A DESCRIPTIVE STUDY OF AN ELEMENTARY SCHOOL

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CHAPTER I

INTRODUCTION

Two thousand years ago the stoic philosopher Epictetus wrote, "Men are disturbed not by things, but by the vision which they take of them." Being critical of the nation's schools has moved from a hobby stage to a full blown national sport. One can scarcely read a daily newspaper, current magazine, or educational journal without finding an article that is critical of some aspect of public schools.

Some educators (Edmonds, Firestone and Herriott, Ebel) have a tendency to be pragmatic and react to pressures: they seem to be more interested in methods and programs than in theories.[1] With only a superficial understanding of the basic theories on which curricular and pedagogical decisions are based, educators often implement unwisely; and when techniques do not yield expected results or when they come under criticism by pressure groups, thinking and programs are rejected as hastily as they were accepted.[2] It is the writer's thesis that if people do not understand what they do, and why they do what they do, then chances are they will do it poorly, or as Goodlad so succinctly stated, "Any measure of success one has in improving something depends heavily on understanding it."[3]

In any event, in a time when educators are preoccupied with finding better ways of doing what they are already doing, and citizens are eager to hold them accountable for any change, is it not time to reassess the

purposes and functions of schooling children, if indeed such purposes and functions can be identified? Ebel stated:

> We seem to have lost sight of, or become confused about, our main function as educators, our principal goal, our reason for existence. We have no good answer that we are sure of and can agree on to the question, what are schools for?[4]

As Myers comments:

> Answers to the question posed by Ebel will probably vary depending upon whether one is a communist or capitalist, idealist or pragmatist, old or young, rich or poor, a citizen of an underdeveloped country. Surely, Socrates, Horace, Kant, Spinoza, Tolstoy, Sartre, Russell, Rousseau, and Freud would differ in their philosophies of education. Followers of Confucius, Buddha, Christ, and Mohammed would approach educational matters with different purposes in mind.[5]

Expressed purposes of schooling are as diverse and unique as the individual perceptual filters of those providing opinions. Deciding on the purposes of schooling children requires responses to complex questions for which there are probably no best answers.

To recapitulate, today's elementary schools, like other public institutions, are a subject of immediate concern to the taxpayer. Schools are obligated to meet the educational needs of each child, a task that has always been difficult and complicated, and is especially demanding today because of social, economic, and political problems.

Some of the concerns that are being widely expressed toward practices in elementary schools are as follows:

- inflationary costs of education,
- early and persistent anxiety of parents about their children's ability to get into college,
- increasing importance placed upon vocational and citizenship training, and
- heightened regard for educational needs of special groups of

children, such as the culturally different, learning disabled, and intellectually talented.

Pressures for change that have resulted in controversy center around the following topics:

- theory-practice dilemma,
- the grading, marking, and reporting system,
- discipline,
- formal academic learning,
- ability grouping,
- student motivation
- academic excellence or minimal competency,
- quality of teacher performance,
- parent involvement, and
- emphasis upon the humanities and arts.[6]

Almost on a daily basis, educational decisions relative to the above matters are being made throughout the country. That is as it should be, but there always exists the danger of embracing different methods, techniques, and programs wholeheartedly and noncritically.

In any event, in a time when educators are overwhelmingly concerned with justifying what they are doing and citizens are eager to hold them accountable, it would seem appropriate to attempt to make sense out of the controversy surrounding the purposes and functions of the elementary school. Ebel raised additional questions relative to the purpose of schooling: "If the schools are to be accountable for the performance of their pupils, the question that immediately arises is, What performance?"[7]

The multitude of recent reports aimed at reforming the nation's schools focuses on specific performance.[8,9,10] So it appears that Ebel's question can be laid to rest. However, with one exception,[11] these reports on school reform are highly prescriptive as opposed to being descriptive. This neglect of a consensus model of schooling raises more serious questions.

What specifically is an elementary school? What goes on inside the walls? There are diverse opinions about what is going on inside elementary schools. Studies that use outcome data derived from strict science cannot effectively answer these questions. Thus, because the researchers are not within the institution to observe the phenomena holistically, one would be hard pressed to speak with certainty about what school is and how it affects children.

The notion of the elementary school has evolved from its early inception to modern times in a piece-meal, broken-fronted, add-on approach as opposed to a comprehensive system of development. To recapitulate, the process of elementary schooling is a function that in most instances defies a clear-cut description. How does one accurately define an elementary school, or when one speaks of the elementary school, what is one speaking about? Discussions relative to the purposes and improvement of the elementary school must evolve around some logically coherent description of schooling. The primary purpose of this study was an attempt to provide such a description.

The study was divided into three phases. Part I included the period during which the researcher:

1. Identified an elementary school to be studied.
2. Gained permission to observe the school.
3. Reviewed research and literature related to the study.

Phase II included the period in which the researcher:

1. Visited and observed the identified elementary school.
2. Collected relevant data in the school.
3. Applied the data to a research map.

Phase III included the period in which the researcher:

1. Interpreted the data.
2. Applied a conceptual framework for critiquing the data.
3. Reported on interpretation of the data.

Justification for the Study

Critics of elementary schools generally assume one of two positions: (1) they charge that the school lacks vigor, clarity of purpose, efficiency and a prudent economy or (2) schools are monolithic bureaucracies, preoccupied with convenience and tradition, depersonalized and uninterested in each child's individuality, and removed from the realities of children's life environment. [12]

Chances are that well-intended proponents of differing philosophic positions are more concerned with political rhetoric than with what is best for children and society. In the age old is-ought dilemma, contemporary debate tends to focus on the ought of the elementary school with an almost total ignoring of the is. There is a need for elementary educators to have a more vivid definition (description) of the elementary school to be used as a tool for research efforts, as well as a guide for recommendations for daily practice.

Major Assumptions of the Study

There are three major assumptions related to this study, namely:

1. The functions and practices of elementary schooling have been studied in isolation by researchers using quantitative research.
2. Dealing with particulars (variables) out of context for purposes of research efficiency does little but confound the problem and intensify the prospect of colossal errors.

3. It is possible to perceive and describe the "gestalt" or "ethos" of the elementary school in a systematic fashion.

Research Questions

The purpose of this study, as indicated earlier, was to establish a definition/description of an elementary school by using descriptive/interpretive analyses. The following research questions were pursued:

1. Is it possible to identify a set of practices that constitute a reality called the elementary school? If so, what are these practices?
2. Do the practices in an elementary school act or interact in such a way as to allow the researcher to classify the process of an elementary school as systematic in nature?
3. Does the description of the elementary school in any way resemble what is traditionally thought of when reference is made to elementary schools?

Definitions of Terms

Curriculum: That which includes all experiences of children for which the school accepts responsibilty.[13]

Instruction: The process whereby through formal teaching and discussions between teachers and pupils and shared experiences, learning behaviors occur resulting in discovery, understanding and eventual application of skills, concepts, and knowledge.

Field Study: The visitation in the school during which interviews were conducted, observations made, and phenomena recorded.

Qualitative Research: Research in which the description of the

observations is not ordinarily expressed in quantitative terms.

Ethnographic Research: Collection of data primarily through the writing of field notes either in the situation or immediately following the event observed as ethically and realistically as possible. It is multi-modal: onsite observations, interviews, photographs, and video tapes.

Phenomenological Research: The observation and recording of phenomena as they occur in appearance, action, and change in as natural conditions as possible.

Ethnographic/Phenomenological Design: The method consisting of observing phenomena of a specific school population, collecting data primarily through the writing of field notes either in the situation or immediately following the observed event as ethically and logistically as possible. The design includes onsite observations amd interviews.

Psycho/Analytic Perspective: Perspective whereby the individual focuses on the concrete analysis of experience gleaned from his total environment. Involved in this perspective is an attempt to integrate past experience with present experience and through psychoanalysis the unconscious with the conscious.

Social/Political Perspective: Accumulation of the varied experiences, social and political, from which the individual may derive an awareness of his place in society, his purpose in life, and a feeling of emancipation.

Aesthetic/Ethical: Concerned with a critical consciousness that leads to conceptualizations that aid in making ethical decisions.

Contextual/Holistic Networking: System for data processing and ordering of the observed phenomena.

Contextual Variables: There are four types of contextual variables: Personal--including belief systems, communication styles, and psychological/emotional; Instructional--grouping, time/ space, resources, instructional behavior, evaluation, content, physical environment, communication patterns; Institutional--staffing, curriculum interaction patterns, organizational design, school climate and access; and Societal--parent/involvement and integration.

Currere: The analysis of one's lived experiences of the curriculum.

Hegemony: The predominance of authority in respect to prescribed methods, practices, and expectations of the school population. It is in effect the perpetuation of the status quo.

Connoisseurship: The ability to discriminate experiences of life in a focused, sensitive and conscious way. It involves comparisons of experiences, refinement of perceptions, identifications of events not previously perceived and integration and appraisal of these experiences.

Research Methodology

The method of research for this study was a form of ethnography which stems from a practice that has been used by cultural anthropologists for many years as they studied primitive people in Africa, the South Sea Islands, and American Indian tribes.

Ethnography involves, in the first place, an exploratory approach to a problem, the method being that of field study observation. It is particularly useful in an educational study in which participant observation, conversation, and respondents' answers to questions involving their social situation offer an understanding of their lives. Above

all, interpersonal relationships are seen from the perspective of the participants in a particular society such as in a school situation. The ultimate goal in this research was to interpret the social situation (school) in sufficient detail so that the reader could sense the actual reality of the setting, that is, feel or experience what it would be like to be in the actual environment. Hatch in a sense touched upon this aspect when he asserted that the "data be well defined and well founded in the rich scientific tradition of anthropology and descriptive sociology."[14]

This ethnographic study was conducted by using the qualitative approach. Using a method of participant observation, the researcher observed, listened to, and conversed with those people associated with the school in as free and natural an atmosphere as possible.

1. The researcher made bi-weekly visits to the designated school during the study.
2. The researcher observed classes in grades K-five.
3. The researcher paid particular attention to behavior in the halls, cafeteria, nurse's station, principal's office, bathrooms, boiler room, and on the playground.
4. While being aware of her inability to maintain a strict value-neutral position, the researcher attempted to record phenomena just as they appeared or happened.
5. The researcher interviewed the principal, teachers, students, parents, cafeteria workers, custodians, nurse, speech pathologist, and other support personnel (secretary, aides, student teachers, observers, etc.)
6. The researcher examined records when permission was granted to do so.

7. The observer viewed the school within the four contextual domains as outlined by Goodlad: (1) personal, (2) instructional, (3) institutional, and (4) societal.

Format for Succeeding Chapters

The study included five chapters: Chapter I consists of the introduction, rationale, and overview of procedures; Chapter II, the research design and design functions; and Chapter III, the autobiography of the researcher. Chapter IV presents the data collected by the writer through interviews, observations and some records. These data were recorded on a research map and then interpreted in a narrative review of the data. Chapter V presents the conclusions and recommendations.

Summary

Because educators and other concerned citizens are extremely critical of the educational practices in the present elementary schools, the researcher found it important to examine one school, to discover any inadequacies, to ascertain whether or not the school maintains the traditional system despite need for change, and to contemplate what innovations might be envisioned for the future. The researcher questioned whether or not the school under study needed to reexamine its purposes and goals and to adopt new ones or integrate the new and the old. Also, there was the possibility that specific performance in schooling must have a sharper focus to satisfy the demands of these purposes and goals. Thus, these delineations might well constitute the basis for a consensus model of schooling. This chapter outlines the researcher's visitation schedules, the justification for the study, major assumptions of the

study, research questions relevant to a consensus model, definitions, and finally, research methodology which was based primarily upon the ethnographical procedures of field observations and interviews.

ENDNOTES

[1]Ronald R. Edmonds, "Program of School Improvement: An Overview," Educational Leadership, Vol. 40, No. 3 (December, 1982), pp. 4-11.

[2]William A. Firestone and Robert E. Herriott, "Prescriptions for Effective Elementary Schools Don't Fit Secondary Schools," Educational Leadership Vol. 40, No. 3 (December, 1982), pp. 51-53.

[3]John I. Goodlad, "Improving Schooling in the 1980's: Toward the Non-Replication of Non-Events," Educational Leadership, Vol. 40, No. 7 (April, 1983), p. 4.

[4]Robert L. Ebel, "What Are Schools For?" Phi Delta Kappan, Vol. 54, No. 1 (September, 1972), p. 3.

[5]Donald A. Myers, "The Humanistic School: A Definition," Forum on Open Education, Vol. 4, No. 2 (1976), p. 7.

[6]Russell Dobson and Judith Dobson, "Roots of Conflicting Rhetoric," The Language of Schooling (Washington, D.C.: University Press of America, Inc., 1981), p. 1.

[7]Ebel, p. 8.

[8]Mortimer Adler, The Paideia Proposal (New York: Macmillan Publishing Company, Inc., 1982).

[9]National Commission on Excellence in Education, A Nation at Risk (Washington, D.C.: U.S. Government Printing Office, 1983).

[10]Richard Delone, Carnegie Report: Small Futures: Children, Inequality and the Limits of Liberal Reform (New York: Harcourt, Brace and Jovanovich, 1979), pp. 1-258.

[11]John I. Goodlad, A Place Called School (New York: McGraw-Hill Book Company, 1984).

[12]Leo Rubin, ed., Improving In-Service Education: Proposals and Procedures for Change (Boston: Allyn and Bacon, Inc., 1975).

[13]William B. Regan and Gene Shepherd, Modern Elementary Curriculum, 5th ed. (New York: Holt, Rinehart and Winston, 1977), p. 192.

[14]J. Amos Hatch, "Applications of Qualitative Methods to Programs: Evaluation in Education," Journal of the School of Education (Winter, 1983), pp. 1-10.

CHAPTER II

RESEARCH DESIGN

In order to pursue the research questions posed in this study, it was necessary to depart from traditional educational research design and shift to a more specific effort using certain techniques derived from qualitative research. This effort was motivated by the premise that schools do not always function in a rational, goal-based fashion. (The reader deserves a more explicit explanation of the reasoning for this shift which will be forthcoming in the first section of this chapter.) The research design of this study is based primarily on reconceptual curriculum theory with one exception: the conceptual base for recording the data is based on empiricism. The notion of contextual appraisal (conceptual empiricism) is taken from the research efforts of Goodlad[1] and Sirotnik.[2] The three perspectives (reconceptualism) for viewing the school are taken from the works of Eisner,[3] Apple,[4] Giroux,[5] and Pinar.[6] The intellectual or research tools used for analyzing the data are currere, hegemony, and connoisseurship. Figure 1 presents the reader with a schematic view of the research design. How the model works is fully discussed throughout this chapter with an explanation of the form and function of the research design.

Advantages of Qualitative Research

Qualitative research not only enabled the researcher to view

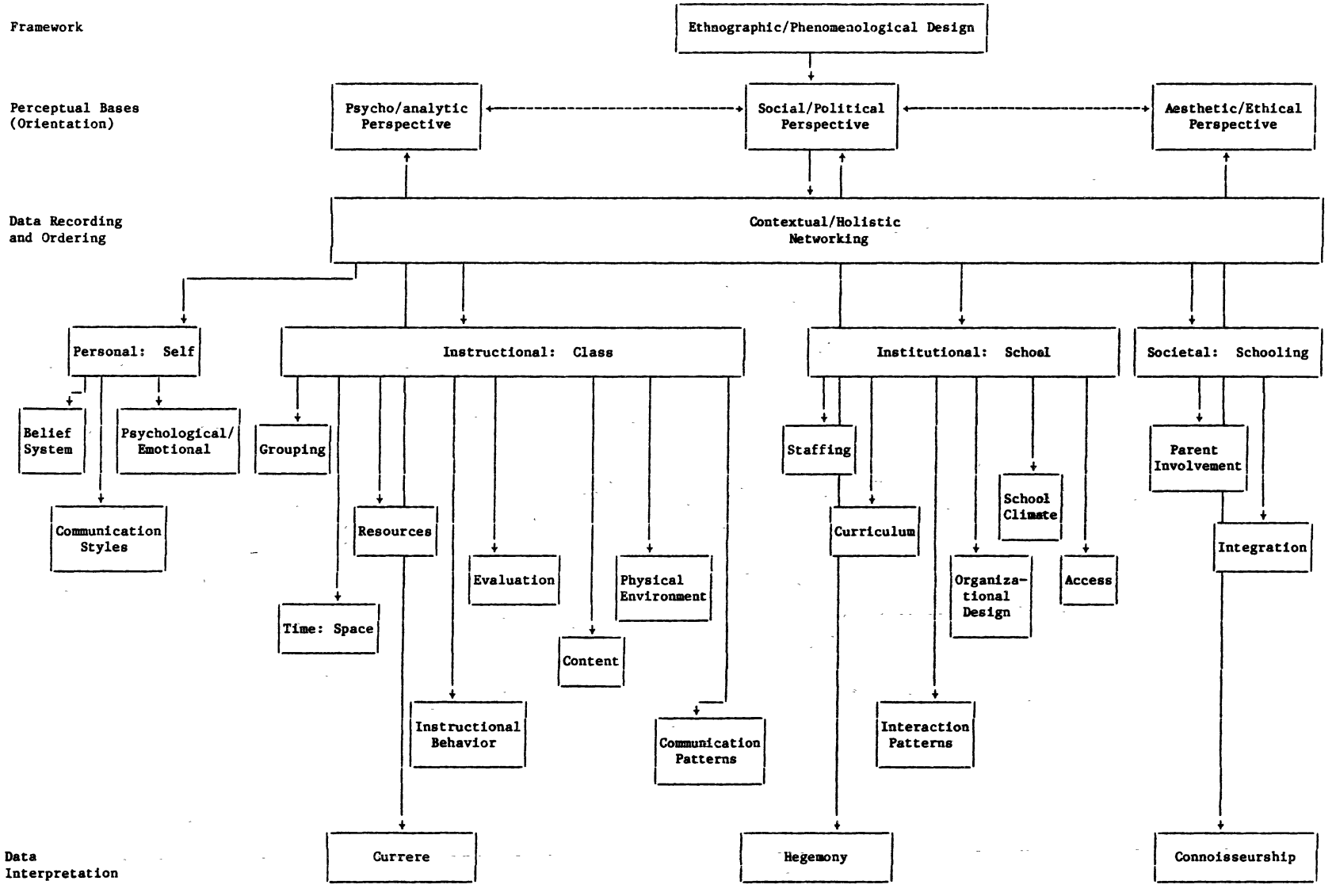

Figure 1. A Gestalt Appraisal System for Describing an Elementary School

first hand an elementary school, but also to view the school from a holistic perspective. Qualitative research allowed the writer to observe the school and all of its elements in a natural setting. According to McCutcheon, "Qualitative research allows the researcher a method of constructing meaning out of events to provide understanding for people who did not participate in the study."[7] McCutcheon further states that "qualitative research is a vehicle for interpretation."[8] Her comments on the benefits of qualitative research are supported by Sanders and Schwab, Smith, and Mooney.[9,10,11] The researcher is enabled to interpret data from the actual conditions in a routine established setting and then develop a better understanding of that environment.

Another aspect of qualitative research is social meaning which may have dual interpretations, those by insiders involved in the research and those by the researcher. By being present during the study, the writer was able to interact with the school personnel, to observe their faces, appraise their feelings, and estimate their attitudes. This personal contact with school personnel allowed direct questioning and made possible clarification of anything at issue.

The qualitative research design emphasized discovery rather than verification,[12] with the result that rather than a pre-specified research design, allowance was made for emergent patterns--not manipulated variables.

Perceptual Bases of the Design

The perceptual base for this study included three perspectives, namely, (1) the psycho-analytic perspective, (2) the social-political

perspective, and (3) the aesthetic-ethical perspective. The psycho-analytic perspective was used to look at the school from the point of view of the writer's lived experiences. The social-political perspective helped the writer look at the school in terms of values, traditions, and the forces that could lead to emancipation. Finally, the third perspective, that of aesthetic-ethical, examined the principles of ethics, emotions and those experiences that help individuals determine feelings about "self."

The three perspectives are discussed separately in the text that follows. Whereas the psycho-analytic perspective and the aesthetic-ethical perspective have received equal treatment by the writer, the social-political perspective treatment is longer, because more research has been done in this area by researchers within the United States, as well as in Europe.

The three perspectives are research tools developed by reconceptual curriculum theorists. These perspectives helped the writer interpret the school more clearly.

Psycho-Analytic Perspective

The major theme of the psycho-analytic conception focuses on an analysis of one's own reflexivity. This research perspective aids constructively in helping a person examine self, begin to analyze his situation in life and ultimately respond positively to understanding his reason for being, as well as his social status. Among the research tools evolving from the psycho-analytic perspective are autobiography, journal keeping, and psychoanalysis.

Autobiography in this research is designated as currere--the Latin

root of curriculum used specifically to refer to Pinar's method of autobiography.[13] In this approach the individual first delves into his past and, then, in analyzing past experiences, is better able to interpret present perceptions. From observable phenomena, a person can note correlations and correspondences that enable him or her* to exert control over his life and reach the goals of individual and, ultimately, social transformation.

Interpretation of personal perceptions are not value-free but rather value laden. In order to demonstrate professional integrity and remain intellectually honest, the researcher accepts the fact that her underlying assumptions and belief systems played as big a part in the content of this study as the observed structure and behavior of both individuals and the school as a whole. In the interpretive aspect of the study, data were filtered through the researcher's value system. Currere was used as a tool for self introspection in understanding observed phenomena within a personal context.

Social-Political Perspective

The social-political perspective is chiefly concerned with emancipation rather than dominance. Education is plagued by conformity to the ideas, values, and dictates of tradition; and it is increasingly difficult to achieve a major goal of education--"the transition from critical consciousness to social action."[14] In fact, it is difficult to arouse critical consciousness because of the educational limitations imposed by the present system, the lack of dedicated teachers who make an effort to

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*No sexual bias is intended in the use of a specific gender. Any discrepancy in the use of gender is unintentional.

rise above customary procedures, and the emphasis on content of subject matter rather than significances. One might ask, then, how this transition might be effected. In the first place, according to Apple, it is essential to put

> . . . the knowledge that we teach, the social relations that dominate classrooms, the school as a mechanism of cultural and economic preservation and distribution, and finally ourselves as people who work in institutions back into the context in which they all reside.[15]

He warned people to use caution in analyzing these aspects rigidly, for all of these are "subject to an interpretation of their respective places in a complex, stratified and unequal society."[16] The school, for example, is a power structure. It distributes knowledge most often on the basis of tradition, a body of facts assembled into a curriculum that is a consensus of educators.

To further promote the idea of power, there is a hierarchy in public schools, a hidden caste system, which is testimony to the power structure that controls the schools. Carnoy commented upon the "perpetuation of inequality through the schooling system . . . as an almost automatic, self-enforcing mechanism, operating only through the medium of class culture."[17] He further noted that "positions of political influence exist." It seems that the upper class "determines the accepted patterns of behavior and procedures and for the most part control the ideological and institutional context in which educational decisions are made."[18]

Lutz concluded that "politics and power are components of decision making in education," that "those in power tend to govern in ways that enhance their own values and interests that have long dominated educational decisions to the detriment of the interest and values of the

lower economic class and minority groups."[19]

The writer was interested in the social-political perspective of those who have the power as far as the elementary school under study is concerned. Two questions of significance in analyzing this perspective arose at the outset. Is the power held by the school board, central office personnel, the principal, or the teachers; or does the community to a large extent determine which practices will continue in the school, which ones will be eliminated, and which ones will be introduced? The answers to these questions appeared somewhat unexpectedly in the collected data.

Aesthetic-Ethical Perspective

The aesthetic-ethical perspective, concerned so significantly with humankind and its response to experience, is pertinent to this study because it places emphasis on the values, emotions, and experiences of life which bring about feelings of self-worth, self-identity, and self-realization. This perspective then involves both private and public moral issues, from which personal determinations of conflicting values may be made. In fact, by approaching society from a holistic point of view, that is, seeing the whole as well as the parts of any situation, the writer, students, and teachers may be better qualified to make decisions that will enrich their lives.

Eisner believes that teachers should create opportunities for those individuals involved in education to make decisions for themselves on the basis of thinking through various options, asking questions and synthesizing ideas, rather than on the basis of the dictates of the teacher.[20]

The writer used the aesthetic-ethical perspective to describe, interpret, and evaluate phenomena found in the school. The procedure was beneficial to the researcher in that her sensibilities were sharpened and her skills of perceptual discrimination were enhanced. The use of the aesthetic/ethical perspective assisted the writer in being professionally honest as well as in keeping her aware of her own values and ethical standards.

Data Recording and Ordering
(Contextual Appraisal)

The data recording and ordering scheme is based upon the contextual appraisal system developed by Dobson and Goodlad.[21,22] This system is presented in Figure 2 on page 39. According to the basic scheme, there are four contextual domains: (1) personal (self), (2) instructional (class), (3) institutional (school), and (4) societal (schooling) within which are recorded the contextual variables. These variables are defined as those elements that contributed to the environment of the classroom, the school, and the community within which school-based learning takes place.

The four domains are a convenient way for organizing and managing large numbers of variables that emerged during the research study. However, it should be noted that not all the data collected fitted exactly or totally into any one category, but did relate to other categories labeled roots of assumptions (to be explained later in this chapter).

The category of personal domain (self) focuses on the contextual variables, namely the beliefs held by the principal, secretary, teachers, students, parents, and other school personnel; the communication

styles; and the psychological/emotional feelings of the people involved in the school. As its name suggests, the emphasis is upon the personal.

The instructional domain (class) is concerned with the contextual variables of grouping, time, space, resources, instructional behavior, methods of evaluation, the content presented, as well as the physical environment and the communication patterns that are used in the classroom. Note the emphasis upon class.

The institutional domain (school) added an interesting segment to the study inasmuch as it allowed the writer to observe the school in respect to the contextual variables: the practices, type of curriculum, the interaction patterns, the organizational design of the school, the school climate and the availability of school personnel while on duty. Note the emphasis upon the school.

The societal domain (schooling) is an important part of this study, for it is associated with two significant variables: parental involvement in the school and integration of school and community. It addresses the role that parents play other than the familial one. It also aids in determining the extent to which the school and community unite in providing a learning environment for the students.

Within the total scheme, there are three roots of assumptions, sometimes referred to as the three philosophical camps. The first camp (design A) embraces essentialism and behaviorism. The second camp (design B) is involved with experimentalism and cognitivism. The third camp (design C) is concerned with existentialism and humanism.

Data Analyses

Perhaps the most specific, and indeed the most significant, of the

research tools were those associated with the three perspectives--in fact, those that aided in the explication of these perspectives. Currere, a technique of the psycho/analytic perspective, allowed the writer to review lived experiences and thereby to question personal insights into the elementary school. It served an added function as well, for it proved to be a constant reminder that the writer's perceptions and interpretations were not value free, an inescapable fact of this type of research. Nevertheless, currere, an autobiographic method of inquiry, proved to be an appropriate medium for obtaining information for this research. In fact, Pinar used this method for his studies on the analysis of one's lived experience of curricula. He found it to be especially useful in not only the recollection of one's personal life but in anticipation of planning for and foreseeing a significant future. The integration of these two facets enabled him to discover a new perspective, a new "biographic place" based upon reflection of traditional values and correlation with new values associated with these experiences. Pinar wrote, "Currere aspires to cut through to preconceptual experience, which is the basis for distinctly personal meaning."[23]

Thus, currere afforded the writer the same opportunity, for through considerable recall and introspection emotional responses to relived experience were evoked which led to reassessment and reevaluation of attitudes that contributed to personal growth. Thus, value judgments based upon sound premises led to the realization of self. "Know thyself" has for at least a century or two been a desirable goal for an individual to achieve, for on its achievement rests future expectations. Thus, currere functions in helping to identify a perspective of present situations that depends upon the continuum of one's educational

experience, the extent to which past events provide enlightenment and enrichment for the future.

The second research tool of special significance is hegemony, a technique of the social/political perspective. It assisted the writer in determining the various forms of authority and domination that were present in the school studied. Claiming that "hegemony is a whole body of practices and expectations," Apple touches upon the fact that hegemony is geared toward oppressive authority.[24] Although at times the oppression is consciously recognized, at other times it is so unconscious that many of one's thoughts about people, things, attitudes, and institutions are taken for granted. This attitude is especially true in relation to school and the methods of schooling. An example of this phenomenon is the insistence of the school that all students must study the same materials and complete the same projects.

Hegemony reinforces the status quo. What has been done in the past seems to be continued as exemplary. However, rather than accepting things as they were, the writer investigated the concepts, the language, the cultural background, and the authority structure of the school under study with the expectation that recommendations for the future might be made.

Apple claims that "society's social concepts are totally prefigured or predicated upon a pre-existing set of economic conditions that control cultural activity, including everything in schools."[25] Apple makes the point that this "notion of hegemony as deeply saturating the consciousness of a society seems to be fundamental . . . . [It] emphasizes the facts of domination."[26] He sees a grave danger in the fact that "hegemony acts to saturate our very consciousness" to the extent that

"the educational, economic and social world we see and interact with, and the commonsense interpretation we put upon it, becomes the world, the only world."[27] He is right in his analysis, for hegemony is operative in schools, specifically in the subject of this research. It is functional in a hidden curriculum as a primary way of teaching students norms and traditional values, even to the extent of exhibiting personalities that are developed by living and coping with the institutional expectations and routines of school days.

The researcher found hegemony a very useful tool, however, in characterizing the norms and values, personalities and attitudes that dominated the school in this research. They fell within the danger zone of conformism with its resistance to change and resulted in a consequent exercise of power or dominance which set the trend for the future.

The third research tool of significance to this research is connoisseurship; a form of the aesthetic/ethical perspective. Claiming that "to be a connoisseur is to know how to look, to see, and to appreciate,"[28] Eisner states that connoisseurship "does not require public judgment" in respect to qualities characterizing a particular but does require a "sensory memory."[29] Thus the researcher was able to use the faculty of discrimination in observing and appreciating the school in its natural setting, as well as in viewing the school in a sensitive and conscious way. The researcher's accumulation of countless experiences with classroom practices enabled her to discriminate between acceptable practices for learning and those relatively unacceptable. The same discriminatory power that characterized the research aided the writer in not only perceiving the subtle particulars of educational life but also in recognizing the way those particulars formed a part of a structure

within the classroom in daily practice. Disappointed as the researcher was in the lack of forward progress and growth because of restrictions of routine, through connoisseurship she could recognize sensitively and consciously that certain steps were necessary to break the present hold. Resistance to change would have to be eliminated, new insights would have to be recognized and, finally, new practices initiated.

Design Function

This research was not a statistical study, one in which numbers were the end product, but it was an attempt through the use of the contextual appraisal system to accomplish what its name suggests--an appraisal of a small school in regard to its purposes, structure, operations and success in expediting learning. The function of the design was to collect information "about relevant areas of the education process that [were] anticipated to have important consequences for learning and instruction."[30] It became a means of evaluating "teaching practices, class climates, adult working environment, parent attitudes . . . an array of important descriptors of the schooling context."[31] This kind of research then is a contextual appraisal system. Appraisal, actually another word for evaluation, in this study then functions as a means of describing and judging the school with the purpose of suggesting improvements or making recommendations on the basis of what are, in the judgment of the researcher, the school's successes and its failures. Some positive steps may then be taken to alter or improve through innovations the educative system at that school. The definition of school determined by this study could well become either a consensus model of schooling or an exemplary model for researchers and educators or both.

Summary

In this chapter the research design was presented based upon conceptual empiricism or contextual appraisal. The appraisal consisted of the four domains, personal: self, instructional: class, institutional: school, and societal: schooling, within which were listed the many contextual variables under which the data were collected. There followed a discussion of the advantages of qualitative research among which are the advantage of being able to view the elementary school from a holistic perspective, the opportunity to derive the most from social meaning because of the close proximity between researcher and the school, and the emphasis upon emergent patterns, rather than upon manipulated variables. The perceptual basis of the design, reconceptualism, consisted of three perspectives used for viewing the schools: the psycho/analytical, the social/political, and the aesthetic/ethical. Abstract as these perspectives seem to be, they had their value in providing a specific and yet broader dimension for examining a school. Aiding in the explication of these perspectives are three of the research tools, namely, currere, hegemony, and connoisseurship.

ENDNOTES

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[3]Elliot W. Eisner, "The Forms and Functions of Educational Connoisseurship and Educational Criticism," The Educational Imagination (New York: Macmillan Publishing Co., Inc., 1979), pp. 190-226.

[4]Michael Apple, "On Analyzing Hegemony," Ideology and Curriculum (Boston: Routledge and K. Paul, 1979), pp. 1-25.

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[12]William Pinar, "Currere: A Case Study," in George Willis, ed., Qualitative Evaluation (Berkeley: McCutchan Publishing Corp., 1978), pp. 316-34.

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[16]Ibid.

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[20]Eisner, pp. 74-92, 153-66.

[21]Russell Dobson and Judith Dobson, Humaneness in Schools (Dubuque, Iowa: Kendall/Hunt Publishing Co., 1976), p. 36.

[22]Sirotnik and Oakes, "A Contextual Appraisal System for Schools," pp. 165-73.

[23]Pinar, "Currere," p. 316.

[24]Apple, pp. 1-25.

[25]Ibid.

[26]Ibid.

[27]Ibid.

[28]Eisner, p. 190.

[29] Ibid.

[30]Kenneth A. Sirotnik and Jeannie Oakes, "Toward a Comprehensive Educational Appraisal System: A Contextual Perspective," Educational Leadership, Vol. 39, No. 3 (December, 1981), p. 165.

[31]Ibid., p. 166.

CHAPTER III

AUTOBIOGRAPHY OF THE RESEARCHER

In any attempt at self-analysis in which recall of observations and perceptions is made, the researcher must acknowledge that these observations and perceptions are value-laden. With this premise in mind, in an attempt to approach intellectual honesty in describing the setting of the school in this study, the researcher used currere, a form of autobiography, in order to gain a better undestanding of "self" and the determinants of her own perceptual base.

Currere, the autobiographic method of inquiry, proved to be a valuable tool in helping the writer achieve certain goals such as social adjustment and a sense of freedom. At the very beginning of the writer's academic life she experienced discrimination. It was a traumatic experience for her when her friend was allowed to enter first grade at age five, but she was denied this privilege until the age of six. At the time, this disparity seemed extremely unfair; however, it served early in life as an impetus to the writer to overcome.

Schooling began for the writer in a small, closely-knit community known as Brown Creek where townspeople truly cared about one another. Mutual interests prompted people to help each other, even to caring for one another's children. In fact when any untoward event occurred in the town, news spread fast; and measures to correct the situation were immediately taken. It was a good place to live.

All of the students met in a one room school house. Mr. Canady, both principal and teacher, was the writer's first grade teacher who taught the 3 R's. A major duty of the principal was to assure the safety of the children on their way to and from school. This duty was not always easy to accomplish, for rural pastures were often a very real hazard because of some very nasty bulls that chased the children. Mr. Canady was especially sympathetic to the plight of his pupils and often walked the children home to make sure of their safety.

The school setting proved to be an excellent environment for establishing friendships, for parents as well as for students. This community was composed of black people.

This writer continued her second year education at L'ouverture School, located at the north end of the town of Slick. Mrs. Mackey, her second grade teacher, taught reading, writing, spelling, and arithmetic. Instruction took place in a self-contained classroom which was always decorated with appropriate seasonal material as well as material related to the subject being taught. Relaxation time or play time was scheduled, too.

In the third grade, the writer enjoyed the services of Mrs. Harrison, who, being a happy person herself, generated an aura of well-being and happiness in the classroom. Each student was encouraged daily to share his ideas in class. Even though Mrs. Harrison was happy and likeable, she was a strict disciplinarian.

Mrs. Ferguson, the fourth and fifth grade teacher, a strong disciplinarian, maintained a classroom environment that was conducive to work. She insisted on good performance. Once admonished for not working hard enough, a student would try to change his or her behavior and start

working. A student was expected to recite when called upon, so preparation was mandatory.

The sixth grade has little for which to commend itself as the writer's memory of it is nil. In respect to currere, this negative response has implications for attitudes toward lived experience and recall. When one cannot recall experience, he cannot recall values either.

The seventh grade marked a change in classroom structure, for students moved from class to class. The writer's English teacher, Mrs. Forshee, was strong, strict, and demanding. Her philosophy was based on the idea or assumption that each person should strive to do his best, that the world does not owe a person anything. One has to earn rewards, whatever they may be.

Mr. Sylvester Combs, the writer's social studies teacher in the seventh, eighth, and ninth grades, encouraged first rate student performance and close contact with all the parents in the community.

Dr. Willa Combs, the writer's home economics teacher for grades six through twelve, was an avid disciplinarian, insisting that each student's work be accomplished at that student's level of performance. Often, she would have a student redo her work until it was done correctly, whether it was baking bread or making a dress. She stressed that each student should strive to be the best she could be even if the performance of a task demanded more work than others might need to do.

The school nurse, stationed in Sapulpa, Oklahoma, visited the school once a month to administer the necessary shots and to check for certain diseases. The writer remembers her as a person who willingly did her work diligently and cared about people.

Physical education was enjoyable, for it consisted of a variety of activities including basketball, softball, and exercises--even running laps. The emphasis was on developing team spirit and working together to accomplish excellence in a sport. Whether it was the enjoyment of the sport or team spirit, the writer found this aspect of her education rewarding.

Music proved to be both instructive and fulfilling, for classes united during a class period and learned harmony, including note reading, voice training, and choir work. The students not only practiced, but performed for school programs and for parents, as well as for visitors. Much personal satisfaction resulted and motivation was high.

Prior to 1956, all of the writer's education had been in an all black environment, students and faculty alike. However, in 1956 integration occurred with the result that all of the black students and some of the black faculty were transferred to the white school known as Slick school, K-12 grades. In 1956, curriculum changes occurred with the introduction of typing, bookkeeping, Oklahoma history, and civics.

Mrs. McDougal, the typing and bookkeeping instructor, had a difficult time adjusting to the schedule. She was always nervous, acting as though she were threatened by something. As a result, this behavior reflected adversely upon the student's attitude and performance.

As the writer's schooling continued, physical education became a progressively important part, but Mr. J. Steincamp, a very kind-hearted man who was definitely unprejudiced as to race, creed, and color, found it difficult to adhere to some of the administration's rules which seemed to be very biased. For example when there was considerable opposition to my receiving the honor of valedictorian because I was

black, Mr. Steincamp supported me and convinced the committee for selection that I earned the honor and it was therefore rightfully mine. He looked with disfavor at the discrimination shown the blacks particularly when the principal would allow white students to roam the halls whenever they chose to but forbade the blacks to leave their classrooms.

Mr. R. Powers, superintendent of the school district and teacher of history, government and related courses, was also a very kind-hearted person, always wanting the best for all students. For example, his kindness extended to the children who had no lunch money--he subsidized them with no expectation of return payment. He also provided transportation when necessary. He treated all students and parents as individuals. His attitude was friendly to everyone.

An overview of the writer's educational experience indicates some challenging data that would illustrate Pinar's contention that autobiographic research is a valuable tool for helping the individual to understand his own intellectual development. Following Pinar's lead, the writer examined her past and tried to evaluate her levels of achievement: graduating from high school with honors, earning a B.S. and an M.S. in elementary education, earning an M.S. in guidance and counseling, presently completing work on a doctorate in education. She is currently serving as principal of an elementary school in Oklahoma City. Certainly the writer is qualified to draw some conclusions about taking advantage of opportunity and, in fact, making opportunity happen.

One of the seemingly negative experiences that the writer faced was that of discrimination, particularly noticeable in the changes that took place between schools. During the author's stay at Brown Creek School, she walked to and from school in all kinds of weather. Especially in

inclement weather--rain, snow, and sleet--it was difficult. After her transfer to Slick school, transportation was provided. The researcher felt that an all black school was discriminated against in regard to furnishing transportation. The same treatment occurred in furnishing a cafeteria. The black school had none, but after the district integrated, everyone enjoyed a cafeteria. It would seem that discrimination was indeed present whether one was conscious of it or not.

Even though integration was accomplished physically, it was not always adhered to in spirit. The principal at Slick was a case in point as he maintained a double standard there not only during the writer's years there, but long afterwards. One set of rules applied to the whites, another for the blacks. In reviewing the acts of discrimination, the writer realized that it proved to be a motivating force in her life as it made her determined to overcome the barrier of race. Happening as it did so early in life, it set the pattern of her school years.

One of the positive experiences was the writer's association with her mother and grandparents who encouraged her to feel good about herself and her ability to accomplish what she had set out to do. A few other significances were noteworthy during the writer's education in school. She was made keenly aware of the importance of learning, particularly as she was motivated by friendly teachers. Even though some of the faculty was somewhat hostile or prejudiced, the writer learned that she must overcome environment and do the best she could under the circumstances.

The curriculum was not very diversified in those early years, but emphasis was focused on doing well in the three R's--reading, writing,

and arithmetic. The writer learned early that individual performance had its rewards in feelings of confidence, self-worth and independence.

In retrospect, it did not matter that the schools had no special education classes, no LD, EMH, or MR classes that accommodated individual differences. Today, there is special attention paid to individual differences such as the gifted child or the handicapped. Children are taken out of a "normal" environment to experience special treatment where sometimes competition is so keen that students' health is impaired. The preschools and extended day programs today offer parents an opportunity to work, but more especially for the young ones to play and work in a social environment that is conducive to experiencing identity of self as well as identity of one's place in society. In this writer's view, she felt no sense of deprivation because these opportunities were not offered but experienced instead feelings of self-accomplishment and self-worth. As she overcame the problems that confronted her academically and socially, she gained maturity and proved ready for the competition that she was about to experience. Her 4-H club work was a singular force in helping her gain confidence in herself. She advanced from making a head scarf or handkerchief to making an apron, to making a sleeveless dress, then a dress with sleeves, adding buttonholes, eventually making an evening dress. She learned how to cook and to can. She exhibited at the fair. She received rewards--ribbons and money, but most of all, pride in her ability to accomplish something through her own determination and effort. Then special friends began to assume a very important place in her life and she began to experience a sense of value in herself and in her relationship with others. The writer found that she was free--free to

be herself--free to choose her friends and free to do what she wanted to do with her life. Thus, the writer's perspective of her present situation depends upon the continuum of her educational experiences--the extent to which past events have shaped her life and led to expectations for the future.

Her future for some time in recent years has led to freedom of choice in her jobs--from classroom teacher, to team leader for Teacher Corps, back to classroom teacher, to K-5 curriculum consultant, to doctoral student and university instructor. Her life has been characterized then by a strong sense of determination, eventuating in self-realization. There has been both social and political transformation because she is her own person. She has learned to function within the system, yet maintain a certain amount of independence.

As a result of this sensitive review of the writer's school life, certain insights into the school situation have emerged based upon reassessment of traditional values. First of all, the school, in the writer's opinion, should be committed to creating a challenging learning environment, one that is physically comfortable and spiritually motivating. The environment should be conducive to work with emphasis on the fact that workable goals can be established and attained through perseverance, determination, and individual endeavor. Rather than maintaining instructional and curricular rigidity, allowance should be made for individual differences, for it must be recognized that children do differ as to aptitude, speed of learning, and interests. There should be high expectations for all children. Therefore, the school should provide learning experiences that would challenge the students each time they entered the classroom. Even with what educators consider to be the

normal environment with conditions right for learning, the child is not always sufficiently motivated because of teacher attitude. The writer learned even in her early school years that teachers neglect some children, cater to others, and treat still others shabbily. They do not care enough to instill in the children feelings of equality and mutual respect--two attributes that are important to children even though they might not be able to define the actual terms. They notice when a teacher cares. The teacher has the duty to establish values through the experiences he brings to the classroom. So often there is a conflict of values in the children's minds that leave them confused and fearful. Some of these conflicts can be resolved somewhat by helping the young children to develop a sense of discrimination in sifting values and drawing conclusions about them. Involved in this process is a growing sense of independence of thought and action which would eventuate in growth of maturity. Also, a teacher should learn to praise and to reward, for a perceptive teacher knows how important it is to motivate the young. Common goals that are shared by teacher and student and parent will have the effect of developing a sense of purpose and fulfillment when those goals are reached. Also, confidence in oneself and pride in accomplishment will inevitably result when the teacher lets the children learn. Despite the efforts of the school, the child's education is not complete until he can synthesize all of his experiences including those of the school, the home, the church, and society. Thus, parent-teacher relationships must be encouraged. There is one more important aspect of schooling--interpersonal relationships between teacher and students, between student and student, etc. How important these are in the socializing process that is a significant aspect of

schooling and indeed of life! And after all, is not the quality of life what education is all about even after the school years?

Summary

Currere, an autobiographic method of inquiry, proved to be a valuable tool in helping the writer to gain a better understanding of self and the determinants of her own perceptual base. After reviewing the course of her life in school, she was able to distinguish values and make assumptions about schooling that should make her better qualified as a teacher and administrator. Some of these assumptions follow. The school should be committed to creating a challenging learning environment, one that is physically comfortable and spiritually motivating. Expectation should be high so that through the establishment of goals and diligence in work these goals could be attained. Allowance should be made for individual differences. Attitudes of equality and mutual respect should prevail in the classroom. Teacher attitudes make a remarkable difference in the success or failure of a student. By developing a sense of discrimination in ascertaining values, students could be expected to experience a growing sense of independence of thought and action which would lead to maturity. Teachers should motivate through praise and rewards. A sense of purpose should be established through goal-orientation, and expectations of confidence in self and pride in accomplishment should be anticipated. Socialization could be achieved through interpersonal relationships which the teacher should encourage. The quality of life can be enhanced by what <u>happens</u> in school. The writer recognized that change is inevitable and indeed desirable. Why not now!

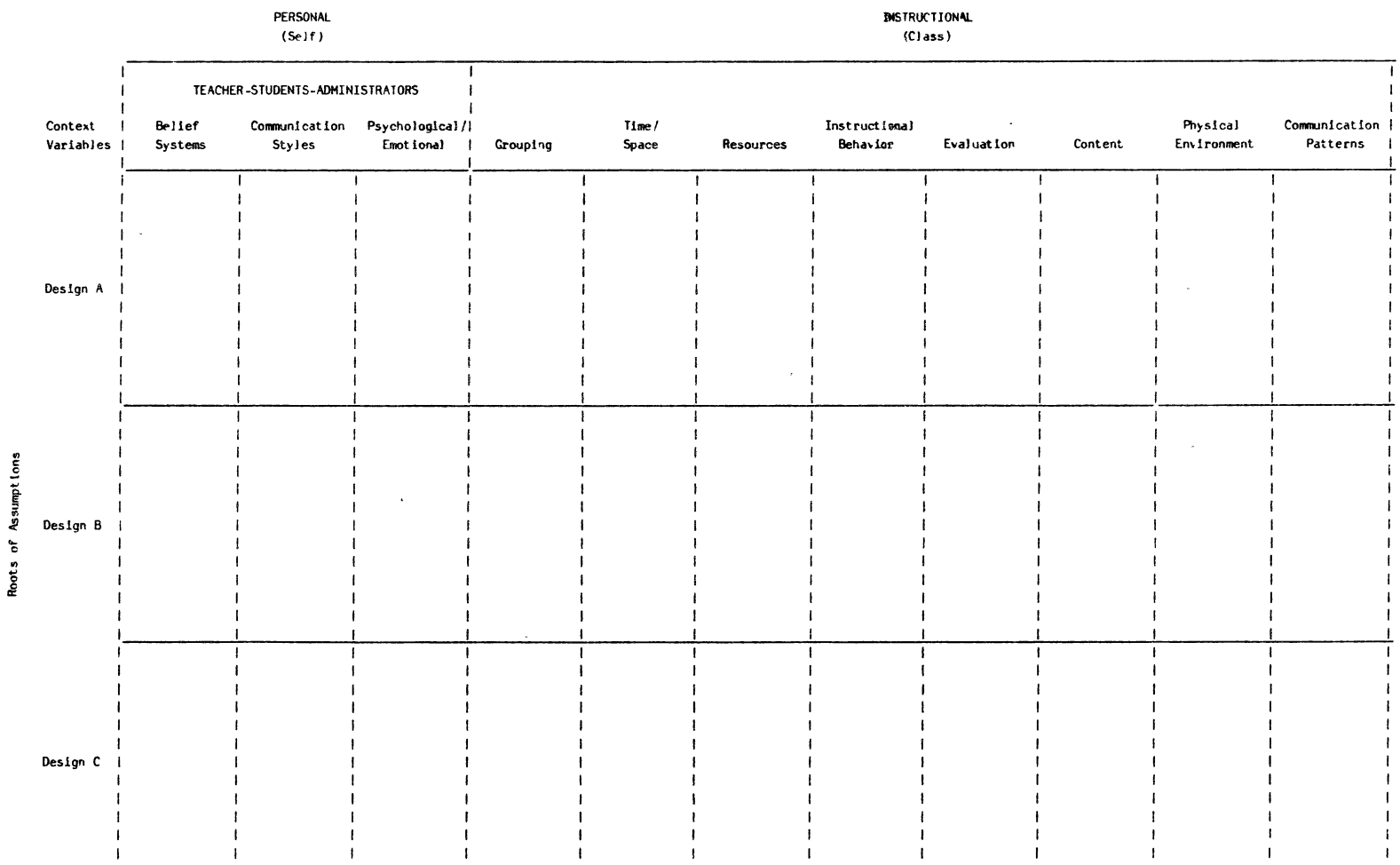
CHAPTER IV

A PRESENTATION OF THE DATA

As stated in the introduction, this research was initiated as a result of the criticism directed at schools today. The criticism focused on the ineffectiveness of the curriculum, the pedagogy, the failure of the schools to set attainable goals and to achieve even a modicum of success in helping young people reach such objectives as self-realization, personal enrichment, and preparation for life. In response to the criticism, this research constitutes a descriptive exploration and analysis of one school in which 32 persons were interviewed as to their personal reactions to their jobs and positions within the school system; their attitudes toward class instruction; their feelings about the school, particularly the staffing, curriculum, organizational design, and school climate; and, finally, their opinions regarding the presence and effectiveness of parental and community support.

In expediting this research, the writer used the following data-gathering techniques: observations, interviews, and researcher participation in school activities. The collected data were organized according to a contextual appraisal system devised by Dobson and Dobson in Humaneness in Schools.[1]

As was outlined in Chapter II of this research, the contextual appraisal consists of four domains: personal, instructional, institutional, and societal. Figure 2 is a schematic presentation of this


PERSONAL
(Self)
INSTRUCTIONAL
(Class)
TEACHER-STUDENTS-ADMINISTRATORS
Context Variables
Belief Systems
Communication Styles
Psychological/ Emotional
Grouping
Time/ Space
Resources
Instructional Behavior
Evaluation
Content
Physical Environment
Communication Patterns
Design A
Design B
Design C
Roots of Assumptions

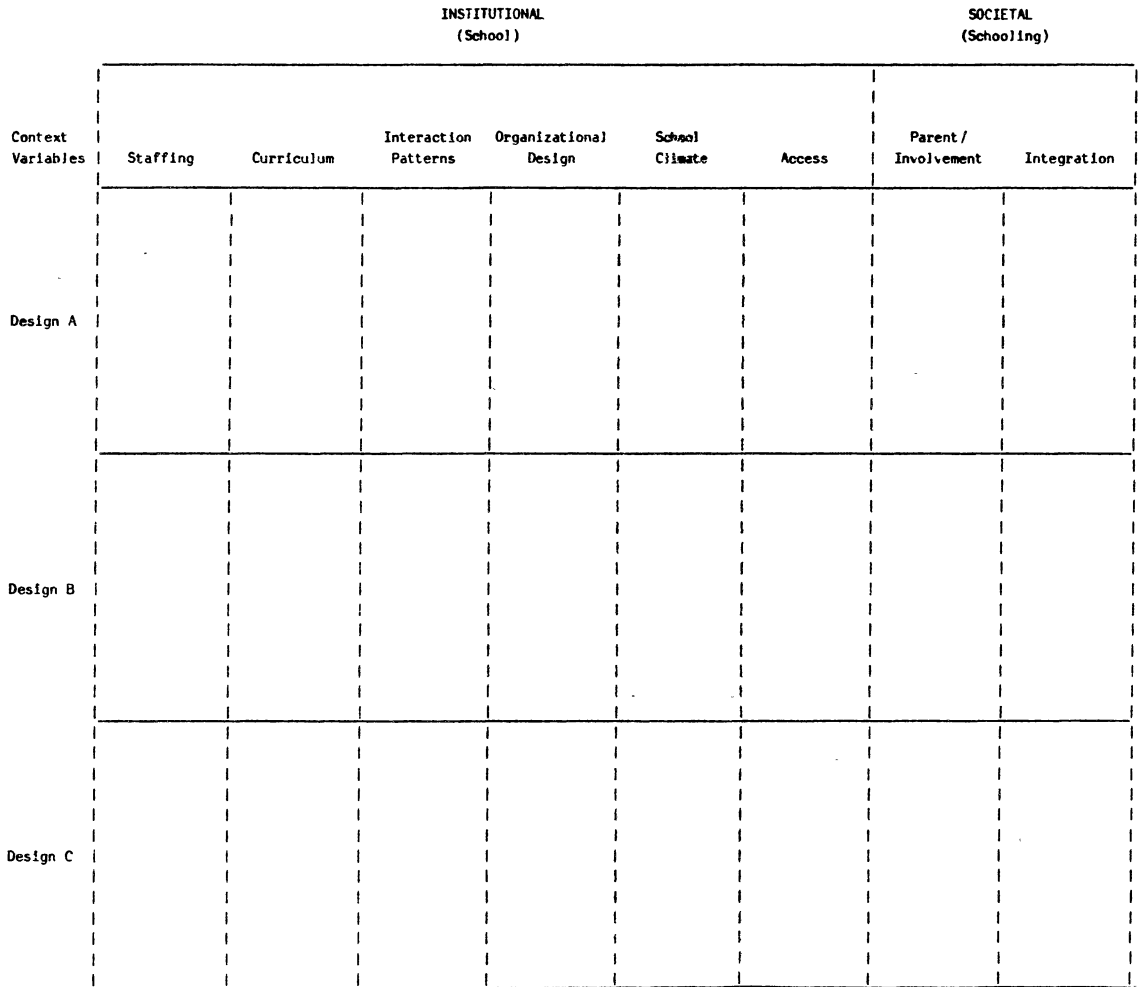


Figure 2. A Framework for Identifying and Organizing Contextual Variables

system. Within the personal domain, concerned only with teachers, students, and the administrator, the contextual variables include belief systems, communication styles, and the psychological/emotional category. The instructional domain, concerned mainly with each individual classroom, includes the following contextual variables: grouping, time/-space, resources, instructional behavior, evaluation, content, physical environment, and communication patterns. The institutional domain includes such contextual variables as staffing, curriculum, interaction patterns, organizational design, school climate, and access. The societal domain includes only two contextual variables, namely, parental involvement and integration. Figure 3 presents in specific detail the collected data which have been classified under the appropriate categories in the contextual appraisal system. The data are discussed in detail in this chapter.

Personal Domain: Self

Within the personal domain, one can expect to find differing concepts of self because they are based upon individual experiences in the school, peer relationships, and academic success. A person's attitude toward self is highly significant in determining aspirations and expectations for the future. Therefore, the school has the unique responsibility to create strong self-images conducive to developing feelings of self-worth which will eventually lead to self-identity and self-realization.

Belief Systems

From the collected data in this sub-category, the assumption was

Roots of Assumptions

	PERSONAL (Self)			INSTRUCTIONAL (Class)							
	TEACHER-STUDENTS-ADMINISTRATORS										
Context Variables	Belief Systems	Communication Styles	Psychological/ Emotional	Grouping	Time/ Space	Resources	Instructional Behavior	Evaluation	Content	Physical Environment	Communication Patterns
Design A	School is a place for learning. It is the place to prepare children for the future. Teachers must teach the basic skills. Reading, writing, and mathematics. The place where the child makes progress at his own rate. Children develop to their fullest potential. School should be a real life situation. First hand experiences. School should be a happy and safe place.	Open Verbal The five senses Written Conversation Notices Memos Informative On tape Body movement Gestures Standard English, Group, and one on one.	The Adults and Students must have a good self-concept. To develop emotionally, academically, spiritually. Seeing students gain understanding. Child can be free with tears at the appropriate time--The teacher is the key--children need thinking time. Expression of laughter, tears sorrow and happiness--Children must experience love--Positive self-concept is essential--approximately 85%.	Total class 25-32 students. Above average Average Below average Small group ability grouping, Developmental levels. One to one, Teaming, Group-ing by subjects, Interest, homogeneous Grouping for skills	40 min. periods self-contained School day 8:15-4:30 Teacher's day schedule Teaming 8:15-11:30 Teacher's day 8:00-4:00 media center multi purpose room. Office area. Counselor's room 20-30 min. periods 6:00 a.m.-6:00 p.m. Custodian's Day	District Supported Students Teachers Parents Materials Supplies Books, Games Supplied by the district. District purchased textbooks. Grants to purchase specific programs. District funds Materials supplemented by the teacher and students. Book Fair Special Funds Special Projects	Teacher Directed--Lecture Limited--Discussion Drill--Conversation--Peer teaching--Personal conferences Competition Transmission of facts and content management verbal, rules, orders Adults to students.	Observation finished Assignments Tests Cognitive level questions Readiness Screening Test (Gesell model for screening. Checking finished textbook assignments Pre-determined criteria--Teacher-pupil-parent conferences--Achievement test--Teacher made test End of book and end of level test. Clean facility--pleasant odor in the building--smiles on faces Hugs--Internal positive self-concept	Prescribed by the district supplemented by the teacher. Prescribed for a specific grade level in selected textbooks predetermined. Sequenced Teacher's World travels--3-R's Science--Art--Library People Things Behavior	The color of the walls can cause discipline problems. Can help discipline problems. Moveable chairs Orderly--clean-neat--charts--books--bulletin boards--color-ful, Inviting Warm in winter and cool in summer--Open respect for both teachers and students. Must be flexible--pictures--posters-structured so that the teachers can do their work	Verbal Standard English Demonstrations--students--Students to Teacher--Regulated Pupil interaction--Secretary to principal--Secretary to teachers--Secretary to students--Secretary to students--Secretary--Teachers--Students--Adults to Students--Students to Adults--Librarian to students--Students to librarian--Student to counselor--Counselor to students--Students to self.
Design B											
Design C											

	INSTITUTIONAL (School)						SOCIETAL (Schooling)	
Context Variables	Staffing	Curriculum	Interaction Patterns	Organizational Design	School Climate	Access	Parent/ Involvement	Integration
Design A	One classroom, one teacher--one teacher that travels to several schools--32 people--Teachers regular and special support personnel--one secretary per elementary building--one classroom teacher working with three other teachers--one classroom teacher support personnel and aides--one office aide and cafeteria coordinator--one librarian--one media aide--two gifted teachers travel to more than one school--P.E. and music teacher--three custodians.	Predetermined structured series--Logical sequence--Some form of self-expression stated, adopted textbook and then district. Cuts, nose bleeds, lice, calling parents fixing hair, cleaning sores, wiping tears. All experiences that student encounters both inside the classroom and outside. Hidden values, beliefs and practices--Future utility outcomes established kits, goals, and objectives.	Teacher explanation for students--pupil-pupil interaction--Central office, Principal, Secretary, Teachers, Students, Parents--Principal, Secretary, Teacher--Students, Parents and Visitors.	Total class-self-contained K-5 self-contained rooms--media center in the school, cafeteria multi-purpose room. Gifted program music, physical education, speech, special reading classes--self-contained rooms, large groups, small groups--one to one. K-5 with special classes for LD E.M.H. and the Gifted homogeneous grouping--Skill grouping per grade level--Personal interaction dialogue selected.	Very structured Student allowed to employ self-discipline--Tense, do not disgress from course,Business like--Freedom--Principal directed-flexible Relaxed in the media center--Inviting, rewarding--Accepting, structured between the behaviorist and the humanist. There should be harmony. Teachers and other school workers are responsible for setting the school climate. Must have humor Must be positive--cooperation between staff. The teacher should be child centered, warm and clear definition of rules responsibility.	Limited to time assigned to the building. Limited to school time. Very accessible Limited to 2 1/2 hrs. daily--open door policy to all parents, students, and friends, situated well within the community. During schooltime and after school, limited-will take special cases anytime. Travel between six buildings	Parties, trips--does not work in classrooms. Help supply school needs. Listen to small groups. Man learning center Make materials Use to duplicate material. Help decide on retention and advanced classes. Type, bind books, help students in the media center. Conduct the book fair and the bean supper Act as Human Resources Parent-pupil-teacher conferences.	PTA, special programs, sports, work outside school-example soccer, little league--Career day--Devotion--Easter Parent goes home, and compares and contrasts students' work--Parents and counselor work together Parents and teachers work together--use community specialist--Track meets--Cub Scouts--Boy Scouts--Swimming--Program outside of school.

Figure 3. A Framework for Identifying and Organizing Contextual Variables and Domains Based on the Data Collected

made that the administrator, the majority of teachers, and students considered the school to be the logical environment for learning to take place. It is a place where positive self-concepts are developed in preparation for life. Contributing to the formulation of these concepts is the strong discipline of the teacher whom they consider to be the authority figure and who is respected as such.

According to the input data, the classroom should be structured; there should be rules. In this school situation under study here, there were definite rules imposed by the teachers upon students who, for the most part, accepted the rules without question. They did not participate in rule-making. Both teachers and students mutually agreed that goals needed to be established--goals which would offer high expectations for the future. In this school situation, the researcher observed that the majority of students came from families with professional backgrounds and were already goal-oriented. The data also indicated that rewards and praise were considered important in helping the students to reach their goals as well as in achieving a desirable self-image.

From her research in the school, the writer concluded that about one-half of the adult respondents interviewed belonged in the behaviorist camp, that is, the philosophy that emphasizes control, authority reinforcement, and rewards. Under this philosophy the teacher decides upon the curriculum, and her decisions are virtually uncontested.[2] However, eight adults questioned belonged in the humanist camp which focuses on "man himself . . . his needs, goals, his achievement and his success."[3] Also, there were a few teachers and students who leaned toward the experimentalist camp in which "teachers, counselors or school administrators . . . provide an activity-centered curriculum in which

choices are inherent and problem solving is prized."[4] In this philosophy children and their needs are most important for individual growth and realization of potential. Consequently, it was thought that experiences in the classroom should stimulate new ideas for enriching the individual and eventually society.

The consensus among teachers was that the classroom was the proper environment in which to discuss emotions and their control. Particularly did they emphasize practicing control by tempering the release of emotions with educated restraint. More of this subject will be considered further under the psychological/emotional category.

All of the respondents recognized the existence of a hierarchy in the school system and the need for it. A veritable chain of command, hierarchy gives an authoritative dimension--one in which the levels of responsibility function to support the system.

Data input also stressed the importance of art in the curriculum. Exposure to the arts was not only on the spectator level but on the performance level. Students were encouraged to display their own works of art--pictures, paintings, clay figures. Those students who could play a musical instrument were also encouraged to play solos or accompany singing. This part of the educational program proved to be challenging, especially to those who were motivated to participate.

In analyzing the data, the researcher was impressed with the importance given to a good health environment, both physical and psychological. Twenty-four of the teachers observed that self-contained classrooms helped in achieving this type of environment, for according to their opinions this milieu would inevitably provide a constant setting where feelings of security and safety would prevail. Further

analysis of this aspect will be considered under school climate.

Faculty and parents alike affirmed their belief in a guidance program which they agreed should be conducted by special guidance counselors, teachers, and parents. For the most part, all personnel insisted that the program be supported by authority on all levels and that cooperation among the three groups be assured.

Communication Styles

For the most part, communication in the school under study was initiated by the teachers and dominated by them--a fact which led the researcher to categorize the school as being behaviorist camp oriented with the emphasis upon the teacher as the authority figure. Verbal exchange was uncommon except in formal question and answer sessions. Occasionally, when a student attempted to communicate with others he was told to stop talking and to get back to work. This lack of freedom to communicate in the classroom was a disappointment to the researcher and occasioned some philosophical comment in the conclusions of the research.

Written communication was encouraged in order to practice communication skills, but again, the students rarely had the opportunity to be original or innovative, for subject matter was programmed and limited. Also reported among communication styles were oral exchanges among members of large classes as well as small groups and even in a one-on-one situtation, although these exchanges were infrequent. The student respondents relied much on communication through the five senses--a recognition that often adults fail to realize. Further discussion of this important aspect of schooling will be resumed under communication patterns in the instructional category.

Psychological/Emotional

Data input on all levels revealed how significant the respondents thought a positive self-concept is, especially in furthering student progress in school. Some respondents expressed this idea as a healthy self-concept that is essential, they observed, to learning and to experiencing a sense of accomplishment. Contributing to this image is a strong feeling of individualism, especially if it is not adversely affected by unwarranted criticism. Sometimes, however, a teacher will destroy a positive image by reprimanding a child, constantly telling him he can never remember anything, that he can never do anything right. Not only is a child embarrassed under these circumstances, but his self-esteem is greatly diminished. In addition, this feeling of negativism which results inhibits learning. His feeling of self-confidence that would ordinarily lead to independent action is shattered. Even though on the whole most teachers themselves have a positive image of their teaching ability, unconsciously sometimes they say or do something which makes a strong impression on a sensitive child. In the conclusions of this research more will be said of the need for reeducation of teachers--not to acquire facts to relay to students, but to stress the significance of interpersonal relationships.

One of the most important purposes of education, the respondents observed, was to teach the young control of their emotions. How to accomplish this goal when feelings, attitudes, and values differ so widely is often a problem. Take, for example, the freedom the female enjoys when she may cry even in public, but the male must restrain himself from release of such an emotion because it is considered unmanly for him to cry. Social custom has imposed many restrictions on

behavioral practices to the extent that young people are confused and bewildered about what the correct thing to do really is. So the school has an obligation to help the young in determining values--not in formulating a rigid code of behavior but in teaching principles on which decisions can be made. Some of the suggestions made for teaching control of the emotions were through sexual education, through physical activity (such as jabbing at a punching bag), and through role-playing in which control of anger, jealousy, envy, and other emotions could be demonstrated. One respondent cited an incident in which her son, angered by an indecent remark about his father, attempted to defend his father's reputation right in the classroom by starting a fist fight. In a parental/teacher conference, the teacher wisely informed the parents that defense of one's father was certainly an admirable act, but the classroom was not the proper setting for such defense. There are many situations that could be used to demonstrate; ingenuity and imagination are the only requirements.

Establishing friendly relationships among their peers on all levels of schooling was considered to be highly desirable. The administrator and her staff in the school under study emphasized this aspect as a great motivator (Hang it all, we all like to be liked!). Inherent in this attitude was the idea of mutual respect, acceptance of one another despite whatever differences might exist in regard to race, creed, color, status in society, or economic status. Also, they expressed the belief that respect for another's viewpoint, good manners, and consideration for one another were attributes worth practicing in school with the expectation that these would be exhibited in the home and community as a consequence. Seemingly, actions which appeared to be of minor

significance such as playful teasing, sharing of confidences, and writing notes were considered to be influential in creating or fostering the interchange of good will. Making friends contributed also to the socialization process. An interesting facet of this aspect--the psychological/emotional--was the idea that positive interpersonal relationships were possible and indeed were encouraged on all levels--teacher with student, student with student, parent with student. Even the administrator was involved closely with transcending the bounds of what some traditionalists thought of as protocol. A smile, a friendly pat on the head, a handshake were acts that testified to the principal's desire to make her school noted for its togetherness.

According to a large percent of the respondents, teacher personality made a tremendous difference in the child's attitude toward school. If a teacher is impatient, cross, or too demanding, the children become confused and inhibited. An effective teacher will realize individual differences and will prepare to cope with these differences. Special consideration must be given also to the varying levels of competence, and it is a wise teacher who recognizes this fact. The respondents indicated that so much is expected of the teachers--they act as baby sitters, disciplinarians, surrogate mothers and fathers, motivators, arbitrators--that it would be difficult to be all things to all people. Thus, some respondents perhaps were overly critical of what they considered to be some of the failures of the teachers, such as neglect of some students while working with others, inattentiveness of the teacher who was busy at the desk, and refusal to recognize some students whose answers to questions might not be correct. Trivial as these accusations appear to be, they detracted from the teacher image.

Still another significant area of response was teacher oriented as well. Particularly important was the teacher's duty to teach problem solving. Admittedly, other personnel contributed also in this respect: parents, the school nurse, and aides. But the onus was on the teacher who in the eyes of parents particularly should be aware of the need for problem solving even in the very young. In this respect, the ingenuity of some of the teachers was taxed beyond their competence to attain this goal. Parents felt that teacher discussions and suggestions, as well as the administrator's help, would remedy the situation. Through demonstrations in the classroom based on simple experience, the students could be trained to reason and would become aware of guidelines which would encourage independent thinking leading to solving their own problems.

Instructional Domain: Class

In "A Study of Schooling: Students' Experiences in Schools," the co-authors Benham, Giesen, and Oakes observe that the

> . . . class-specific survey items from both teachers and students, together with observation data, permit a description of the classroom learning environment. These data can be used to analyze the patterns and relationships of classroom variables in order to provide a comprehensive picture, from a variety of perspectives, of what students experience in the instructional domain.[5]

Grouping

The first contextual variable, grouping, is mainly concerned with class size and structure. Because the principal and teachers agreed that younger children needed more supervision than the older ones, the three sections of kindergarten were designed to be homologous with class size ranging from 18 to 20 members. Class size often varied slightly

because of the transient life of the school population in that particular school location. Grades one through three had classes of 20 to 25 students enrolled; the fourth and fifth grades were composed of 27 to 32 students. Homogeneous grouping in which all students appeared alike in ability and age was the norm. However, sometimes grouping followed guidelines that placed some students in below-average sections (whatever that is; it might vary according to the interpretation of the programmer), others in average grouping, and still others in above-average. Ability grouping according to Intelligent Quotient was a popular arrangement, too. This type was often criticized on the premise that such distinctions were not consistent with societal patterns. Very little reference was made to the disadvantaged, for this school served an affluent neighborhood. Not far removed from ability grouping was that classified as interest-oriented based for the most part on individual interests. Very little had actually been accomplished along these innovative lines but an accelerated class had been programmed for the faster learning students. The researcher observed that status was sometimes a determinant of placement, especially when parents showed an interest in grouping. When deemed necessary, individualized instruction was offered at times with a one-on-one arrangement. In theory, there seemed to be flexibility and experimentation, but in actual practice the more traditional patterns of heterogeneity prevailed. According to the adult respondents, this arrangement was consistent with the way life is.

Time/Space

For teachers the time spent in the schoolroom began at 8:00 a.m. and ended at 4:00 p.m. For students the school hours lasted from 8:30

a.m. until 3:30 p.m. For teachers the duration of the school year was 180 days, whereas for students it was 175 days. For all practical purposes, class periods lasted anywhere from 15 minutes to 30 and sometimes 40 depending upon the significance of the subject. Reading was given preference, however.

The modern school such as that the researcher observed had a spacious interior, being divided into some large classrooms, some small ones, and a multi-purpose room used for cafeteria, for physical education classes, assemblies, special activities, and other programs.

All of the lower grades K-3 were housed in self-contained classrooms. Sometimes the student desks were arranged in a U shape, sometimes in clusters and still other times in the traditional pattern of row-on-row. Significantly, the seating arrangement was adaptable to any purpose that suited the teacher or the requirements of the lesson. However, the row-on-row was preferred and easier for most of the teachers to manage--a situation that the researcher found regrettable.

Resources

The resources were made available through the District Board of Education; these included textbooks, materials, supplies, and games. For funding special programs, grants were obtained. Any materials or supplies beyond the requisitioned amount had to be purchased by the teachers or the students or parents. Often special funds were raised at a book fair or by projects such as selling candy. Textbooks, selected by a city committee and approved by the Board of Education, were furnished to teachers and students alike for kindergarten through fifth grade. Harcourt Brace textbooks were approved for visual learners in

reading; however, the Ginn series was also available for use as supplemental reading material. The Economy series, a phonics program, was available for those who needed special help in distinguishing sounds. In addition, there were skill builders available as well as other special materials such as workbooks and spelling books. Library books, films, journals, and so forth were additional resources accessible to everyone. The researcher was impressed with the number and quality of the educational resources.

Instructional Behavior

It soon became evident in examining the school under study that the behaviorist theory characterized most of the instruction. The classroom was teacher dominated and directed. The teachers used somewhat diversified methods beginning with lecture; drill; recitation; competition; role-playing; limited discussion; limited experiential teaching, such as team teaching and peer teaching; and finally presentation of factual information which would be memorized and returned on a test. Emphasis was on statistics--Lincoln the sixteenth president, Washington the first president, Oklahoma's achievement of statehood in 1907--the fall-always-follows-summer syndrome. Thus, the behaviorist techniques were evinced in that everything was planned according to strict forms, and all participants were expected to follow the rules and guidelines. There was some opposition to the traditional methods, however, for some of the personnel expressed the opinion that the instruction should be learner directed. Peer teaching was cited as a good example of innovation and as an effective method particularly in situations where learning was difficult using the standard methods. It was pointed out that there are times when a peer can help another peer understand when

the teacher cannot. Also, team teaching was an excellent alternative, for some teachers were experts in certain fields of study and the pupils could benefit by their expertise. For example, one teacher could teach literature to all the students who were scheduled to take that subject whereas another teacher whose expertise was mathematics could teach all students the mathematics required. The school under study was still in the experimental stage in methodology, but at least they had begun to consider other techniques or changes in the system.

Evaluation

In every classroom there were different types of evaluation. Chief among these was the teacher who observed the pupils as they worked, corrected and evaluated the assigned work. A conference between teacher and pupil followed. Spotchecking workbooks or worksheets was frequent. Customarily, conferences between teachers and parents were arranged, not only for the failing student but for everyone. Thus the feelings of concern and interest and encouragement were generated, and the students felt good about school. At regulated intervals during the year, standardized tests such as the California Achievement Test, the Metropolitan Test, the Lee Clark Readiness Test, and Gesell's Model for Screening were given. The Gesell Model is used to screen the kindergarten pupils for placement in certain groups. When a child (particularly if the child is male) does not perform up to standard (that determined by Gesell), parents receive a report requesting that their child be deterred from enrolling until he achieves a little greater maturity. In this way the child may not have to experience failure in school and have the stigma of failing first grade particularly.

Also the required textbooks were accompanied by end of level tests and skill assessment tests which were given when units of work were finished. It was suggested that these units offered an excellent method whereby pupils could proceed at their own ability level, test and correct their own work through keys. In this way the pupils would accept responsibility for their successes and failures and could check their work before too much time elapsed between the question and knowledge of the correct answer. Progress is being made in this direction, but it requires special training. The school is at least considering innovations of this kind. It was observed that all evaluation methods are based upon the concept of correct answers. Even in the arts the correct model or the correct way to play a piano piece was evidence of the "right" answer, testimony again of emphasis being placed upon the behaviorist stance.

Content

For the most part, the textbooks selected and adopted by the state satisfied the requirements of a standard curriculum which included the following subject areas: reading, mathematics, science, social studies, physical education, music and art. The three R's were considered to be basic and were supposed to meet expectations concerning knowledge about people, places and things. Whether they accomplished that goal or not was a matter of conjecture, for the individual teachers taught what they knew best. Criticism was directed at the failure of this school to teach the three R's successfully. Also there were inadequacies in the system which prescribed reading social studies from a text much like the round robin reading in reading groups but failed to institute follow-up

activities or programs of any consequence. For example, essays could have been written on some of the fascinating subjects in the social studies area or visits to places of interest could have been programed. For example, a visit to the Will Rogers Memorial could have been planned. Also, the Shearar Center in Stillwater frequently has exhibits of historical significance. But it was easier, apparently, to fall into the routine of a behaviorist pattern of teacher-give and pupil-take and avoid what might have been considered as argumentative or at best questionable. As indicated before, there was considerable interest in promoting the arts, both painting and music. It became apparent that the school under study placed much emphasis upon the cultural aspect of life which was encouraged through study and performance.

Physical Environment

During the course of years, educational personnel have begun to realize the importance of environment upon achievement. In the past, school buildings were erected on the principle that the rooms should be private, shut off from other activity in the building. Doors helped to insure this privacy. In recent times, however, a new concept has been evident in the open classrooms; the students are made to experience a feeling of freedom, of being in the midst of activity of which they are a part. No longer does the student experience a feeling of confinement or isolation. The classroom may be a very large room with very little restriction in space except for divisions into groups or grades. According to some of the critics of this arrangement, one of the drawbacks of the structure is the absence of windows - a situation that seems to isolate the students from the outside world. However, in the school

under study it was felt that the more advanced grade students could work well in this environment.

In the closed classrooms it was the experience of some that the color of the walls produced a feeling of aggressiveness if the color was bright, but for others it was thought of in terms of cheerfulness. Both in the open and closed classrooms, the seating arrangements were considered to be adaptable to any situation of learning. In the past the row-on-row arrangement made the environment too structured, some educationalists have observed, but others saw in it an orderly system whereby the physical could help to create mental order or stability. However, in the school under study, critics complained that despite the availability of choice in the seating arrangements, the teachers resorted to the "same old way" that was convenient and required little effort.

Communication Patterns

It seems almost elementary to review the communication patterns that bring order to the routine operation of a school, but success in the functioning of educational policies on all levels depends upon an orderly system of communication. The administrator or principal has the responsibility to institute policy based upon requirements of the state educational board. To carry out the state directions, at the beginning of each school year, the principal of the school under study held staff meetings to inform the personnel of policies, expectations, and procedures. Although the principal is titular head and has the authority, and indeed the obligation, to dictate policy, nevertheless, she was open to suggestions from her staff. She felt that academic freedom is

essential to the successful operation of the school. The administrator's secretary took records of meetings and communicated in written form with the staff. Upon occasion the secretary found it necessary to communicate verbally also in expediting the policies of the administrator. In any event the secretary became an important liason in the school administration.

Once the teachers are informed of their school's policies, they have considerable academic freedom to carry out these policies. How well they accomplish their mission depends in large measure upon their backgrounds, their sense of dedication, their knowledge of subject matter, and their ability to communicate with the students.

There are many ways the teachers at this school communicated with the students. First of all, the teachers felt it important to gain the confidence of the students by being friendly and forthright. Young people today are very perceptive and can easily see through any subterfuge. Once communication lines are open, there are many inventive techniques for the exchange of ideas. Some methodologies in this school have already been examined, but there are others. Frequent use of visual aids (a picture is worth a thousand words) and of the tape recorder added much to the learning process. Such use of material facilitates receptivity by the students or enhances their understanding of it. Bulletin boards also have a similar effect. In fact, students used the bulletin boards as a means of communication too, particularly when they had created a work of art such as a painting or sketch, or had written something they felt they should share with others, such as a poem. Charts, alphabet cards, exhibits of all kinds were definite means of communication at the school under study. Then, too, demonstrations

were found to be an immediate and vital way to reinforce learning. For example, the students learned to take each other's pulse - an informative and beneficial experience in their young lives. Simple science experiments such as separation of oil and water or making butter out of cream added to the dimension of the student's educational experience. The demonstration of a fire extinguisher was not only fascinating to witness but was a useful demonstration.

The librarian at the school functioned on the communication level too by encouraging the young people to read. So often children are exposed to experiences they never knew about yet can identify with once they have that opportunity. Once having had this exposure, the students could and did share their experiences by making book reports (for which they received a special award) or by reading excerpts to challenge others to read. The main idea in this form of communication was to emphasize that education is a continuing process and really never ends. It can be a life-time enjoyment.

Institutional Domain: School

The third domain consisted of variables concerning the institution as a unit. From a knowledge of the contextual variables acquired through the data input, that is, information on the respondent's perception of the school, the functioning of the school as a unit, and the operation of the school, it is possible to assess the effectiveness of the school as a whole and to suggest changes that would improve its performance or the realization of its goals. How well has the school under study fulfilled its purposes as far as the four main functions of schooling--intellectual, social, vocational and personal--are

concerned? The respondent's perceptions, criticisms, and reactions constitute the basis for judgments concerning the vital aspects of the institution--the school.

Staffing

Staffing which at first glance seems somewhat procedural--a "necessary evil" that is often taken for granted, is in reality an extremely important aspect of the institution, so important that Goodlad in "A Study of Schooling: Some Implications for School Improvement" suggests that through the principal and his staff, there should be a delineation of "educational expectations in individual schools."[6] He even goes so far as to suggest that the state districts fund a program for "training principals in leadership--more than merely instructional leadership."[7]

The institution under study was organized with the principal as the official head. She was aided by one secretary. In the established hierarchy there were 14 regular classroom teachers and eight special teachers. At times there were student-teachers and student observers. Two very important specialists included the librarian and the nurse. Also three custodians and two teacher aides were considered to be support personnel, for they shared in the maintenance and orderly management of the school.

Curriculum

The principal, who receives directives and goal specifications from a state educational district, has the official duty of explaining the substance of the curriculum to his staff. However, he himself assumes

the responsibility for delineating what that content will be, as well as the ways it will be taught or presented. At the school under study, the curriculum was in itself rigid, consisting of standard textbooks adopted by the state. Reading, writing, sciences, and arithmetic were taught on a daily basis. Science and social studies were alternated during the week. All were taught in the progressive logical sequence of the standard text. There was provision made for remedial reading, speech, art, and music. Physical education was a part of the daily program, also.

The media center, a very popular support of the curriculum, was well supplied with books. The center was manned by a certified librarian and one library aide. There could also be found tapes, charts, maps and exhibits that facilitated learning. The listening center was well equipped and used regularly. The curriculum was supplemented by journals too and special reading materials on unusual projects (such as raising a duck). Visual aids in the form of films and slides added dimension to the scope of the curricular offerings.

Goodlad points out some of the most obvious characteristics of the curriculum that were also evident in the school under study. He remarked about the "sameness of form in the substance and design of the curriculum, whether the subject is English/language arts, mathematics, science or social studies."[8] According to Goodlad's research, even the arts, physical education, vocational education and foreign languages evince this same tendency. The courses of study are centered around subject categories (composition, spelling, handwriting) and various topics to be studied such as parts of speech, pioneering, the Gold Rush, etc., or skills and mechanics to be acquired (e.g., correct English

usage, addition and subtraction, etc).[9] As each course is planned on grade levels, successive grades still incorporate some of the same material until one young girl exclaimed, "I am so tired of studying the same thing in each grade. School is so boring!" She had just had her fifth lesson on George Washington's experience with the cherry tree. Both Goodlad and the input data of this research observed that testing demanded little of a rational answer but demanded only recall of facts.

Goodlad decries the fact that "the form and substance of the curriculum appeared" to limit the "ways of knowing and learning."[10] Even though the pupils listended and responded, they themselves were not encouraged to initiate anything or to create anything. Goodlad mentions that pupils are not led to explore, only to acquire knowledge.[11] What a sad indictment on learning when there is no opportunity for reasoning or individual interpretation! The young people truly miss out on techniques of learning that would enable them to cope with problems in later life. This is the situation found in the school under study.

Most people are unaware that a hidden curriculum exists--one that concerns the teaching of values, the reinforcement of beliefs and the endorsement of previously held or standard practices that appear to be acceptable to society. The curriculum must, in the first place, establish goals and objectives. Cawelti in addressing the problem of training for effective school administrators asserts that "when the principal has vision, resourcefulness, and high leadership skill" and he added "the ability to 'size up' the schools' needs and a 'can do' attitude, good schools result."[12] So the administrator must assume the responsibility of setting goals for his school. In addition to reading, writing, and figuring, the U. S. has, according to Goodlad, expanded

"the academic goals for schooling to include all the domains of knowledge and all the ways of knowledge." Today these expectations for schools range from "mechanics in the basic skills, understanding of social and natural phenomena, and the highest levels of cognition to getting along with others, relating to humankind, and developing personal interests and capacities."[13] As idealistic as the expectations seem to be, they have become the basis for the curriculum in most schools today, including the one under study. It would be a mammoth task to accomplish these, but most schools settle for partial success anyway.

The curriculum is determined at least partially on the premise that the basic skills are attainable and that the young could at least be exposed to aesthetic experiences through arts and humanities. Thus school experiences, on and off the school premises, included special programs such as band and symphony performances, artists in residence, health programs and even fire department demonstrations and talks, as well as films on drugs. Field trips were also an important part of the curriculum.

Interaction Patterns

The dissemination of directives including goals and expectations, methodologies, curriculum or content, and evaluation devolves upon the administrator. However, not always are the administrators in close communication with the teachers who have the direct responsibility of the children. Goodlad decries the fact that the "policy maker" become[s] more involved with statistics, with the business community, the state of higher education--in fact the larger political scene."[14] They get involved "in operational duties, in writing reports, discipline, parental

involvement,"[15] and spend little time in improving instruction. However, in the school under study the rapport between principal and teachers was excellent. The principal could adjust to all circumstances, discipline when necessary, reward when occasion warranted. But the teachers were sometimes left to expedite the administrative directives in any way they wished. For the most part, teachers teach in the way they were taught, using the same techniques that they observed when they were in school. In addition, student teaching has given them some clues as to procedure. However, there is so little time seemingly to teach everything that is required of them that they sometimes are at a loss as to where to begin. But begin they must! Some teachers in the school under study were fortunate enough to have friends in the school system to help them, but most began by using the textbooks assigned to them and improvised from then on, finally to the point of realizing some of their goals. But there proved to be a great spirit of comraderie among the teachers which began to emerge as time went on. The principal did much to create this spirit, and from its incipience the principal and faculty were determined to make their school a place where interaction with one another produced positive results.

Some of the teachers tried team teaching in the fourth and fifth grades, but they had not had enough training and time to plan carefully, and they felt it was easier to slip back into the old routine. Had they persisted, they might indeed have discovered that team teaching was a rewarding experience for both themselves and their students. Perhaps the experiment will be tried again in the near future. Goodlad observed that "teachers appear to teach within a very limited repertoire of pedagogical alternatives emphasizing their <u>own talk</u> and the monitoring

of seatwork."[16] One student became disgusted with the tales her teacher told the class about her family life, not once but almost daily. Goodlad stated an almost unbelievable fact that well illustrates what so frequently happens in the classroom. "Students are exposed to about two hours of 'teacher talk' during a five-period day. About seven of the 150 minutes, on the average, involve teachers' responses to individual students."[17] It is a regrettable situation when "talk" interferes with verbal exchange that would facilitate learning. Teachers in the school under study spent some of their time working alone at their desks, observing students when necessary and moving about quietly and interacting nonverbally. The teacher is in absolute control so according to the teachers there is little need for student input. Goodlad noted that "classroom contingencies encourage and support minimal movement, minimal student-to-student or student-to-teacher interaction and low, nonintimate affect."[18] Such lack of interaction leads to apathy and nonproductiveness in the classroom. However, attempts were made in the school under study to counteract this situation by the open classroom which allowed more freedom to move about, to approach the teacher for help and to feel they were all a part of ongoing activity.

The pupils, too, felt this euphoria and were encouraged to make contact with their teachers, not only when they needed help in their schoolwork but when they needed the closeness of a friend. The principal was well liked, too, by the students and was approachable at anytime. She had an open door policy as did the teachers. The researcher had the experience one time of a child commenting on her readiness to communicate with a smile whereas in the past experience of the child at another school for several years the child had never once

seen the principal smile on the many occasions they had met in the corridors or classrooms. How fortunate the students are in the school under study! It is apparent everywhere in this school that the students are encouraged to interact with each other. The students expressed their good feelings about each other and their sense of freedom which contact with their peers generated. Although some of the teachers were more strict in demanding silence in the classroom, others trusted their students to work together. Especially was this true where peer teaching was a practice. The interaction occasioned by this methodology was effective as stated in an earlier paragraph of this research. It was evident in this school that in several situations young students began to learn faster and better under the tutelage of their peers and gained enough confidence thereafter to work along with other students and at greater speed.

More will be said of interaction patterns with parents under the societal domain. But suffice it to say at this point that on all levels the parents felt encouraged to visit the school, discuss openly the problems or merely the progress their children made. The exchange of ideas made the school personnel and the parents feel as though they were on the same team, as indeed they were.

Thus overall in the category of interaction patterns the school under study rated highly.

Organizational Design

The organizatinal design of the school under study was structured according to the school's needs. Head of the school, initiator of policy, manager of the school system, creator of goals, and performance

evaluator, the principal or supervisor was the autonomous leader of a modern elementary school that housed grades K-5. The principal of this school ably fulfilled the dual roles of manager and operator. Cawelti commented that "An 'operations role' is not leadership anymore than a management role is" . . . [but] "leadership implies providing a vision or sense of direction."[19] The principal proved to be a person of vision and discernment, of resourcefulness and excellent skill in leadership and was quite capable of planning, organizing, directing, and controlling the school. (These four attributes are Cawelti's criteria for effective management of a school.)[20]

Under the supervision of the principal were fourteen regular classroom teachers, eight special teachers, a librarian, a nurse, three custodians and two teacher aides. Included also on the staff was the very able secretary.

School Climate

From what at first seemed to be a multiplicity of respondent opinions concerning the school climate, a pattern began to emerge. It was evident that the administrator established the climate of the school and the faculty put it into operation. In fact it became a cooperative attempt to make the school a pleasant environment where learning could take place. So it was reported that the principal and the teachers were friendly, forthright, pleasant and caring. They were comfortable (the word is Goodlad's)[21] with one another. On the other hand, data input indicated that there was an aura of authority - a strictness that pervaded the whole system from the supervisor down through the personnel. In some cases this attitude generated tension and fear.

Students and teachers alike commented upon the "strict rules" which they seemed to believe created an atmosphere that was conducive to work. One respondent felt the school was like a business and should be run as such with its implied emphasis on order and regulation. There was evidence here of the behavioristic attitude.

Even though the emphasis was on discipline, at least three fourths of all the respondents interviewed saw freedom, which they felt characterized the school atmosphere, as a form of relaxed self-discipline. That attitude of freedom meant the right to interact with peers and teacher. It even meant, as one student phrased it, the freedom to disagree with even the teacher. In addition, they felt that the atmosphere should be one of mutual respect between teacher and students, between student and student and among all school personnel. The freedom, so important to the student embraced the idea of the right to explore and to initiate action in the classroom that would take them out of the doldrums of mediocrity and routine. This did not always happen, the students were not encouraged to take up this option. Both teachers and students experienced an air of encouragement when praise was rendered and rewards were given. It was apparent that the humanist philosophy was present in the school too. Especially was this apparent in the good humor that impressed the researcher. Laughter, good will, and fun were evident as the researcher examined the school. It was definitely not an assumed behavior.

In the structured classrooms there were order and discipline such as one might expect. The teachers were the authority figure and there was no infringement upon their authority. The classes were conducted formally with expert timing and control. The lessons were carried out

with precision, questions asked and answers given with alacrity. The whole class procedure was business like; in fact the total impression was one of concentration on learning. Contributing to the atmosphere of learning were various visual aids seen about the rooms; these included posters, charts, exhibits and attractive bulletin boards. Books were an important display too, suggesting to the pupil that he could receive extra pleasure by finishing his work early and then indulge in reading - an unplanned activity in which he could participate voluntarily.

Approximately one-fourth of the teachers had semi-structured rooms-those which were structured around groupings of school children. The researcher felt that the organization was not always effective, although when she considered the fact that these groups were child centered or oriented, then the observer could well understand that the climate according to the teachers was positive. The atmosphere was considerably relaxed and, yet, purposeful. As stated before, the sense of on-going activity contributed greatly to the overall educational expectations.

The media center was always humming with activity, and in it was the aura of enjoyment, yet dedication to the various intents for which the students came to the center. Such was the case also with the music and art classes. The students enjoyed the relaxed atmosphere in these classes and did not take liberties with the freedom they were given. In fact, there was a reserved sense of decorum, for the students knew time was short for these activities and they did not want to waste any of it. For the most part, the same was true of physical education classes.

In contemplating retrospectively the school situation at the institution examined, the researcher thought in terms of flexibility,

harmony, cooperation, mutual respect, freedom, caring - the ambience in which there is the greatest possibility, and yes probability, of place. But again in theory it all sounded so right but in practice it did not always work out successfully.

Access

Accessibility on all levels in a school seems to be not only an attainable goal but also a worthy one. The school in this research was proud to claim an open door policy. The principal's office was located in a strategic place so that it would be open to teachers, pupils and parents - before, during and after school hours. Thus, the principal set the standard with the expectation that her staff would avail themselves of this privelege and would establish their own open-door policy for their young students. Following their principal's example, the teachers made themselves available at all times with the exception of the actual time they were teaching various subjects. But even then the students felt free to ask questions, even to requesting and receiving special help during the lessons. With peer teaching put into practice, the special help was made even more available. Also, exceptional needs were cared for such as injuries, and eye, ear, and tooth problems. The school nurse was alert, available, and conscientious. She, too, was accessible to parents for consultation. The custodians were also available at all times, ready to assist in any emergency or with any problem.

The only limitations at all were those imposed by restrictions of time. Some of the young students are bussed and have to leave immediately after school. But even these needs were met by scheduling conferences within school time. Accessibility was available on yet

another level--conferences between principal and teachers, between teachers and students, and between teachers and parents. Thus, the well-being of the student was uppermost in the minds of all those responsible for his progress in school.

An added means of achieving accessibility in the school under study was through the guidance program. The administrator, faculty, and parents expressed great confidence in the counseling service of the one staff member who had charge of all of the counseling. A few times a week the guidance counselor was available for conferences with the principal, the teachers and parents and students who felt the time was well spent. Positive results encouraged the continuation of the program.

At first there was some question as to the availability of the special teachers whose teaching was limited to special days during the week, but this problem was solved by scheduling conferences whenever the teacher was present and available at the school.

Societal Domain: Schooling

Goodlad in his "Study of Schooling: Some Findings and Hypotheses" comments upon the "extraordinary faith we (Americans) have in education and the grandiose expectations for schools."[22] He further observes that

> . . . we expect schools to teach the fundamentals, expose students to the world's knowledge, socialize them into our ways of governing and conducting economic affairs, develop their individual talents, and 'civilize' them even when we as parents frequently feel unable to do so.[23]

Parents are confronted daily with criticisms of the school. "Why Johnny Can't Read" has been an assertion of the failure of schools to teach successfully the very rudiments of learning. So in the final contextual domain, the societal, the parents have expressed their

opinions on schooling and have indicated they are concerned about the education of their children. They have high expectations for immediate goals--that their sons and daughters will learn to read, will be able to figure mathematical problems, will learn to get along well with others, and will fit into society. It matters to the parents whether their children love school or not, whether they are happy in an environment that occupies so much of their time five days a week from September through June.

Parental Involvement

At the outset of the research, parents made it clear that they held the principal and her staff accountable for any inadequacies in the school system or failure to accomplish expected goals. So to preclude any failure, they themselves took positive steps to aid the school in any and all ways they deemed necessary or advisable. They became involved directly with classroom activities. For example, some parents listened to children read aloud, others worked with small groups in the learning center, some played games with the young students, and still others helped to prepare an educational bulletin board. Both mothers and fathers served as room helpers. In fact, several parents worked so often that they were considered to be aides by many of the teachers and students. The parents also became involved in other activities such as sponsoring and supervising room parties on special occasions like birthdays or holidays. Parents accompanied classes on field trips, attended special functions such as assemblies, plays presented by the students, and demonstrations presented by the students or special guests who visited the school, many of whom were parents from the neighborhood.

Parents on occasion served as hosts and hostesses for out-of-town guests who were guest performers such as a visiting artist or musician. However, the parents were not merely socially involved. They helped with specific projects such as growing plants, hatching baby chickens, bringing baby quails to school, and setting up displays for the entire school to enjoy and to experience. All of these activities not only made the parents feel a welcome part of the school, but their services added to the educational experience of the children.

The staff welcomed the parents as human resources when special needs arose. Often parents were invited to participate in opening exercises or to sponsor book fairs. The parents performed seemingly trivial tasks such as typing needed material for the school, bound books for the librarian, and duplicated material when office personnel were involved in other work.

One of the most innovative and meaningful activities which parents sponsored was the artist in residence program. It was designed so that certain artists would visit the school and work with the students and teachers for a limited time. The special activities included folk music, country western music, pastry making, pottery design, and jewelry craftmanship.

Parental involvement with the school was also evidenced in the conferences between teachers and parents. These conferences were encouraged with the intention of discussing children's progress in intellectual development, in their ability to socialize, and in their general deportment. Parents often are not aware of specific problems the teachers face daily, particularly because the parents are so emotionally involved with their children that they intentionally or

unintentionally do not realize how their children contribute to these problems. An honest confrontation often establishes a good relationship which is effective in solving some of those very problems which impeded progress in the first place. Also, opportunity is offered to discuss positive measures for correcting some of the problems. Homework is one area that sometimes creates a problem for both students and parents. In the conference, parents can be informed of just how much homework can be expected, regardless of insistence of the child that no homework is expected of the student. Parental input indicated that the parents expected a certain amount of homework. The difficulty here lies in the fact that the same homework that one child can finish in 30 minutes may take another child double that amount of time to complete. Be that as it may, the homework question may be answered satisfactorily in the conference. Another problem teachers and parents have to solve together is that of discipline. Often a child will report that he was mistreated by the teacher, that any punishment imposed was too harsh. This accusation can be resolved in the conference. Just what should the punishment be for the infraction of rules or lack of performance in the classroom? The parents are often much aware of what kind of punishment or help will be effective in their child's case. Both parents and teachers can through the conference evaluate the situation and work toward a successful conclusion. In the school under study, progress was being made in this direction.

As stated earlier, the problem of retention may be solved in a conference with the principal, the teacher, and the parents. Sometimes a child's retention or advancement becomes a problem of socialization. Parents of one child declined premature advanced promotion for their

child on the premise that advancement would disturb the socialization process. Another commented on the situation in which her son cried at his inability to keep up with the rest of his class in mathematics because he had missed fractions by being advanced. Then, too, retention has its psychological hurdles to overcome. However, with the understanding of informed parents, the situation can be remedied and good feelings restored and, more significantly, the child's welfare be considered above everything else. There are undoubtedly other areas where parental involvement may be necessary; when the occasion demands, the parents in the school under study are ready.

Integration

While there appears to be some overlapping in the sub-categories of the societal domain, the respondents indicated that integration between the school and home could be an effective way to expedite learning. The principal stressed that a good public relations program was essential and that good relationships made it easier to work with parents and the whole community. Whereas parental involvement was an individual matter, the ramifications of integration became a community matter. In an interview with the principal, the researcher was informed that the school reputation was of great significance to the first rate performance of a school. She emphasized particularly that staff members should lead rather circumspect lives for they set the example for the community. Even though to some people her philosophy seems antiquated (a hangover from the nineteenth century), she was sincere in her belief; and her belief has merit, particularly where the school is situated in a small community or area where the community is closely integrated. The

principal would not tolerate any behavior that would in any way reflect on the school or the community. So she set the standard for her school, staff, and students alike. According to data gathered in the study, the school under her supervision has an excellent reputation.

A well-known and recognized organization, the PTA, functions to integrate school, home, and community. At the school under study, the PTA was very active not only in sponsoring extracurricular activities such as sports--soccer, little league baseball, football and track, but also such activities as career day, the book fair, or special projects to subsidize financially school programs that needed funding. They purchased equipment and materials for the school. Awards day was also sponsored by the school and the PTA together. Various civic organizations and professional organizations indicated their willingness to cooperate with the school and community in such endeavors as cub scouts, boy scouts, and girl scouts. All in all, the school under study created the sort of environment in which integration with families and community could and did take place.

These domains constitute a useful classification scheme for organizing data, but they are not entities in themselves. There is considerable overlapping among categories, for perceptions analyzed in one category may influence perceptions in other domains. For example, student reflections on self-concept, a part of the personal domain, may have direct influence upon ideas of communication patterns in the instructional domain. Also, what one perceives as personal may be institutional as well or have a relationship to the societal. However, there is the necessity of developing a structure for the purpose of analysis; and the very fact that the domains may be so closely related

to one another attests to the significance of each single aspect of school but more importantly to the collective aspect of schooling.

Summary

In response to adverse criticism directed against elementary education, the researcher, through observations, interviews, and actual participation in school activities, gathered data on a designated school. The nature of the research was descriptive although implicit in the findings were suggestions and assumptions for further education. It was hoped that this study would provide the bases for some changes that needed to be made to make the educational process more effective.

Much of the input data concerned the emphasis upon authority, particularly the behaviorist focus on the teacher as master or ruler of the classrooom. This academic posture, so to speak, led to accusations of lack of freedom: classrooms too formal, instruction too rigid, choice of materials too limited, and environment too disciplined. The teacher should be a leader, not a dictator. Admittedly, the teacher should be competent; that is, not only know his or her subject well but should be able to convey that knowledge through not only standard practices but through innovations mainly in methodologies such as peer teaching and team teaching. It was not the number of minutes devoted to each subject in the scheduling that meant or determined excellence, but the quality of time when teacher and student met. Academic freedom should be the goal of everyone associated with classroom procedures, especially in the transfer of knowledge. This sense of freedom should be experienced also even in seating arrangements and the actual relaxed climate of the room. Other goals included development of a positive self-concept, control of

the emotions, verbal excellence and skill in written communication. A wise teacher will allow for individual differences and will strive to provide equal opportunities for learning. Feelings of mutual respect were thought to facilitate learning. Emphasis was also given to the arts, the library program, and extracurricular activities including sports and school projects. Finally the open door policy was considered to be of great significance, for it helped to create good relationships between school and families and, in fact, the community. Understanding of some of the problem areas is the first step in solving them. Goodlad recommends what he calls "contextual assessment" by which he means "both ongoing and periodic gathering of data regarding such factors as time use, instructional methods being employed, curricular records of students, satifactions and dissatisfactions of those connected with teaching school, and like matters."[24] In this way he envisions a "continuing planning process" whereby educators can focus on the "conditions enhancing and inhibiting the healthy function of the school's ecosystem" and then "create a sense of responsibility and capability on the part of faculty, students and parents regarding school renewal."[25] In effect he is saying that this is good business procedure. Reconstruction is definitely to be encouraged and revitalization is a necessity. These are made possible only if all of a school's educators will be willing to cease perpetuating the old because the practices are old and begin to look forward to "alternative perspectives and processes"[26] that will work in the present and will anticipate the future.

ENDNOTES

[1]Russell Dobson and Judith Dobson, Humaneness in Schools (Dubuque, Iowa: Kendall/Hunt Publishing Co., 1976).

[2]Russell Dobson, Judith Dobson, and John E. Kessinger, Staff Development: A Humanistic Approach (Washington, D.C.: University Press of America, 1980), p. 45; also in Russell Dobson and Judith Dobson, The Language of Schooling (Washington, D.C.: University Press of America, 1981), p. 16.

[3]Dobson and Dobson, The Language of Schooling, p. 47.

[4]Ibid., p. 31.

[5]Barbara J. Benham, Phil Giesen, and Jeannie Oakes, "A Study of Schooling: Students' Experiences in Schools," Phi Delta Kappan, Vol. 61, No. 5 (January, 1980), p. 338.

[6]John Goodlad, "A Study of Schooling: Some Implications for School Improvement," Phi Delta Kappan, Vol. 64, No. 8 (April, 1983), p. 325.

[7]Ibid.

[8]John Goodlad, "A Study of Schooling: Some Findings and Hypotheses," Phi Delta Kappan, Vol. 64, No. 7 (March, 1983), p. 467.

[9]Ibid.

[10]Ibid., p. 468.

[11]Ibid.

[12]Gordon Cawelti, "Training for Effective School Administrators," Educational Leadership, Vol. 39, No. 5 (February, 1982), p. 325.

[13]John Goodlad, "A Study of Schooling: Some Findings," p. 468.

[14]Ibid., p. 470.

[15]Cawelti, p. 327.

[16]Goodlad, "A Study of Schooling: Some Findings," p. 467.

[17]Ibid.

[18]Ibid.

[19]Cawelti, p. 326.

[20]Ibid.

[21]Goodlad, "A Study of Schooling: Some Implications," p. 566.

[22]Goodlad, "A Study of Schooling: Some Findings," p. 468.

[23]Ibid.

[24]Goodlad, "A Study of Schooling: Some Implications," p. 566.

[25]Goodlad, "A Study of Schooling: Some Findings," p. 468.

[26]Ibid.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

Although the school under study has been successful in some innovative classroom procedures and in establishing a challenging environment for learning to take place, there is much opportunity for improvement, particularly with the resources at their disposal and a fine body of interested citizens to support changes. But first, the principal, faculty, and parents must realize how necessary these changes are. A brief summary of the conditions that make the changes mandatory follows.

In the first place, the school under study has been primarily interested in promoting the status quo. During the short time that this school has been in existence, it has followed many of the same patterns that have been practiced by other schools that have been established for many years. For instance, the most apparent practice to the writer was the traditional school day which began with an opening activity, followed by lessons in reading, mathematics, music, physical education, a little science, and a little social studies; all of these subjects were presented in the traditional time frames of 30 to 40 minutes. Also, the subjects were taught from traditional textbooks, and nowhere did the procedure vary from the way the writer was taught some 30 years ago during the time she attended elementary school.

As it was then, so is it now, the purpose of the school being to

perpetuate society as it is. At times it seems as though the schools are turning out automatons. In most schools, and this one is no exception, the students are programmed to do what they are told or shown to do. Every kindergarten child must make a red apple with a green stem. If the child, however, colors an apple green with a red stem, he must start over again and master the process of making his apple look like all the other apples of his classmates. After a few of these sessions, the children learn automatically to make their project, lesson, or painting exactly like those of the other children in the class. Education becomes learned behavior with little opportunity to reason or to be original.

An objective in teaching should be to prepare the students to become independent thinking individuals who can lead; but most of the time the students are told exactly what to do, when to do it, and how to do it. Conformity seems to be the rule. If the child is not able to conform, he is reprimanded in some fashion until he can do what is expected of him.

Students are programmed as to when to enter the classroom, when to pass to classes, how much time each student will spend studying the various disciplines. Not only are they told how much time to spend, but what procedure will be used during this time. A specific time is set for lunch and recess. If the students do not take advantage of these activities at the appropriate time, this time is lost to them for that day. The clothing selected by the students and teachers indicates that they want to be included in the group. In order to be accepted, teachers and students must dress like all the other teachers and students in this process of conformity. This is just another example which

demonstrates that the school serves to socialize the young mind in the way that society will benefit. Businessmen come to the schools and state what kind of workers they will need in the future. The school starts immediately to prepare and train needed people for designated positions.

Guided by the dictates of the business world, the school provides an opportunity for social interaction, too. In this particular instance, the interaction was evident among social climbers, among the wealthy, and among the individuals who have positive perceptions about life. For most people, this approach to life is by no means the way that the world actually is in everyday living. Therefore, in many instances, the school is filling the students' heads with false perceptions about the real world in which they must live.

The concept of making friends in the school is not all that it is represented to be. For the most part, to have a friend or friends in school, the child must be in the same financial category, travel in the same circles, dress in a similar fashion as the others with whom they want to develop a friendship. If the child cannot meet these criteria, then he will not be accepted in the group. In fact, if a child cannot meet the standards determined by certain groups, classes, and social and political cliques, then that child cannot be a part of that particular group.

There are many worthwhile experiences in school, but unfortunately the students are not always taught to evaluate these experiences in terms of their personal growth. They are usually evaluated in terms of how well one student's experiences relate to another student's experience. Therefore, the student has to ignore his own goals and

activities that might be best for him at that time in order to enter into competition with his peers. Most significantly this competition starts far too early in the child's life. This practice actually occurs in little league sports and is compounded over and over again when the students start their school careers in the elementary school, and the practice continues throughout the schooling years and beyond.

Some other worthwhile experiences are meeting new people, making friends, accepting people without trying to change them. Learning is considered to be an experience of securing for oneself a better quality of life--a life where the quality has been enhanced. All of these experiences listed are important ones; however, when standards are imposed upon individuals, then yielding one's freedom to realize individual goals becomes a travesty.

It seems that each teacher is sincere in his or her desire to prepare the students for achieving self-realization. When a teacher speaks of the preparation of a student, he or she always mentions helping the child reach self-realization. But what a teacher really means is that the students will achieve the particular self-realization that the teacher determines for them or that some other higher power will determine for them. In interviews with many teachers, they are heard to say, "I want my students to be able to function in this world." What they are really saying is that they want to insure that when their students leave this school, they will be able to meet the needs and the desires of the society in which they live.

Each teacher is supposedly concerned about the psychological/emotional status of their children. Most seem to devote time to lip service about developing a positive self-concept. However, observation

demonstrates in many instances that the teacher actually contributes in a negative fashion to the student's psychological/emotional needs rather than fostering a positive environment where the positive self-concept can be insured. Some questions that the writer heard were, "What is wrong with your head?" "What is wrong with you?" "Can't you think?" "Well, act like it." Teachers seem to dwell on the students' negative qualities rather than their positive ones. A few comments or words of praise such as "I like the way you did something" would foster an environment that is positive. The benefits of such comments would be raising the level of the child's self-esteem and thereby encouraging him to excel.

The majority of teachers strive to provide a variety of experiences for the children, among them being field trips to see and learn about interesting things, the viewing of films, and reading in the media center. Human resources, such as an artist in residence, a church pastor conducting the opening exercise at school, the sharing of information about personal trips, offer various experiences for expanding young peoples' background. Working on projects such as designing and making their own movies, and conducting scientific experiments, adds to this personal experience as well. Providing social activites such as room parties, and skating events and picnics aid the children in interacting with one another both inside and outside the classroom. These activities have often centered around the celebration of famous leaders and special holidays. Students have also been in touch with other people who are not necessarily teachers by profession such as doctors, lawyers, real estate agents, car dealers, ranchers, bankers, ministers, and college professors. However, very little attention seems to be focused on the common man or woman.

Parents are encouraged to participate in the school experience in the following manner. They hold book fairs, sponsor bean suppers, supervise homeroom and birthday parties, volunteer in the library, plan and manage the school carnival, and conduct bake sales to make money for the school. Even though parents in the school under study worked in the classrooms, some teachers criticized their performance on the basis that they did more harm than good. These few critics made the point that parents checked records, made unjust comparisons between students, and divulged information to outsiders. It should be noted here that this criticism might have reflected the viewpoint of only a few.

Despite the limitations of time, the teachers seemed to be able to include all of the traditional subject matter during the course of a week. Reading, mathematics, language, handwriting, and physical education are taught daily; whereas, science, social studies, music, orchestra, and library are taught once or twice per week. Most teachers devote 30 to 40 minutes to each of the disciplines.

Currently, there is much research being done on schools, especially research on effective schools. Among the most notable of these researchers are John Goodlad, Philip Jackson, Michael Apple, and James McDonald, whose views will subsequently be reviewed.

Goodlad expresses to educators and others who are interested in what he says, the belief that "If we can only understand schools clearly in our minds, we might be more successful in improving them."[1] He is talking about the enigma of the word school. He further states that "the tests teachers give reflect what they believe to be important and convey to the students the kinds of things they are expected to learn."[2] Also, Goodlad draws attention to the fact that "teachers may

start out fighting the system but eventually it is much easier to settle down into conventional ways of teaching."[3]

Goodlad, quoting Stephen Bailey, writes:

> Surely, the educational system has no higher function than to help people to have creative enjoyment with the world of the free self. For if the world of the free self is appropriately cultivated, its felicitous admixture of playfulness, concentration, and socializing can affect, infect, and help to liberate the world of work and coping. The free self then becomes not a mere segment of existence but a quality of existence.[4]

Finally, Goodlad says, "Either we must settle for schools just a little better than what we now have or put our money where our mouths are."[5]

Recommendations Specific to the Improvement of the Elementary School

An overview of the research makes it apparent that some stringent measures are necessary to make the school a truly educational institution. Goodlad in a very appropriate analogy suggests that

> . . . just as the principles and models [that] have guided such things as our economic developments, land use, energy use and distribution and management, are anachronistic [and that] as we come to better understand the irrelevance of these principles and models we will align our practices with more appropriate theories, so the same thing must occur with regard to education in schools.[6]

There must be changes made or the schools will remain the same as they are--outdated in theory, inadequate to the task set before them in practice or performance. Thus the following recommendations, only a partial list at best, are made.

First, the teacher training programs need to be reevaluated so that teachers will be more effective. House Bill 1706 is an attempt to address some of the needs of teacher education programs. The bill requires that beginning teachers take a battery of tests before the

teachers are granted a license to teach. Also, for one year the beginning teacher is supervised by a team of three, the team consisting of the consulting teacher, a college or university professor, and most of the time the principal or his appointee from a designated school. Upon completion of a successful year, the teacher receives his license to teach. If the prospective teacher is unsuccessful, he has a second opportunity to try again another year with a team of three supervising his teaching.

Teachers need also to be aware of the fact that teaching is a full-time job, not one that requires only eight working hours a day. Teaching is hard work, demanding the utmost in concentration and effort. It is not the pretty picture one conceives in his imagination when he has finished his teacher training. In many instances, the first impressions of the novice teachers are shattered within two months when they face the awful reality of the classroom: unruly children, non-supportive parents, lack of supplies, shortage of funds to get extra items for the classroom, and still other even worse problems such as lack of bathroom training, inability to adjust in the social environment with crying an inevitable result, and use of such foul language that even an experienced teacher 50 years old would cringe to hear, to say nothing of a young beginning teacher. Under such conditions the novices need to be informed, not surprised and shocked. Once prepared for such behavior, the novice will be better able to cope with the problems and concentrate on teaching. However, at the outset of his teaching career, the beginner would be appreciative of some practical help in formulating lesson plans, in suggestions for classroom procedures and activities, in developing techniques for integrating all the diversified interests that seem to detract

from the unity of the classroom, and most of all in encouraging him with the idea that the next day will be better, for he will begin to establish some order out of what seemed chaos to him the first day.

As indicated before, Goodlad emphasized the point that "teachers teach within a very limited repertoire of pedagogical alternatives" substituting effective techniques for learning with "teacher talk" and "monitoring of seat work."[7] Teachers are ill prepared even though they are in control of the classroom. Just how prepared are the graduating college and university students to meet the young people in the elementary, middle and high schools--especially the young who are so sophisticated these days? They need help which is designed to be practical, not only theoretical.

One of the most denigrating experiences to the teachers is the lack of financial support given to those who have such an important mission in life. It is an acknowledged fact that teacher salaries are not commensurate with salaries in the business world. As a result, many teachers must supplement their incomes by employment other than school positions. The writer has often observed that when a teacher has to resort to such a measure, his school work suffers. This lapse may be attributed to the fact that teachers are too tired to plan adequately, thinking they can improvise if necessary, or their time is limited, or even worse, some are just too lazy to do what is required in preparation for the next day's teaching. They simply do not care enough to get excited about such an opportunity to reach and influence the young. The reader might well at this point question the relevancy of this aspect of teching. But it is an important fact that financial independence could help the teachers in respect to time and energy to fulfill their

teaching responsibilities better.

Unfortunately in the school building under study, the decision was made to structure a large part of the building without windows. It is doubtful that the authorities would even consider changing what many respondents considered to be a mistake, but the structure does indeed alter the feelings about the environment. And the atmosphere or climate plays an important role in the school setting. There are those who are troubled at times with a feeling of claustrophobia and would experience rather traumatic reactions to what they would interpret as confinement. Snyder states that "organizational changes must include altering school climate to promote adult and student growth."[8] If structural changes are not realistic for altering school climate, in the situation of the school under study, then perhaps some psychological adjustments could be made. The need for change has been expressed.

To distract attention from this particular problem and to expedite learning, the teachers and students might consider experimenting with different seating arrangements. The traditional row-on-row plan which teachers often use, perhaps because it does not require change, has a very important drawback in that the students look at other students' backs instead of having eye-to-eye contact as they could have in a cluster arrangement or a circular one. For some time, critics of the old system have urged the school to consider experimentation with the seating arrangements in order to establish a more challenging environment for better communication. After all, it would be a simple matter to accomplish this end without much expenditure of energy, and the benefits would be startling.

Along this same line, attention should be paid to yet another type

of grouping, assignments of students to certain classes. Brookover, Beamer, and associates feel that grouping plays an important role in the progress of the students. These authors classify two basic types of grouping: homogeneous and heterogeneous, both popular means of classifying students into grades or groups.[9] Homogeneous grouping, also known as ability grouping, clusters students of like ability. For example, classroom reading groups are frequently homogeneous in keeping with most reading textbook series that create reading levels that dictate grouping according to the students' reading performance. In heterogeneous grouping, students are assigned to classes according to mixed levels of ability determined by demonstrated achievement. Sometimes this grouping is accomplished through random assignment, other times by conscious design. In any event, heterogeneous grouping is a popular way to form whole classes at each grade level. Of course reading and other subject matter groups may be arranged heterogeneously, too. In heterogeneous grouping there is the advantage or opportunity also of exploring methods to facilitate cooperative group learning by peer teaching, the system whereby those who have learned the course material become teachers to those who are having learning difficulties. Actually this technique aids both those students who teach and those who learn, and it fulfills the added function too of using the excessive energies of those who finish the lessons fast and then have little to do with their time. The consensus of educators was that each type of grouping had its advantages but that heterogeneous grouping was more consistent with the structure of society.

Recommendations also might include experimenting with an individualized instruction program by which students progress at their own

performance level. This self-paced learning method would require some special attention at first but would benefit students by satisfying their urgency to proceed faster and not be held up because of slower learners. Also, it has the further advantage of developing a sense of independence and personal satisfaction which makes school challenging and fun. Enthusiasm is not often associated with learning these days, and disenchantment with school is often heard as a lament, but changes could put new life and energy into the school--a much desired goal worthy of experimentation.

In observing the school, the writer felt that there was too much school time devoted to reading per se with little correlation with the other subjects. Important as reading is, it could with some imagination and work facilitate integration among subjects--science, social studies, and even mathematics, which the students often fail because they cannot read or understand the problem. Again, planning for these innovative ways of synthesizing subject areas would constitute a challenge to the teachers.

Eisner states that "teachers are more like orchestra conductors than technicians. They need rules of thumb and educational imagination, not scientific prescriptions. The teachers are working with people and not mere things."[10] Therefore, it behooves the teacher to use a sufficient range of instructional activities and techniques for stimulating and challenging the students. The dull routine of the classroom is just that--a dull routine until something new or different enlivens it. Teacher meetings could be arranged for a discussion on the subject of innovations. Eisner stressed the fact that

> . . . human beings <u>construe</u> situations, they make sense of classrooms, they anticipate the world in which they live.

> What constitutes a stimulus depends not simply on what is injected in the classroom but what students take from it. And what various students take from the classroom and what they make of what they take differs. It differs because of their prior experience, their capabilities, their friends, their predispositions and their relationship with the teacher."[11]

Of special significance in the recommendations is the attitude of all faculty toward freedom. Mention has been made of academic freedom which is a commendable factor in teaching, but often the students' freedom is forgotten in the routine of the classroom. However, attention should be paid to the need for the child to express himself, to work without rigid supervision, and to learn by solving problems for himself. He should be the focus of schooling and should have the freedom to be himself.

Goodlad decries the fact that "even the most successful schools appear not to place the central business of educating students at the top of their agendas for school improvement."[12] He suggests that "the necessary renewal of our system of schooling must take place from within."[13] This attitude means that the faculty, students and parents must work together to effect the changes that would make the schools what they should be--institutions for learning. Goodlad sees in the combination of forces the way that changes could be expedited[14] once educators and others interested in the school system recognize the deficiencies of the school in matters of teaching and curriculum and will no longer resist change. These forces must work together not only to discover what is wrong but to correct the inadequacies and inconsistencies in the system--no matter what has to be done to change the status quo. Even more importantly, Goodlad urges educators to carry on a program for evaluating changes not by "drawing teachers out of the classrooms to engage willy-nilly in workshops and courses and then returning them to

the isolation of their classrooms"[15] but by group analysis. In order to affect the quality of life in their own schools by better teaching, the groups need to focus on the "processes of dialogue, decision making, action, and evaluation." Goodlad believes that with the adoption of a system whereby school practices will be judged by people within the institution itself, then educators will be willing to spend extra time and effort to bring about these much needed reforms.[16]

In the school under study the school is located in a section of the city where most of the patrons have some political power as far as control of the school is concerned. Most of the parents and others in this area have time and money to support the school and indeed are willing to support it whenever the need arises. When Goodlad hypothesizes that most of the significant decisions regarding the school are made remotely; that is, "responsibility is diffused among teachers, principals, superintendents and schoolboards,"[17] he really hopes that solving the problems will be an internal affair and less remote. Considerable subjectivity is necessary. In this school once the authorities understand the need, they are ready to go into action. Things do not have to remain the same as they are.

Summary

Most of the conclusions of the researcher focused upon the need for the school under study to be willing to change the status quo in relation to instructional procedures, classroom atmosphere, seating arrangements, communication patterns, curriculum, and socialization processes. There was a noticeable lack of freedom evident in all these aspects of schooling. Thus, the researcher made some recommendations pertaining to

changes that she thought important to the future of the school. The greatest need perhaps is to recognize that the system is not infallible and should be reevaluated periodically with the intention and willingness to change whatever needs changing. Teachers should have evaluation programs as an aid to teaching where the exchange of ideas would be a motivating force as well as a means of encouraging the faculty, new and old alike. Classroom procedures need to be reevaluated also allowing for more freedom and innovation. Objectives and goals need to be reassessed as well. The curriculum should be studied to change the emphasis to accomplish better the objectives of the school. Parents, too, must be even more involved in the evaluation process and in integrating the school and the community.

Goodlad in his book A Place Called School asserts that

> . . . the agenda [for school improvement] suggested by the data presented will not be carried out by a little tinkering. Curricula and pedagogy [he continues] appear not to reflect adequately the expectations implied in our goals for schools. There are inequities both among schools and within schools regarding students' opportunities to gain access to knowledge. There is much to be done in humanizing knowledge through curriculum development and creative teaching so that more and more students will make it their own. These are not new challenges. We have addressed them before; we will do so again.[18]

Perhaps the best advice Goodlad gives to educators and all those who are truly interested in schooling is "creating the future begins with transforming the present."[19]

This descriptive study of an elementary school has in many ways begun the process of transforming the present by recognizing the fallacies that continue to be the bases for schooling and by suggesting ways and means which will activate this process of transformation. Through group analysis (principal, teachers, and parents) of the present school, there will possibly emerge a consensus model which, as this

study illustrates, will not remain as a static system of education but will become a dynamic process ready to change and adapt to the future. In completing this study, the researcher has indeed provided a description of an elementary school that might be helpful in future studies.

ENDNOTES

[1]John Goodlad, "A Study of Schooling: Some Findings and Hypotheses," Phi Delta Kappan, Vol. 64, No. 7 (March, 1983), p. 470.

[2]Ibid., p. 467.

[3]Ibid.

[4]John Goodland, "What Some Schools and Classrooms Teach," Educational Leadership, Vol. 40, No. 7 (April, 1983), p. 15.

[5]Ibid, p. 19.

[6]Goodlad, "A Study of Schooling: Some Findings," p. 470.

[7]Ibid, p. 467.

[8]Karolyn J. Snyder, "Instructional Leadership for Productive Schools," Educational Leadership, Vol. 40, No. 5 (February, 1983), p. 33.

[9]Wilbur B. Brookover, Laurence Beamer, Helen Efthim, Douglas Hathaway, Lawrence Lezatte, Stephen Miller, Joseph Passalacqua, and Louis Tornatzhy, "Grouping and Differentiation," Creating Effective Schools: An In-Service Program for Enhancing School Learning Climate and Achievement (Holmes Beach, FL: Learning Publications, Inc., 182), pp. 110-114.

[10]Elliot Eisner, "The Art and Craft of Teaching," Educational Leadership, Vol. 40, No. 4 (January, 1983), p. 5.

[11]Ibid.

[12]Goodlad, "A Study of Schooling: Some Implications for School Improvement," Phi Delta Kappan, Vol. 64, No. 8 (April, 1983), pp. 562, 565.

[13]Ibid.

[14]Ibid., p. 566.

[15]Ibid., p. 567.

[16]Ibid.

[17]Goodlad, "A Study of Schooling: Some Findings," p. 469.

[18]John Goodlad, A Place Called School (New York: McGraw-Hill Book Company, 1984), p. 358.

[19]Ibid., p. 357.

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APPENDICES

APPENDIX A

LETTERS OF PERMISSION AND APPROVAL

Oklahoma State University

DEPARTMENT OF CURRICULUM AND INSTRUCTION

STILLWATER, OKLAHOMA 74078
CUNDERSEN HALL
(405) 624-7125

December 13, 1982

Dr. Stella Steward*
Director of Research and
Special Education
Angel View Public SChools
Angel View, Oklahoma 72204

Dear Dr. Steward:

The data gathering aspect of this study will be completed by the end of the spring semester, 1983. There will not be any treatment procedures involved in this study. However, the research methodology (enthnography) of the study will require extensive observations on my part.

Listed below are some ways that I feel your district can benefit from this study:

1. The study could provide the Angel View School District with an alternative way of looking at the elementary school.

2. The study will provide a view of the elementary school through the eyes of another professional who is external to the system.

3. Some of the information presented in the study might be helpful to district personnel in program design and evaluation.

4. The research may present information which identifies positive characteristics of schooling that is currently being overlooked in the program assessment.

5. The research will assist the Angel View school faculty and staff in becoming more aware of how all of them interact and/or react with one another during the course of a day.

6. The study may provide the school district with some insights into whether what the Picture educators talk about does actually exist in the real world of elementary schooling.

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*Note: The names of the town, school, and school personnel have been changed for the purpose of maintaining anonymity.

7. The study could provide a way to review the function of the elementary school.

If I can provide any further information concerning this study, please feel free to contact me at 624-7122.

Sincerely yours,

Norma J. Cole

ANGEL VIEW PUBLIC SCHOOLS
395 South Main
Angel View, OK 72204

226/445-2950

January 4, 1983

Norma Jean Cole
Department of Curriculum
and Instruction
Oklahoma State University
Stillwater, OK 74074

Dear Ms. Cole,

After reviewing your research proposal, I would like to inform you that Angel View Public Schools will be pleased to have you conduct your study with Angel View Elementary School.

I have discussed your proposal with Betty Brown, Angel View Principal, and she is looking forward to visiting with you in the near future.

If you have any questions, you may contact me at 445-2950.

Good Luck!!!

Sincerely,

Stella Steward, Administrator
State/Federal Programs

SS:kj

APPENDIX B

SAMPLE SCHEDULES

Daily Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday
8:30 to 11:15	9:35-9:55 Music 9:55-10:35 P.E.	Reading, Spelling, Handwriting 9:05-9:35 Counseling Every other week.	9:35-9:55 Music 9:55-10:35 P.E.	10:10-10:40 Library	9:55-10:30 P.E.
		11:15-12:00 Lunch			
		12:20 - 1:00 5th Grade S. S.			
		1:00 - 1:40 5th Grade S. S.			
		2:00 - 2:40 4th Grade S. S.			
		2:40 - 3:30 4th Grade S. S.			

SCHEDULE

RECESS DUTIES

Mon. a.m. recess 10:15-10;25
Thurs. 2nd noon 12:10-12:30
Fri. p.m. recess 1:50- 2:00

*SPECIAL CLASSES

11:10-11:30 M. & W. Music
2:10- 2:40 Thurs. Library
2:50- 3:30 T. & Th. PE (children take coasts and papers and PE teacher dismisses them).
2:50- 3:30 Fri. Art or PE (art in room).
9:00- 9:35 Tues. Counselling in room (every other week); see plan book.

Learning Disabilities
Leslie every morning after seatwork explanation about 9:15.

DAILY SCHEDULE

8:30- 8:45 Lunch count-attendance
8:45- 9:00 Opening - go to media center
9:00- 9:15 Explain seatwork to all.
1. writing from board (paper on bookcase) put writing assign on board.
2. color sheet and/or reading skill papers (on table, bookcase or desk)

9:20-10:15 Reading groups--3 groups-plans in planbook--take about 20 minutes with each group. Groups--groups are listed on table (taped down).
1. Anisa's group.
2. Angie's group--do after recess because Leslie goes to L.D. and is in group.
3. Jarrad's.

10:15-10:30 Recess
10:30 Drinks and bathroom. Alternate tables or groups to 1st and 2nd grade bathrooms.
10:45 Continue groups.
*11:10 M & W--Music
11:30 Take to lunch (ask K. Haidary when to go) On Thurs. I go 3rd after Hickey.
12:25 Back in room. Lights out, heads down--drinks and bathroom.
12:45- 1:00/1:10 Storytime, read to them.
1:00- 1:50 Math--If math finishes early some may need to finish morning work. Others may do fun math sheet provided or get extra paper from desk by pencil sharpener.
1:50- 2:00 Recess
2:05 Drinks and bathroom.
2:10 Check special classes* above.
2:20- 3:30 Check special classes*--Soc. Studies, SCience, ARt, etc. Check plan book.

1st GRADE SCHEDULE

8:30- 8:45	Role/Lunch count
8:45- 9:00	Opening Exercises
9:00- 9:15	Preparation for seatwork (give directions, pass paper, glue, etc., sharpen pencils)
9:15-10:15	Reading groups
10:15-10:30	A.M. Recess
10:30-10:40	Drinks and wash hands
10:40-11:25	Reading groups on Monday, Weds., & Friday
11:10-11:30	Lunch & Recess
12:30- 1:00	Drinks, show & tell, storytime
1:00- 1:50	Reading groups on Mon., Tues., & Fri.
1:00- 1:50	Math, Handwriting on Weds. & Thurs.
1:50- 2:00	P.M. Recess
2:00- 2:10	Drinks and bathroom
2:10- 2:40	Library (Weds.) 2:40-2:50 Gather belongings & go to P.E.
2:10- 2:40	(Mon., Tues., Friady) Math
2:50- 3:30	P.E. (Mon., Weds. Friday) Art every other Friday
2:40- 3:30	Tues. & Thurs. (Art, Language Arts, Soc. Studies) Alternate these activities according to need, time, & units being scheduled.

APPENDIX C

SAMPLE INTERVIEWS WITH RESPONDENTS

RESPONDENT #1

1. What is your philosophy of schooling? It is a plan to learn something new everyday for both teachers and students.

2. What is the purpose of schooling? Different purposes are established in different buildings. However, there should be a close communication of goals and objectives. Also, to determine the difference between philosophy and purpose would take a long time. However, I feel that they are two different things. Also, a child must be successful every day.

3. We do a lot in the cognitive area of learning; how do you feel about the affective area? I feel that the affective is very important because it gives the child an opportunity to express his/her thoughts in some manner. Also, the other disciplines can be supplemented by the arts.

4. How important is school climate? I feel that school climate is the most important outside influence in the classroom, outside the teacher's preparation. It should be warm, have clear definition of rules and responsibilities, and each person should have the knowledge of where he or she belongs.

5. What part does environment play? Environment has to go hand in hand with what the teacher wants to give the students.

6. With which of the three camps do you identify? I would like to think that I am in the humanist camp; however, I want respect and discipline, and I feel that subject matter is very important.

7. What do you like best about school? Each day is not the same. Each day is brand new for both teacher and students.

8. What do you like least about school? The pressures from dealing with outside influences that a child has--the inability to make each child's day seem richer. Also, I regret that parents are not involved.

9. How often do you change classes? I have a new class every twenty minutes.

10. How much emphasis do you place on self-concept? They should have a positive image of self; if the students do not, then they will not even try to do their school work. However, I think that we have gone overboard with this idea. It should be stressed that developing a self-concept is a slow learning process.

11. What is the most important subject in school? I feel that reading is the most important subject in school.

12. Does being a parent help you do your job? Yes, it helped me with class work. Being a parent helped me to know about boys. Boys seem to have a little more trouble controlling their attitude than girls do. Also, being a parent helps me to see that I must start each day with a positive attitude.

RESPONDENT #2

1. What is your philosophy of teaching? I believe in the integrated approach to teaching.

2. How do you handle discipline? It is usually through verbal reprimands. Also, some form of isolation from the group. Our discipline is based on the Lee Center Model of Assertive Discipline. It is best to take care of your own discipline.

3. How do you like the open classroom? I prefer the self-contained classroom for this age group. It would give me a chance to get to know the students. When a teacher has the students all day, she can have better rapport and the students' behavior is usually better.

4. How important is self-concept? I have mixed feelings about this. The teacher should not let the lesson go to build a positive self-concept. The teacher should work on having the students do their best. Children are not allowed to pass out papers with grades on them. I will not call out grades. Also, I believe that everybody makes a bad grade some time in his schooling.

5. Are the students well disciplined when they come to school? No, the parents are very permissive and they demand a great deal from the teacher.

6. How do you feel about internal and external rewards? Rewards for work should be internal rather than external.

7. What is your philosophy of schooling? It should not be "crack the whip", but school should be pleasant--an environment where learning should take place; it should be structured, and discipline should be enforced. I feel that I function in the cognitive camp. If a teacher is good enough to be in the school, the teacher should be backed by the administration. However, I don't believe in the tenured practice for teachers. If you are a professional, then you should act like one.

   I have a low tolerance for noise--students working is okay--however, playing in class is not acceptable. I do want the students excited about learning.

8. What do you like about teaching? I like it because each day is different. I like playground duty, but I hate bus duty because on those days, I don't have 20 or 30 minutes to myself.

9. Is there anything that you don't like about school? There should be fairness about the various duties. Some teachers have duty every day and others do not have any at all.

10. How do you feel about parents being involved in the school? I feel that parents should be involved in school. They should be allowed to state their opinion, but should not be allowed to tell teachers what to do. Their support is needed. Parents should be kept informed. Home visits should be made to see what the child's home life is like. This procedure will help the teacher understand the child better.

    Parents expect the schools to teach, discipline, teach values, furnish lunch, everything but sleep them, and some would allow this practice if they thought they could get away with it.

    Undisciplined students cannot shape up in a week or a month; parents have a job to do at home before the child enters school.

RESPONDENT #3

1. What is your philosophy of teaching? Start with the students where they are and move forward from that point. Try to let the students have many successes.

2. How important is school climate? I feel that it should be happy, should be an active place, not too stifling. Enough of you in it, but not too distracting for the students. It should be neat, open, should have life, and the room should be self-contained. When you are in a self-contained situation, you don't have to worry about disturbing another person.

3. What is the purpose of schooling? To make children want to learn so that learning will be a life long habit. So that learning will continue long after their school days are over.

4. Which of the three philosophical camps do you support? I feel that I am somewhere between the behaviorist and the humanist. I must have some order in the classroom.

5. What do you like best about school? I like to teach. To enjoy school. To learn from kids. To have a good atmosphere. I like having all ages 1-5 grades.

6. What do you like least about school? I don't like duty. Also, there is not enough planning time. Parents are not sufficiently involved. Parents come for a conference twice per year; this is at the beginning and at the end of school.

7. What are the important subjects in school? Reading is the most important followed by mathematics and science.

8. Do you have any special feelings about rewards? Rewards should be internal and not external. There should not be any manipulation for grades. The child should be in competition with self and not with others. Students should be allowed to keep track of their work and should be able to determine when they are improving.

   Students should be allowed to be creative; therefore, playing and writing offer rewards for the students' self-esteem for a job well done.

9. Are you a parent? Yes. Does having children help you in your work? Yes, my children have helped me to understand other children.

10. Do you have any pearls of wisdom? Just remember, the hardest thing to do is to keep the students motivated. To keep the students interested, therefore, they must be kept busy. Also, always be consistent with the students.

RESPONDENT #4

1. What is your philosophy of schooling and curriculum? I feel that the basic subjects should be taught. It should be done in a way to show a practical use for learning. Also, there should be enrichment activities included along with the basic facts. Students should be exposed to many things through a basic awareness technique.

2. What is your philosophy of teaching? The teacher must have the students' attention before trying to teach them. The teacher must set limits. The situation must be comfortable for the teacher as well as the students. The classroom must be a place of security for the child. The teacher must be able to give attention to each student when the attention is needed.

   Flexibility is given to each principal to work with teachers and students as he or she sees fit.

3. How important is school climate? Everybody has something to do with school climate. The teachers and principal need to feel good about where they work. This good feeling will be reflected in the students. It will help the students do a better job. The opening exercise is a good way to set the climate daily.

   Teachers should not bring their problems to school. However, the principal should always be open and readily available to teachers to provide help when help is needed.

   There should be an open door policy. However, when you do have an open door policy, you get more problems. Nevertheless, teachers should feel free to ask for help.

4. What are your feelings about school environment? People must feel proud of where they work. If something is broken, the principal should be notified. The students must be protected. Students, also, must feel proud of their school and how it looks and makes them feel. A clean environment will help them work harder to also care more about their work.

   Bathrooms should be kept clean. Somtimes, it is necessary to scrub them yourself. Students are also willing to help keep things clean if they are asked and told what to do.

5. What form of discipline do you believe in? I believe that each case should be dealt with individually. Discipline should always be consistent. There should be rules for playground, cafeteria, classroom, as well as all areas of the school. Also, each child belongs to every teacher in the building. Therefore, the total faculty works to take care of the entire student body.

Patterns of behavior should be examined by the faculty as well as the principal. This practice should occur frequently so that things never get out of control. However, the principal should be the last resort for discipline.

Parents should be involved in discipline problems. This practice is necessary so that parents will not be surprised when their child is sent home.

Each student should be treated fairly. I don't believe that students should be paddled. It would take a lot for me to paddle a student. However, I realize that there are a lot of students that are spanked.

6. Which philosophy camp do you support or feel you function in most of the time? I function in all three camps. It depends on the situation at the time. Flexibility is important when dealing with problems. However, I feel that I function in the humanist camp rather than the behaviorist camp when dealing with teachers. I try to understand each person and his/her needs.

7. What is the purpose of schooling? To perpetuate our society. To keep society running as the way we see it should be run. To help us get along better as human beings.

8. What do you like best about school? I like the interaction with students. The excitement of seeing students learn.

9. What do you like least about school? The evidence of some students coming to school without the purpose of learning in mind. But, we are expected to do so much regardless of conditions or circumstances. Also, there are so many variables that we do not have control over, such as, family problems, economic conditions, and one's hands being tied in certain situations.

10. What do you like best about being a principal? I like being in charge. As a teacher, there were many things I wanted to do and say, but I could not as a teacher. Making determinations on how students will be taken care of daily. I enjoy making decisions and feeling good about the decisions that I made.

11. Do you feel that parents should be a part of the school? Yes, I encourage teachers to use parents as human resources. A teacher is not able to do all things; therefore, it is necessary to call on others for help. Many parents are knowledgeable in many areas. However, it is necessary that parents have good rapport with students. Therefore, the personality must be checked out before they are allowed to go into the classroom to work with students.

    Another aspect of parental involvement in the school is the parent working in the classroom. This practice can cause some problems if it is not handled correctly. Therefore, it is necessary that the teacher work closely with the parents.

12. How much importance do you place on self-concept? It is very important. Each student should be made to feel that he or she is accepted by peers as well as teachers and all school personnel.

13. What is the most important subject in the curriculum? Reading is very important. It is basic to all of the other subjects.

    Students are able to gain knowledge through reading. Reading is so important that I support the idea of elementary teachers having twelve hours of reading in their programs.

VITA 2

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Candidate for the Degree of

Doctor of Education

Thesis: A DESCRIPTIVE STUDY OF AN ELEMENTARY SCHOOL

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Biographical:

Personal Data: Born in Slick, Oklahoma, the daughter of Norman and Lela Cole.

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Professional Experience: Classroom teacher, Chickasha Public Schools, 1963-65; Team Leader, Teacher Corps, Supervised Interns, planned instructions, Community activities and on-site courses, 1971-73; Classroom teacher, Self-Contained, Team Teaching, Oklahoma City Public Schools, through Oklahoma University, Norman, Oklahoma, 1973-77; Individual and Group Counseling (evening only) 1975; Curriculum Consultant, Oklahoma Public Schools System, 1977-81; Instructor, Student Teaching Program and Visiting Lecturer/Instructor, Reading Program, Oklahoma State University, since 1981; Principal, 1983-present, Oklahoma City Public Schools.

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