	3
12. Projects	3	0	18	38	18	3	10	10
13. Topics	7	21	21	14	3	0	24	10
14. Units	0	3	21	45	17	0	7	7
C. Make instructional plans by selecting:								
15. Time for planning . . .	3	63	28	3	0	0	0	3
16. Subject matter	8	48	24	3	0	0	7	10
17. Objectives	0	45	22	3	3	3	10	14
18. Methods of instruction .	10	46	17	0	3	0	7	17
19. Class activities	14	52	17	0	0	0	3	14
D. Contact parents regarding:								
20. Absence from school . .	0	52	21	10	3	0	7	7
21. Interpretation of instructional program to parents	0	3	7	38	28	10	7	7
22. Pupil difficulties and needs	10	21	7	38	21	3	0	0
E. Dividing the pupils into groups on basis of readiness for:								
23. Arithmetic	8	17	7	14	10	10	24	10
24. Reading	31	24	7	7	17	14	0	0
25. Spelling	3	21	0	3	8	17	38	10
F. Arrange special activities for pupils who finish their work ahead of schedule, by such means as:								

¹Frequency of performance scale: Two or more performances every day--SD, One performance every day--D, Less often than once every day--W, Less often than once every week--6W, Less often than once every six weeks--S, Once a year--Y, Do not perform--Z, and No answer--NA.

TABLE 8--Continued

Activity	SD ¹	D	W	6W	S	Y	Z	NA
26. Adjusted instructional material	24	59	7	0	0	0	3	7
27. Art materials (easel, paints, and paper) . . .	3	48	22	0	3	0	14	10
28. Individual play materials	3	63	10	3	0	0	11	10
29. Group play materials . .	3	55	21	0	0	0	7	14
III. Activities That Facilitate Instruction								
A. Provide equal opportunity for each student to make oral reports, prepare written material, and make other contributions in class work								
	7	52	21	3	0	0	7	10
B. Utilize study period time for the purpose of:								
30. Correcting errors of study	24	59	17	0	0	0	0	0
31. Evaluating and appraising pupil study efficiency	10	69	14	0	0	0	0	7
32. Showing ways of improving study habits	8	69	17	0	0	0	3	3
C. Provide a special period for the pupils to show and tell:								
33. New things they have seen	0	52	45	0	0	0	3	0
34. What has happened to them	0	59	38	3	0	0	0	0
35. Where they have been . .	0	52	45	0	0	0	3	0
D. Provide ways for pupils to								

¹Frequency of performance scale: Two or more performances every day--SD, One performance every day--D, Less often than once every day--W, Less often than once every week--6W, Less often than once every six weeks--S, Once a year--Y, Do not perform--Z, and No answer--NA.

TABLE 8--Continued

Activity	SD ¹	D	W	6W	S	Y	Z	NA
assume leadership in carrying out:								
36. Activities	3	67	24	3	0	0	0	3
37. Assignments (academic) .	17	49	14	3	0	0	10	7
38. Objectives (class) . . .	14	41	21	0	0	0	10	14
39. Objectives (individual)	10	50	14	0	0	0	13	13
E. Instruct pupils regarding classroom conduct in such matters as:								
40. Courtesies	21	76	3	0	0	0	0	0
41. Greeting visitors . . .	3	49	28	10	7	0	3	0
42. School customs	10	46	17	14	3	0	0	10
43. School regulations . . .	14	46	24	10	3	0	0	3
44. School traditions . . .	3	35	21	7	10	7	10	7
IV. Activities Involved in Measurement and Appraisal								
A. Being responsible for:								
45. Administering tests . .	3	3	24	32	17	0	14	7
46. Diagnosing pupil difficulties	7	34	21	17	0	0	14	7
47. Setting up remedial work	4	37	28	4	0	0	17	10
48. Evaluating of remedial work	3	43	24	3	0	0	17	10
49. Follow-up of remedial work	3	43	24	3	0	0	17	10
50. Grading tests	3	17	31	14	21	0	7	7
51. Recording test results .	3	7	29	10	21	3	10	17
B. Selection of measuring devices:								

¹Frequency of performance scale: Two or more performances every day--SD, One performance every day--D, Less often than once every day--W, Less often than once every week--6W, Less often than once every six weeks--S, Once a year--Y, Do not perform--Z, and No answer--NA.

TABLE 8--Continued

Activity	SD ¹	D	W	6W	S	Y	Z	NA
52. Standardized tests . . .	0	0	3	3	39	21	24	10
53. Teacher-made tests from file	0	3	28	35	0	0	17	17
C. Preparation of measuring devices:								
54. Objective tests	0	7	17	28	10	0	24	14
55. Essay tests	0	3	7	0	0	3	66	21
56. Promotional examinations (Six weeks tests, final examination)	0	0	0	17	3	10	39	31
D. Use of measuring devices:								
57. Teacher-made objective tests	0	0	24	35	7	3	17	14
58. Teacher-made essay tests	0	0	10	3	3	3	64	17
59. Teacher-made readiness tests	0	0	21	7	7	7	45	13
60. Teacher check list . . .	0	14	14	3	3	3	46	17
61. Standardized readiness tests	0	0	3	0	24	31	39	3
62. Standardized ability tests	0	0	3	0	14	14	55	14
63. Standardized achievement tests	0	0	0	3	28	35	28	6
64. Personality tests . . .	0	0	3	0	7	10	59	21
65. Sociograms	0	0	0	0	10	0	62	28
V. Activities Related to Records and Reports								
A. Responsible for the making of the following:								
66. Case study reports . . .	0	0	0	7	7	3	52	31

¹Frequency of performance scale: Two or more performances every day--SD, One performance every day--D, Less often than once every day--W, Less often than once every week--6W, Less often than once every six weeks--S, Once a year--Y, Do not perform--Z, and No answer--NA.

TABLE 8--Continued

Activity	SD ¹	D	W	6W	S	Y	Z	NA
67. Class records	3	50	3	10	17	3	7	7
68. Cumulative records . . .	0	14	3	17	25	17	14	10
69. Pocket records	0	17	0	0	7	3	49	24
70. Report cards	0	0	0	69	21	0	7	3
71. Statistical reports . .	0	7	0	10	24	14	31	14
72. Anecdotal records . . .	0	0	0	0	3	10	53	34
B. Responsible for maintaining for each pupil a record of:								
73. Evidence of aptitude or special ability, such as speaking, tap dancing, musical instruments . .	0	0	3	0	7	7	59	24
74. General background data	0	0	3	0	21	28	28	20
75. General interests and activities	0	3	7	7	14	7	45	17
76. Health and physical data	0	3	14	10	14	35	17	7
77. Home and family data . .	0	0	3	0	17	31	35	14
78. Kind and nature of re- sponsibilities (assumed by the pupil)	0	14	3	14	3	3	49	14
79. Likes and dislikes for school subjects	0	14	7	14	3	3	42	17
80. Personality traits . . .	0	17	3	17	10	7	29	17
81. Scholastic achievement .	0	14	0	31	21	10	14	10
82. Scholastic aptitude . .	0	7	0	21	7	7	41	17
83. School progress	0	10	3	39	21	14	3	10
84. Social growth	0	10	3	24	14	10	29	10
VI. Activities Other Than Instruc- tional								
A. Supervise the pupils' use of wraps:								
85. On entering the class- room	34	60	3	0	3	0	0	0

¹Frequency of performance scale: Two or more performances every day--SD, One performance every day--D, Less often than once every day--W, Less often than once every week--6W, Less often than once every six weeks--S, Once a year--Y, Do not perform--Z, and No answer--NA.

TABLE 3--Continued

Activity	SD ¹	D	W	6W	S	Y	Z	NA
86. In preparation for leaving classroom	38	59	3	0	0	0	0	0
B. Acquaint pupils with such features of the building as:								
87. Auditorium	0	14	21	7	7	41	10	0
88. Principal's office	0	7	14	3	14	41	14	7
89. Library	0	14	10	0	10	21	24	21
90. Pupils' classrooms	0	28	3	0	10	32	17	10
91. Restrooms	24	14	10	3	7	34	8	0
C. Provide rest periods totaling a minimum of 30 minutes for the pupils	7	62	7	0	0	0	17	7
D. Greet the pupils individually upon their arrival to the classroom	17	66	0	0	0	0	7	10
E. Work and cooperate with principal in handling classroom discipline	14	73	7	3	0	0	0	3
F. Promote the integration of the guidance services of the school and the instructional program of the classroom . .	7	59	0	0	0	0	17	17
VII. Activities Regarding Pupils' Health Conditions								
A. Check every pupil regarding:								
92. Cleanliness	7	79	7	0	0	0	0	7
93. Cuts and abrasions	10	62	14	3	0	0	0	11
94. Condition of vision	3	14	10	10	21	24	7	11

¹Frequency of performance scale: Two or more performances every day--SD, One performance every day--D, Less often than once every day--W, Less often than once every week--6W, Less often than once every six weeks--S, Once a year--Y, Do not perform--Z, and No answer--NA.

TABLE 8--Continued

Activity	SD ¹	D	W	6W	S	Y	Z	NA
95. Condition of hearing .	3	14	3	10	17	31	19	3
96. Skin disorders	7	41	17	3	3	7	14	8
97. Condition of teeth . .	0	21	10	0	28	21	17	3
98. Temperature	10	38	7	0	0	0	31	14
99. Nose	3	17	7	0	0	10	48	15
100. Throat	3	14	7	0	0	10	48	18
B. Refer pupils who are in need of medical attention:								
a) To Parents								
101. By conferences . .	3	3	14	3	14	3	43	17
102. By letters	0	7	21	14	10	3	31	14
103. By phone calls . .	3	24	30	10	3	3	10	17
b) To Principal								
104. By conferences . .	7	17	21	7	3	3	21	21
105. By notes	0	14	3	3	0	0	53	27
c) To School Doctor								
106. By conferences . .	0	0	3	3	0	0	70	24
107. By letters	0	0	0	0	0	0	76	24
108. By phone calls . .	0	3	3	0	0	0	73	21
d) To School Nurse								
109. By conferences . .	0	0	17	7	0	3	45	28
110. By letters	0	0	0	0	0	0	69	31
111. By phone calls . .	0	7	0	3	0	0	62	28

¹Frequency of performance scale: Two or more performances every day--SD, One performance every day--D, Less often than once every day--W, Less often than once every week--6W, Less often than once every six weeks--S, Once a year--Y, Do not perform--Z, and No answer--NA.

A summary of the frequencies of performance of the classroom activities as reported by teachers of Grade Two is as follows: Three activities, or 2.5 per cent, of the one hundred eighteen activities are performed several times daily; forty-two, or 35.6 per cent, are performed daily; eight, or 6.8 per cent, are performed weekly; eleven, or 9.3 per cent, are performed every six weeks; three, or 2.5 per cent, are performed semestraly; eight, or 6.8 per cent, are performed yearly; thirty-four, or 28 per cent, are not performed; and one, or 0.85 per cent, received an equal number of responses for being performed for each of the following: weekly and six weekly, daily and not-performed, yearly and not-performed, and weekly, no answer, and not-performed. Another compilation of the reported frequencies of the performance of classroom activities by the teachers of Grade Three are found in Table 9.

Summary of the Reported Frequencies of Performance
of Classroom Activities in Grade Three for
the School Year 1951-1952

The frequency of performance of classroom activities as reported by the teachers of Grade Three are shown in Table 9. Some of these responses are worthy of further consideration. In the area of using physical properties, thirty-three, or 88 per cent, of the teachers prepare displays using bulletin boards weekly and thirty-two, 85 per cent, make adjustments regarding heat, lights, seats, shades, and ventilation several times daily. In activities other than instructional, thirty-one, or 81 per cent, greet each pupil upon his arrival to the classroom. Report cards are sent home by the pupils in Grade Three by thirty, or 78 per cent, every six weeks. Working and cooperating with

TABLE 9

THE FREQUENCIES OF PERFORMANCE AND THE PER CENT OF TEACHERS
REPORTING EACH FREQUENCY OF PERFORMANCE OF CLASSROOM
ACTIVITIES AS REPORTED BY THIRTY-EIGHT TEACHERS IN
GRADE THREE FOR THE SCHOOL YEAR 1951-1952

Activity	SD ¹	D	W	6W	S	Y	Z	NA
I. Activities Involving Use of Physical Properties								
A. Prepare displays of work being done using:								
1. Blackboards	69	19	12	0	0	0	0	0
2. Bulletin boards	0	3	88	9	0	0	0	0
3. Flannel boards	0	0	12	3	3	0	66	16
4. Sand tables	0	0	3	9	0	0	69	19
5. Work tables	16	25	16	3	0	3	31	6
B. Display work of all students	6	0	66	28	0	0	0	0
C. Make proper adjustments regarding heat, lights, seats, shades, and ventilation . . .	85	9	0	0	0	0	0	6
II. Activities Involved in Planning and Assigning								
A. Select for instructional purposes such aids as:								
6. Collections of pictures .	3	16	38	37	3	3	0	0
7. Films	3	0	41	28	6	3	16	3
8. Models and specimen . . .	0	16	28	16	16	0	12	12
9. Work books	19	34	22	0	6	13	6	0
10. Field trips	0	0	3	16	19	28	25	9
B. Organize the instructional or illustrative materials for								

¹Frequency of performance scale: Two or more performances every day--SD, One performance every day--D, Less often than once every day--W, Less often than once every week--6W, Less often than once every six weeks--S, Once a year--Y, Do not perform--Z, and No answer--NA.

TABLE 9--Continued

Activity	SD ¹	D	W	6W	S	Y	Z	NA
dealing with subject matter into:								
11. Problems	16	38	9	9	3	0	9	16
12. Projects	3	13	28	22	9	0	25	0
13. Topics	9	28	26	3	3	0	22	9
14. Units	0	16	16	56	3	3	6	0
C. Make instructional plans by selecting:								
15. Time for planning . . .	9	53	26	6	3	0	0	3
16. Subject matter	3	54	19	6	6	0	9	3
17. Objectives	3	44	19	19	3	3	3	6
18. Methods of instruction .	16	53	13	3	3	0	6	6
19. Class activities	19	44	28	6	0	0	0	3
D. Contact parents regarding:								
20. Absence from school . .	0	23	34	25	3	0	9	6
21. Interpretation of instructional program to parents	0	6	16	34	19	6	10	9
22. Pupil difficulties and needs	6	6	22	34	16	3	0	13
E. Dividing the pupils into groups on basis of readiness for:								
23. Arithmetic	3	13	9	28	16	3	25	3
24. Reading	0	31	9	22	28	6	4	0
25. Spelling	0	19	9	9	16	0	44	3
F. Arrange special activities for pupils who finish their work ahead of schedule, by such means as:								

¹Frequency of performance scale: Two or more performances every day--SD, One performance every day--D, Less often than once every day--W, Less often than once every week--6W, Less often than once every six weeks--S, Once a year--Y, Do not perform--Z, and No answer--NA.

TABLE 9--Continued

Activity	SD ¹	D	W	6W	S	Y	Z	NA
26. Adjusted instructional material	25	56	6	6	3	0	3	0
27. Art materials (easel, paints, and paper) . . .	6	50	25	0	3	0	13	3
28. Individual play materials	6	34	14	6	3	0	34	3
29. Group play materials . .	10	31	13	3	6	0	34	3
III. Activities That Facilitate Instruction								
A. Provide equal opportunity for each student to make oral reports, prepare written material, and make other contributions in class work	28	28	22	0	0	0	6	16
B. Utilize study period time for the purpose of:								
30. Correcting errors of study	28	50	22	0	0	0	0	0
31. Evaluating and appraising pupil study	22	66	9	3	0	0	0	0
32. Showing ways of improving study habits	25	53	19	3	0	0	0	0
C. Provide a special period for the pupils to show and tell:								
33. New things they have seen	9	51	28	3	0	0	6	3
34. What has happened to them	9	51	28	3	0	0	6	3
35. Where they have been . .	6	45	34	6	0	0	6	3
D. Provide ways for pupils to								

¹Frequency of performance scale: Two or more performances every day--SD, One performance every day--D, Less often than once every day--W, Less often than once every week--6W, Less often than once every six weeks--S, Once a year--Y, Do not perform--Z, and No answer--NA.

TABLE 9--Continued

Activity	SD ¹	D	W	6W	S	Y	Z	NA
assume leadership in carrying out:								
36. Activities	16	62	19	3	0	0	0	0
37. Assignments (academic) .	9	66	13	9	0	0	0	3
38. Objectives (class) . . .	0	58	9	3	6	3	3	9
39. Objectives (individual)	6	60	13	3	3	3	3	9
E. Instruct pupils regarding classroom conduct in such matters as:								
40. Courtesies	28	54	6	6	3	3	0	0
41. Greeting visitors . . .	3	22	22	38	6	6	0	3
42. School customs	3	57	13	9	6	9	0	3
43. School regulations . . .	16	40	19	13	6	3	0	3
44. School traditions . . .	3	25	19	16	3	16	9	9
IV. Activities Involved in Measurement and Appraisal								
A. Being responsible for:								
45. Administering tests . .	0	16	16	31	28	0	3	6
46. Diagnosing pupil difficulties	12	47	19	16	6	0	0	0
47. Setting up remedial work	6	35	35	9	9	0	3	3
48. Evaluating of remedial work	9	25	32	22	3	0	6	3
49. Follow-up of remedial work	6	35	22	9	6	3	13	6
50. Grading tests	3	22	25	25	16	0	3	6
51. Recording test results .	3	22	19	25	16	0	6	9
B. Selection of measuring devices:								

¹Frequency of performance scale: Two or more performances every day--SD, One performance every day--D, Less often than once every day--W, Less often than once every week--6W, Less often than once every six weeks--S, Once a year--Y, Do not perform--Z, and No answer--NA.

TABLE 9--Continued

Activity	SD ¹	D	W	6W	S	Y	Z	NA
52. Standardized tests . . .	0	0	3	6	35	19	25	12
53. Teacher-made tests from file	0	6	19	25	3	3	28	16
C. Preparation of measuring devices:								
54. Objective tests	3	19	32	19	9	3	6	9
55. Essay tests	0	0	19	13	3	0	46	19
56. Promotional examinations (Six weeks tests, final examination)	0	0	0	13	6	6	19	56
D. Use of measuring devices:								
57. Teacher-made objective tests	3	6	28	35	0	3	16	9
58. Teacher-made essay tests	0	0	13	13	6	0	52	16
59. Teacher-made readiness tests	0	0	9	16	13	3	46	13
60. Teacher check list . . .	3	6	16	13	3	0	34	25
61. Standardized readiness tests	0	0	0	6	28	16	41	9
62. Standardized ability tests	0	0	0	3	22	16	47	12
63. Standardized achievement tests	0	0	0	6	28	25	29	12
64. Personality tests . . .	0	0	0	6	9	13	56	16
65. Sociograms	0	0	0	3	6	13	62	16
V. Activities Related to Records and Reports								
A. Responsible for the making of the following:								
66. Case study reports . . .	0	3	0	3	9	9	48	28

¹Frequency of performance scale: Two or more performances every day--SD, One performance every day--D, Less often than once every day--W, Less often than once every week--6W, Less often than once every six weeks--S, Once a year--Y, Do not perform--Z, and No answer--NA.

TABLE 9--Continued

Activity	SD ¹	D	W	6W	S	Y	Z	NA
67. Class records	9	53	13	3	13	0	9	0
68. Cumulative records	0	6	9	19	31	22	7	6
69. Pocket records	3	6	3	6	3	0	45	34
70. Report cards	0	0	0	78	22	0	0	0
71. Statistical reports	0	3	0	9	22	16	34	16
72. Anecdotal records	0	0	0	3	13	6	53	25
B. Responsible for maintaining for each pupil a record of:								
73. Evidence of aptitude or special ability, such as speaking, tap dancing, musical instruments	0	0	3	3	16	9	44	25
74. General background data . .	0	0	0	3	19	25	31	22
75. General interests and activities	0	9	3	3	19	16	31	19
76. Health and physical data . .	0	6	6	16	22	37	13	0
77. Home and family data . . .	0	3	0	3	16	44	25	9
78. Kind and nature of re- sponsibilities (assumed by the pupil)	0	13	0	13	9	6	40	19
79. Likes and dislikes for school subjects	0	13	13	9	6	6	34	19
80. Personality traits	0	13	0	9	6	22	31	19
81. Scholastic achievement . . .	0	13	6	29	28	6	9	9
82. Scholastic aptitude	3	9	0	0	9	16	38	25
83. School progress	0	16	9	26	9	9	22	9
84. Social growth	0	9	6	13	9	6	38	19
VI. Activities Other Than Instruc- tional								
A. Supervise the pupils' use of wraps:								
85. On entering the class- room	25	50	3	6	0	0	16	0

¹Frequency of performance scale: Two or more performances every day--SD, One performance every day--D, Less often than once every day--W, Less often than once every week--6W, Less often than once every six weeks--S, Once a year--Y, Do not perform--Z, and No answer--NA.

TABLE 9--Continued

Activity	SD ¹	D	W	6W	S	Y	Z	NA
86. In preparation for leaving classroom . . .	28	50	3	6	0	0	13	0
B. Acquaint the pupils with such features of the building as:								
87. Auditorium	0	3	22	19	3	37	16	0
88. Principal's office . . .	0	9	3	6	6	42	28	6
89. Library	6	16	16	9	3	16	19	15
90. Pupils' classrooms . . .	3	31	0	9	0	32	19	6
91. Restrooms	16	22	9	3	6	31	9	4
C. Provide rest periods totaling a minimum of 30 minutes for the pupils	3	63	6	0	0	0	19	9
D. Greet the pupils individually upon their arrival to the classroom	3	81	0	0	0	0	13	3
E. Work and cooperate with principal in handling classroom discipline	13	75	3	0	3	3	0	3
F. Promote the integration of the guidance services of the school and the instructional program of the classroom . .	0	66	0	0	3	0	13	18
VII. Activities Regarding Pupils' Health Conditions								
A. Check every pupil regarding:								
92. Cleanliness	3	75	3	3	0	0	13	3
93. Cuts and abrasions . . .	6	75	3	0	0	0	10	6

¹Frequency of performance scale: Two or more performances every day--SD, One performance every day--D, Less often than once every day--W, Less often than once every week--6W, Less often than once every six weeks--S, Once a year--Y, Do not perform--Z, and No answer--NA.

TABLE 9--Continued

Activity	SD ¹	D	W	6W	S	Y	Z	NA
94. Condition of vision . .	0	6	9	13	25	34	13	0
95. Condition of hearing .	0	9	3	9	22	34	20	3
96. Skin disorders	0	47	6	6	13	3	9	16
97. Condition of teeth . .	0	6	3	16	22	22	25	6
98. Temperature	6	25	0	0	3	0	35	31
99. Nose	0	25	0	3	9	6	38	19
100. Throat	0	16	0	3	13	9	37	22
B. Refer pupils who are in need of medical attention:								
a) To Parents								
101. By conference . . .	0	9	13	6	19	9	28	16
102. By letters	3	6	3	6	3	13	47	19
103. By phone calls . .	3	13	9	19	9	0	25	22
b) To Principal								
104. By conferences . .	0	13	16	16	6	9	22	18
105. By notes	0	3	6	9	3	3	48	28
c) To School Doctor								
106. By conferences . .	0	0	3	0	9	3	60	25
107. By letters	0	0	0	3	3	0	69	25
108. By phone calls . .	0	6	3	0	3	0	69	19
d) To School Nurse								
109. By conferences . .	0	3	13	0	19	3	43	19
110. By letters	0	0	3	6	3	0	60	28
111. By phone calls . .	0	9	6	9	3	0	60	22

¹Frequency of performance scale: Two or more performances every day--SD, One performance every day--D, Less often than once every day--W, Less often than once every week--6W, Less often than once every six weeks--S, Once a year--Y, Do not perform--Z, and No answer--NA.

the principal in handling discipline, checking pupils' cleanliness and cuts and abrasions are performed by twenty-eight, or 75 per cent of the teachers in Grade Three daily. The majority of the teachers in Grade Three report that they do not refer pupils who are in need of medical attention to a school nurse or school doctor.

The teachers of Grade Three report their frequencies of performance of classroom activities to be as follows: Two activities, or 1.7 per cent, of the one hundred eighteen activities in the survey are performed several times daily; thirty-seven, or 31.4 per cent, are performed daily; eight, or 6.8 per cent, are performed weekly; twelve, or 10.2 per cent, are performed every six weeks; two, or 1.7 per cent, are performed semestraly; nine, or 7.6 per cent, are performed yearly; forty-three, or 36.4 per cent, are not-performed; one, or 0.85 per cent, had no answer; one, or 0.85 per cent, received an equal number of responses for each of the following: daily and not-performed, several times daily and daily, daily and weekly, and weekly and every six weeks. On the following pages Table 10 shows the frequencies of performance of classroom activities as reported by all of the primary teachers.

Summary of the Reported Frequencies of Performance of
Classroom Activities of Oklahoma Primary Teachers
in Grades One, Two, and Three for
the School Year 1951-1952

Table 10 shows the responses of the responding Oklahoma Primary Teachers in Grades One, Two, and Three. Some of the responses are worthy of further notice. In the area of using physical properties, one hundred thirty-five, or 75 per cent, of the reporting primary teachers make proper adjustments regarding heat, lights, seats, shades, and ventilation

TABLE 10

THE FREQUENCIES OF PERFORMANCE AND THE PER CENT OF PRIMARY
TEACHERS REPORTING EACH FREQUENCY OF PERFORMANCE OF
CLASSROOM ACTIVITIES AS REPORTED BY ONE HUNDRED
EIGHTY TEACHERS IN THE PRIMARY GRADES
FOR THE SCHOOL YEAR 1951-1952

Activity	SD ¹	D	W	6W	S	Y	Z	NA
I. Activities Involving Use of Physical Properties								
A. Prepare displays of work being done using:								
1. Blackboards	64	22	9	1	1	0	2	1
2. Bulletin boards	3	21	59	14	1	0	1	1
3. Flannel boards	1	14	11	5	3	1	65	10
4. Sand tables	0	2	6	11	1	0	69	11
5. Work tables	16	29	17	9	1	1	21	6
B. Display work of all students	9	16	50	18	2	1	1	3
C. Make proper adjustments regarding heat, lights, seats, shades, and ventilation . . .	75	19	1	0	1	0	1	3
II. Activities Involved in Planning and Assigning								
A. Select for instructional purposes such aids as:								
6. Collections of pictures .	9	18	37	27	6	1	1	1
7. Films	1	2	49	28	7	4	7	2
8. Models and specimen . . .	2	14	29	21	8	1	16	9
9. Work books	26	40	13	2	5	6	7	1
10. Field trips	0	0	2	16	26	16	32	8
B. Organize the instructional or								

¹Frequency of performance scale: Two or more performances every day--SD, One performance every day--D, Less often than once every day--W, Less often than once every week--6W, Less often than once every six weeks--S, Once a year--Y, Do not perform--Z, and No answer--NA.

TABLE 10--Continued

Activity	SD ¹	D	W	6W	S	Y	Z	NA
illustrative materials for dealing with subject matter into:								
11. Problems	6	31	14	12	4	0	18	15
12. Projects	2	5	26	26	13	1	18	9
13. Topics	5	24	19	9	2	0	26	15
14. Units	2	6	25	40	11	1	9	6
C. Make instructional plans by selecting:								
15. Time for planning . . .	9	50	28	4	2	0	2	5
16. Subject matter	9	47	23	5	3	1	6	6
17. Objectives	6	43	20	10	4	2	7	8
18. Methods of instruction .	14	46	19	3	3	1	5	9
19. Class activities	19	46	19	3	1	0	3	9
D. Contact parents regarding:								
20. Absence from school . .	0	29	38	12	4	1	11	5
21. Interpretation of instructional program to parents	0	2	9	47	20	9	6	7
22. Pupil difficulties and needs	5	9	19	40	16	2	1	8
E. Dividing the pupils into groups on basis of readiness for:								
23. Arithmetic	4	19	8	19	13	5	26	6
24. Reading	17	22	5	26	17	6	6	1
25. Spelling	2	16	5	8	11	6	42	10
F. Arrange special activities for pupils who finish their work ahead of schedule, by such means as:								

¹Frequency of performance scale: Two or more performances every day--SD, One performance every day--D, Less often than once every day--S, Less often than once every week--6W, Less often than once every six weeks--S, Once a year--Y, Do not perform--Z, and No answer--NA.

TABLE 10--Continued

Activity	SD ¹	D	W	6W	S	Y	Z	NA
26. Adjusted instructional material	23	61	9	2	1	0	3	1
27. Art materials (easel, paints, and paper) . . .	8	53	22	1	1	0	10	5
28. Individual play materials	8	52	10	2	1	0	19	8
29. Group play materials . .	7	41	19	3	1	0	21	8
III. Activities That Facilitate Instruction								
A. Provide equal opportunity for each student to make oral reports, prepare written material, and make other contributions in class work	20	42	18	1	0	0	3	16
B. Utilize study period time for the purpose of:								
30. Correcting errors of study	23	55	16	0	0	0	3	3
31. Evaluating and appraising pupil study efficiency	16	59	16	2	0	0	2	5
32. Showing ways of improving study habits	13	61	17	2	0	0	3	4
C. Provide a special period for the pupils to show and tell:								
33. New things they have seen	6	49	34	5	1	0	4	1
34. What has happened to them	5	53	32	5	0	0	3	2
35. Where they have been . .	4	43	40	5	2	0	4	2
D. Provide ways for pupils to								

¹Frequency of performance scale: Two or more performances every day--SD, One performance every day--D, Less often than once every day--W, Less often than once every week--6W, Less often than once every six weeks--S, Once a year--Y, Do not perform--Z, and No answer--NA.

TABLE 10--Continued

Activity	SD ¹	D	W	6W	S	Y	Z	NA
assume leadership in carrying out:								
36. Activities	11	56	23	3	1	0	4	2
37. Assignments (academic) .	11	52	10	4	1	0	12	10
38. Objectives (class) . . .	9	45	17	2	2	1	11	13
39. Objectives (individual)	8	44	16	4	1	1	11	15
E. Instruct pupils regarding classroom conduct in such matters as:								
40. Courtesies	25	58	9	3	1	2	1	1
41. Greeting visitors . . .	6	26	31	17	3	2	3	2
42. School customs	6	47	21	11	5	3	2	5
43. School regulations . . .	12	41	30	9	4	1	1	2
44. School traditions . . .	4	25	21	12	9	7	13	9
IV. Activities Involved in Measurement and Appraisal								
A. Being responsible for:								
45. Administering tests . .	2	10	19	29	17	9	9	5
46. Diagnosing pupil difficulties	13	41	21	11	5	1	6	2
47. Setting up remedial work	8	35	30	8	4	1	11	3
48. Evaluating of remedial work	6	31	32	11	2	0	13	5
49. Follow-up of remedial work	5	34	25	10	3	1	15	7
50. Grading tests	3	19	23	21	12	7	9	6
51. Recording test results .	2	13	21	19	14	9	13	9
B. Selection of measuring devices:								
52. Standardized tests . . .	0	0	3	7	30	25	26	9

¹Frequency of performance scale: Two or more performances every day--SD, One performance every day--D, Less often than once every day--W, Less often than once every week--6W, Less often than once every six weeks--S, Once a year--Y, Do not perform--Z, and No answer--NA.

TABLE 10--Continued

Activity	SD ¹	D	W	6W	S	Y	Z	NA
53. Teacher-made tests from file	1	4	23	25	4	1	28	14
C. Preparation of measuring devices:								
54. Objective tests	1	9	24	19	9	2	23	13
55. Essay tests	0	1	9	6	2	2	59	21
56. Promotional examinations (Six weeks tests, final examination)	0	0	0	19	7	7	29	38
D. Use of measuring devices:								
57. Teacher-made objective tests	1	4	21	29	3	2	21	19
58. Teacher-made essay tests	0	1	7	9	3	1	65	14
59. Teacher-made readiness tests	1	1	15	13	10	6	42	12
60. Teacher check list . . .	1	8	17	11	6	2	37	18
61. Standardized readiness tests	0	0	3	6	18	31	34	8
62. Standardized ability tests	0	0	2	3	15	19	47	14
63. Standardized achievement tests	0	1	1	6	22	35	28	7
64. Personality tests . . .	0	0	3	3	8	8	63	15
65. Sociograms	0	0	1	2	8	5	63	21
V. Activities Related to Records and Reports								
A. Responsible for the making of the following:								
66. Case study reports . . .	2	1	4	3	7	9	47	27
67. Class records	4	47	11	3	13	4	9	4

¹Frequency of performance scale: Two or more performances every day--SD, One performance every day--D, Less often than once every day--W, Less often than once every week--6W, Less often than once every six weeks--S, Once a year--Y, Do not perform--Z, and No answer--NA.

TABLE 10--Continued

Activity	SD ¹	D	W	6W	S	Y	Z	NA
68. Cumulative records . . .	0	6	6	14	31	22	12	9
69. Pocket records	3	9	3	3	4	2	50	26
70. Report cards	0	0	0	69	24	1	4	2
71. Statistical reports . .	0	4	1	10	19	17	34	15
72. Anecdotal records . . .	0	1	1	4	6	9	51	28
B. Responsible for maintaining for each pupil a record of:								
73. Evidence of aptitude or special ability, such as speaking, tap dancing, musical instruments . .	1	2	3	2	8	8	53	23
74. General background data	0	0	2	3	14	27	38	16
75. General interests and activities	2	4	7	3	14	12	41	17
76. Health and physical data	1	5	7	10	18	35	19	5
77. Home and family data . .	0	2	1	3	18	36	27	13
78. Kind and nature of re- sponsibilities (assumed by the pupil)	1	9	6	9	7	5	61	2
79. Likes and dislikes for school subjects	2	8	6	8	6	3	48	19
80. Personality traits . . .	3	12	2	12	12	11	35	13
81. Scholastic achievement .	1	11	8	26	19	8	6	11
82. Scholastic aptitude . .	2	7	4	10	8	12	38	19
83. School progress	2	13	5	29	14	11	17	9
84. Social growth	3	8	6	18	13	6	31	15
VI. Activities Other Than Instruc- tional								
A. Supervise the pupils' use of wraps:								
85. On entering the class- room	34	57	2	1	1	1	4	0

¹Frequency of performance scale: Two or more performances every day--SD, One performance every day--D, Less often than once every day--W, Less often than once every week--6W, Less often than once every six weeks--S, Once a year--Y, Do not perform--Z, and No answer--NA.

TABLE 10--Continued

Activity	SD ¹	D	W	6W	S	Y	Z	NA
86. In preparation for leaving classroom . . .	34	59	2	1	1	1	2	0
B. Acquaint pupils with such features of the building as:								
87. Auditorium	2	4	19	12	12	39	11	1
88. Principal's office . . .	1	6	9	5	14	42	16	7
89. Library	4	14	8	3	10	28	21	12
90. Pupils' classrooms . . .	4	25	6	3	8	36	11	7
91. Restrooms	22	23	6	3	9	29	7	1
C. Provide rest periods totaling a minimum of 30 minutes for the pupils	12	56	4	0	1	0	18	9
D. Greet the pupils individually upon their arrival to the classroom	9	77	3	0	0	0	7	4
E. Work and cooperate with principal in handling classroom discipline	14	74	3	2	2	1	1	3
F. Promote the integration of the guidance services of the school and the instructional program of the classroom . .	9	53	2	1	1	0	15	19
VII. Activities Regarding Pupils' Health Conditions								
A. Check every pupil regarding:								
92. Cleanliness	7	79	5	1	0	0	6	2
93. Cuts and abrasions . . .	12	64	9	1	1	0	5	8
94. Condition of vision . .	2	15	8	9	21	33	12	0

¹Frequency of performance scale: Two or more performances every day--SD, One performance every day--D, Less often than once every day--W, Less often than once every week--6W, Less often than once every six weeks--S, Once a year--Y, Do not perform--Z, and No answer--NA.

TABLE 10--Continued

Activity	SD ¹	D	W	6W	S	Y	Z	NA
95. Condition of hearing .	2	14	4	8	16	35	17	4
96. Skin disorders	4	46	12	5	4	5	14	10
97. Condition of teeth . .	0	13	8	10	17	26	21	5
98. Temperature	10	27	3	3	1	3	34	19
99. Nose	1	19	6	3	6	11	39	15
100. Throat	1	13	6	4	7	11	40	18
B. Refer pupils who are in need of medical attention:								
a) To Parents								
101. By conferences . .	1	4	12	12	17	7	29	18
102. By letters	1	7	11	14	6	7	33	21
103. By phone calls . .	1	17	19	15	7	2	16	23
b) To Principal								
104. By conferences . .	2	16	23	17	5	4	14	19
105. By notes	1	6	6	4	2	1	51	29
c) To School Doctor								
106. By conferences . .	0	1	4	2	2	3	65	23
107. By letters	0	1	0	2	1	1	72	23
108. By phone calls . .	0	4	2	1	1	1	72	20
d) To School Nurse								
109. By conferences . .	0	2	23	5	6	5	41	18
110. By letters	0	0	6	2	2	2	63	25
111. By phone calls . .	0	5	6	3	2	3	59	22

¹Frequency of performance scale: Two or more performances every day--SD, One performance every day--D, Less often than once every day--W, Less often than once every week--6W, Less often than once every six weeks--S, Once a year--Y, Do not perform--Z, and No answer--NA.

several times daily. Every six weeks, one hundred twenty-four, or 69 per cent, of the primary teachers make out report cards. In activities other than instructional, one hundred thirty-nine, or 77 per cent, of the primary teachers greet their pupils individually upon their arrival to the classroom daily and one hundred thirty-three, or 74 per cent, cooperate with the principal daily in handling discipline. In activities regarding pupils' health, one hundred forty-two, or 79 per cent, of the reporting primary teachers check each pupils' cleanliness. The majority of the primary teachers as a group report that they do not report pupils who are in need of medical attention to a school nurse or a school doctor.

The frequencies of performance of classroom activities for the teachers of Grades One, Two, and Three are as follows: Two activities, or 1.7 per cent, are performed several times daily by the primary teachers of Oklahoma; forty-one activities, or 34.7 per cent, are performed daily; eleven activities, or 9.3 per cent, are performed weekly; ten, or 8.5 per cent, are performed every six weeks; two activities, or 1.7 per cent, are performed semestrally; eleven activities, or 9.3 per cent, are performed yearly; thirty-nine activities, or 33 per cent, are not-performed; one activity, or 0.85 per cent, received no answer; and one activity, or 0.85 per cent, received an equal number of responses for being performed weekly and every six weeks.

The Reported Differences in the Frequency with which
the Oklahoma Teachers of Grades One, Two, and
Three Perform Their Classroom Activities
for the School Year 1951-1952

To show the differences that exist in the frequency with which the Oklahoma Teachers of Grades One, Two, and Three perform the classroom

activities listed in the questionnaire, Tables 11, 12, and 13 have been prepared. This series of tables is the third group and they show these facts: the most often occurring response--mode, per cent of teachers reporting each mode, and the critical levels of confidence. For example, in Table 11, Division I, Section A, Activity number 2--prepare displays of work on bulletin boards--40 per cent of the teachers in Grade One reported that they perform this activity weekly and 58 per cent of the teachers in Grade Two report that they perform this activity weekly also. These responses of the teachers of Grades One and Two are approximately the same. There is no significant difference in their responses on this activity. The differences that exist in the remaining frequencies of performance as reported by teachers of Grades One and Two are listed in Table 11.

Summary of the Reported Differences in the Performance of
the Classroom Activities by Teachers of Grades One
and Two for the School Year 1951-1952

A comparison of the responses of the teachers in Grades One and Two in Table 11 shows that the differences between reported frequencies of performance of seven, or 5.9 per cent, of the one hundred eighteen classroom activities are significant at the 5 per cent level of confidence. These differences are those relating to these activities:

- (1) Prepare displays of work being done using sand tables,
- (2) Contact parents regarding absence from school,
- (3) Instruct pupils regarding classroom conduct in such matters as courtesies,
- (4) Instruct pupils regarding classroom conduct in such matters as school traditions,
- (5) Being responsible for recording test results,
- (6) Check every pupil

TABLE 11

COMPARISON OF THE MOST OFTEN OCCURRING FREQUENCY OF PERFORMANCE RESPONSES, SHOWING THE PER CENT OF TEACHERS REPORTING MODE AND THE CRITICAL LEVELS OF CONFIDENCE OF FIFTY-EIGHT TEACHERS IN GRADE ONE AND THIRTY-FIVE TEACHERS IN GRADE TWO FOR THE SCHOOL YEAR 1951-1952

Activity	Grade One		Grade Two		Critical Levels of Confidence
	Reported Modes ¹	Per Cent of Teachers Reporting Modes	Reported Modes	Per Cent of Teachers Reporting Modes	
I. Activities Involving Use of Physical Properties					
A. Prepare displays of work being done using:					
1. Blackboards	SD	63	SD	69	5
2. Bulletin boards	W	40	W	58	
3. Flannel boards	Z	53	Z	73	
4. Sand tables	Z	65	Z	84	
5. Work tables	D	34	D	28	
B. Display work of all students . .	W	49	W	48	
C. Make proper adjustments regarding heat, lights, seats, shades, and ventilation	SD	83	SD	56	1
II. Activities Involved in Planning and Assigning					

¹Frequency of performance scale: Two or more performances every day--SD, One performance every day--D, Less often than once every day--W, Less often than once every week--6W, Less often than once every six weeks--S, Once a year--Y, Do not perform--Z, and No answer--NA.

TABLE 11--Continued

Activity	Grade One		Grade Two		Critical Levels of Confidence
	Reported Modes ¹	Per Cent of Teachers Reporting Modes	Reported Modes	Per Cent of Teachers Reporting Modes	
A. Select for instructional purposes such aids as:					
6. Collections of pictures	W	33	W	41	
7. Films	W	49	W	41	
8. Models and specimen	W	37	W	28	
9. Work books	D	48	SD	38	
10. Field trips	S	40	Z	52	1
B. Organize the instructional or illustrative materials for dealing with subject matter into:					
11. Problems	D	29	DZ	24	
12. Projects	W	29	6W	38	
13. Topics	Z	31	Z	24	
14. Units	W	37	W	45	
C. Make instructional plans by selecting:					
15. Time for planning	D	55	D	63	
16. Subject matter	D	49	D	48	
17. Objectives	D	44	D	45	
18. Methods of instruction	D	48	D	46	
19. Class activities	D	52	D	52	

¹Frequency of performance scale: Two or more performances every day--SD, One performance every day--D, Less often than once every day--W, Less often than once every week--6W, Less often than once every six weeks--S, Once every year--Y, Do not perform--Z, and No answer--NA.

TABLE 11--Continued

Activity	Grade One		Grade Two		Critical Levels of Confidence
	Reported Modes ¹	Per Cent of Teachers Reporting Modes	Reported Modes	Per Cent of Teachers Reporting Modes	
D. Contact parents regarding:					
20. Absence from school	W	43	D	52	5
21. Interpretation of instructional program to parents .	6W	56	6W	38	
22. Pupil difficulties and needs	6W	38	6W	38	
E. Dividing the pupils into groups on basis of readiness for:					
23. Arithmetic	D	23	Z	24	1
24. Reading	6W	31	D	24	
25. Spelling	Z	44	Z	38	
F. Arrange special activities for pupils who finish their work ahead of schedule, by such means as:					
26. Adjusted instructional material	D	65	D	59	
27. Art materials (easel, paints, and paper)	D	67	D	48	
28. Individual play materials .	D	64	D	63	
29. Group play materials	D	44	D	55	
III. Activities That Facilitate Instruction					

¹Frequency of performance scale: Two or more performances every day--SD, One performance every day--D, Less often than once every day--W, Less often than once every week--6W, Less often than once every six weeks--S, Once a year--Y, Do not perform--Z, and No answer--NA.

TABLE 11--Continued

Activity	Grade One		Grade Two		Critical Levels of Confidence
	Reported Modes ¹	Per Cent of Teachers Reporting Modes	Reported Modes	Per Cent of Teachers Reporting Modes	
A. Provide equal opportunity for each pupil to make oral reports, prepare written material, and make other contributions in class work	D	50	D	52	
B. Utilize study period time for the purpose of:					
30. Correcting errors of study .	D	60	D	59	
31. Evaluating and appraising pupil study efficiency . . .	D	56	D	60	
32. Showing ways of improving study habits	D	65	D	69	
C. Provide a special period for the pupils to show and tell:					
33. New things they have seen .	D	53	D	52	
34. What has happened to them .	D	57	D	59	
35. Where they have been	D	40	D	52	
D. Provide ways for pupils to assume leadership in carrying out:					
36. Activities	D	50	D	67	

¹Frequency of performance scale: Two or more performances every day--SD, One performance every day--D, Less often than once every day--W, Less often than once every week--6W, Less often than once every six weeks--S, Once a year--Y, Do not perform--Z, and No answer--NA.

TABLE 11--Continued

Activity	Grade One		Grade Two		Critical Levels of Confidence
	Reported Modes ¹	Per Cent of Teachers Reporting Modes	Reported Modes	Per Cent of Teachers Reporting Modes	
37. Assignments (academic) . . .	D	51	D	49	
38. Objectives (class)	D	45	D	41	
39. Objectives (individual) . .	D	42	D	50	
E. Instruct pupils regarding class-room conduct in such matters as:					
40. Courtesies	D	54	D	76	5
41. Greeting visitors	D	40	D	49	
42. School customs	D	48	D	46	
43. School regulations	D	44	D	46	
44. School traditions	W	33	D	35	5
IV. Activities Involved in Measurement and Appraisal					
A. Being responsible for:					
45. Administering tests	6W	32	6W	32	
46. Diagnosing pupil difficulties	D	41	D	34	
47. Setting up remedial work . .	D	36	D	37	
48. Evaluating of remedial work	W	38	W	43	
49. Follow-up of remedial work .	W	33	D	43	
50. Grading tests	6W	28	W	31	
51. Recording test results . . .	6W	32	W	29	5

¹Frequency of performance scale: Two or more performances every day--SD, One performance every day--D, Less often than once every day--W, Less often than once every week--6W, Less often than once every six weeks--S, Once a year--Y, Do not perform--Z, and No answer--NA.

TABLE 11--Continued

Activity	Grade One		Grade Two		Critical Levels of Confidence
	Reported Modes ¹	Per Cent of Teachers Reporting Modes	Reported Modes	Per Cent of Teachers Reporting Modes	
B. Selection of measuring devices:					
52. Standardized tests	S	34	S	39	
53. Teacher-made tests from file	W	31	6W	35	
C. Preparation of measuring devices:					
54. Objective tests	W	25	6W	28	
55. Essay tests	Z	65	Z	66	
56. Promotional examinations (Six weeks tests, final examination)	Z	33	Z	39	
D. Use of measuring devices:					
57. Teacher-made objective tests	6W	31	6W	35	
58. Teacher-made essay tests . .	Z	77	Z	64	
59. Teacher-made readiness tests	Z	35	Z	45	
60. Teacher check list	Z	37	Z	46	
61. Standardized readiness tests	Y	44	Z	39	
62. Standardized ability tests .	Z	43	Z	55	
63. Standardized achievement tests	Y	38	Y	35	
64. Personality tests	Z	69	Z	59	
65. Sociograms	Z	65	Z	62	

¹Frequency of performance scale: Two or more performances every day--SD, One performance every day--D, Less often than once every day--W, Less often than once every week--6W, Less often than once every six weeks--S, Once a year--Y, Do not perform--Z, and No answer--NA.

TABLE 11--Continued

Activity	Grade One		Grade Two		Critical Levels of Confidence
	Reported Modes ¹	Per Cent of Teachers Reporting Modes	Reported Modes	Per Cent of Teachers Reporting Modes	
V. Activities Related to Records and Reports					
A. Responsible for the making of the following:					
66. Case study reports	Z	41	Z	52	
67. Class records	D	47	D	50	
68. Cumulative records	S	35	S	25	
69. Pocket records	Z	49	Z	49	
70. Report cards	6W	71	6W	69	
71. Statistical reports	Z	30	Z	31	
72. Anecdotal records	Z	36	Z	53	
B. Responsible for maintaining for each pupil a record of:					
73. Evidence of aptitude or special ability, such as speaking, tap dancing, musical instruments	Z	36	Z	53	
74. General background data . .	Z	44	YZ	28	
75. General interests and activities	Z	48	Z	45	
76. Health and physical data . .	Y	25	Y	35	

¹Frequency of performance scale: Two or more performances every day--SD, One performance every day--D, Less often than once every day--W, Less often than once every week--6W, Less often than once every six weeks--S, Once a year--Y, Do not perform--Z, and No answer--NA.

TABLE 11--Continued

Activity	Grade One		Grade Two		Critical Levels of Confidence
	Reported Modes ¹	Per Cent of Teachers Reporting Modes	Reported Modes	Per Cent of Teachers Reporting Modes	
77. Home and family data	Y	42	Z	35	
78. Kind and nature of responsibilities (assumed by the pupil)	Z	49	Z	49	
79. Likes and dislikes for school subjects	Z	57	Z	42	
80. Personality traits	Z	43	Z	29	
81. Scholastic achievement	6W	30	6W	31	
82. Scholastic aptitude	Z	30	Z	41	
83. School progress	6W	37	6W	39	
84. Social growth	Z	32	Z	29	
VI. Activities Other Than Instructional					
A. Supervise the pupils' use of wraps:					
85. On entering the classroom	D	61	D	60	
86. In preparation for leaving the classroom	D	58	D	59	
B. Acquaint pupils with such features of the building as:					
87. Auditorium	Y	35	Y	41	

¹Frequency of performance scale: Two or more performances every day--SD, One performance every day--D, Less often than once every day--W, Less often than once every week--6W, Less often than once every six weeks--S, Once a year--Y, Do not perform--Z, and No answer--NA.

TABLE 11--Continued

Activity	Grade One		Grade Two		Critical Levels of Confidence
	Reported Modes ¹	Per Cent of Teachers Reporting Modes	Reported Modes	Per Cent of Teachers Reporting Modes	
88. Principal's office	Y	38	Y	41	
89. Library	Y	30	Z	24	
90. Pupils' classrooms	Y	35	Y	32	
91. Restrooms	SD DY	27	Y	34	
C. Provide rest periods totaling a minimum of 30 minutes for the pupils	D	54	D	62	
D. Greet the pupils individually upon their arrival to the classroom	D	71	D	66	
E. Work and cooperate with principal in handling classroom discipline	D	65	D	73	
F. Promote the integration of the guidance services of the school and the instructional program of the classroom	D	48	D	59	
VII. Activities Regarding Pupils' Health Conditions					
A. Check every pupil regarding:					

¹Frequency of performance scale: Two or more performances every day--SD, One performance every day--D, Less often than once every day--W, Less often than once every week--6W, Less often than once every six weeks--S, Once a year--Y, Do not perform--Z, and No answer--NA.

TABLE 11--Continued

Activity	Grade One		Grade Two		Critical Levels of Confidence
	Reported Modes ¹	Per Cent of Teachers Reporting Modes	Reported Modes	Per Cent of Teachers Reporting Modes	
92. Cleanliness	D	77	D	79	5
93. Cuts and abrasions	D	63	D	62	
94. Condition of vision	Y	42	Y	24	
95. Condition of hearing	Y	28	Y	31	
96. Skin disorders	D	50	D	41	
97. Condition of teeth	Y	29	S	28	
98. Temperature	Z	36	Z	31	
99. Nose	Z	35	Z	48	
100. Throat	Z	38	Z	48	
B. Refer pupils who are in need of medical attention:					
a) To Parents					
101. By conferences	Z	34	Z	43	
102. By letters	Z	28	Z	31	
103. By phone calls	NA	26	W	30	
b) To Principal					
104. By conferences	W 6W	23	NA WZ	21	5
105. By notes	Z	55	Z	53	
c) To School Doctor					

¹Frequency of performance scale: Two or more performances every day--SD, One performance every day--D, Less often than once every day--W, Less often than once every week--6W, Less often than once every six weeks--S, Once a year--Y, Do not perform--Z, and No answer--NA.

TABLE 11--Continued

Activity	Grade One		Grade Two		Critical Levels of Confidence
	Reported Modes ¹	Per Cent of Teachers Reporting Modes	Reported Modes	Per Cent of Teachers Reporting Modes	
106. By conferences	Z	69	Z	70	
107. By letters	Z	83	Z	76	
108. By phone calls	Z	79	Z	73	
d) To School Nurse					
109. By conferences	Z	44	Z	45	
110. By letters	Z	71	Z	69	
111. By phone calls	Z	65	Z	62	

¹Frequency of performance scale: Two or more performances every day--SD, One performance every day--D, Less often than once every day--W, Less often than once every week--6W, Less often than once every six weeks--S, Once a year--Y, Do not perform--Z, and No answer--NA.

regarding condition of teeth, and (7) Refer pupils who are in need of medical attention to the principal by conferences.

The reported differences in frequency of performance of three, or 2.5 per cent, of the one hundred eighteen classroom activities are significant at the 1 per cent level of confidence. These three activities are: (1) Make proper adjustments regarding heat, lights, seats, shades, and ventilation; (2) Select for instructional purposes such aids

as field trips; and (3) Dividing the pupils into groups on basis of readiness for reading.

With only ten of these responses for the performance of classroom activities showing disagreement, one hundred eight, or 91.5 per cent, of the one hundred eighteen classroom activities are comparable. This means that the reported responses for these activities are alike, or so nearly alike, that statistically they are considered to be the same. The agreements and disagreements in the responses of teachers in Grades One and Three are shown in Table 12.

Summary of the Reported Differences in the Performance of
the Classroom Activities by Teachers of Grades One
and Three for the School Year 1951-1952

There are nine, or 7.6 per cent, of the activities listed in Table 12 that are significant at the 5 per cent level of confidence. These disagreements are related to the following activities: (1) Prepare displays of work being done using work tables, (2) select field trips for instructional purposes, contact parents regarding pupils' absence, (3) interpret the instructional program to parents, (4) arrange group play materials as special activities for pupils who finish their work ahead of schedule, (5) provide equal opportunity for each pupil to contribute to the instructional period, (6) instruct pupils in greeting visitors, (7) prepare promotional examinations, (8) use teacher-made essay tests, and (9) maintain a record of pupils' likes and dislikes for school subjects.

The reported disagreements in frequency of performance of three, or 2.5 per cent, of the one hundred eighteen classroom activities

TABLE 12

COMPARISON OF THE MOST OFTEN OCCURRING FREQUENCY OF PERFORMANCE RESPONSES, SHOWING THE PER CENT OF TEACHERS REPORTING MODE AND THE CRITICAL LEVELS OF CONFIDENCE, OF FIFTY-EIGHT TEACHERS IN GRADE ONE AND THIRTY-EIGHT TEACHERS IN GRADE THREE FOR THE SCHOOL YEAR 1951-1952

Activity	Grade One		Grade Three		Critical Levels of Confidence
	Reported Modes ¹	Per Cent of Teachers Reporting Modes	Reported Modes	Per Cent of Teachers Reporting Modes	
I. Activities Involving Use of Physical Properties					
A. Prepare displays of work being done using:					
1. Blackboards	SD	63	SD	69	1
2. Bulletin boards	W	40	W	88	
3. Flannel boards	Z	53	Z	66	
4. Sand tables	Z	65	Z	69	
5. Work tables	D	34	Z	31	5
B. Display work of all students . .	W	49	W	66	
C. Make proper adjustments regarding heat, lights, seats, shades, and ventilation	SD	83	SD	85	
II. Activities Involved in Planning and					

¹Frequency of performance scale: Two or more performances every day--SD, One performance every day--D, Less often than once every day--W, Less often than once every week--SW, Less often than once every six weeks--S, Once a year--Y, Do not perform--Z, and No answer--NA.

TABLE 12--Continued

Activity	Grade One		Grade Three		Critical Levels of Confidence
	Reported Modes ¹	Per Cent of Teachers Reporting Modes	Reported Modes	Per Cent of Teachers Reporting Modes	
Assigning					
A. Select for instructional purposes such aids as:					
6. Collections of pictures	W	33	W	38	
7. Films	W	49	W	41	
8. Models and specimen	W	37	W	28	
9. Work books	D	48	D	34	
10. Field trips	S	40	Y	28	5
B. Organize the instructional or illustrative materials for dealing with subject matter into:					
11. Problems	D	29	D	38	
12. Projects	W	29	W	28	
13. Topics	Z	31	D	28	
14. Units	W	37	6W	56	
C. Make instructional plans by selecting:					
15. Time for planning	D	55	D	53	
16. Subject matter	D	49	D	54	

¹Frequency of performance scale: Two or more performances every day--SD, One performance every day--D, Less often than once every day--W, Less often than once every week--6W, Less often than once every six weeks--S, Once a year--Y, Do not perform--Z, and No answer--NA.

TABLE 12--Continued

Activity	Grade One		Grade Three		Critical Levels of Confidence
	Reported Modes ¹	Per Cent of Teachers Reporting Modes	Reported Modes	Per Cent of Teachers Reporting Modes	
17. Objectives	D	44	D	44	5
18. Methods of instruction . . .	D	48	D	53	
19. Class activities	D	52	D	44	
D. Contact parents regarding:					
20. Absence from school	D	43	D	34	
21. Interpretation of instructional program to parents .	6W	56	6W	34	
22. Pupil difficulties and needs	6W	38	6W	34	
E. Dividing the pupils into groups on basis of readiness for:					
23. Arithmetic	D	23	6W	28	
24. Reading	6W	31	D	31	
25. Spelling	Z	44	Z	44	
F. Arrange special activities for pupils who finish their work ahead of schedule, by such means as:					
26. Adjusted instructional material	D	65	D	56	
27. Art materials (easel,					

¹Frequency of performance scale: Two or more performances every day--SD, One performance every day--D, Less often than once every day--W, Less often than once every week--6W, Less often than once every six weeks--S, Once a year--Y, Do not perform--Z, and No answer--NA.

TABLE 12--Continued

Activity	Grade One		Grade Three		Critical Levels of Confidence
	Reported Modes ¹	Per Cent of Teachers Reporting Modes	Reported Modes	Per Cent of Teachers Reporting Modes	
paints, and paper)	D	67	D	50	
28. Individual play materials .	D	64	DZ	34	1
29. Group play materials	D	46	Z	34	5
III. Activities That Facilitate Instruction					
A. Provide equal opportunity for each pupil to make oral reports, prepare written material, and make other contributions in class work	D	50	SD D	28	5
B. Utilize study period time for the purpose of:					
30. Correcting errors of study .	D	60	D	50	
31. Evaluating and appraising pupil study efficiency . . .	D	56	D	66	
32. Showing ways of improving study habits	D	65	D	53	
C. Provide a special period for the pupils to show and tell:					
33. New things they have seen .	D	53	D	51	

¹Frequency of performance scale: Two or more performances every day--SD, One performance every day--D, Less often than once every day--W, Less often than once every week--6W, Less often than once every six weeks--S, Once a year--Y, Do not perform--Z, and No answer--NA.

TABLE 12--Continued

Activity	Grade One		Grade Three		Critical Levels of Confidence
	Reported Modes ¹	Per Cent of Teachers Reporting Modes	Reported Modes	Per Cent of Teachers Reporting Modes	
34. What has happened to them .	D	57	D	51	5
35. Where they have been	D	40	D	45	
D. Provide ways for pupils to assume leadership in carrying out:					
36. Activities	D	50	D	62	
37. Assignments (academic) . . .	D	51	D	66	
38. Objectives (class)	D	45	D	58	
39. Objectives (individual) . .	D	42	D	60	
E. Instruct pupils regarding class-room conduct in such matters as:					
40. Courtesies	D	54	D	54	
41. Greeting visitors	W	40	6W	38	
42. School customs	D	48	D	57	
43. School regulations	D	44	D	40	
44. School traditions	W	33	D	25	
IV. Activities Involved in Measurement and Appraisal					
A. Being responsible for:					

¹Frequency of performance scale: Two or more performances every day--SD, One performance every day--D, Less often than once every day--W, Less often than once every week--6W, Less often than once every six weeks--S, Once a year--Y, Do not perform--Z, and No answer--NA.

TABLE 12--Continued

Activity	Grade One		Grade Three		Critical Levels of Confidence
	Reported Modes ¹	Per Cent of Teachers Reporting Modes	Reported Modes	Per Cent of Teachers Reporting Modes	
45. Administering tests	6W	32	6W	31	
46. Diagnosing pupil difficulties	D	41	D	47	
47. Setting up remedial work . .	D	36	DW	35	
48. Evaluating of remedial work	W	38	W	32	
49. Follow-up of remedial work .	W	33	D	35	
50. Grading tests	6W	28	6W	25	
51. Recording test results . . .	6W	32	W 6W	25	
B. Selection of measuring devices:					
52. Standardized tests	S	34	S	35	
53. Teacher-made tests from file	W	31	Z	28	
C. Preparation of measuring devices:					5
54. Objective tests	W	25	W	32	
55. Essay tests	Z	65	Z	46	
56. Promotional examinations (Six weeks tests, final examination)	Z	33	NA	56	
D. Use of measuring devices:					
57. Teacher-made objective tests	6W	31	6W	35	

¹Frequency of performance scale: Two or more performances every day--SD, One performance every day--D, Less often than once every day--W, Less often than once every week--6W, Less often than once every six weeks--S, Once a year--Y, Do not perform--Z, and No answer--NA.

TABLE 12---Continued

Activity	Grade One		Grade Three		Critical Levels of Confidence
	Reported Modes ¹	Per Cent of Teachers Reporting Modes	Reported Modes	Per Cent of Teachers Reporting Modes	
58. Teacher-made essay tests . .	Z	77	Z	52	5
59. Teacher-made readiness tests	Z	35	Z	46	
60. Teacher check list	Z	37	Z	34	
61. Standardized readiness tests	Y	44	Z	41	1
62. Standardized ability tests .	Z	43	Z	47	
63. Standardized achievement tests	Y	38	Z	29	
64. Personality tests	Z	69	Z	56	
65. Sociograms	Z	65	Z	62	
V. Activities Related to Records and Reports					
A. Responsible for the making of the following:					
66. Case study reports	Z	41	Z	48	
67. Class records	D	47	D	53	
68. Cumulative records	S	35	S	31	
69. Pocket records	Z	49	Z	45	
70. Report cards	6W	71	6W	78	
71. Statistical reports	Z	30	Z	34	
72. Anecdotal records	Z	36	Z	53	
B. Responsible for maintaining for each pupil a record of:					

¹Frequency of performance scale: Two or more performances every day--SD, One performance every day--D, Less often than once every day--W, Less often than once every week--6W, Less often than once every six weeks--S, Once a year--Y, Do not perform--Z, and No answer--NA.

TABLE 12--Continued

Activity	Grade One		Grade Three		Critical Levels of Confidence	
	Reported Modes ¹	Per Cent of Teachers Reporting Modes	Reported Modes	Per Cent of Teachers Reporting Modes		
73. Evidence of aptitude or special ability, such as speaking, tap dancing, musical instruments	Z	55	Z	44	5	
74. General background data . .	Z	44	Z	31		
75. General interests and activities	Z	48	Z	31		
76. Health and physical data . .	Y	25	Y	37		
77. Home and family data	Y	42	Y	44		
78. Kind and nature of responsibilities (assumed by the pupil)	Z	49	Z	40		
79. Likes and dislikes for school subjects	Z	57	Z	34		
80. Personality traits	Z	43	Z	31		
81. Scholastic achievement	6W	30	6W	29		
82. Scholastic aptitude	Z	30	Z	38		
83. School progress	6W	37	6W	26		
84. Social growth	Z	32	Z	38		
VI. Activities Other Than Instructional						
A. Supervise the pupils' use of wraps:						
85. On entering the classroom .	D	61	D	50		

¹Frequency of performance scale: Two or more performances every day--SD, One performance every day--D, Less often than once every day--W, Less often than once every week--6W, Less often than once every six weeks--S, Once a year--Y, Do not perform--Z, and No answer--NA.

TABLE 12--Continued

Activity	Grade One		Grade Three		Critical Levels of Confidence
	Reported Modes ¹	Per Cent of Teachers Reporting Modes	Reported Modes	Per Cent of Teachers Reporting Modes	
86. In preparation for leaving the classroom	D	58	D	50	
B. Acquaint pupils with such features of the building as:					
87. Auditorium	Y	35	Y	37	
88. Principal's office	Y	38	Y	42	
89. Library	Y	30	Y	19	
90. Pupils' classrooms	Y	35	Y	32	
91. Restrooms	SD DY	27	Y	31	
C. Provide rest periods totaling a minimum of 30 minutes for the pupils	D	54	D	63	
D. Greet the pupils individually upon their arrival to the classroom	D	71	D	81	
E. Work and cooperate with principal in handling classroom discipline	D	65	D	75	
F. Promote the integration of the guidance services of the school					

¹Frequency of performance scale: Two or more performances every day--SD, One performance every day--D, Less often than once every day--W, Less often than once every week--6W, Less often than once every six weeks--S, Once a year--Y, Do not perform--Z, and No answer--NA.

TABLE 12--Continued

Activity	Grade One		Grade Three		Critical Levels of Confidence
	Reported Modes ¹	Per Cent of Teachers Reporting Modes	Reported Modes	Per Cent of Teachers Reporting Modes	
and the instructional program of the classroom . .	D	48	D	66	
VII. Activities Regarding Pupils' Health Conditions					
A. Check every pupil regarding:					
92. Cleanliness	D	77	D	75	
93. Cuts and abrasions	D	63	D	75	
94. Condition of vision	Y	42	Y	34	
95. Condition of hearing	Y	38	Y	34	
96. Skin disorders	D	50	D	47	
97. Condition of teeth	Y	29	Z	25	
98. Temperature	Z	36	Z	35	
99. Nose	Z	35	Z	38	
100. Throat	Z	38	Z	37	
B. Refer pupils who are in need of medical attention:					
a) To Parents					
101. By conferences	Z	34	Z	28	
102. By letters	Z	28	Z	47	

¹Frequency of performance scale: Two or more performances every day--SD, One performance every day--D, Less often than once every day--W, Less often than once every week--6W, Less often than once every six weeks--S, Once a year--Y, Do not perform--Z, and No answer--NA.

TABLE 12--Continued

Activity	Grade One		Grade Three		Critical Levels of Confidence
	Reported Modes ¹	Per Cent of Teachers Reporting Modes	Reported Modes	Per Cent of Teachers Reporting Modes	
103. By phone calls	NA	28	Z	25	
b) To Principal					
104. By conferences	D 6W	23	Z	22	
105. By notes	Z	55	Z	48	
c) To School Doctor					
106. By conferences	Z	69	Z	60	
107. By letters	Z	83	Z	69	
108. By phone calls	Z	79	Z	69	
c) To School Nurse					
109. By conferences	Z	44	Z	43	
110. By letters	Z	71	Z	60	
111. By phone calls	Z	65	Z	60	

¹Frequency of performance scale: Two or more performances every day--SD, One performance every day--D, Less often than once every day--W, Less often than once every week--6W, Less often than once every six weeks--S, Once a year--Y, Do not perform--Z, and No answer--NA.

are significant at the 1 per cent level of confidence. These three activities are: (1) prepare displays of work being done using bulletin

boards, (2) arrange individual play materials for the pupils who finish their work ahead of schedule, and (3) use standardized readiness tests.

With only twelve of the classroom activities showing disagreement in practice as disclosed in the above responses, one hundred six, or 89.8 per cent, of the one hundred eighteen classroom activities are comparable. The classroom activities that are comparable in practice for the teachers of Grades Two and Three are listed in Table 13 on the following pages of this chapter.

Summary of the Reported Differences in the Performance of
the Classroom Activities by Teachers of Grades Two
and Three for the School Year 1951-1952

An analysis of the reported frequencies of performance responses listed in Table 13 shows that eight, or 6.8 per cent, of these responses, when compared statistically, are significant at the 5 per cent level of confidence. These disagreements are those related to the following: (1) make proper adjustment regarding heat, lights, seats, shades, and ventilation, (2) contact parents regarding pupils' absence from school, (3) arrange individual play materials for pupils who finish their work ahead of schedule, (4) provide opportunity for each pupil to make contributions in class, (5) instruct pupils in courtesies and in greeting visitors, (6) prepare promotional examinations, and (7) refer pupils in need of medical attention to parent by phone call.

The reported disagreements in frequency of performance of three, or 2.5 per cent, of the one hundred eighteen classroom activities are significant at the 1 per cent level of confidence. These three activities are: prepare displays of work being done using bulletin boards,

TABLE 13

COMPARISON OF THE MOST OFTEN OCCURRING FREQUENCY OF PERFORMANCE RESPONSES, SHOWING THE PER CENT OF TEACHERS REPORTING MODE AND THE CRITICAL LEVELS OF CONFIDENCE, OF THIRTY-FIVE TEACHERS IN GRADE TWO AND THIRTY-EIGHT TEACHERS IN GRADE THREE FOR THE SCHOOL YEAR 1951-1952

Activity	Grade Two		Grade Three		Critical Levels of Confidence
	Reported Modes ¹	Per Cent of Teachers Reporting Modes	Reported Modes	Per Cent of Teachers Reporting Modes	
I. Activities Involving Use of Physical Properties					
A. Prepare displays of work being done using:					
1. Blackboards	SD	69	SD	69	1
2. Bulletin boards	W	58	W	88	
3. Flannel boards	Z	73	Z	66	
4. Sand tables	Z	84	Z	69	
5. Work tables	D	28	Z	31	
B. Display work of all students .	W	48	W	66	
C. Make proper adjustments regarding heat, lights, seats, shades, and ventilation	SD	56	SD	85	5
II. Activities Involved in Planning and Assigning					

¹Frequency of performance scale: Two or more performances every day--SD, One performance every day--D, Less often than once every day--W, Less often than once every week--6W, Less often than once every six weeks--S, Once a year--Y, Do not perform--Z, and No answer--NA.

TABLE 13--Continued

Activity	Grade Two		Grade Three		Critical Levels of Confidence
	Reported Modes ¹	Per Cent of Teachers Reporting Modes	Reported Modes	Per Cent of Teachers Reporting Modes	
A. Select for instructional purposes such aids as:					
6. Collections of pictures . .	W	41	W	38	
7. Films	W	45	W	41	
8. Models and specimen	W	24	W	28	
	6W				
9. Work books	SD	38	D	34	
10. Field trips	Z	52	Y	28	
B. Organize the instructional or illustrative materials for dealing with subject matter into:					
11. Problems	DZ	24	D	38	
12. Projects	6W	38	W	28	
13. Topics	Z	24	D	28	
14. Units	W	45	6W	56	
C. Make instructional plans by selecting:					
15. Time for planning	D	63	D	53	
16. Subject matter	D	48	D	54	

¹Frequency of performance scale: Two or more performances every day--SD, One performance every day--D, Less often than once every day--W, Less often than once every week--6W, Less often than once every six weeks--S, Once a year--Y, Do not perform--Z, and No answer--NA.

TABLE 13--Continued

Activity	Grade Two		Grade Three		Critical Levels of Confidence
	Reported Modes ¹	Per Cent of Teachers Reporting Modes	Reported Modes	Per Cent of Teachers Reporting Modes	
17. Objectives	D	45	D	44	
18. Methods of instruction . .	D	46	D	53	
19. Class activities	D	52	D	44	
D. Contact parents regarding:					5
20. Absence from school . . .	D	52	W	34	
21. Interpretation of instructional program to parents	6W	38	6W	34	
22. Pupil difficulties and needs	6W	38	6W	34	
E. Dividing the pupils into groups on basis of readiness for:					1
23. Arithmetic	Z	24	6W	28	
24. Reading	SD	24	D	31	
25. Spelling	Z	38	Z	44	
F. Arrange special activities for pupils who finish their work ahead of schedule, by such means as:					
26. Adjusted instructional material	D	59	D	56	

¹Frequency of performance scale: Two or more performances every day--SD, One performance every day--D, Less often than once every day--W, Less often than once every week--6W, Less often than once every six weeks--S, Once a year--Y, Do not perform--Z, and No answer--NA.

TABLE 13--Continued

Activity	Grade Two		Grade Three		Critical Levels of Confidence
	Reported Modes ¹	Per Cent of Teachers Reporting Modes	Reported Modes	Per Cent of Teachers Reporting Modes	
27. Art materials (easel, paints, and paper)	D	48	D	50	5 1
28. Individual play materials	D	63	DZ	34	
29. Group play materials . . .	D	55	Z	34	
III. Activities That Facilitate Instruction					
A. Provide equal opportunity for each pupil to make oral reports, prepare written material, and make other contributions in class work . .	D	52	D SD	28	5
B. Utilize study period time for the purpose of:					
30. Correcting errors of study	D	59	D	50	
31. Evaluating and appraising pupil study efficiency . .	D	69	D	66	
32. Showing ways of improving study habits	D	69	D	53	
C. Provide a special period for the pupils to show and tell:					

¹Frequency of performance scale: Two or more performances every day--SD, One performance every day--D, Less often than once every day--W, Less often than once every week--6W, Less often than once every six weeks--S, Once a year--Y, Do not perform--Z, and No answer--NA.

TABLE 13--Continued

Activity	Grade Two		Grade Three		Critical Levels of Confidence
	Reported Modes ¹	Per Cent of Teachers Reporting Modes	Reported Modes	Per Cent of Teachers Reporting Modes	
33. New things they have seen	D	52	D	51	5 5
34. What has happened to them	D	59	D	51	
35. Where they have been	D	52	D	45	
D. Provide ways for pupils to assume leadership in carrying out:					
36. Activities	D	67	D	62	
37. Assignments (academic) . .	D	49	D	66	
38. Objectives (class)	D	41	D	58	
39. Objectives (individual) .	D	50	D	60	
E. Instruct pupils regarding classroom conduct in such matters as:					
40. Courtesies	D	76	D	54	
41. Greeting visitors	D	49	6W	38	5 5
42. School customs	D	46	D	57	
43. School regulations	D	46	D	40	
44. School traditions	D	35	D	25	
IV. Activities Involved in Measurement and Appraisal					
A. Being responsible for:					

¹Frequency of performance scale: Two or more performances every day--SD, One performance every day--D, Less often than once every day--W, Less often than once every week--6W, Less often than once every six weeks--S, Once a year--Y, Do not perform--Z, and No answer--NA.

TABLE 13--Continued

Activity	Grade Two		Grade Three		Critical Levels of Confidence
	Reported Modes ¹	Per Cent of Teachers Reporting Modes	Reported Modes	Per Cent of Teachers Reporting Modes	
45. Administering tests . . .	6W	32	6W	31	
46. Diagnosing pupil difficulties	D	34	D	37	
47. Setting up remedial work .	D	37	DW	35	
48. Evaluating of remedial work	D	43	W	32	
49. Follow-up of remedial work	D	43	D	35	
50. Grading tests	W	31	6W	25	
51. Recording test results .	W	29	W	25	
B. Selection of measuring devices:					
52. Standardized tests	S	39	S	35	
53. Teacher-made tests from file	6W	35	Z	28	
C. Preparation of measuring devices:					
54. Objective tests	6W	28	W	32	
55. Essay tests	Z	66	Z	46	
56. Promotional examinations (six weeks tests, final examinations)	Z	39	NA	39	5

¹Frequency of performance scale: Two or more performances every day--SD, One performance every day--D, Less often than once every day--W, Less often than once every week--6W, Less often than once every six weeks--S, Once a year--Y, Do not perform--Z, and No answer--NA.

TABLE 13--Continued

Activity	Grade Two		Grade Three		Critical Levels of Confidence
	Reported Modes ¹	Per Cent of Teachers Reporting Modes	Reported Modes	Per Cent of Teachers Reporting Modes	
D. Use of measuring devices:					
57. Teacher-made objective tests	6W	35	6W	35	
58. Teacher-made essay tests .	Z	64	Z	52	
59. Teacher-made readiness tests	Z	45	Z	46	
60. Teacher check list	Z	46	Z	34	
61. Standardized readiness tests	Z	39	Z	41	
62. Standardized ability tests	Z	55	Z	47	
63. Standardized achievement tests	Y	35	Z	29	
64. Personality tests	Z	59	Z	56	
65. Sociograms	Z	62	Z	62	
V. Activities Related to Records and Reports					
A. Responsible for the making of the following:					
66. Case study reports	Z	52	Z	48	
67. Class records	D	50	D	53	
68. Cumulative records	S	25	S	31	

¹Frequency of performance scale: Two or more performances every day--SD, One performance every day--D, Less often than once every day--W, Less often than once every week--6W, Less often than once every six weeks--S, Once a year--Y, Do not perform--Z, and No answer--NA.

TABLE 13--Continued

Activity	Grade Two		Grade Three		Critical Levels of Confidence
	Reported Modes ¹	Per Cent of Teachers Reporting Modes	Reported Modes	Per Cent of Teachers Reporting Modes	
69. Pocket records	Z	49	Z	45	
70. Report cards	6W	69	6W	78	
71. Statistical reports	Z	31	Z	34	
72. Anecdotal records	Z	53	Z	53	
B. Responsible for maintaining for each pupil a record of:					
73. Evidence of aptitude or special ability, such as speaking, tap dancing, musical instruments	Z	59	Z	44	
74. General background data . .	YZ	28	Z	31	
75. General interests and activities	Z	45	Z	31	
76. Health and physical data . .	Y	35	Y	37	
77. Home and family data	Z	35	Y	44	
78. Kind and nature of responsibilities (assumed by the pupil)	Z	49	Z	40	
79. Likes and dislikes for school subjects	Z	42	Z	34	
80. Personality traits	Z	29	Z	31	
81. Scholastic achievement . . .	6W	31	6W	29	
82. Scholastic aptitude	Z	41	Z	38	

¹Frequency of performance scale: Two or more performances every day--SD, One performance every day--D, Less often than once every day--W, Less often than once every week--6W, Less often than once every six weeks--S, Once a year--Y, Do not perform--Z, and No answer--NA.

TABLE 13--Continued

Activity	Grade Two		Grade Three		Critical Levels of Confidence
	Reported Modes ¹	Per Cent of Teachers Reporting Modes	Reported Modes	Per Cent of Teachers Reporting Modes	
83. School progress	6W	39	6W	26	
84. Social growth	Z	29	Z	38	
VI. Activities Other Than Instructional					
A. Supervise the pupils' use of wraps:					
85. On entering the classroom	D	60	D	50	
86. In preparation for leaving the classroom	D	59	D	50	
B. Acquaint pupils with such features of the building as:					
87. Auditorium	Y	41	Y	37	
88. Principal's office	Y	41	Y	42	
89. Library	Z	24	Z	19	
90. Pupils' classrooms	Y	32	Y	32	
91. Restrooms	Y	34	Y	31	
C. Provide rest periods totaling a minimum of 30 minutes for the pupils					
	D	62	D	63	

¹Frequency of performance scale: Two or more performances every day--SD, One performance every day--D, Less often than once every day--W, Less often than once every week--6W, Less often than once every six weeks--S, Once a year--Y, Do not perform--Z, and No answer--NA.

TABLE 13--Continued

Activity	Grade Two		Grade Three		Critical Levels of Confidence
	Reported Modes ¹	Per Cent of Teachers Reporting Modes	Reported Modes	Per Cent of Teachers Reporting Modes	
D. Greet the pupils individually upon their arrival to the classroom	D	66	D	81	
E. Work and cooperate with principal in handling classroom discipline	D	73	D	75	
F. Promote the integration of the guidance services of the school and the instructional program of the classroom	D	59	D	66	
VII. Activities Regarding Pupils' Health Conditions					
A. Check every pupil regarding:					
92. Cleanliness	D	79	D	75	
93. Cuts and abrasions	D	62	D	75	
94. Condition of vision	Y	24	Y	34	
95. Condition of hearing	Y	31	Y	34	
96. Skin disorders	D	41	D	47	
97. Condition of teeth	S	28	Z	25	
98. Temperature	Z	31	Z	35	

¹Frequency of performance scale: Two or more performances every day--SD, One performance every day--D, Less often than once every day--W, Less often than once every week--6W, Less often than once every six weeks--S, Once a year--Y, Do not perform--Z, and No answer--NA.

TABLE 13--Continued

Activity	Grade Two		Grade Three		Critical Levels of Confidence
	Reported Modes ¹	Per Cent of Teachers Reporting Modes	Reported Modes	Per Cent of Teachers Reporting Modes	
99. Nose	Z	48	Z	38	5
100. Throat	Z	48	Z	37	
B. Refer pupils who are in need of medical attention:					
a) To Parents					
101. By conferences . . .	Z	43	Z	28	
102. By letters	Z	31	Z	47	
103. By phone calls . . .	W	30	Z	25	
b) To Principal					
104. By conferences . . .	WZ NA	21	Z	22	
105. By notes	Z	53	Z	48	
c) To School Doctor					
106. By conferences . . .	Z	70	Z	60	
107. By letters	Z	76	Z	69	
108. By phone calls . . .	Z	73	Z	69	
d) To School Nurse					

¹ Frequency of performance scale: Two or more performances every day--SD, One performance every day--D, Less often than once every day--W, Less often than once every week--6W, Less often than once every six weeks--S, Once a year--Y, Do not perform--Z, and No answer--NA.

TABLE 13--Continued

Activity	Grade Two		Grade Three		Critical Levels of Confidence
	Reporting Modes ¹	Per Cent of Teachers Reporting Modes	Reported Modes	Per Cent of Teachers Reporting Modes	
109. By conferences	Z	45	Z	43	
110. By letters	Z	69	Z	60	
111. By phone calls	Z	62	Z	60	

¹Frequency of performance scale: Two or more performances every day--SD, One performance every day--D, Less often than once every day--W, Less often than once every week--6W, Less often than once every six weeks--S, Once a year--Y, Do not perform--Z, and No answer--NA.

(2) dividing pupils into groups for reading, and (3) arrange group play materials for pupils who finish their work ahead of schedule.

With only eleven of the classroom activities showing disagreement as shown in the above responses, one hundred seven, or 90.6 per cent, of the one hundred eighteen classroom activities are comparable.

The Teachers' Ratings of the Classroom Activities as a
Contribution to Pupil Achievement by the Oklahoma
Teachers in Grades One, Two, and Three for the
School Year 1951-1952

The fourth group of tables is comprised of Tables 14, 15, 16, and 17 and shows the ratings reported for each classroom activity. This

series of tables also shows the per cent of teachers in each grade rating each activity according to the rating scale on page 31 of this chapter. For example, in Table 14, Division I, Section A, Activity number 3, prepare displays using flannel boards, 21 per cent of the teachers in Grade One rate this activity as of no value, 2 per cent as of little value, 10 per cent as of some value, 13 per cent as of considerable value, 12 per cent as of greatest value, and 33 per cent did not answer this part of the questionnaire. The teachers' rating of the other one hundred seventeen classroom activities performed are listed in Table 14 of this chapter.

Summary of the Teachers' Ratings of the Classroom Activities
as a Contribution to Pupil Achievement by Teachers
in Grade One for the School Year 1951-1952

The teachers' ratings of the one hundred eighteen classroom activities as a contribution to pupil achievement by the responding teachers in Grade One vary greatly. Even though there are variations in the reported ratings, there are some salient facts shown in Table 14. In the area of physical properties, fifty, or 86 per cent, of the teachers in Grade One consider the making of proper adjustments regarding heat, lights, seats, shades, and ventilation of greatest importance. From this, we may assume that the teachers in Grade One agree that the physical conditions of the classroom contribute to the learning situation. The teachers in Grade One also place great importance on the dividing of pupils into groups on the basis of readiness for reading as is evidenced by forty-five, or 77 per cent, of them following this practice. This may be due to the emphasis that educators are placing upon the reading program, today, or that teachers in Grade One prefer teaching pupils in

TABLE 14

TEACHERS' RATINGS AND THE PER CENT OF TEACHERS REPORTING RATINGS OF
THE CLASSROOM ACTIVITIES IN CONTRIBUTING TO PUPIL ACHIEVEMENTS
AS REPORTED BY FIFTY-EIGHT TEACHERS IN GRADE ONE
FOR THE SCHOOL YEAR 1951-1952

Activity	0*	1	2	3	4	NA
I. Activities Involving Use of Physical Properties						
A. Prepare displays of work being done using:						
1. Blackboards	0	0	10	27	63	0
2. Bulletin boards	4	0	13	65	18	0
3. Flannel boards	21	2	10	13	12	33
4. Sand tables	29	4	17	10	6	34
5. Work tables	6	2	17	16	31	8
B. Display work of all students .	0	2	6	36	56	0
C. Make proper adjustments regarding heat, lights, seats, shades, and ventilation	2	0	0	8	86	4
II. Activities Involved in Planning and Assigning						
A. Select for instructional purposes such aids as:						
6. Collections of pictures . .	2	4	10	44	36	4
7. Films	2	0	19	46	31	2
8. Models and Specimen	4	0	33	34	17	12
9. Work books	0	0	6	36	56	2
10. Field trips	8	4	37	25	17	9
B. Organize the instructional or illustrative materials for dealing with subject matter into:						

*Rating Scale: Greatest--4, Considerable--3, Some--2, Very Little--1, None--0, No answer--NA.

TABLE 14--Continued

Activity	0*	1	2	3	4	NA
11. Problems	10	0	13	29	19	29
12. Projects	10	0	19	31	19	21
13. Topics	10	0	13	25	15	37
14. Units	6	0	17	27	10	40
C. Make instructional plans by selecting:						
15. Time for planning	4	0	8	19	65	4
16. Subject matter	0	0	8	33	51	8
17. Objectives	2	0	8	33	51	6
18. Methods of instruction	2	0	2	31	59	6
19. Class activities	2	2	8	21	57	10
D. Contact parents regarding:						
20. Absence from school	4	9	19	22	38	8
21. Interpretation of instructional program to parents	12	6	15	18	39	10
22. Pupil difficulties and needs	0	2	12	26	52	8
E. Dividing the pupils into groups on basis of readiness for:						
23. Arithmetic	12	2	2	25	40	19
24. Reading	0	0	4	11	77	8
25. Spelling	17	0	15	8	25	35
F. Arrange special activities for pupils who finish their work ahead of schedule, by such means as:						
26. Adjusted instructional material	0	0	12	25	63	0
27. Art materials (easel, paints, and paper)	0	2	19	38	35	6
28. Individual play materials	6	0	27	34	27	6

*Rating Scale: Greatest--4, Considerable--3, Some--2, Very Little--1, None--0, No Answer--NA.

TABLE 14--Continued

Activity	0*	1	2	3	4	NA
29. Group play materials . . .	6	0	29	29	25	11
III. Activities That Facilitate Instruction						
A. Provide equal opportunity for each pupil to make oral reports, prepare written material, and make other contributions in class work . .	0	0	6	21	54	19
B. Utilize study period time for the purpose of:						
30. Correcting errors of study	0	0	13	19	56	12
31. Evaluating and appraising pupil study efficiency . .	4	2	8	27	49	10
32. Showing ways of improving study habits	2	0	17	21	50	10
C. Provide a special period for the pupils to show and tell:						
33. New things they have seen	0	2	13	35	46	4
34. What has happened to them	0	2	10	42	42	4
35. Where they have been . . .	0	2	13	38	40	6
D. Provide ways for pupils to assume leadership in carrying out:						
36. Activities	4	0	8	29	51	8
37. Assignments (academic) . .	10	0	8	36	27	19
38. Objectives (class)	3	0	21	35	21	21
39. Objectives (individual) .	6	2	15	27	27	23
E. Instruct pupils regarding classroom conduct in such matters as:						

*Rating Scale: Greatest--4, Considerable--3, Some--2, Very Little--1, None--0, No answer--NA.

TABLE 14--Continued

Activity	0*	1	2	3	4	NA
40. Courtesies	0	0	11	33	54	2
41. Greeting visitors	2	0	15	41	37	5
42. School customs	2	0	21	39	29	9
43. School regulations	0	2	10	51	35	2
44. School traditions	10	8	19	32	12	19
IV. Activities Involved in Measurement and Appraisal						
A. Being responsible for:						
45. Administering tests	2	2	15	37	35	9
46. Diagnosing pupil difficulties	0	2	4	25	62	7
47. Setting up remedial work	4	2	8	29	42	15
48. Evaluating of remedial work	6	2	6	31	36	19
49. Follow-up of remedial work	6	2	12	21	40	19
50. Grading tests	2	2	12	27	42	15
51. Recording test results	2	6	8	21	48	15
B. Selection of measuring devices:						
52. Standardized tests	6	4	12	23	28	27
53. Teacher-made tests from file	10	2	15	19	25	29
C. Preparation of measuring devices:						
54. Objective tests	10	2	12	25	26	25
55. Essay tests	31	2	6	8	2	51
56. Promotional examinations (Six weeks tests, final examinations)	8	6	6	15	10	55
D. Use of measuring devices:						
57. Teacher-made objective tests	8	2	19	15	17	39

*Rating Scale: Greatest--4, Considerable--3, Some--2, Very Little--1, None--0, No answer--NA.

TABLE 14--Continued

Activity	0*	1	2	3	4	NA
58. Teacher-made essay tests .	29	2	4	4	0	61
59. Teacher-made readiness tests	12	2	6	27	19	34
60. Teacher check list	8	4	6	23	17	42
61. Standardized readiness tests	6	4	8	19	38	25
62. Standardized ability tests	10	6	6	13	23	42
63. Standardized achievement tests	6	6	8	29	30	21
64. Personality tests	21	0	8	10	4	57
65. Sociograms	25	0	10	10	0	55
V. Activities Related to Records and Reports						
A. Responsible for the making of the following:						
66. Case study reports	10	8	8	12	15	47
67. Class records	0	6	10	31	42	11
68. Cumulative records	8	4	13	21	39	15
69. Pocket records	17	4	10	2	10	57
70. Report cards	2	4	27	23	34	10
71. Statistical reports	19	4	8	17	17	35
72. Anecdotal records	17	2	12	4	10	55
B. Responsible for maintaining for each pupil a record of:						
73. Evidence of aptitude or special ability, such as speaking, tap dancing, musical instruments	10	4	15	8	6	57
74. General background data .	8	6	10	25	13	38
75. General interests and activities	8	6	6	21	17	42
76. Health and physical data .	4	2	12	36	27	19
77. Home and family data . . .	4	8	12	25	23	28
78. Kind and nature of responsibilities (assumed by the pupil)	6	4	12	19	12	47

*Rating Scale: Greatest--4, Considerable--3, Some--2, Very Little--1, None--0, No answer--NA.

TABLE 14--Continued

Activity	0*	1	2	3	4	NA
79. Likes and dislikes for school subjects	12	4	10	17	8	49
80. Personality traits	13	2	12	23	17	33
81. Scholastic achievement	4	2	6	36	33	19
82. Scholastic aptitude	10	2	6	25	19	38
83. School progress	6	2	8	31	34	19
84. Social growth	8	2	8	25	24	33
VI. Activities Other Than Instructional						
A. Supervise the pupils' use of wraps:						
85. On entering the classroom	0	4	6	40	50	0
86. In preparation for leaving classroom	0	4	2	40	54	0
B. Acquaint pupils with such features of the building as:						
87. Auditorium	6	4	19	30	29	12
88. Principal's office	8	6	6	42	23	15
89. Library	6	6	6	32	29	21
90. Pupils' classrooms	2	4	10	36	35	13
91. Restrooms	0	2	8	23	62	5
C. Provide rest periods totaling a minimum of 30 minutes for the pupils						
	2	0	10	19	58	11
D. Greet the pupils individually upon their arrival to the classroom						
	4	0	4	27	62	3
E. Work and cooperate with principal in handling classroom discipline						
	0	2	2	21	67	8
F. Promote the integration of the						

*Rating Scale: Greatest--4, Considerable--3, Some--2, Very Little--1, None--0, No answer--NA.

TABLE 14--Continued

Activity	0*	1	2	3	4	NA
guidance services of the school and the instructional program of the classroom	6	0	0	17	54	23
VII. Activities Regarding Pupils' Health Conditions						
A. Check every pupil regarding:						
92. Cleanliness	2	2	10	19	63	4
93. Cuts and abrasions	0	2	10	23	54	11
94. Condition of vision	2	6	6	19	56	11
95. Condition of hearing	4	6	4	15	48	23
96. Skin disorders	4	4	10	17	44	21
97. Condition of teeth	4	2	12	15	40	27
98. Temperature	10	0	12	13	34	31
99. Nose	10	2	8	12	33	35
100. Throat	8	2	10	8	31	41
B. Refer pupils who are in need of medical attention:						
a) To Parents						
101. By conferences	6	0	8	25	29	32
102. By letters	8	2	6	21	21	42
103. By phone calls	4	2	10	15	38	31
b) To Principal						
104. By conferences	4	0	12	15	50	19
105. By notes	17	0	4	10	6	63
c) To School Doctor						
106. By conferences	13	0	6	6	13	62
107. By letters	17	0	6	4	4	69
108. By phone calls	17	2	4	6	4	67
d) To School Nurse						

*Rating Scale: Greatest--4, Considerable--3, Some--2, Very Little--1, None--0, No answer--NA.

TABLE 14--Continued

Activity	0*	1	2	3	4	5
109. By conferences . . .	10	0	4	19	27	40
110. By letters	15	0	6	12	6	61
111. By phone calls . . .	12	2	4	13	6	63

*Rating Scale: Greatest--4, Considerable--3, Some--2, Very Little--1, None--0, No answer--NA.

small groups, or to a combination of these.

Of the activities that the greatest number of responding teachers in Grade One report that have no importance in contributing to pupil achievement, three are worthy of mention. In the area of selecting essay tests as measuring devices, eighteen, or 31 per cent, of the teachers in Grade One report that this activity as a contribution to pupil achievement has no value. In preparing displays on sand tables, only sixteen, or 29 per cent, of the teachers in Grade One rate this activity as of no value. The same number and per cent of teachers in Grade One reported a no-value for the using of essay tests.

Fifty-four, or 45.8 per cent, of the one hundred eighteen listed activities were rated by the greatest number of teachers in Grade One as being of greatest importance; twenty-one, or 17.8 per cent, of considerable importance; and thirty-nine, or 33.9 per cent, did not respond. This per cent of the teachers not rating the classroom activities may be due to the fact that the primary teachers were asked to rate only those they performed. There are two activities which received an

equal number of ratings--two, or 1.7 per cent, of the classroom activities were rated to be of considerable and of greatest importance; one activity received one response, or 0.85 per cent, as being of some and of considerable importance; and one activity has the same number of responses--one, or 0.85 per cent--as being of considerable importance and of having no reported answers. Table 15 which follows shows the ratings of the classroom activities as contribution to pupil achievement by the teachers in Grade Two.

Summary of the Teachers' Ratings of the Classroom Activities
as a Contribution to Pupil Achievement by Teachers
in Grade Two for the School Year 1951-1952

The compilation of the reported ratings of the classroom activities as a contribution to pupil achievement of the teachers in Grade Two are shown in Table 15 and differ greatly. Even though there are differences in the reported ratings, there are some notable facts shown in Table 15. In the area of physical properties, twenty-eight, or 80 per cent, of the teachers in Grade Two consider the making of adjustments regarding heat, lights, seats, shades, and ventilation of greatest importance; twenty-two, or 62 per cent, consider the preparing of displays of work being done using blackboards of greatest importance; and nineteen, or 55 per cent, consider the preparing of displays of work being done by the use of bulletin boards to be of considerable value. The selection of films for instructional purposes is considered to be of considerable importance by twenty-one, or 59 per cent, of the teachers in Grade Two. In activities involved in planning, twenty-one, or 59 per cent, of the teachers in Grade Two report the dividing of their pupils into groups on

TABLE 15

TEACHERS' RATINGS AND THE PER CENT OF TEACHERS REPORTING RATINGS OF
THE CLASSROOM ACTIVITIES IN CONTRIBUTING TO PUPIL ACHIEVEMENTS
AS REPORTED BY THIRTY-FIVE TEACHERS IN GRADE TWO
FOR THE SCHOOL YEAR 1951-1952

Activity	0*	1	2	3	4	NA
I. Activities Involving Use of Physical Properties						
A. Prepare displays of work being done using:						
1. Blackboards	0	0	7	31	62	0
2. Bulletin boards	0	0	28	55	17	0
3. Flannel boards	31	3	10	7	42	7
4. Sand tables	31	7	3	7	3	49
5. Work tables	7	0	24	31	24	14
B. Display work of all students .	3	0	17	42	38	0
C. Make proper adjustments re- barding heat, lights, seats, shades, and ventilation	0	3	3	11	80	3
II. Activities Involved in Planning and Assigning						
A. Select for instructional pur- poses such aids as:						
6. Collections of pictures . .	0	0	24	55	21	0
7. Films	3	3	10	59	18	7
8. Models and specimen	3	0	35	28	10	24
9. Work books	3	0	8	48	41	0
10. Field trips	21	0	37	7	7	28
B. Organize the instructional or illustrative materials for dealing with subject matter into:						

*Rating Scale: Greatest--4, Considerable--3, Some--2, Very Little--1, None--0, No answer--NA.

TABLE 15--Continued

Activity	0*	1	2	3	4	NA
11. Problems	17	0	14	31	28	10
12. Projects	7	3	14	41	21	14
13. Topics	10	0	8	34	24	24
14. Units	3	0	21	32	34	10
C. Make instructional plans by selecting:						
15. Time for planning	0	0	7	42	48	3
16. Subject matter	0	0	7	24	52	7
17. Objectives	3	0	7	21	48	21
18. Methods of instruction . .	0	0	14	10	52	24
19. Class activities	10	0	14	17	52	17
D. Contact parents regarding:						
20. Absence from school	0	3	22	27	34	14
21. Interpretation of instructional program to parents	3	3	14	28	38	14
22. Pupil difficulties and needs	0	4	14	41	41	0
E. Dividing the pupils into groups on basis of readiness for:						
23. Arithmetic	17	0	0	35	31	17
24. Reading	27	0	3	21	28	21
25. Spelling	0	0	14	17	59	10
F. Arrange special activities for pupils who finish their work ahead of schedule, by such means as:						
26. Adjusted instructional material	0	0	14	17	59	10
27. Art materials (easel, paints, and paper)	10	0	10	41	24	14
28. Individual play materials	7	0	14	44	21	14
29. Group play materials	3	0	21	38	21	17

*Rating Scale: Greatest--4, Considerable--3, Some--2, Very Little--1, None--0, No answer--NA.

TABLE 15--Continued

Activity	0*	1	2	3	4	NA
III. Activities That Facilitate Instruction						
A. Provide equal opportunity for each pupil to make oral reports, prepare written material, and make other contributions in class work . .	0	0	7	28	48	17
B. Utilize study period time for the purpose of:						
30. Correcting errors of study	0	0	7	38	55	0
31. Evaluating and appraising pupil study efficiency . .	0	0	10	38	45	7
32. Showing ways of improving study habits	0	3	3	41	44	7
C. Provide a special period for the pupils to show and tell:						
33. New things they have seen	0	0	10	53	34	3
34. What has happened to them	0	3	10	56	31	0
35. Where they have been . . .	0	3	21	42	31	3
D. Provide ways for pupils to assume leadership in carrying out:						
36. Activities	0	0	7	56	34	3
37. Assignments (academic) . .	3	0	17	39	28	13
38. Objectives (class)	3	0	21	35	21	20
39. Objectives (individual) .	3	3	10	36	24	24
E. Instruct pupils regarding class-room conduct in such matters as:						
40. Courtesies	3	0	0	41	56	0
41. Greeting visitors	7	0	14	45	34	0

*Rating Scale: Greatest--4, Considerable--3, Some--2, Very Little--1, None--0, No answer--NA.

TABLE 15--Continued

Activity	0*	1	2	3	4	NA
42. School customs	3	3	14	39	31	10
43. School regulations	3	0	17	39	38	3
44. School traditions	10	3	21	32	24	10
IV. Activities Involved in Measurement and Appraisal						
A. Being responsible for:						
45. Administering tests	3	3	10	39	28	17
46. Diagnosing pupil difficulties	0	4	7	21	37	21
47. Setting up remedial work . .	0	0	3	21	48	28
48. Evaluating of remedial work	0	0	3	28	48	28
49. Follow-up of remedial work . .	0	0	7	17	48	28
50. Grading tests	0	3	14	31	38	14
51. Recording test results . .	0	3	21	21	28	27
B. Selection of measuring devices:						
52. Standardized tests	7	0	24	17	24	28
53. Teacher-made tests from file	0	0	14	21	31	34
C. Preparation of measuring devices:						
54. Objective tests	3	3	14	31	14	35
55. Essay tests	28	7	3	0	0	62
56. Promotional examinations (Six weeks tests, final examination)	14	3	7	17	3	56
D. Use of measuring devices:						
57. Teacher-made objective tests	3	3	17	33	17	27
58. Teacher-made essay tests . .	21	3	3	10	3	60

*Rating Scale: Greatest--4, Considerable--3, Some--2, Very Little--1, None--0, No answer--NA.

TABLE 15--Continued

Activity	0*	1	2	3	4	NA
59. Teacher-made readiness tests	14	0	14	21	10	41
60. Teacher check list	3	0	3	17	17	60
61. Standardized readiness tests	10	0	14	24	21	31
62. Standardized ability tests	14	0	7	17	10	52
63. Standardized achievement tests	3	0	24	28	14	31
64. Personality tests	24	0	3	10	3	60
65. Sociograms	24	0	0	7	3	66
V. Activities Related to Records and Reports						
A. Responsible for the making of the following:						
66. Case study reports	14	3	3	7	7	66
67. Class records	6	0	14	38	34	14
68. Cumulative records	3	0	14	28	34	21
69. Pocket records	14	0	14	3	14	55
70. Report cards	0	3	27	38	28	10
71. Statistical reports	14	3	17	21	14	31
72. Anecdotal records	21	0	0	3	0	66
B. Responsible for maintaining for each pupil a record of:						
73. Evidence of aptitude or special ability, such as speaking, tap dancing, musical instruments . . .	14	0	10	10	0	66
74. General background data .	0	3	7	28	17	45
75. General interests and activities	10	0	3	17	17	53
76. Health and physical data .	3	3	7	31	35	21
77. Home and family data . . .	7	3	0	28	21	41
78. Kind and nature of responsibilities (assumed by the pupil)	14	0	7	17	17	45

*Rating Scale: Greatest--4, Considerable--3, Some--2, Very Little--1, None--0, No answer--NA.

TABLE 15--Continued

Activity	0*	1	2	3	4	NA
79. Likes and dislikes for school subjects	10	0	7	28	10	45
80. Personality traits	14	0	3	42	10	31
81. Scholastic achievement	0	7	7	45	17	21
82. Scholastic aptitude	10	0	7	21	17	45
83. School progress	0	7	3	52	24	14
84. Social growth	14	0	3	45	14	24
VI. Activities Other Than Instructional						
A. Supervise the pupils' use of wraps:						
85. On entering the classroom	0	0	10	45	45	0
86. In preparation for leaving the classroom	0	0	10	49	41	0
B. Acquaint pupils with such features of the building as:						
87. Auditorium	3	0	10	39	41	7
88. Principal's office	0	3	7	38	31	21
89. Library	7	0	3	14	38	38
90. Pupils' classrooms	3	7	7	28	31	24
91. Restrooms	0	0	7	38	48	7
C. Provide rest periods totaling a minimum of 30 minutes for the pupils						
	3	0	7	17	52	21
D. Greet the pupils individually upon their arrival to the classroom						
	3	0	7	24	52	14
E. Work and cooperate with principal in handling classroom discipline						
	0	0	0	34	63	3
F. Promote the integration of the guidance services of the school and the instructional program						

*Rating Scale: Greatest--4, Considerable--3, Some--2, Very Little--1, None--0, No answer--NA.

TABLE 15--Continued

Activity	0*	1	2	3	4	NA
of the classroom	3	0	0	24	41	32
VII. Activities Regarding Pupils' Health Conditions						
A. Check every pupil regarding:						
92. Cleanliness	0	0	3	34	59	4
93. Cuts and abrasions	0	0	3	34	52	11
94. Condition of vision	0	0	7	14	62	17
95. Condition of hearing	3	3	10	3	64	17
96. Skin disorders	0	0	3	31	45	21
97. Condition of teeth	0	3	7	18	55	17
98. Temperature	3	0	3	24	28	42
99. Nose	3	0	0	7	34	56
100. Throat	3	0	0	10	28	59
B. Refer pupils who are in need of medical attention:						
a) To Parents						
101. By conferences	14	0	0	14	28	44
102. By letters	7	0	3	24	28	38
103. By phone calls	3	7	0	28	41	21
b) To Principal						
104. By conferences	3	0	10	17	35	35
105. By notes	14	0	3	7	10	66
c) To School Doctor						
106. By conferences	10	0	3	7	10	70
107. By letters	17	0	3	0	3	77
108. By phone calls	10	0	3	0	14	73
d) To School Nurse						
109. By conferences	7	0	3	10	31	59
110. By letters	17	0	3	0	0	80
111. By phone calls	14	0	7	0	7	72

*Rating Scale: Greatest--4, Considerable--3, Some--2, Very Little--1, None--0, No answer--NA.

basis of readiness for spelling to be of greatest importance. Arranging adjusted instructional materials for pupils who finish their work ahead of schedule is considered of greatest importance by twenty-one, or 59 per cent, of the teachers in Grade Two. In the area of classroom conduct, twenty, or 56 per cent, of the teachers in Grade Two report instructions in courtesies to be of greatest importance. Work and cooperate with the principal in handling classroom discipline is reported to be of greatest importance by twenty-two, or 63 per cent, of the teachers in Grade Two. In activities regarding pupils' health conditions, twenty-one, or 59 per cent, of the teachers in Grade Two consider the checking of each pupils' cleanliness to be of greatest importance; twenty-two, or 62 per cent, checking the condition of their pupils' vision to be of greatest importance; and twenty-two, or 64 per cent, reported the checking of their pupils' condition of hearing to be of greatest importance. No activity received the majority of Grade Two teacher responses as being of no importance. Ratings of the classroom activities as a contribution to pupil achievement by the teachers in Grade Two are as follows: Forty-one, or 34.7 per cent, of the classroom activities were rated to be of greatest importance; thirty-four, or 28.8 per cent, were rated to be of considerable importance; two, or 1.7 per cent, were rated to be of some value; thirty-seven, or 31.4 per cent, received no ratings; one, or 0.85 per cent, of the classroom activities received ratings for each of the following: greatest and considerable importance and considerable and some; and two, or 1.7 per cent, of the classroom activities received a rating of greatest importance and no answer. The importance of the ratings as a contribution to pupil achievement by the teachers in Grade

Three are shown in Table 16.

Summary of the Teachers' Ratings of the Classroom Activities
as a Contribution to Pupil Achievement by Teachers
in Grade Three for the School Year 1951-1952

The reported teacher ratings of the one hundred eighteen classroom activities as a contribution to pupil achievement by the responding teachers in Grade Three vary greatly. Even though there are some disagreements in the reported ratings, there are some salient data shown in Table 16. In the area of physical properties, twenty-five or 66 per cent, of the teachers in Grade Three rate the preparing of displays of work being done using blackboards as of greatest importance and thirty, or 78 per cent, rate the making of proper adjustments regarding heat, lights, seats, shades, and ventilation as of greatest importance, also. In making instructional plans, twenty-five, or 66 per cent, of the teachers in Grade Three rate selecting time for planning of greatest importance and twenty-four, or 63 per cent, rate the selection of subject matter of greatest importance. Dividing the pupils into groups based on their readiness for reading is rated of greatest importance by twenty-seven, or 72 per cent, of the teachers in Grade Three. The arranging of adjusted instructional material for pupils who finish their work ahead of schedule is rated to be of greatest importance by twenty-six, or 69 per cent, of the teachers in Grade Three. The evaluating and appraising of pupil study efficiency and the showing of ways to improve study habits is rated of greatest importance by twenty-six, or 69 per cent, of the teachers in Grade Three. The instructing of pupils regarding classroom courtesies is rated of greatest importance by twenty-six, or 69 per cent, of the

TABLE 16

TEACHERS' RATINGS AND THE PER CENT OF TEACHERS REPORTING RATINGS OF
THE CLASSROOM ACTIVITIES IN CONTRIBUTING TO PUPIL ACHIEVEMENTS
AS REPORTED BY THIRTY-EIGHT TEACHERS IN GRADE THREE
FOR THE SCHOOL YEAR 1951-1952

Activity	0*	1	2	3	4	NA
I. Activities Involving Use of Physical Properties						
A. Prepare displays of work being done using:						
1. Blackboards	0	0	3	31	66	0
2. Bulletin boards	0	0	40	44	16	0
3. Flannel boards	38	0	9	6	3	44
4. Sand tables	38	0	3	9	0	50
5. Work tables	16	0	16	24	22	22
B. Display work of all students .	0	3	28	41	38	0
C. Make proper adjustments regarding heat, lights, seats, shades, and ventilation	0	0	0	16	78	6
II. Activities Involved in Planning and Assigning						
A. Select for instructional purposes such aids as:						
6. Collections of pictures . .	0	0	19	59	22	0
7. Films	6	0	6	56	23	9
8. Models and specimen	6	0	25	31	19	19
9. Work books	0	3	19	31	44	3
10. Field trips	9	3	16	28	22	22
B. Organize the instructional or illustrative materials for dealing with subject matter into:						

*Rating Scale: Greatest--4, Considerable--3, Some--2, Very Little--1, None--0, No answer--NA.

TABLE 16--Continued

Activity	0*	1	2	3	4	NA
11. Problems	7	0	6	34	34	19
12. Projects	16	0	9	34	32	9
13. Topics	6	0	16	31	22	25
14. Units	3	0	6	44	41	6
C. Make instructional plans by selecting:						
15. Time for planning	0	0	9	19	66	6
16. Subject matter	0	0	9	16	63	12
17. Objectives	0	0	0	31	13	56
18. Methods of instruction . .	0	3	0	22	16	59
19. Class activities	0	3	0	32	59	6
D. Contact parents regarding:						
20. Absence from school . . .	0	13	9	22	43	13
21. Interpretation of the instructional program to parents	6	3	9	38	31	13
22. Pupil difficulties and needs	0	3	3	25	56	13
E. Dividing the pupils into groups on basis of readiness for:						
23. Arithmetic	3	0	3	31	44	19
24. Reading	0	0	0	28	72	0
25. Spelling	16	0	6	25	28	25
F. Arrange special activities for pupils who finish their work ahead of schedule, by such means as:						
26. Adjusted instructional material	0	0	3	28	69	0
27. Art materials (easel, paints, and paper)	9	0	22	28	34	6
28. Individual play materials	19	3	12	28	22	16

*Rating Scale: Greatest--4, Considerable--3, Some--2, Very Little--1, None--0, No answer--NA.

TABLE 16--Continued

Activity	0*	1	2	3	4	NA
29. Group play materials . . .	19	3	9	22	31	16
III. Activities That Facilitate Instruction						
A. Provide equal opportunity for each pupil to make oral reports, prepare written material, and make other contributions in class work . .	0	0	0	22	56	22
B. Utilize study period time for the purpose of:						
30. Correcting errors of study	0	3	13	25	59	0
31. Evaluating and appraising pupil study efficiency . .	0	3	0	28	69	0
32. Showing ways of improving study habits	0	3	6	22	69	0
C. Provide a special period for the pupils to show and tell:						
33. New things they have seen	3	0	13	47	30	7
34. What has happened to them	3	0	13	40	38	6
35. Where they have been . . .	3	0	16	41	34	6
D. Provide ways for pupils to assume leadership in carrying out:						
36. Activities	0	0	3	41	56	0
37. Assignments (academic) . .	0	6	3	44	44	3
38. Objectives (class)	0	3	6	45	34	12
39. Objectives (individual) .	0	0	6	34	48	12
E. Instruct pupils regarding classroom conduct in such matters as:						
40. Courtesies	0	3	3	25	69	0
41. Greeting visitors	0	6	13	38	40	3

*Rating Scale: Greatest--4, Considerable--3, Some--2, Very Little--1, None--0, No answer--NA.

TABLE 16--Continued

Activity	0*	1	2	3	4	NA
42. School customs	0	3	25	44	25	3
43. School regulations	0	0	16	34	47	3
44. School traditions	0	9	25	35	13	18
IV. Activities Involved in Measurement and Appraisal						
A. Being responsible for:						
45. Administering tests	3	0	16	41	34	6
46. Diagnosing pupil difficulties	0	0	3	16	81	0
47. Setting up remedial work	3	0	3	25	66	3
48. Evaluating of remedial work	3	0	3	38	50	6
49. Follow-up of remedial work	3	0	13	22	46	16
50. Grading tests	3	0	9	38	44	6
51. Recording test results	6	3	13	38	37	9
B. Selection of measuring devices:						
52. Standardized tests	16	3	19	22	22	18
53. Teacher-made tests from file	16	0	9	34	13	28
C. Preparation of measuring devices:						
54. Objective tests	3	0	0	25	48	15
55. Essay tests	25	0	9	22	3	41
56. Promotional examinations (Six weeks tests, final examination)	13	3	6	13	3	62
D. Use of measuring devices:						
57. Teacher-made objective tests	6	0	3	53	16	22
58. Teacher-made essay tests	25	0	3	25	3	44
59. Teacher-made readiness						

*Rating Scale: Greatest--4, Considerable--3, Some--2, Very Little--1, None--0, No answer--NA.

TABLE 16--Continued

Activity		0*	1	2	3	4	NA
	tests	22	0	9	28	6	35
60.	Teacher check list	19	3	9	22	9	38
61.	Standardized readiness tests	19	0	16	19	16	30
62.	Standardized ability tests	16	3	3	22	19	37
63.	Standardized achievement tests	13	3	13	31	19	21
64.	Personality tests	22	0	6	19	9	44
65.	Sociograms	25	0	9	13	6	47
V. Activities Related to Records and Reports							
A. Responsible for the making of the following:							
66.	Case study reports	22	0	6	16	6	50
67.	Class records	3	0	16	25	47	9
68.	Cumulative records	6	3	9	35	35	12
69.	Pocket records	19	0	6	9	6	60
70.	Report cards	0	6	16	41	34	3
71.	Statistical reports	22	5	13	3	22	34
72.	Anecdotal records	25	3	3	9	9	51
B. Responsible for maintaining for each pupil a record of:							
73.	Evidence of aptitude or special ability, such as speaking, tap dancing, musical instruments	19	3	13	16	3	46
74.	General background data	19	0	9	22	16	34
75.	General interests and activities	16	0	13	25	13	33
76.	Health and physical data	3	0	16	40	25	16
77.	Home and family data	13	0	13	30	19	25
78.	Kind and nature of responsibilities (assumed by the pupil)	22	0	0	28	6	44
79.	Likes and dislikes for						

*Rating Scale: Greatest--4, Considerable--3, Some--2, Very Little--1, None--0, No answer--NA.

TABLE 16--Continued

Activity	0*	1	2	3	4	NA
school subjects	22	3	3	16	13	43
80. Personality traits	19	0	6	28	13	34
81. Scholastic achievement	3	3	13	49	13	19
82. Scholastic aptitude	22	3	6	16	9	44
83. School progress	9	3	3	41	19	25
84. Social growth	16	3	6	9	25	41
VI. Activities Other Than Instructional						
A. Supervise the pupils' use of wraps:						
85. On entering the classroom	3	3	13	31	37	13
86. In preparation for leaving the classroom	3	3	13	31	38	9
B. Acquaint pupils with such features of the building as:						
87. Auditorium	3	3	28	34	16	16
88. Principal's office	9	9	16	28	13	25
89. Library	6	3	13	28	19	31
90. Pupils' classrooms	9	3	16	31	22	19
91. Restrooms	3	0	28	25	38	6
C. Provide rest periods totaling a minimum of 30 minutes for the pupils						
	9	0	0	25	48	18
D. Greet the pupils individually upon their arrival to the classroom						
	0	0	6	25	53	16
E. Work and cooperate with principal in handling classroom discipline						
	3	0	9	13	69	6
F. Promote the integration of the guidance services of the school and the instructional program of the classroom.						
	3	3	0	16	47	31

*Rating Scale: Greatest--4, Considerable--3, Some--2, Very Little--1, None--0, No answer--NA.

TABLE 17--Continued

Activity	0*	1	2	3	4	NA
11. Problems	9	1	9	27	30	24
12. Projects	8	1	13	33	27	18
13. Topics	7	1	11	27	22	32
14. Units	4	1	13	31	40	11
C. Make instructional plans by selecting:						
15. Time for planning	2	0	9	23	60	6
16. Subject matter	0	0	9	24	55	12
17. Objectives	1	0	6	27	52	14
18. Methods of instruction . .	1	1	4	22	56	16
19. Class activities	1	1	7	21	57	13
D. Contact parents regarding:						
20. Absence from school . . .	4	7	14	28	38	9
21. Interpretation of instructional program to parents	2	4	14	38	31	11
22. Pupil difficulties and needs	0	2	11	33	46	8
E. Dividing the pupils into groups on basis of readiness for:						
23. Arithmetic	9	1	2	29	40	19
24. Reading	1	1	2	16	74	6
25. Spelling	17	1	7	19	26	30
F. Arrange special activities for pupils who finish their work ahead of schedule, by such means as:						
26. Adjusted instructional material	1	0	8	27	61	3
27. Art materials (easel, paints, and paper)	4	1	17	37	30	11
28. Individual play materials	9	2	20	32	22	15

*Rating Scale: Greatest--4, Considerable--3, Some--2, Very Little--1, None--0, No answer--NA.

TABLE 17--Continued

Activity	0*	1	2	3	4	NA
29. Group play materials . . .	9	2	20	29	23	18
III. Activities That Facilitate Instruction						
A. Provide equal opportunity for each pupil to make oral reports, prepare written material, and make other contributions in class work . .	0	0	3	23	55	19
B. Utilize study period time for the purpose of:						
30. Correcting errors of study	0	1	11	24	59	5
31. Evaluating and appraising pupil study efficiency . .	1	1	6	29	56	7
32. Showing ways of improving study habits	1	1	9	28	55	6
C. Provide a special period for the pupils to show and tell:						
33. New things they have seen	1	1	11	42	41	4
34. What has happened to them	1	1	11	45	38	4
35. Where they have been . . .	1	1	15	41	37	5
D. Provide ways for pupils to assume leadership in carrying out:						
36. Activities	1	0	6	41	46	6
37. Assignments (academic) . .	4	1	7	41	29	18
38. Objectives (class)	3	1	11	38	26	21
39. Objectives (individual) .	2	1	9	35	29	24
E. Instruct pupils regarding classroom conduct in such matters as:						
40. Courtesies	1	1	6	32	58	2

*Rating Scale: Greatest--4, Considerable--3, Some--2, Very Little--1, None--0, No answer--NA.

TABLE 17--Continued

Activity	0*	1	2	3	4	NA
41. Greeting visitors	2	1	13	41	39	4
42. School customs	1	1	20	43	29	6
43. School regulations	1	1	15	43	38	2
44. School traditions	5	6	23	32	18	16
IV. Activities Involved in Measurement and Appraisal						
A. Being responsible for:						
45. Administering tests	2	1	14	41	30	12
46. Diagnosing pupil difficulties	9	1	4	27	59	9
47. Setting up remedial work	2	1	5	32	46	14
48. Evaluating of remedial work	3	1	4	25	39	18
49. Follow-up of remedial work	2	1	8	26	42	20
50. Grading tests	1	1	13	31	38	16
51. Recording test results	3	4	13	25	34	21
B. Selection of measuring devices:						
52. Standardized tests	8	3	17	22	23	27
53. Teacher-made tests from file	8	1	12	24	22	33
C. Preparation of measuring devices:						
54. Objective tests	6	1	10	34	19	30
55. Essay tests	25	2	6	10	4	53
56. Promotional examinations (Six weeks tests, final examination)	9	4	7	14	8	58
D. Use of measuring devices:						
57. Teacher-made objective tests	7	1	11	29	18	34
58. Teacher-made essay tests	24	1	5	11	4	55

*Rating Scale: Greatest--4, Considerable--3, Some--2, Very Little--1, None--0, No answer--NA.

TABLE 17--Continued

Activity	0*	1	2	3	4	NA
59. Teacher-made readiness tests	13	1	6	27	13	40
60. Teacher check list	9	2	7	21	14	47
61. Standardized readiness tests	10	3	11	19	26	31
62. Standardized ability tests	19	3	6	11	16	45
63. Standardized achievement tests	8	4	12	27	23	26
64. Personality tests	21	0	6	13	6	54
65. Sociograms	25	0	6	9	4	56
V. Activities Related to Records and Reports						
A. Responsible for the making of the following:						
66. Case study reports	15	4	6	11	9	55
67. Class records	1	3	11	28	44	13
68. Cumulative records	6	4	10	26	36	18
69. Pocket records	18	1	8	6	11	56
70. Report cards	2	4	21	33	31	9
71. Statistical reports	19	5	9	16	16	35
72. Anecdotal records	22	1	7	6	8	56
B. Responsible for maintaining for each pupil a record of:						
73. Evidence of aptitude or special ability, such as speaking, tap dancing, musical instruments . . .	13	2	13	11	5	56
74. General background data .	9	5	9	23	15	39
75. General interests and activities	9	2	7	22	15	45
76. Health and physical data .	4	3	11	33	28	21
77. Home and family data . . .	6	5	8	29	19	33
78. Kind and nature of responsibilities (assumed by the pupil)	11	3	7	20	11	48

*Rating Scale: Greatest--4, Considerable--3, Some--2, Very Little--1, None--0, No answer--NA.

TABLE 17--Continued

Activity	0*	1	2	3	4	NA
79. Likes and dislikes for school subjects	13	2	8	20	8	49
80. Personality traits	12	1	8	29	16	34
81. Scholastic achievement	3	3	7	40	21	26
82. Scholastic aptitude	12	2	6	23	14	43
83. School progress	5	3	5	37	28	22
84. Social growth	10	2	7	25	23	33
VI. Activities Other Than Instructional						
A. Supervise the pupils' use of wraps:						
85. On entering the classroom	1	3	11	40	41	4
86. In preparation for leaving the classroom	1	3	9	41	43	3
B. Acquaint pupils with such features of the building as:						
87. Auditorium	3	4	19	34	29	11
88. Principal's office	4	8	12	37	21	18
89. Library	6	4	7	28	27	28
90. Pupils' classrooms	3	6	11	34	30	16
91. Restrooms	1	3	14	29	46	7
C. Provide rest periods totaling a minimum of 30 minutes for the pupils						
	6	0	6	21	49	18
D. Greet the pupils individually upon their arrival to the classroom						
	2	0	6	30	53	9
E. Work and cooperate with principal in handling classroom discipline						
	1	1	3	25	61	6
F. Promote the integration of the guidance services of the school and the instructional program of the classroom						
	5	1	1	18	46	29

*Rating Scale: Greatest--4, Considerable--3, Some--2, Very Little--1, None--0, No answer--NA.

TABLE 17--Continued

Activity	0*	1	2	3	4	NA
VII. Activities Regarding Pupils' Health Conditions						
A. Check every pupil regarding:						
92. Cleanliness	1	3	5	31	51	9
93. Cuts and abrasions	0	3	7	31	45	14
94. Condition of vision	1	2	6	21	56	14
95. Condition of hearing	2	2	4	17	55	20
96. Skin disorders	2	3	9	22	41	23
97. Condition of teeth	3	3	8	22	41	23
98. Temperature	9	1	5	14	33	38
99. Nose	11	1	6	11	31	40
100. Throat	9	2	6	9	30	44
B. Refer pupils who are in need of medical attention:						
a) To Parents						
101. By conferences	6	1	4	24	28	37
102. By letters	8	1	4	25	18	44
103. By phone calls	5	2	6	23	34	30
b) To Principal						
104. By conferences	4	0	11	19	39	27
105. By notes	15	0	4	9	9	63
c) To School Doctor						
106. By conferences	15	0	4	7	9	65
107. By letters	20	0	3	5	2	70
108. By phone calls	18	1	2	6	6	67
d) To School Nurse						
109. By conferences	11	0	5	20	19	45
110. By letters	18	0	6	8	3	65
111. By phone calls	16	1	5	8	8	62

*Rating Scale: Greatest--4, Considerable--3, Some--2, Very Little--1, None--0, No answer--NA.

Summary of the Teachers' Ratings of the Classroom Activities
as a Contribution to Pupil Achievement by Primary
Teachers of Grades One, Two, and Three
for the School Year 1951-1952

The primary teachers' ratings of the one hundred eighteen classroom activities as a contribution to pupil achievement by the responding teachers in Grades One, Two, and Three vary greatly. Even though there are deviations in the reported ratings, there are some salient data shown in Table 17. In the area of physical properties, one hundred forty, or 78 per cent, of the Oklahoma Primary Teachers rate the making of proper adjustments regarding heat, lights, seats, shades, and ventilation to be of greatest importance. In activities involved in planning and assigning, one hundred eight, or 60 per cent, of the primary teachers rate the selecting of time for planning to be of greatest importance; one hundred thirty-three, or 74 per cent, rate the dividing of pupils into groups for reading, and one hundred ten, or 61 per cent, rate the arranging of adjusted instructional material for pupils who finish their work ahead of schedule to be of greatest importance, also. One hundred fifteen, or 64 per cent, of the primary teachers rated working and cooperating with the principal in handling classroom discipline to be of greatest importance. In the area of activities regarding pupils' health, one hundred thirteen, or 63 per cent, of the reporting primary teachers did not rate the reporting of ill pupils to their principal by notes and the majority of the reporting Oklahoma Primary Teachers did not rate the reporting of students in need of medical attention to a school nurse or a school doctor.

Of the one hundred eighteen classroom activities rated as a

contribution to pupil achievement by the Oklahoma Primary Teachers, forty-five, or 38.1 per cent, of the classroom activities were rated to be of greatest importance; thirty, or 25.4 per cent, were rated to be of considerable importance; one, or 0.85 per cent, was rated to be of some importance; forty-one, or 35.6 per cent, were not rated; one, or 0.85 per cent, had an equal number of teachers rating it of considerable importance and no rating.

Classroom Activities Contributed by Oklahoma Primary Teachers

In the questionnaire a place was provided for the respondent to list additional classroom activities (See Appendix A) for which he was responsible. A complete list of these activities is set forth in Table 18, Appendix B. A total of one hundred twenty different classroom activities, the majority of which were not rated, was contributed by the primary teachers of Oklahoma. Of these one hundred twenty classroom activities, only one is mentioned often enough to be considered significant. Since it appeared in twenty-six different questionnaires, the writer suggests that this classroom activity be added to the original list. This classroom activity, contributed by the respondents, is listed below:

II. ACTIVITIES INVOLVED IN PLANNING AND ASSIGNING

Select slides for instructional purposes.

The classroom activity with the next greatest frequency of contribution which appeared in only five questionnaires follows:

II. ACTIVITIES INVOLVED IN PLANNING AND ASSIGNING

Provide library books for pupils who finish their

work ahead of schedule.

Each of the other classroom activities contributed had a frequency of less than five and, therefore, none is considered worthy of mention. However, on the basis of the number of teachers who contributed the classroom activity, select slides for instructional purposes, it should be included in the classroom activities of the Oklahoma Primary Teachers and added to the list of the present study as another classroom activity for which the primary teachers report a duty and/or responsibility for performing.

General Summary of Classroom Activities of Oklahoma
Teachers in Grades One, Two, and Three for the
School Year 1951-1952

A study of the classroom activities listed in Tables 3, 4, 5, and 6 of this chapter, reveals that the teachers in Grades One, Two, and Three report a duty and/or responsibility for performing a majority of the one hundred eighteen activities listed in the survey. The teachers in Grade One report a duty and/or responsibility for performing ninety-eight, or 83 per cent, of the survey activities; teachers in Grade Two ninety, or 76 per cent; teachers in Grade Three ninety-six, or 81 per cent; and the primary teachers as a group ninety-eight, or 83 per cent.

The concrete evidence of how often these activities are performed by the reporting Oklahoma Teachers in Grades One, Two, and Three is noted in Tables 7, 8, 9, and 10. For instance, the teachers of Grade One report the following frequencies for the performance of the one hundred eighteen classroom activities in the questionnaire. Two activities, or 1.7 per cent, of the listed one hundred eighteen classroom activities

are performed several times daily; thirty-eight, or 32.2 per cent, are performed daily; fourteen, or 11.8 per cent, are performed weekly; eleven, or 9.3 per cent, are performed every six weeks; three, or 2.5 per cent, are performed semestrally; eleven, or 9.3 per cent, are performed yearly; thirty-six, or 30.3 per cent, are not performed; one, or 0.85 per cent, was not checked by any teacher; one, or 0.85 per cent, received an equal number of responses for being performed several times daily; daily, yearly; and one, or 0.85 per cent, received an equal number of responses for being performed daily and every six weeks.

The teachers of Grade Two report the following frequencies for the performance of their classroom activities. Three activities, or 2.5 per cent, are performed several times daily; forty-two, or 35.6 per cent, are performed daily; eight, or 6.8 per cent, are performed weekly; eleven, or 9.3 per cent, are performed every six weeks; three, or 2.5 per cent, are performed semestrally; eight, or 6.8 per cent, are performed yearly; thirty-four, or 28 per cent, are not performed; one, or 0.85 per cent, received an equal number of responses for being performed for each of the following: weekly and every six weeks, daily and not-performed, yearly and not-performed; and one, or 0.85 per cent, received an equal number of responses for weekly performance, not-performed, and not-reporting.

The teachers of Grade Three report the following frequencies for the performance of classroom activities. Two activities, or 1.7 per cent, are performed several times daily; thirty-seven, or 31.4 per cent, are performed daily; eight, or 6.8 per cent, are performed weekly; twelve, or 10.2 per cent, are performed every six weeks; two, or 1.7 per cent,

are performed semestrally; nine, or 7.6 per cent, are performed yearly; forty-three, or 36.4 per cent, are not-performed; one, or 0.85 per cent, was not checked by any teacher; and one, or 0.85 per cent, received an equal number of responses for each of the following: daily and not-performed, several times daily, daily, and weekly, and weekly and every six weeks.

The Oklahoma Teachers of Grades One, Two, and Three as a group report the frequencies for the performance of classroom activities listed in the survey to be as shown below. Two activities, or 1.7 per cent, are performed several times daily; forty-one, or 34.7 per cent, are performed daily; eleven, or 9.3 per cent, are performed weekly; ten, or 8.5 per cent, are performed every six weeks; two, or 1.7 per cent, are performed semestrally; eleven, or 9.3 per cent, are performed yearly; thirty-nine, or 33 per cent, are not-performed; one activity, or 0.85 per cent, was not checked by any teacher in either grade; and one, or 0.85 per cent, was performed weekly and every six weeks by an equal number of teachers.

The difference in the frequencies of performance of the survey activities are shown in Tables 11, 12, and 13 of this chapter. Teachers in Grades One and Two reported performance of classroom activities with only ten of the reported activities, or 8.5 per cent, showing significant difference; teachers in Grades Two and Three reported performance of a total of eleven activities, or 9.3 per cent, with significant differences; and teachers in Grades One and Three reported performance of a total of twelve activities, or 10.2 per cent, with significant differences.

The ratings of the classroom activities as a contribution to pupil achievement as reported by teachers in Grades One, Two, and Three

are shown in Tables 14, 15, 16, and 17 of this chapter. Teachers in Grade One report the following ratings for the survey activities. Fifty-four activities, or 45.8 per cent, are reported as being of greatest importance in contributing to pupil achievement; twenty-one, or 17.8 per cent, as being of considerable importance in contributing to pupil achievement; thirty-nine, or 33.9 per cent, did not receive a rating; two, or 1.7 per cent, as being of greatest and considerable importance in contributing to pupil achievement; one, or 0.85 per cent, as being of considerable and some importance; and one, or 0.85 per cent, as being of considerable importance and of not receiving a response.

Teachers in Grade Two rate the classroom activities as a contribution to pupil achievement as follows: forty-one, or 34.7 per cent, are rated to be of greatest importance; thirty-four, or 28.8 per cent, are rated to be of considerable importance; two, or 1.7 per cent, are rated to be of some value; thirty-seven, or 31.4 per cent, are not rated; one, or 0.85 per cent, received ratings for each of the following: greatest and considerable importance and considerable and some; and two, or 1.7 per cent, are rated of greatest importance and two were not rated.

The ratings of the classroom activities as a contribution to pupil achievement by teachers in Grade Three are as follows: forty-three activities, or 36.4 per cent, are rated to be of greatest importance as a contribution to pupil achievement; thirty-one, or 26.3 per cent, are rated to be of considerable importance; forty, or 33.9 per cent, are not rated; and four, or 3.4 per cent, had an equal number of teachers rating them to be of greatest and considerable importance as a contribution to pupil achievement.

The Oklahoma Primary Teachers as a group rate the classroom activities as a contribution to pupil achievement as follows: forty-five activities, or 38.1 per cent are reported to be of greatest importance as a contribution to pupil achievement; thirty, or 25.4 per cent, were rated of considerable importance; one, or 0.85 per cent, was rated to be of some importance; forty-one, or 35.6 per cent, were not rated; and one, or 0.85 per cent, had an equal number of teachers rating it of considerable importance and one was not rated.

In activities involved in planning and assigning, the selection of slides for instructional purposes was contributed by twenty-six respondents. Therefore, it should be added to the list of the classroom activities in the present study.

CHAPTER V

FINDINGS AND RECOMMENDATIONS

The findings in this study are based on data secured from Oklahoma Primary Teachers who were teaching during the 1951-1952 school year. Because this is a fact-finding study, no hypotheses have been made or tested and no conclusions have been formulated since there were no hypotheses to be tested.

A review of the findings reported seems to indicate the following facts. The problem upon which this survey is meant to contribute factual data was stated in Chapter II. The problem is restated here in the form of the following questions and each question is accompanied by the findings which indicate a probable answer.

1. What are the duties and/or responsibilities of teachers in Grades One, Two, and Three in performing their classroom activities?

The reported responses of the teachers in Grades One, Two, and Three reveal that they have a duty and/or responsibility for performing a majority of the classroom activities listed in the survey instrument for the school year 1951-1952. The teachers of Grade One report the performance of ninety-eight, or 83 per cent, of the listed classroom activities; the teachers of Grade Two report ninety, or 76 per cent; the teachers of

Grade Three report ninety-six, or 81 per cent; and the primary teachers as a group report ninety-eight, or 83 per cent.

2. What are the frequencies with which the teachers of Grades One, Two, and Three perform their classroom activities?

The primary teachers perform a greater number of the listed classroom activities "daily" than any other reported frequency of performance. The teachers of Grade One report the daily performance of thirty-eight, or 32.2 per cent, of the one hundred eighteen classroom activities; the teachers of Grade Two report forty-two, or 35.6 per cent; the teachers of Grade Three report thirty-seven, or 31.4 per cent; and the primary teachers as a group report forty-one, or 34.7 per cent.

3. What differences, if any, exist in the frequencies with which the teachers in Grades One, Two, and Three perform their classroom activities?

Teachers in Grades One and Two reported performances most nearly alike, and teachers of Grades One and Three reported performances least alike. The teachers of Grades One and Two disagreed in the performance of only ten of the one hundred eighteen classroom activities; the teachers of Grades Two and Three disagreed in eleven; and the teachers of Grades One and Three disagreed in the performance of twelve classroom activities.

4. How is the importance of each performed activity rated by the teachers in Grades One, Two, and Three?

The teachers in Grades One, Two, and Three rated a greater number of the one hundred eighteen classroom activities to be of "greatest importance" in contributing to pupil achievement than any other ratings given. The teachers of Grade One rated fifty-four, or 45.8 per cent, of the classroom activities to be of greatest importance; the teachers of Grade Two rated forty-one, or 34.7 per cent; the teachers of Grade Three rated forty-three, or 36.4 per cent; and the primary teachers as a group rated forty-five, or 38.1 per cent, of the classroom activities to be of greatest importance in contributing to pupil achievement.

In activities involved in planning and assigning, the selection of slides for instructional purposes was contributed by twenty-six respondents. This activity should be added to the original list of the classroom activities in the present study.

Recommendations for Further Study

1. Research is needed to determine the classroom activities and the duties and/or responsibilities of teachers in other levels of the public schools.
2. Additional follow-up studies need to be made so that teacher-training institutions can compare the classroom activities that teachers are taught to perform with those that graduates in the field do perform.
3. Further research is needed to determine the relationship of the classroom activities of each grade within all the classes of schools mentioned in this study.

BIBLIOGRAPHY

Books

- Barr, A. S. An Analysis of the Duties and Functions of Instructional Supervisors. Madison: University of Wisconsin, Bureau of Educational Research, 1926.
- Charters, W. W., and Waples, Douglas. The Commonwealth Teacher-Training Study. Chicago: University of Chicago Press, 1929.
- Garrett, H. E. Statistics in Psychology and Education. New York: Longmans, Green, and Co., 1947.
- Gould, George, and Yoakum, Gerald Alan. The Teacher and His Work. New York: The Ronald Press Co., 1947.
- Kelley, T. L. Fundamentals of Statistics. Cambridge, Mass.: Harvard University Press, 1947.
- Lane, Robert Hill. The Teacher in the Modern Elementary School. Boston: Houghton-Mifflin Company, 1941.
- McKown, Harry C. Activities in the Elementary School. New York: McGraw-Hill Book Company, Inc., 1938.
- Porter, M. P. The Teacher in the New School. New York: World Book Co., 1937.
- Reavis, William C., and Judd, Charles H. The Teacher and Educational Administration. Cambridge, Mass.: The Riverside Press, 1942.
- Shore, W. T. Westminister. London: Pitman Publishers, 1911.

Periodicals

- Grizzell, E. D. "The Evaluation of Student Activities," Educational Outlook, I (November, 1926), 19-31.
- Raumer, Karl von. "Valentine Friedland Trotzendorf," The American Journal of Education, V (1860), 107-113.

Tanner, William C., Jr. "Personality Bases in Teacher Selection," Phi Delta Kappan, XXXV (April, 1954), 271-274.

Thomas, W. Craig. "Guidance Duties of a Teacher," California Journal of Secondary Education, XXIV (April, 1949), 237-242.

Other Material

Committee of Educational Research. Significance of Difference Between Proportions Nomograph. Minneapolis: University of Minnesota, 1946.

Greene, Amy Jean, Chairman, and Moore, W. J., Recorder, "Improving Teacher Education Programs and Facilities," Competent Teachers for America's Schools, The New Orleans Conference, National Commission on Teacher Education and Professional Standards, N. E. A., Washington, D. C., January 4-5, 1954, 4-5.

APPENDIX A

THE QUESTIONNAIRE

THE UNIVERSITY OF OKLAHOMA

Norman, Oklahoma

Dear Colleague:

Teachers as a group have to meet certain responsibilities and discharge certain duties. Some of these are somewhat common to most all schools and all teachers. We are trying to learn more about the duties and responsibilities of primary teachers. You are requested to help us in this study by supplying the information requested on the questionnaire. We are interested in your regular practice and hope you will feel free to supply the information in that spirit.

Individual responses will not be revealed. Findings will be reported in terms of group responses. A stamped, self-addressed envelope is enclosed for your convenience. An early return of the completed questionnaire will be greatly appreciated.

An attempt will be made to make the findings of the study available to those interested in reviewing them. If you would care to receive a copy of the findings, sign your name and address on the page of directions, otherwise signing the questionnaire is optional.

Please be assured that we sincerely appreciate your cooperation in this study.

Sincerely yours,

Elton Amburn
Graduate Assistant

Directions

Following are some statements regarding the duties and responsibilities of teachers in the primary grades for carrying on the classroom activities. There are two columns for answers. The first column is for indicating the frequency of performance, and the second column is for showing the significance of the activities as a contribution to the pupils' achievement. Keys for marking each column are supplied. Please mark each statement with a value selected from the following keys.

1. Write the letter or number in the first column--FREQUENCY OF PERFORMANCE--that most nearly indicates the frequency with which you discharge the duties and responsibilities. Use the following scale.

- Three or more performances every day (several daily) . . . SD
- One performance every day (daily) D
- Less often than once every day (weekly) W
- Less often than once every week (every 6 weeks) 6W
- Less often than every 6 weeks (semestral) S
- Once a year (yearly) Y
- Do not perform (zero) Z

2. In the second column--SIGNIFICANCE OF THE ACTIVITIES AS A

CONTRIBUTION TO PUPIL ACHIEVEMENT--indicate the significance of the performance of each duty and responsibility by recording the proper number from the following scale.

- Greatest 4
- Considerable 3
- Some 2
- Very little 1
- None 0

If you think that a statement is needed to fully clarify your practice, please feel free to add the statement.

I. Activities Involving Use of Physical Properties

A. Prepare displays of work being done--using:

- 1. Blackboards.
- 2. Bulletin boards.
- 3. Flannel boards
- 4. Sand tables.
- 5. Work tables.
- List others

- B. Display work of all students
- C. Make proper adjustments regarding heat, lights, seats, shades, and ventilation

II. Activities Involved in Planning and Assigning

A. Select for instructional purposes such aids as:

- 6. Collections of pictures
- 7. Films
- 8. Models and specimen
- 9. Work books.
- 10. Field trips

		Frequency	Significance
I. Activities Involving Use of Physical Properties	A. Prepare displays of work being done--using:		
	1. Blackboards.		
	2. Bulletin boards.		
	3. Flannel boards		
	4. Sand tables.		
I. Activities Involving Use of Physical Properties	5. Work tables.		
	List others		
I. Activities Involving Use of Physical Properties	B. Display work of all students		
	C. Make proper adjustments regarding heat, lights, seats, shades, and ventilation		
II. Activities Involved in Planning and Assigning			
II. Activities Involved in Planning and Assigning	A. Select for instructional purposes such aids as:		
	6. Collections of pictures		
	7. Films		
	8. Models and specimen		
	9. Work books.		
	10. Field trips		

	Frequency	Significance
List others		
<hr/>		
B. Organize the instructional or illustrative materials for dealing with subject matter into:		
11. Problems.		
12. Projects.		
13. Topics.		
14. Units		
List others		
<hr/>		
C. Make instructional plans by selecting:		
15. Time for planning		
16. Subject matter.		
17. Objectives.		
18. Methods of instruction.		
19. Class activities.		
List others		
<hr/>		
D. Contact parents regarding:		
20. Absence from school		
21. Interpretation of instructional program to parents		
22. Pupil difficulties and needs		
List others		
<hr/>		
E. Dividing the pupils into groups on basis of readiness for:		
23. Arithmetic...		
24. Reading		
25. Spelling.		
List others		
<hr/>		

	Frequency	Significance
F. Arrange special activities for pupils who finish their work ahead of schedule, by such means as:		
26. Adjusted instructional materials.		
27. Art materials (easel, paints and paper) . . .		
28. Individual play materials		
29. Group play materials		
List others		
III. Activities That Facilitate Instruction		
A. Provide equal opportunity for each pupil to make oral reports, prepare written material, and make other contributions in class work.		
B. Utilize study period time for the purpose of:		
30. Correcting errors of study.		
31. Evaluating and appraising pupil study efficiency.		
32. Showing ways of improving study habits. . . .		
List others		
C. Provide a special period for the pupils to show and tell:		
33. New things they have seen		
34. What has happened to them		
35. Where they have been.		
List others		
D. Provide ways for pupils to assume leadership in carrying out:		
36. Activities.		

	Frequency	Significance
37. Assignments (academic)		
38. Objectives (class)		
39. Objectives (individual)		
List others		
<hr/>		
E. Instruct pupils regarding classroom conduct in such matters as:		
40. Courtesies		
41. Greeting visitors		
42. School customs		
43. School regulations		
44. School traditions		
List others		
<hr/>		
IV. Activities Involved in Measurement and Appraisal		
A. Being responsible for:		
45. Administering tests		
46. Diagnosing pupil difficulties		
47. Setting up remedial work		
48. Evaluating of remedial work		
49. Follow up of remedial work		
50. Grading tests		
51. Recording test results		
List others		
<hr/>		
B. Selection of measuring devices:		
52. Standardized tests		
53. Teacher-made tests from file		
<hr/>		
C. Preparation of measuring devices:		
54. Objective tests		
55. Essay tests		

	Frequency	Significance
56. Promotional examinations (6 weeks test, final examination).		
List others		
<hr/>		
D. Use of measuring devices:		
57. Teacher-made objective tests.		
58. Teacher-made essay tests.		
59. Teacher-made readiness tests.		
60. Teacher check lists		
61. Standardized readiness tests.		
62. Standardized ability tests.		
63. Standardized achievement tests.		
64. Personality tests		
65. Sociograms.		
List others		
<hr/>		
V. Activities Related to Records and Reports		
A. Responsible for the making of the following:		
66. Case study reports.		
67. Class records		
68. Cumulative records.		
69. Pocket records.		
70. Report cards.		
71. Statistical reports		
72. Anecdotal records		
List others		
<hr/>		
B. Responsible for maintaining for each pupil a record of:		
73. Evidence of aptitude or special ability, such as speaking, tap dancing, musical instruments		
74. General background data		
75. General interest and activities		

	Frequency	Significance
76. Health and physical data.		
77. Home and family data.		
78. Kind and nature of responsibilities (assumed by the pupil)		
79. Likes and dislikes for school subjects.		
80. Personality traits.		
81. Scholastic achievement.		
82. Scholastic aptitude		
83. School progress		
84. Social growth		
List others		
<hr/>		
VI. Activities Other Than Instructional		
A. Supervise the pupils' use of wraps:		
85. On entering the classroom		
86. In preparation for leaving classroom		
B. Acquaint pupils with such features of the build- ing as:		
87. Auditorium.		
88. Principal's office.		
89. Library		
90. Pupils' classrooms.		
91. Restrooms		
List others		
<hr/>		
C. Provide rest periods totaling a minimum of 30 minutes for the pupils		
D. Greet the pupils individually upon their arrival to the classroom		
E. Work and cooperate with principal in handling classroom discipline		
F. Promote the integration of the guidance services		

	Frequency	Significance
of the school and the instructional program of the classroom.		
List others		
<hr/>		
<hr/>		
VII. Activities Regarding Pupils' Health Conditions		
A. Check every pupil regarding:		
92. Cleanliness		
93. Cuts and abrasions.		
94. Condition of vision		
95. Condition of hearing.		
96. Skin disorders.		
97. Condition of teeth.		
98. Temperature		
99. Nose.		
100. Throat.		
List others		
<hr/>		
<hr/>		
B. Refer pupils who are in need of medical attention:		
a) To Parents		
101. By conferences		
102. By letters		
103. By phone calls		
b) To Principal		
104. By conferences		
105. By notes		
c) To School Doctor		
106. By conferences		
107. By letters		
108. By phone calls		
d) To School Nurse		

		Frequency	Significance
109.	By conferences		
110.	By letters		
111.	By phone calls		

Name _____
School _____
Grade _____

No. 1003

APPENDIX B

CLASSROOM ACTIVITIES CONTRIBUTED BY OKLAHOMA

PRIMARY TEACHERS FOR THE SCHOOL

YEAR 1951-1952

TABLE 18

ACTIVITIES CONTRIBUTED BY OKLAHOMA PRIMARY TEACHERS
SHOWING FREQUENCIES OF OCCURRENCE

Questionnaire Activities	Activity Contributed	Frequency of Occurrence
I. Activities Involving Use of Physical Properties	1. Shelves	4
	2. Cabinets.	3
	3. Easels.	3
	4. Library table	3
	5. Auditorium.	2
	6. Current events. . . .	2
	7. Reading charts. . . .	2
	8. Experience charts . .	1
	9. Library books	1
	10. Miniature stage . . .	1
	11. Pan of sand	1
	12. Play tables	1
	13. Reading table	1
	14. Science table	1
	15. Scrap books	1
	16. Window painting . . .	1
II. Activities Involved in Planning and Assigning		

TABLE 18--Continued

Questionnaire Activities	Activity Contributed	Frequency of Occurrence
A. Select for instructional purposes such aids as:	1. Slides 2. Assembly program . . 3. Film strips. 4. Big scrapbook (wallpaper). 5. Moving pictures. . . 6. Personal pupil-made booklets 7. Science exhibits . . 8. Shadow graphs. . . . 9. View Master.	26 3 2 1 1 1 1 1 1
B. Organize the instructional or illustrative materials for dealing with subject matter into:	1. Harmony band 2. Music. 3. Singing games. . . .	2 2 2
C. Make instructional plans by selecting:	1. Making daily lesson plans. 2. Choral reading . . . 3. Flannel graphs . . . 4. Plays.	2 1 1 1
D. Contact parents regarding:	1. Open house 2. Flash cards (for home use). 3. Home games 4. Home visitations . .	2 1 1 1
E. Dividing the pupils into groups on basis of readiness for:	1. Art. 2. Music. 3. Science. 4. Writing. 5. Puzzles.	2 2 2 2 1

TABLE 18--Continued

Questionnaire Activities	Activity Contributed	Frequency of Occurrence
	6. Word study	1
F. Arrange special activities for pupils who finish their work ahead of schedule, by such means as:	1. Read library books	5
	2. Play	4
	3. Puzzles.	4
	4. Library room . . .	2
	5. Balls.	1
	6. Blackboards. . . .	1
	7. Music news	1
	8. Number games . . .	1
	9. Radio.	1
	10. Riddles.	1
	11. Room monitors. . .	1
	12. Sand box	1
	13. Science news . . .	1
	14. Science projects .	1
III. Activities That Facilitate Instruction		
B. Utilize study period time for the purpose of:	1. Group participation	1
	2. Read library books	1
C. Provide a special period for the pupils to show and tell:	1. Objects.	3
	2. Trips.	3
	3. Animals.	2
	4. Science exhibits .	2
	5. Experience stories	1
	6. Films.	1
	7. News period. . . .	1
	8. Radio.	1
	9. Reading.	1
	10. Shows.	1
	11. Television	1

TABLE 18--Continued

Questionnaire Activities	Activity Contributed	Frequency of Occurrence
D. Provide ways for pupils to assume leadership in carrying out:	1. Assembly 2. Attitudes. 3. Care of Home Room 4. Care of Home Room flowers. 5. Care of Home Room pets 6. Care of science exhibits 7. Singing leader . .	1 1 1 1 1 1 1
E. Instruct pupils regarding classroom conduct in such matters as:	1. Organizations, clubs, etc. 2. Responsibilities at home.	1 1
IV. Activities Involved in Measurement and Appraisal		
A. Being responsible for:	1. Intelligence test 2. Progress charts. . 3. Reading vocabulary test 4. Weekly spelling test	1 1 1 1
C. Preparation of measuring devices:	1. Oral test. 2. Check test on sub- jects for thought. 3. Flash cards. 4. Oral problems. . . 5. Problems of daily living	4 1 1 1 1
D. Use of measuring devices:	1. Aptitude test. . . 2. Check work daily .	1 1

TABLE 18--Continued

Questionnaire Activities	Activity Contributed	Frequency of Occurrence
V. Activities Related to Records and Reports A. Responsible for the making of the following: B. Responsible for main- taining for each pupil a record of:	3. Weekly reader test	1
	1. Library record . .	2
	2. Lunch program record	2
	3. Health cards . . .	1
	4. Record of library books read	1
	5. Record of test books.	1
	6. Report letter to parents.	1
	1. Creative ability in music	1
	2. Creative ability in poetry.	1
	3. Creative ability in prose	1
	4. Hobbies.	1
	5. Musical games. . .	1
	6. Projects	1
	7. Tone placement . .	1
	8. Trips.	1
	1. Firedrill.	3
	2. Telephone usage. .	2
	3. Cafeteria.	1
	4. Health cards . . .	1
	5. Lunch counts . . .	1
	6. Lunch room	1

TABLE 18--Continued

Questionnaire Activities	Activity Contributed	Frequency of Occurrence
	7. Money drives . . .	1
	8. Playground	1
G. List others	1. Juice or milk period	2
VII. Activities Regarding Pupils' Health Conditions		
A. Check every pupil regarding:	1. Posture.	2
	2. Care of teeth. . .	1
	3. Colds.	1
	4. Contagious diseases.	1
	5. Fatigue.	1
	6. First Aid.	1
	7. Hours of sleep . .	1
	8. Nails.	1

APPENDIX C

SIGNIFICANCE OF DIFFERENCE BETWEEN PROPORTIONS NOMOGRAPH

To determine the significance of the differences between the frequencies of events in two different series or groups, an instrument called the Significance of Difference Between Proportions Nomograph¹ is used in this study. "If the value of $D \leq T.05$, the difference is significant at the .05 level. If the value of $D \leq T.01$, the difference is significant at the .01 level."² The nomograph is so arranged that numbers or percentages of two different groups may be checked to determine significant difference. If the number thirty-six in one series would be compared with forty-two in another group to determine whether these numbers are significant at the 5 per cent level, the hairline when placed on these two numbers in columns N_1 and N_2 would read .229 on the D scale and .40 on the T.05 scale; therefore, these numbers are significant at the 5 per cent level of confidence. Should percentages in two different series be compared, the P_1 and P_2 columns are used.

¹Committee of Educational Research, Significance of Difference Between Proportion Nomograph. Minneapolis: University of Minnesota, 1946. (Used by permission).

²Ibid., 2.

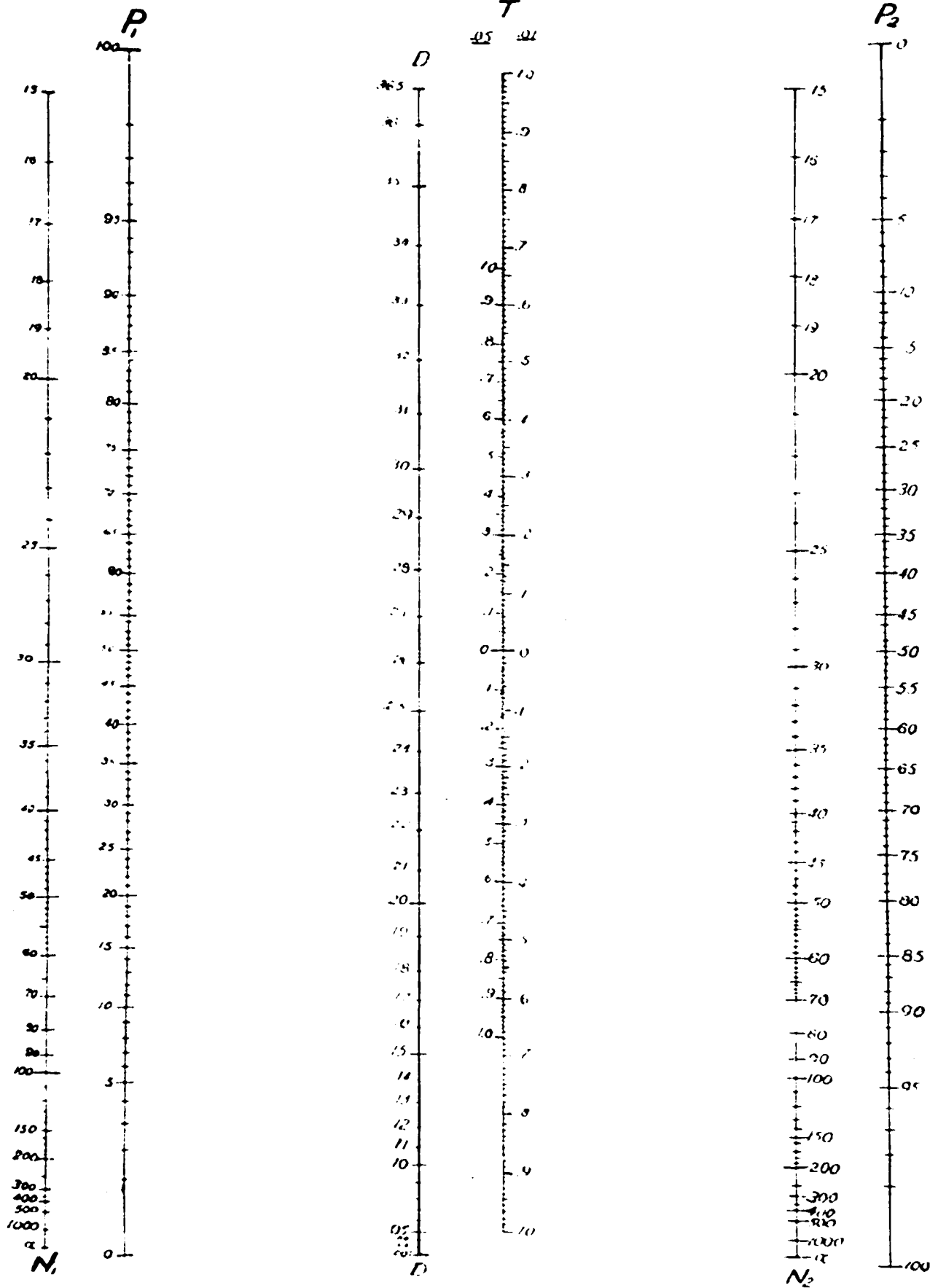


Fig. 1. Committee of Educational Research, Significance of Difference Between Proportions Nomograph. Minneapolis: University of Minnesota, 1946. (Used by permission).

APPENDIX D

IBM CARD CODING

Every item in the questionnaire was given a number according to a predetermined code. The number of items in the questionnaire and the coding method used made it necessary to use four IBM cards to record the responses on each returned questionnaire. Each IBM card may be read to show class of school reporting, classification of school district, grade taught by responding teacher, numerical order in which the questionnaire was received, the number of the IBM card, the frequency of performance of classroom activity and the teacher rating of each activity response.

The coded numbers for the first five items in the preceding sentence were punched in the first seven columns on the IBM cards. The first six columns of each set of four IBM cards show identical information. The seventh column is punched to designate the IBM card number. This number may range from one to four.

For example, the first seven numbers of a coded questionnaire might be 1320104. Thus, this number would be interpreted as follows: The first number, "1" of this coded questionnaire, appearing in column one of the IBM card, indicates that this questionnaire was returned by a teacher in a class AA school. The second number, "3" which appears in column two, reveals that a teacher in a dependent school district

returned this questionnaire. The third number, "2," appearing in column three, shows that the respondent is a teacher of grade two. The fourth, fifth, and sixth number, "010," appearing in columns four, five, and six of the IBM cards, shows that the questionnaire was the tenth to be returned. The seventh number, "4," which appears in column seven of the IBM card, indicates this is the fourth IBM card punched concerning this questionnaire.

The coding of these first seven columns is shown in Table 19.

The other 236 columns punched on the IBM cards represent the frequency of performance of classroom activity responses and the significance of the classroom activity as a contribution to pupil achievement.

The coded number for the teacher's response of the frequency of performance of classroom activity in the questionnaire appears in column eight of the IBM card. The recording of the coded numbers representing teacher responses continues in alternate columns. The coded number for the teacher rating of the first classroom activity of the questionnaire appears in column nine. The further coding of the teacher ratings continues in alternate columns.

As a means of showing the frequency of performance and teacher ratings of each activity, Table 19 was prepared. Table 19 shows the questionnaire activity, column number for frequency of performance, column number for rating each activity and the number of the IBM card on which recorded.

As a means of showing the frequency of performance response and teacher rating response for each activity, Table 20 was prepared. This

TABLE 19

THE CODING OF QUESTIONNAIRES ON IBM CARDS SHOWING THE SCHOOL GROUPS, CLASS
OF SCHOOL DISTRICTS, GRADES, AND NUMBER OF RETURNED QUESTIONNAIRES

Column One		Column Two		Column Three		Columns 4, 5, and 6			Column 7		
School Group	Row on IBM Card	Class of School	Row on IBM Card	Grade	Row on IBM Card	Numerical Order of Returned Questionnaire	IBM Card Row			Card Number	Row on IBM Card
							4	5	6		
AA	1	North Central	1	1	1	1	0	0	1	1	1
A	2	Independent	2	2	2	2	0	0	2	2	2
B	3	Dependent	3	3	3	3	0	0	3	3	3
C	4			Not reported	4	10	0	1	0	4	4
D	5					100	1	0	0		

table shows the frequency of performance responses, row number on IBM card for these responses, rating responses and row number on IBM card for these rating responses.

There are eight possible frequency of performance responses and five teacher rating responses (See Appendix A). The codes for these responses are recorded in their respective columns and rows starting at column eight for each activity on each IBM card. These responses with their row code-number are listed in Table 21. For example, if a teacher performed a classroom activity several times daily, SD was recorded in the frequency of performance column in the questionnaire for that particular activity. The code-number "1," used for SD, is recorded in each column of the IBM cards to represent each activity so reported in the questionnaires. The code numbers, listed in Table 21, for all the other frequencies of performance responses are recorded in their designated columns. If a teacher gave a classroom activity the highest rating possible--4, that rating is recorded in the column for the significance of each classroom activity listed in the questionnaire. The code-number for the teacher rating 4 is "1" and is recorded in the column of the IBM card representing the rating of the activity in the questionnaire. The code-numbers for all other teacher rating responses are recorded in the designated columns of the IBM cards.

In order to show how the weighted numbers representing teachers' rating responses were recorded on IBM cards, Table 21 has been prepared. Table 21 shows (1) Frequency of Performance Response, (2) Row Number on IBM card for each response, (3) Rating Response, and (4) Row Number on IBM card for each rating response.

TABLE 20

THE COLUMN NUMBERS FOR FREQUENCIES OF PERFORMANCE OF
EACH ACTIVITY IN THE QUESTIONNAIRE AS
RECORDED ON THE FOUR IBM CARDS

Questionnaire Activity	Column Number for Frequency of Performance	Column Number for Rating	IBM Card Number
I. Activities Involving Use of Physical Properties			
A. Prepare displays of work being done using:			
1. Blackboards	8	9	1
2. Bulletin boards	10	11	1
3. Flannel boards	12	13	1
4. Sand tables	14	15	1
5. Work tables	16	17	1
B. Display work of all students .	18	19	1
C. Make proper adjustments regard- ing heat, lights, seats, shades, and ventilation	20	21	1
II. Activities Involved in Planning and Assigning			
A. Select for instructional pur- poses such aids as:			
6. Collections of pictures . .	22	23	1
7. Films	24	25	1
8. Models and specimen	26	27	1
9. Work books	28	29	1
10. Field trips	30	31	1
B. Organize the instructional or illustrative materials for deal- ing with subject matter into:			
11. Problems	32	33	1
12. Projects	34	35	1

TABLE 20--Continued

Questionnaire Activity	Column Number for Frequency of Performance	Column Number for Rating	IBM Card Number
13. Topics	36	37	1
14. Units	38	39	1
C. Make instructional plans by selecting:			
15. Time for planning	40	41	1
16. Subject matter	42	43	1
17. Objectives	44	45	1
18. Methods of instruction . .	46	47	1
19. Class activities	48	49	1
D. Contact parents regarding:			
20. Absence from school . . .	50	51	1
21. Interpretation of instruc- tional program to parents	52	53	1
22. Pupil difficulties and needs	54	55	1
E. Dividing the pupils into groups on basis of readiness for:			
23. Arithmetic	56	57	1
24. Reading	58	59	1
25. Spelling	60	61	1
F. Arrange special activities for pupils who finish their work ahead of schedule, by such means as:			
26. Adjusted instructional materials	62	63	1
27. Art materials (easel, paints, and paper)	64	65	1
28. Individual play materials	66	67	1
29. Group play materials . . .	68	69	1

TABLE 20---Continued

Questionnaire Activity	Column Number for Frequency of Performance	Column Number for Rating	IBM Card Number
III. Activities That Facilitate Instruction			
A. Provide equal opportunity for each pupil to make oral reports, prepare written material, and make other contributions in class work . .	70	71	1
B. Utilize study period time for the purpose of:			
30. Correcting errors of study	72	73	1
31. Evaluating and appraising pupil study efficiency . .	74	75	1
32. Showing ways of improving study habits	76	77	1
C. Provide a special period for the pupils to show and tell:			
33. New things they have seen	8	9	2
34. What has happened to them	10	11	2
35. Where they have been	12	13	2
D. Provide ways for pupils to assume leadership in carrying out:			
36. Activities	14	15	2
37. Assignments (academic) . .	16	17	2
38. Objectives (class)	18	19	2
39. Objectives (individual) .	20	21	2
E. Instruct pupils regarding classroom conduct in such matters as:			
40. Courtesies	22	23	2
41. Greeting visitors	24	25	2
42. School customs	26	27	2

TABLE 20--Continued

Questionnaire Activities	Column Number for Frequency of Performance	Column Number for Rating	IBM Card Number
43. School regulations	28	29	2
44. School traditions	30	31	2
IV. Activities Involved in Measurement and Appraisal			
A. Being responsible for:			
45. Administering tests	32	33	2
46. Diagnosing pupil diffi- culties	34	35	2
47. Setting up remedial work .	36	37	2
48. Evaluating of remedial work	38	39	2
49. Follow-up of remedial work	40	41	2
50. Grading tests	42	43	2
51. Recording test results . .	44	45	2
B. Selection of measuring devices:			
52. Standardized tests	46	47	2
53. Teacher-made tests from file	48	49	2
C. Preparation of measuring devices:			
54. Objective tests	50	51	2
55. Essay tests	52	53	2
56. Promotional examinations (Six weeks test, final examination)	54	55	2
D. Use of measuring devices:			
57. Teacher-made objective tests	56	57	2
58. Teacher-made essay tests .	58	59	2
59. Teacher-made readiness tests	60	61	2
60. Teacher check lists . . .	62	63	2
61. Standardized readiness			

TABLE 20--Continued

Questionnaire Activity	Column Number for Frequency of Performance	Column Number for Rating	IBM Card Number
tests	64	65	2
62. Standardized ability tests	66	67	2
63. Standardized achievement tests	68	69	2
64. Personality tests	70	71	2
65. Sociograms	72	73	2
V. Activities Related to Records and Reports			
A. Responsible for the making of the following:			
66. Case study reports	8	9	3
67. Class records	10	11	3
68. Cumulative records	12	13	3
69. Pocket records	14	15	3
70. Report cards	16	17	3
71. Statistical reports	18	19	3
72. Anecdotal records	20	21	3
B. Responsible for maintaining for each pupil a record of:			
73. Evidence of aptitude or special ability, such as speaking, tap dancing, musical instruments	22	23	3
74. General background data .	24	25	3
75. General activities and interests	26	27	3
76. Health and physical data .	28	29	3
77. Home and family data . . .	30	31	3
78. Kind and nature of respon- sibilities (assumed by the pupil)	32	33	3
79. Likes and dislikes for school subjects	34	35	3
80. Personality traits	36	37	3
81. Scholastic achievement . .	38	39	3

TABLE 20--Continued

Questionnaire Activity	Column Number for Frequency of Performance	Column Number for Rating	IBM Card Number
82. Scholastic aptitude	40	41	3
83. School progress	42	43	3
84. Social growth	44	45	3
VI. Activities Other Than Instructional			
A. Supervise the pupils' use of wraps			
85. On entering the classroom	46	47	3
86. In preparation for leaving classroom	48	49	3
B. Acquaint pupils with such features of the buildings as:			
87. Auditorium	50	51	3
88. Principal's office	52	53	3
89. Library	54	55	3
90. Pupils' classrooms	56	57	3
91. Restrooms	58	59	3
C. Provide rest periods totaling a minimum of 30 minutes for the pupils	60	61	3
D. Greet the pupils individually upon their arrival to the classroom	62	63	3
E. Work and cooperate with principal in handling classroom discipline	64	65	3
F. Promote the integration of the guidance services of the school and the instructional program of the classroom	66	67	3
VII. Activities Regarding Pupils' Health Conditions			

TABLE 20--Continued

Questionnaire Activity	Column Number for Frequency of Performance	Column Number for	IBM Card Number
A. Check every pupil regarding:			
92. Cleanliness	8	9	4
93. Cuts and abrasions	10	11	4
94. Condition of vision	12	13	4
95. Condition of hearing	14	15	4
96. Skin disorders	16	17	4
97. Condition of teeth	18	19	4
98. Temperature	20	21	4
99. Nose	22	23	4
100. Throat	24	25	4
B. Refer pupils who are in need of medical attention:			
a) To Parents			
101. By conferences	26	27	4
102. By letters	28	29	4
103. By phone calls	30	31	4
b) To Principal			
104. By conferences	32	33	4
105. By notes	34	35	4
c) To School Doctor			
106. By conferences	36	37	4
107. By letters	38	39	4
108. By phone calls	40	41	4
d) To School Nurse			
109. By conferences	42	43	4
110. By letters	44	45	4
111. By phone calls	46	47	4

TABLE 21

RESPONSES FOR FREQUENCIES OF PERFORMANCE
AND FOR TEACHER RATINGS WITH IBM CARD
NUMBER REPRESENTING EACH

Frequency of Performance Response	Row Number on IBM Card	Rating Response	Row Number on IBM Card
SD	1	4	1
D	2	3	2
W	3	2	3
6W	4	1	4
S	5	0	5
Y	6		
Z	7		
NA	8		

[illegible]