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STRENGTHS AND WEAKNESSES OF SELECTED ELEMENTARY SCHOOL PROGRAMS IN OKLAHOMA

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STRENGTHS AND WEAKNESSES OF SELECTED ELEMENTARY

SCHOOL PROGRAMS IN OKLAHOMA

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STRENGTHS AND WEAKNESSES OF SELECTED ELEMENTARY SCHOOL PROGRAMS IN OKLAHOMA

CHAPTER I

THE PROBLEM

Numerous factors have contributed to the present interest in evaluation of school programs. The school, as an institution, has generally been interested in improving its offerings. In recent years the school has been concerned with measuring its educational product. Follow-up studies of graduates have been made. Constructive opinions about the curricular offerings and activities of the school have been sought from citizens. Educators have become more concerned with trying to identify and implement the objectives of education. More concern has been evidenced about the personal, social, and emotional growth of pupils.

In 1940 the first edition of Evaluative Criteria[1] appeared for the use of secondary schools. A consequent interest in elementary school evaluation seemed to develop as a result of the use of this

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[1]Cooperative Study of Secondary School Standards, Evaluative Criteria: 1940 Edition (Washington, D. C.: The Cooperative Study of Secondary School Standards, 1940).

evaluation instrument. It was realized that the elementary school must undergird the secondary school program.

The report of the Educational Policies Commission[1] in 1948 probably promoted interest of elementary schools in school evaluation. This report was the first nationwide statement of policies for the elementary school in about fifty years.[2]

In recent years schools have been confronted with attacks and criticisms of their educational programs. Some schools in attempting to find answers to public criticisms have examined their programs. Such examinations have led occasionally to evaluation of parts of the school program. Interest in evaluation has increased as teachers and principals have become increasingly aware of the need for developing systematic and valid procedures for locating the strengths and weaknesses of the school program. Locating strengths and weaknesses of a school program may serve as a basis for enlisting the cooperation of all concerned in the process of making improvements. Increasing concern with the teaching of values has been partly responsible for interest in school evaluation since the 1940's. Administrative and teaching personnel have sought to identify values and have attempted to develop them through the program of the school. Evaluators have sought evidences and practices of the values expressed or stated by the school. Looking objectively at total school programs has been recognized as a prelimin-

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[1]Educational Policies Commission, Education for All American Children (Washington, D. C.: National Education Association, 1948).

[2]More details of this report are found in Chapter II, page 12.

ary step to school improvement.[1] Schools have become more of a common enterprise and communities are concerned that their schools become better in broad fields of knowledge, in teaching personnel, and in physical plant facilities. The community's participation in the school program may be increased by participation in school evaluations.[2]

Need for the Study

There is continuing need to determine how schools may be made better and how they may accomplish their objectives more effectively. Evaluation is not only for the improvement of instruction, but it also provides guideposts for a school to progress from its current position. Evaluation on a state-wide basis might reveal items needing improvement. These items could well be the concern of a state department of education or of a state association of elementary principals whose objectives include continual improvement of educational facilities and practices. There is need for appraisal of evaluation instruments in order to make them more accurate and timely in future editions.

Evaluation of schools by use of the Oklahoma Evaluation Manual for Elementary Schools[3] concerns general operational practices and facilities as well as curricular programs. The evaluation instrument

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[1]William B. Ragan, Modern Elementary Curriculum (New York: The Dryden Press, Inc., 1953), pp. 511-512.

[2]Ibid., p. 511.

[3]Oklahoma Curriculum Improvement Commission, Evaluation Manual for Elementary Schools, experimental edition (Oklahoma City: Oklahoma Curriculum Improvement Commission, State Department of Education, January, 1957).

used in this study is a step in encouraging broader participation of interested local community groups--parents, pupils, teachers, and citizens--in improving the local school program.

Statement of Problem

The present study has a three-fold purpose. It is the primary purpose to report the strengths and weaknesses of elementary school programs as they were identified by principals and teachers in selected Oklahoma schools by the use of a self-evaluation instrument. The second purpose is to report respondents' suggestions for the improvement of the manual. Another purpose is to show the similarity of procedure of development and similarity of content of evaluation manuals for elementary schools.

Limitations of Problem

No attempt to investigate total programs of Oklahoma elementary schools has been made on a state-wide basis. The data on strengths and weaknesses of elementary school programs identified in selected Oklahoma schools were obtained from written replies to the Evaluation Manual for Elementary Schools distributed by the Oklahoma Curriculum Improvement Commission. The evaluations of schools were limited by the structure and format of the instrument. The problem was limited to the 141 Oklahoma public elementary schools which completed and returned a copy of the evaluation manual. The evaluations were regarded as valid during the second semester of the 1956-1957 school year when these evaluations were conducted. Participation in the self-evaluation and return of a

manual reporting a school's evaluation was strictly on a voluntary basis. It was recognized that some schools would have in-service study or other activities in progress and could not participate in evaluation at the time. It was assumed that the respondent schools had available time for and interest in evaluation of the total school program.

The returned evaluation data were representative of "middle-size" schools. Two-thirds of the schools that reported the evaluations had from 8 to 17 teachers.[1] Seventeen per cent of the respondent schools had fewer than 8 teachers and sixteen per cent of the reporting schools had 18 or more teachers. It was felt that schools having from 8 to 17 teachers were representative of the typical size of elementary school.

Procedure of the Study

In late January, 1957, the Oklahoma Curriculum Improvement Commission sent out the Evaluation Manual for Elementary Schools to 964 elementary schools having three or more teachers. These schools were in independent school districts of Oklahoma. A cover letter from the Commission explained that the Commission had adopted as one of its projects the development of an experimental set of criteria for the evaluation of an elementary school. This letter also called attention to the fact that the returns would be tabulated and reported. The schools were asked to return a completed evaluation manual by May 15, 1957. It was also requested that the manuals be returned for reporting purposes. Sufficient copies of the Manual were sent out so that a school could

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[1]See Table 1, page 9.

retain at least one copy in addition to returning the report copy. A large, self-addressed envelope with postal permit was enclosed for the convenience of returning the completed forms. On February 25, 1957, a double reply-postal card was sent to each of the 964 schools again requesting return of evaluation manuals. The reply card was provided so that the school could indicate if it would complete the self-evaluation and return the manual by May 15, 1957.

Evaluation manuals were returned from 144 respondents by May 31, 1957. No evaluation manuals were received after this date. Three of the schools returning the manuals omitted filling out one or more check lists of the manual. The incomplete manuals were not tabulated in the evaluation results. This left a total of 141 evaluation manuals from which data on strengths and weaknesses of selected Oklahoma elementary schools were obtained.

No identification of schools or comparison among schools was made. No schools were designated Negro or White.

Sources of Data

The data of this study represent the written evaluations of 141 Oklahoma elementary schools to the Evaluation Manual for Elementary Schools. Oklahoma elementary schools reported the results of their evaluation from 30 of the 77 counties. Figure 1 (page 7) indicates the numerical distribution by counties of respondent schools. The respondents were asked to conduct a self-evaluation of the school with parents, teachers, principals and supervisors participating in the evaluation. A report sheet was included for schools to give information

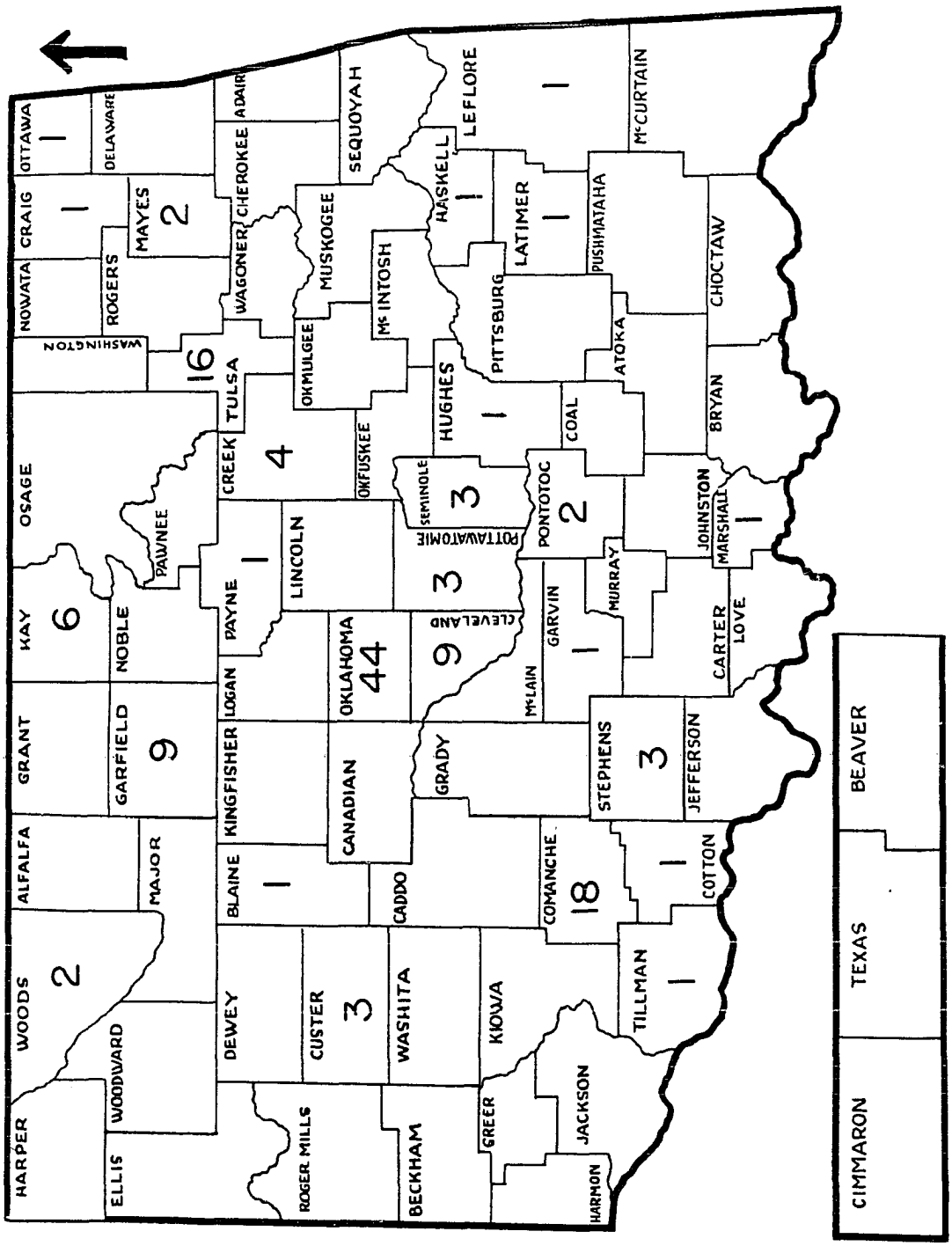


Fig. 1.--Numerical distribution by counties of 141 Oklahoma public elementary schools returning completed evaluation manuals.

about size of the school and the organization used in their evaluation. Information supplied on this sheet was provided on a voluntary basis by the respondent schools. Table 1 reports the number of respondent schools by size of teaching staff and the median pupil enrollment for these schools.[1]

Treatment of Data

A few explanations of the structure of the Evaluation Manual are needed before statements on treatment of data are presented. The Oklahoma Evaluation Manual for Elementary Schools contained sections on general operational practices and facilities and on curriculum areas.[2] The instrument provided spaces for checking items listed under topics, for the addition of other items, for comments about the phases of the program in greatest need of improvement and for suggestions for improving the manual. Five evaluation categories were stated for check list items in the manual: "condition or practice is missing"; "exists to a limited extent"; "is about average"; "is above average"; and "exists to a full extent."

The number of schools evaluating each item under a certain

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[1]Because extremely high pupil enrollment figures, as reported on the report sheets, would adjust the mean pupil enrollment upward, it was felt that the median pupil enrollment would be more representative of the schools grouped together by size of teaching staff.

[2]A more complete description of the Manual is presented in Chapter III, page 25.

TABLE 1

NUMBER OF SCHOOLS REPORTING, NUMBER OF STAFF PERSONNEL, AND MEDIAN PUPIL ENROLLMENT OF 141 RESPONDENT SCHOOLS

Number of Schools Reporting	Number on Teaching Staff	Median Number of Pupils Enrolled
3	3	95
5	4	104
2	5	131
9	6	180
5	7	208
8	8	223
10	9	255
12	10	275
11	11	325
9	12	320
12	13	335
10	14	430
8	15	497
8	16	460
7	17	481
4	18	634
1	19	(670)[a]
2	20	610
3	21	650
2	22	675[b]
2	23	904
1	24	(940)[c]
5	26	1017
2	30	1190
Total 141		

[a]Only one school reported 19 teachers. The enrollment figure, therefore, is not a median enrollment.

[b]Both schools reporting 22 teachers also reported the same enrollment of 675.

[c]Only one school reported 24 teachers. The enrollment figure, therefore, is not a median enrollment.

category will be reported in percentage.[1] The data will be presented by tables arranged in the same order as the sections and the several topics in the Manual. Inferences about strengths and weaknesses of the several topics may be drawn from these tables. Written comments reporting particular items in greatest need of improvement were used to infer weaknesses of the 141 respondent schools. A strength was determined by a preponderance of evaluations checked as above average. For example, if the sum of the percentages of schools evaluating an item "above average" and "exists to a full extent" was more than the sum of remaining evaluations, the evaluation of that item was regarded as indicating a strength.[2]

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[1]The percentage figures were rounded off, using .5 % as the critical number. For example, 21.56 % was rounded to 22 % and 30.49 % was rounded to 30 %. The totals of the evaluation percentages for an item, therefore, add up to 99 or 100. In a very few instances the total of the evaluation percentages added up to 101. In this case, the largest percentage figure for an evaluation category was arbitrarily adjusted downward by 1.

In reporting percentages of evaluations for the categories of an item, it is felt that the use of decimal numbers have little meaning. The occasional possible loss of 1 from the percentage is regarded of negligible importance.

[2]The preponderance of evaluation ratings was the criterion used in suggesting strengths of check list items. Many items were found to have 70 % or more of the evaluations in the two higher evaluation categories; the practice or condition as stated in the item was considered a strength.

A similar procedure could not be used in determining apparent weaknesses of the elementary school programs; four items had a preponderance of evaluations in the two lower evaluation categories. In these instances the summed percentages of the two lower evaluation categories ranged from 62 to 71 per cent. As stated on page 10, possible weaknesses of the 141 elementary schools may be inferred from respondents' written comments on needed improvements.

Organization of the Study

Chapter I was concerned with the need for the study, the statement and limitations of the problem, and the procedure of the study. Chapter II will report the development since 1948 of selected instruments for evaluation of elementary school programs. Chapter III will describe the development of the Oklahoma Evaluation Manual for Elementary Schools, the instrument used in this study. Strengths and weaknesses of the 141 Oklahoma elementary schools, as revealed from reported evaluations by school staffs and patrons, will be presented in Chapters IV and V. A summary of findings and recommendations for further study will be presented in Chapter VI.

In referring to reported evaluations by the respective school staffs and patrons, these terms are considered synonymous: evaluator, evaluating staff, reporting school, and respondent.

CHAPTER II

THE DEVELOPMENT OF ELEMENTARY SCHOOL EVALUATIVE CRITERIA SINCE 1948

This section of the study presents statements of the functions and nature of evaluation and reviews of evaluation reports and instruments developed since 1948 for evaluating elementary school programs. The selected reviews will be presented in chronological order.

Functions and Nature of Evaluation

When the total school program is evaluated systematically and periodically, the school's progress toward goals of learning, social objectives, and effective group and individual participation is less likely to be haphazard. The use of evaluation procedures provides opportunity for pupils, parents, and teachers to contribute their ideas to the betterment of the school. A sense of community interest and pride may often evolve. Teachers are more likely to develop an objective attitude toward practices and teaching methods; they refine procedures and avoid repeating mistakes.

Wrightstone and others have listed the functions of evaluation:

> The functions of evaluation are to make provisions for guiding the growth of individual pupils, to diagnose their weaknesses and strengths, to point out areas where remedial measures may be desirable, and to provide a basis for the modification of the

curriculum or for the introduction of experiences to meet the needs of individuals and groups of pupils.[1]

Shane and McSwain list twelve specific functions of evaluation in improving elementary education.[2] The authors maintain that evaluation focuses the teacher's attention: upon developmental changes in children, upon the child's individual nature, and upon an awareness of the child in a total environmental situation. It is stated that evaluation is a continuing process which demands constant curriculum improvement and that it provides a basis for gauging the growth of children without primary emphasis upon academic achievement alone. Evaluation suggests and clarifies goals for the school; it is a study of values generally accepted by educators and acceptance of the value implications for practice.

The Educational Policies Commission Report - 1948

The Educational Policies Commission was established in 1935 by the National Education Association to develop long-range plans for schools in the United States. The Commission has rendered important service in developing an understanding of the implications of democracy for our schools, adapting our schools to wartime conditions, and planning for the development of better schools.

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[1]J. Wayne Wrightstone, Joseph Justman, and Irving Robbins, Evaluation in Modern Education (New York: American Book Co., 1956), p. 16.

[2]Harold G. Shane and E. T. McSwain, Evaluation and the Elementary Curriculum (New York: Henry Holt and Co., 1951), pp. 61-63.

Education for All American Children[1] concerns the elementary school from kindergarten through the sixth grade. Part I describes a series of hypothetical schools and school systems as they are projected to be in 1958. Part II reports a number of firsthand observations of excellent practices which were observed in eighty-two superior elementary schools in the United States and in two elementary schools in Canada. The selection of the schools to be observed was made in such a way as to include a wide variety of schools, communities, and regions. In addition, information on effective practices in elementary schools was obtained from twenty-four national and regional conferences held under the auspices of the Commission and its subcommittee on Elementary Education. Written reports were received by the Commission from approximately three hundred schools which could not be visited because of a lack of time and funds.

The Commission prepared this statement of policy for elementary education because it felt elementary education was entering a period of change. It seemed to them that the period of change was the best occasion for development of long-range plans for elementary education. A summary of this report indicates items recommended by the Commission in the following major areas: organization of schools and classes, administration, pupil personnel, teaching staff, curriculum and teaching, and

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[1]Educational Policies Commission, Education for All American Children (Washington, D. C.: National Education Association, 1948).

buildings and equipment.[1]

The Texas Evaluation Handbook - 1948

The Handbook for Self-Appraisal and Improvement of Elementary Schools[2] published by the Texas State Department of Education was evolved through considerable work by the State Elementary Advisory Committee beginning in 1939. At this time a lack of materials for an evaluation of elementary schools was identified and a special committee was appointed to study ways and means of providing such materials. During the early part of the 1941-42 school year the special committee reported to the Advisory Committee. Subsequently, a subcommittee was appointed. This group developed ten points of procedure in obtaining material on which to base an evaluation of elementary schools. Several thousand narratives and suggestions for a good elementary school were contributed by public school teachers and principals during the 1942-43 school year. In the school years of 1943-44 and 1944-45 a trial edition of the manual was written under the leadership of the subcommittee on evaluation. Due to the war period, there was a delay in printing the trial manual until January, 1946. Hundreds of schools used the evaluation manual and reported their criticisms and suggestions for improvement. In December,

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[1]Unpublished manuscript of the Department of Elementary School Principals of the National Education Association (date not given) cited in William B. Ragan, Modern Elementary Curriculum (New York: Dryden Press, 1953), pp. 541-548.

[2]Texas State Department of Education, Division of Elementary Education, Bulletin #458, Handbook for Self-Appraisal and Improvement of Elementary Schools (Austin, Texas, June 1948).

1947, plans were made for the revision of the handbook and the revised edition was published in June, 1948. Since that time the handbook has gone through several printings.

In the introductory pages of the manual the purpose of the evaluation is stated as improvement of elementary schools. According to the handbook, such improvement comes about by means of growth through "continued critical self-appraisal and revision of current practices."[1] One of the purposes of self-appraisal is encouragement of "growth toward definite, attainable ends deemed desirable by the best educational thought of today."[2] It is stated that self-evaluation should lead to determining the kind of school that is desired in a community and planning a program of action to obtain the desired type of school.

The areas of the handbook were organized under seven major headings:

I. The Children
II. The Teacher and the Responsibility of the Community to the Teacher
III. The Program of School Life
IV. Equipment and Supplies
V. Home, School and Community Relations
VI. The School Campus
VII. Administration and Supervision

Each major area was sub-divided into topics representing significant phases of the areas. Under each topic of the areas were five columns representing a different level or degree of agreement between practices and educational thought. Level I or Column I contained the minimum legal requirements in Texas. Where no specifications are mentioned in

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[1] Ibid., p. xii. [2] Ibid.

the law, this column contained the very minimum of acceptable practices. Level V or Column V represented the "ideal" as reflected by literature on elementary education. Levels 2, 3, and 4 were graded intermediate steps between the extremes. A sixth column provided space for noting major needs and next steps for improvement. In evaluation, the school checked the appropriate column which most nearly described the school's position and practices under the particular topic. Suggested procedures for using the Handbook in cities and in rural areas were enumerated. Bibliographies were listed for the seven major headings.

The Saint Louis Evaluation Manual - 1950

The Evaluation Handbook for Elementary Schools[1] published by the Saint Louis Public Schools had appeared in the third experimental edition by 1952. The instrument, patterned after the Evaluative Criteria,[2] is a comprehensive form for evaluating the total educational program of a school. The primary purpose for use of the evaluation instrument by schools is "to reveal strengths and weaknesses in the program so that school staffs can work more effectively toward improvement."[3]

Under the leadership of a committee on evaluation a mimeographed experimental edition was tried out in five elementary schools. From the evaluations of these schools and from comments of the staff of

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[1]Saint Louis Public Schools, Evaluation Handbook for Elementary Schools, Third Experimental Edition (Saint Louis, Missouri: Board of Education, 1952).

[2]Cooperative Study of Secondary School Standards, op. cit.

[3]Saint Louis Public Schools, op. cit., p. iv.

these schools, revisions were made by the Committee on Evaluation. Twelve elementary schools, using the first edition of the instrument, conducted evaluations during the 1950-1951 school year.

The procedure of evaluation is described in the third edition of the evaluation handbook. The Superintendent of Instruction in the Saint Louis Public Schools stated:

> . . . elementary school staffs spend a semester on self-evaluation and the following semester is spent on evaluation by the consultant staff and the elementary administrative representative. Their school visits are scheduled over a twelve-week period in order to disturb school routine as little as possible. Thus, twelve elementary schools complete their evaluation programs each semester.[1]

In each school evaluated, a teacher was selected as an evaluation coordinator. The coordinator was released from his teaching duties in order to facilitate plans for implementing improvement in the school.

It is not important that a school rank high or low when the evaluation is made. It is more important for the school to show some progress during the period between evaluation reports. Presumably this referred to the time between the report made by the school staff and the report made by the consultant staff in the following semester.

There are separate evaluative criteria for primary grades and for middle and upper grades. The evaluation instrument contains four major sections. These are:

Philosophy and Objectives
School Program
School Plant and Equipment
Staff Evaluation

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[1] Ibid.

Ratings were made by checking one of the evaluations:

Level I	Very Inferior
Level II	Inferior
Level III	Average
Level IV	Superior
Level V	Very Superior

These levels were not to be interpreted on a local scale. For example, Level V was intended to describe a very superior program anywhere, according to the Handbook. It was noted that a school might accomplish some of the criteria at all levels, but a judgment had to be rendered in order to check a specific level.

The section on philosophy and objectives did not call for any ratings. Multiple-choice statements of philosophy and objectives were presented. Space was provided for qualifications of the multiple-choice answer. The purpose of the section on philosophy and objectives was:

> (1) To show how an elementary school faculty feels about important philosophical questions, and, (2) To give them a chance to talk about their agreements and differences so that they can work better together.[1]

The Southern Association's Handbook for Evaluation - 1951

Evaluating the Elementary School,[2] published by the Southern Association of Colleges and Secondary Schools in 1951, is intended as a guide for cooperative study of the elementary school. This publication is an outgrowth of the Cooperative Study in Elementary Education, a

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[1] Ibid., p. 2.

[2] Southern Association's Cooperative Study in Elementary Education, Evaluating the Elementary School (Atlanta, Georgia: Commission on Research and Service, Southern Association of Colleges and Secondary Schools, 1951).

southwide study launched in 1948. In June and July, 1949, a southwide committee worked at Florida State University in preparing Elementary Evaluative Criteria (Volumes I and II). Selected schools in each of the southern states used this guide during the 1949-50 school year and made suggestions for its improvement. Subsequently, approximately 200 schools used the evaluation guide. Suggestions for changes and improvement in the guide were also made by the work-conference at Daytona Beach, Florida in 1950 and by workshops at Tennessee A. and I. State University and George Peabody College for Teachers during the summer of 1950.

The evaluation guide presents five sections under which may be recorded comments, examples of practices or factual information such as number of references, maps and other items:

A. Viewpoint (values, outcomes, and how these are inter-related)
B. Functions (goals, tasks, and opportunities of the elementary school)
C. Program (knowledge of children to be taught, scope, organization, the teaching-learning process)
D. Resources (plant, permanent facilities, materials, staff)
E. Planning (community planning, pupil-parent-teacher planning, faculty planning, pupil planning)

Suggestions for implementing the evaluation procedure and bibliographies for each section are included. The section on Viewpoint presents some descriptions of value situations occurring in elementary schools. The evaluators are then asked to record descriptions of practices in their school and space is provided for writing the values contained in the recorded descriptions.

The Boston University Evaluation Manual - 1953

Evaluative Elementary Criteria[1] published in 1953 by the Boston University School of Education was "the result of a group research project participated in by twenty-five graduate students at Boston University during the 1951-52 school year."[2] Impetus for the development of the instrument came from the recognition of worth of the Cooperative Study of Secondary-School Standards and from the need for a similar instrument to evaluate elementary schools. The Boston University group retained much of the Cooperative Study's format because it was felt the Evaluative Criteria had proven effective in self-evaluation and in evaluation by visiting committees. The format was also retained because the application of elementary and secondary materials would be facilitated in evaluating a total educational program from Kindergarten through twelfth or thirteenth year.

In developing the Elementary Evaluative Criteria the Boston University group utilized extensive review of educational literature, trial evaluations and their subsequent revision in light of criticisms and suggestions. The services of consultants and specialists were utilized in developing the evaluative criteria. Approximately one hundred consultants or specialists reviewed and criticized the materials before they were revised into a total evaluative instrument.

Many suggestions are given concerning evaluation procedures and

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[1]James F. Baker, Elementary Evaluative Criteria (Boston: Boston University, School of Education, 1953).

[2]Ibid., Foreword.

the use of the manual. It is suggested that lay persons be involved in the evaluation of the school. Check lists are provided under particular aspects of most of the major sections. Generally, the checklist was followed by two evaluative questions concerning how effectively certain aspects met the group needs of pupils and how effectively certain aspects met the particular needs of individual pupils. The major sections of this instrument are:

Philosophy and Objectives
The Curriculum
Library Services
Guidance Services
School Plant
School Staff and Administration

The checklist items under various topics of these major headings could have one of 5 evaluations.

The provision or condition of the item is:
made extensively;
made to some extent;
very limited;
missing and needed;
not desirable or does not apply.

After the checklist items under specific topics had been evaluated with the above terms, an evaluation of the area was made through responses to stated questions. Space for summarization of observations and other data, which might be considered applicable to the evaluation of the individual school, was provided. An over-all evaluation, using numerical ratings and letter symbols, pertained to the items stated above:

5 - Excellent
4 - Very Good
3 - Good
2 - Fair
1 - Poor

M - Missing
N - Does not apply

The evaluations of "very good" and "fair" had two sub-ratings each.

Pages for statistical summary of the topical areas and major sections and a page for a graphic summary of the evaluation were included in the manual.

The Connecticut Evaluation Guide for Elementary Schools - 1954

How to Recognize a Good Elementary School[1] was published in 1954 as a guide for evaluation of Connecticut elementary schools. The impetus for this instrument is described under remarks about the development of the guide. It states:

> In 1951 the Connecticut Elementary Education Council, a group of citizens and professional educators devoted to improvement of elementary school education in Connecticut, established a committee to develop an instrument for use in elementary school evaluation.[2]

A tentative form of the guide was reviewed by graduate students, teachers, State Department of Education staff, professors, parents, members of boards of education, and junior high school students. In October, 1953, the use of the guide was explained to twenty selected elementary schools. These twenty schools conducted evaluations and contributed suggestions for revision of the experimental guide. Consultants were available during the use of the experimental guide. These included elementary supervisors, program coordinators, directors of curriculum, principals, superintendents, and professors of education.

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[1]Connecticut State Department of Education, Bureau of School and Community Services, How to Recognize a Good Elementary School (Hartford, Connecticut: State Department of Education, 2nd Printing, January 1956).

[2]Ibid., p. 4.

It was suggested in the guide that an evaluating group should look for evidences of how well a job is being done. It was stated that the items were not of equal weight and no provision was made for scoring. Some suggested categories which could be used were: "doing it well," "moving forward," "not present," and "not interested." It was suggested that parents, citizens, and children participate in the evaluation.

Summary of the Reviews

The reviews of selected evaluation instruments have shown similarities in ways of developing evaluative criteria for elementary schools. Cooperative effort in construction of the instruments seems to have been encouraged. The evaluation instruments have been initiated by state departments of education, school systems, research organizations, college students of educational research, and school patrons and citizens. Experimental editions of evaluative criteria and incorporation of suggestions and improvements in revised editions seem to be common to these instruments. Most of the instruments utilize check lists and rating scales as aids in arriving at an evaluation.

Wide-spread interest in evaluation of schools seems to be emphasized through the diversity of interested groups initiating evaluation instruments and through continuing revisions of the instruments.

CHAPTER III

THE OKLAHOMA EVALUATION MANUAL FOR ELEMENTARY SCHOOLS

Interest in evaluation of schools underlies the initiation for sponsoring and developing a school evaluation instrument. The development, use and revision of school evaluation instruments may lead to major movements in the improvement of education. This chapter reports the sponsorship and development of the Oklahoma Evaluation Manual for Elementary Schools.[1] It also reports the nature and purposes, the instructions for use, and the scope of the manual.

Sponsorship of the Manual

The Evaluation Manual for Elementary Schools was sponsored by the Oklahoma Curriculum Improvement Commission under the auspices of the Oklahoma State Department of Public Instruction. This Commission was preceded by the Oklahoma Secondary School Curriculum Improvement Commission. The Secondary Curriculum Commission held its first meeting at Norman, Oklahoma on September 13, 1952. One of its objectives concerned stimulating and conducting "research studies pertinent to basic educational problems in Oklahoma on a local and state level which would lead

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[1]Oklahoma Curriculum Improvement Commission, op. cit.

to curriculum improvement."[1] Another objective was to publish and distribute materials and other resources for Oklahoma Schools.

In the autumn of 1955 the Oklahoma Secondary School Curriculum Improvement Commission was dissolved and the Oklahoma Curriculum Improvement Commission was formed. This was essentially the same group and continued with such objectives as mentioned above. The latter group also included representatives of the state Department of Elementary Principals and other persons specifically interested in elementary education. It became the concern of the Oklahoma Curriculum Improvement Commission to develop study of and support for better curriculum programs in Oklahoma public schools from kindergarten through grade twelve.

Developing the Manual

During the school year 1955-56 the Oklahoma Curriculum Improvement Commission discussed plans for developing a set of evaluative criteria to be used in self-evaluation programs in elementary schools throughout the state.

Early in the 1956-57 school year the Commission called together twenty-four elementary school educators and requested that they prepare an evaluation manual. This group was composed of elementary principals and supervisors from public school systems, superintendents, representatives from the State Department of Education, and specialists in elementary education from colleges and universities.

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[1]Oklahoma Secondary School Curriculum Improvement Commission, A Guide for the Improvement of Curriculum in Oklahoma Secondary Schools, Bulletin # 1 (Oklahoma City: State Department of Education, 1953), p. 8.

A skeleton outline of the proposed evaluation manual was provided. After considerable discussion and revision of the outline, various individuals agreed to take certain sections of the manual and secure the cooperation of their colleagues at home in developing more complete and appropriate check lists for those sections. Thus, teachers and professors from Central State College, Oklahoma A. and M. College, the University of Oklahoma, the Ardmore Public Schools, the Clinton Public Schools, the Enid Public Schools, the Lawton Public Schools, the Muskogee Public Schools, the Oklahoma City Public Schools, the Ponca City Public Schools and the Tulsa Public Schools worked for several weeks on various sections of the manual.

The twenty-four elementary school educators then came together again to review the materials produced by the various groups, to agree upon a uniform format, and to make plans for final editing of the manual. The evaluation manual that was distributed to the elementary schools of the state in January, 1957 was, therefore, the product of the thinking of a large number of professional educators in various sections of the state.

Nature and Purposes of the Manual

The Oklahoma Evaluation Manual for Elementary Schools is intended for use in a cooperative self-evaluation of schools. It is suggested that outside consultants may call a school's attention to certain aspects of its program, but they should not do the evaluation. Other suggestions included the participation of supervisors, principals, teachers, pupils, and parents in the evaluation activity.

The instrument is an open-ended one which provides places for staff members and citizens to identify strengths and weaknesses which are not included in the checklists. Improvement of the instrument is also sought. It is pointed out that local staffs, perhaps with the aid of consultants, should make periodic revisions of the checklists as a result of use of the instrument.

The purposes of the manual are (1) to encourage cooperative evaluation of the school program by teachers, administrators and parents; (2) to seek to identify the characteristics of a good elementary school; (3) "to evaluate the present program in terms of the best criteria available";[1] (4) to make plans for needed improvements of the program; and (5) to stimulate public support for efforts to accomplish an improved program of education for boys and girls. "The purpose is not to compare one school with another, to find fault, or to assign blame to any individual."[2]

Instructions for Use of the Manual

Specific suggestions for use of the manual included such items as making copies of the instrument available for participants, assigning a leader for the evaluation and planning how the evaluation should be organized and accomplished. It was suggested that an elementary school faculty serve as a committee of the whole to arrive at group evaluation of items. A definite schedule of well-organized meetings was considered

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[1]Oklahoma Curriculum Improvement Commission, op. cit., p. 2.

[2]Ibid.

important for the success of the evaluation. Discussion was encouraged on each item of the checklist. It was suggested that the group arrive at consensus recommendations for improvement of the program. Other items concerning the use of consultants and the use of lay persons have been mentioned previously. When the group had discussed an item and had reached a consensus for its evaluation, an 'X' was to be placed in the appropriate column. The columns are headed as follows:

Condition or Practice Is Missing
Exists to a Limited Extent
Is about Average
Is above Average
Exists to a Full Extent.

Scope of the Manual

The manual was developed to determine evaluations of general operational practices and facilities and of curricular programs. It was felt these two broad areas covered the elementary school program. Under "General Operational Practices and Facilities" were these sections:

Objectives of the School
Administration and Supervision
Curriculum Organization and Co-operative Planning
Pupil Personnel and Guidance Services
Classroom Organization and Management
The School Plant
School and Community Relationships.

Under the "Curriculum Areas" were these sections:

Arithmetic
Arts and Crafts
Health, Physical Education, and Safety
Language Arts
Music
Science
Social Studies.

Reported Use of the Manual in the Respondent Schools

It is believed appropriate, before presenting the data of evaluation results from the 141 Oklahoma public elementary schools, to consider the time spent by respondent schools in the evaluation and the methods of organizing the evaluation in the schools. This information was provided on a report sheet included in the manual; it was provided voluntarily by certain respondent schools.

From 0 to 100 hours was spent in conducting evaluation of the school program in 97 schools. The average number of hours spent in the evaluation was 14.5.

The over-all duration of time spent in the evaluation ranged from "none as such"[1] to 17 weeks according to reports from 40 schools. For these 40 schools the average duration of over-all time spent in the evaluation program was 6.49 weeks. The number of meetings held for the evaluation, reported by 100 schools, ranged from 0 to 45. The average number of meetings was eight.[2]

The organization and procedure of the evaluation program was reported by 104 schools. Nine of these schools reported parent participation in the evaluation program.[3] Two schools reported the partici-

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[1]The report sheet in one manual gave this statement. A statement from the report sheet of another manual stated the principal filled out the manual in one hour because of a limitation of time.

[2]The average number of meetings was computed at 8.08 and rounded to 8. It could not be determined whether schools did or did not include the number of sub-committee meetings for this item of the report. When the number of sub-committee meetings was mentioned, it was not included in computing the average number of meetings.

[3]Three or four parents usually participated in the evaluation

pation of students in the evaluation program.[1] The usual procedure was for the staff to act as a committee of the whole in evaluating the school program. In some instances sub-committees performed some tasks of the evaluation.[2] Individual teachers and teacher committees were sometimes used as "rotating chairmen" for leading discussion on parts of the evaluation.[3] Other schools also used the group discussion method. It was reported by 20 schools that teachers individually studied the manual; then the staff met to discuss and arrive at consensus of evaluation.

In 13 schools committees or groups worked on certain parts of the evaluation and results were then compiled. Five of these 13 schools stated the staff was informed of the results after the final compilation from committee reports.

In six schools a single committee carried on the entire evaluation procedure. One of these schools reported that four teachers and the principal voluntarily served on an evaluation committee.[4]

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program. One school reported the nine participating parents represented all grade levels and sections within the grades. Another school stated PTA leaders volunteered to evaluate the school program. The staff later reviewed the evaluations and arrived at consensus.

[1]A questionnaire submitted to 80 6th grade pupils by one of the schools is presented in Appendix A. The questionnaires were unsigned by the pupils.

[2]Sub-committee work for the evaluation was mentioned by eleven schools.

[3]The rotation of chairmen or committees was mentioned by seven respondent schools.

[4]Another school commented the evaluation had been of very little value because the committee was the only group who participated in it.

In two schools the report sheet revealed the principal had filled out the evaluation manual without consultation of the staff. A third school reported individual consultations of teachers by the principal, but no group meeting was held.

CHAPTER IV

STRENGTHS AND WEAKNESSES OF GENERAL OPERATIONAL PRACTICES AND FACILITIES

The section in the manual concerning general operational practices and facilities included seven topical areas:

Objectives of the School
Administration and Supervision
Curriculum Organization and Cooperative Planning
Pupil Personnel and Guidance Services
Classroom Organization and Management
The School Plant
School and Community Relationships.

The strengths and weaknesses of each of these topical areas, as reported by the evaluators, will be discussed in this chapter. For each topical area a table will report the percentage of schools responding in the designated categories to each item.[1] Items added by the respondents to each area will be reported. From 43 to 60 respondents wrote comments about needed improvements in the areas; these needs for improvement will also be reported. For convenience in the presentation of the tables, letter symbols stand for the evaluation categories:

M Condition or Practice Is Missing
L Exists to a Limited Extent

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[1]The designation of certain items as strengths was discussed at the end of the preceding chapter.

Av Is about Average
AA Is above Average
F Exists to a Full Extent

When the summed percentage of the two higher evaluation categories for an item was 70 % or more, the particular item was considered as a strength. Previous explanation has been made of this arbitrary standard for strengths of check list items. In the tables, an asterisk (*) was placed at the far right of evaluation percentages to indicate such a "strength" of an item.

Objectives of the School

Table 2 presents the evaluations of 141 Oklahoma elementary schools on items concerning the objectives of the school. Seventy per cent or more of the respondents evaluated in the two higher categories the items that: (1) objectives were viewed in terms of desirable growth in behavior; (2) objectives recognized individual differences; and (3) objectives emphasized democratic values. Two other items received nearly as many higher evaluations. Sixty-eight per cent of the respondent schools evaluated in the two higher categories the item of effort to develop understanding of objectives by teachers. Sixty-seven per cent of the respondent schools evaluated in the two higher categories the item that objectives emphasized physical, social, emotional, and spiritual growth as well as mental growth.

Three schools suggested four additional items to be included under the area of objectives. These items and their evaluations were:

TABLE 2

EVALUATIONS BY 141 ELEMENTARY SCHOOLS OF OBJECTIVES OF THE SCHOOL

Items	Percentage of Schools Giving Each Rating				
	M	L	Av	AA	F
1. The objectives of the school are stated in writing.	26	18	21	10	24
2. The objectives are formulated cooperatively by pupils, teachers, administrators and parents.	10	21	38	25	6
3. The objectives are subject to continuous study and revision.	3	9	32	30	26
4. There is a continuous effort to develop understanding by:					
Teachers	1	7	24	33	35
Pupils	4	13	26	35	22
Parents	4	13	33	31	18
5. The objectives emphasize physical, social, emotional and spiritual growth as well as mental growth.	1	6	26	36	31
6. The objectives are viewed in terms of desirable growth in behavior.	1	4	25	35	35*
7. The objectives recognize individual differences in interests, abilities and needs of pupils.	1	4	16	48	31*
8. The objectives emphasize democratic living and values.	1	4	19	42	34*

Item	Evaluation
The objectives emphasize providing the best possible guidance in learning experiences which are related to the child's environment.	Exists to full extent.
The objectives have unity and consistency.	Exists to full extent.
The objectives emphasize worthy home membership.	(No evaluation stated.)
The objectives emphasize proper use of leisure time.	(No evaluation stated.)

In the area of school objectives 52 respondents wrote statements about needs for improvement. One of the frequent needs as stated by respondents was the writing of school objectives. It was stated by 20 of the 52 schools that the objectives should be stated in writing.[1] From examining the evaluations of Item 1 in Table 2 this need for improvement was also noted. Statements were made by two schools that they would undertake writing objectives for their schools during the school year, 1957-58. Three schools returned a duplicated list of objectives with the completed evaluation manual.

Another need for improvement concerned understanding of the objectives by all interested groups. Eleven respondents wrote about the need for interpreting and understanding their objectives. It was felt that the understanding of the objectives should be worked out cooperatively by teachers, pupils, and parents. To assist new teachers in

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[1]One school stated that oral discussion and current reading were used to insure a clear concept of the objectives even though they were not placed in writing. Another school raised the question whether objectives should be written for the particular school or for the several elementary schools in a system.

understanding the objectives it was suggested that circulation of statements of objectives should be made to them.

The objectives should be formulated cooperatively according to written comments in ten evaluation manuals. The participation of parents in formulating school objectives was particularly desired. Two schools stated that teachers needed more part in formulating the objectives. One evaluator stated that in order to assist in formulating objectives, the school would send questionnaires to patrons as well as making continued efforts for such participation through the PTA.

Other needs for improvement in the area of school objectives and the frequency of mention of those needs are reported in Appendix B.

Administration and Supervision

Table 3 presents the evaluations of 141 Oklahoma public elementary schools on items concerning administration and supervision. According to the evaluations the principal frequently: (1) encourages teachers to participate in the development of school policies; (2) helps teachers obtain instructional materials; (3) encourages and makes provision for in-service training of teachers; (4) helps new teachers become oriented to the school and community; (5) cooperates with community agencies on school problems; (6) understands the personal welfare of teachers; and (7) works cooperatively with the superintendent and board of education on matters affecting the curriculum. These items (Items 3, 4, 5, 6, 8, 9, and 11) were evaluated in "above average" categories by 82 % or more of the respondents. The roles or functions of the principal were aptly expressed in these statements from one evaluation manual: "Our principal

knows activities without being in each room every day. He talks with us frequently, gives us suggestions and inspirations. He also backs us to full extent concerning our problems."

Evaluations of the supervisor or co-ordinator from Table 3 indicated that the supervisor or coordinator: (1) gives leadership in improvement of the teaching-learning situation; (2) secures consultants and conducts workshops to help with instructional problems; (3) helps teachers and principals in obtaining instructional materials; (4) encourages experimentation with methods and materials; (5) helps teachers asking for help. These items (Items 12, 13, 15, 16, 17, and 18) were evaluated in one of the two higher categories by 72 % or more of the respondent schools. One manual contained a note that the help and attitude of supervisors were appreciated. According to the evaluations of Item 14, 67 % of the respondents checked in the two higher categories that the supervisor conducts workshops or conferences on instructional problems.

Six schools suggested fourteen additional items concerning the principal's functions for the area on administration and supervision. These items and their evaluations, when stated by the respondents, were:

Item	Evaluation
The principal stands behind his teachers.	Exists to a full extent.
The principal believes as many individuals as possible should have opportunities to take responsibility and exercise leadership.	Exists to a full extent.
The principal assists in obtaining resource personnel.	Is about average.
The principal has a genuine interest in student welfare.	(No evaluation stated.)

TABLE 3

EVALUATIONS BY 141 ELEMENTARY SCHOOLS OF ADMINISTRATION AND SUPERVISION

Items	Percentage of Schools Giving Each Rating				
	M	L	Av	AA	F
The Principal:					
1. The school has a full-time non-teaching principal.	30	3	4	2	61
2. The school provides secretarial services for the professional staff.	53	15	5	9	18
3. The principal encourages teachers to participate in the development of school policies.	..	..	9	35	56*
4. The principal assists teachers in obtaining needed instructional materials.	..	4	7	22	67*
5. The principal helps new teachers become oriented to the school and community.	..	4	14	32	50*
6. The principal encourages and facilitates the in-service growth of teachers.	..	5	12	37	46*
7. The principal devotes a major portion of his time to the supervision of instruction.	9	17	40	18	16
8. The principal cooperates with community agencies on school problems.	..	1	14	23	61*
9. The principal has sympathetic understanding of the personal welfare of his teachers.	..	1	6	30	62*
10. The principal assumes the leadership in surveying those resources of the community which may be fully utilized by the teachers.	2	16	25	33	24

TABLE 3--Continued

Items	Percentage of Schools Giving Each Rating				
	M	L	Av	AA	F
The Principal:					
11. The principal works cooperatively with the superintendent and the board of education on matters affecting the curriculum.	..	3	9	19	69*
The Supervisor or Co-ordinator:					
12. Provides leadership in the improvement of the teaching-learning situation.	1	4	23	28	44*
13. Arranges for consultants to help with instructional problems.	3	9	16	22	50*
14. Conducts workshops or conferences on instructional problems.	7	9	17	21	46*
15. Helps teachers and principals obtain needed instructional materials.	1	2	13	22	62*
16. Encourages experimentation with newer materials and methods.	1	2	21	21	54*
17. Helps new teachers become oriented to the school and community.	2	2	17	29	50*
18. Works with individual teachers needing or asking for help.	2	3	14	15	66*

Item	Evaluation
The principal has a deep understanding of children's problems.	(No evaluation stated.)
The principal encourages and facilitates the continuance of formal education for the school's graduates.	(No evaluation stated.)

Item	Evaluation
The principal encourages parent participation in the school health program.	(No evaluation stated.)
The principal promotes an orientation program for pre-school children.	(No evaluation stated.)
The principal backs the faculty on right decisions regarding discipline.	(No evaluation stated.)
The principal is aware of new curriculum trends and helps teachers implement them in classroom practice.	(No evaluation stated.)
Staff meetings provide for group discussions regarding the setting of goals, development of plans, and the discussion of suggestions regarding problems.	(No evaluation stated.)
Teachers, principals, supervisors, and outside consultants are used to make up teams to help the staff of an individual school define their problems and explore possible solutions, such as, (1) defining of objectives; (2) ways of working together; (3) organizational practices; (4) financial limitations; and (5) lack of balanced teaching competencies within the staff.	(No evaluation stated.)
The principal provides opportunities for teachers to visit and observe other teachers at work.	(No evaluation stated.)

Only one school added an item concerning the supervisor:

The supervisor gives constructive criticism when needed.	Exists to a full extent.

Another school wrote notes presumably about functions of a supervisor but made no evaluation of the functions.[1]

Written comments provided further interpretation of the area on administration and supervision. Five schools stated they were satisfied

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[1]These notes concerned: "Educational speakers - PTA; T.V. instructional programs; and helpful bulletins."

with the administration and supervision of their schools.

Comments on needed improvements in the area of administration and supervision were written by 54 respondents. An improvement mentioned several times was the need for a full-time principal and secretarial help. Table 3 indicates 30 % of the respondent schools did not have a full-time, non-teaching principal. Sixteen schools wrote comments about the lack of a full-time principal.[1] Comments in three manuals stated the principal could not devote the proper time to supervision of instruction because secretarial help was not provided.

The need for special teachers or staff was mentioned by nine respondents. The need for teachers for art, music, physical education, science, and speech therapy was stated. One school reported the need of a counselor or psychologist.

Nine schools stated the number of supervisors should be increased because the work load of supervisors was too much. Nine schools believed more time should be allotted for supervisory activities. These comments might also have referred to excessive work load of supervisors.

Seven schools wanted an elementary supervisor who would check progress and give help to teachers, thus aiding the school's progress toward a more effective curriculum.

Other items concerning needed improvements in administration and supervision may be found in Appendix B.

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[1]One school commented that a full-time principal was not needed in small schools having only five or six members on the staff.

Curriculum Organization and Cooperative Planning

Table 4 presents the evaluations of 141 Oklahoma elementary schools on items of curriculum organization and cooperative planning. According to the evaluations the curriculum organization of 70 % or more of the respondent schools was "above average" or higher in: (1) provision for sequential development of fundamental skills; (2) provision for flexibility of the school schedule; (3) provision for a well balanced day of living for pupils; and (4) provision for both individual and group progress. According to the evaluations, two other items were nearly as strong as the items mentioned above. Item 8 concerning provision for unit teaching in large blocks of time was evaluated in one of the two higher categories by 68 % of the schools. A study of developmental patterns of children is a part of curriculum study according to the evaluations of 66 % of the schools who evaluated this item in one of the two higher evaluation categories.

TABLE 4

EVALUATIONS BY 141 ELEMENTARY SCHOOLS OF CURRICULUM ORGANIZATION AND COOPERATIVE PLANNING

Items	Percentage of Schools Giving Each Rating				
	M	L	Av	AA	F
1. The school staff engages in continuous study, evaluation and planning of the curriculum.	4	12	32	38	14
2. A study of the conditions, needs and resources of the community is a regular part of the curriculum planning program.	6	17	35	31	9

TABLE 4--Continued

Items	Percentage of Schools Giving Each Rating				
	M	L	Av	AA	F
3. A study of the nature of children and of their developmental patterns is a part of all curriculum study.	4	6	23	44	22
4. Parents participate in curriculum study evaluation and planning through PTA, community councils or other organized groups.	15	26	29	23	7
5. Pupils participate in curriculum planning.	16	31	37	13	3
6. Curriculum organization provides for the sequential, orderly development of the fundamental skills and knowledges.	1	4	22	40	33*
7. The schedule of the school is flexible enough to permit desirable shifts of emphasis when new events occur or new problems arise.	1	3	8	34	54*
8. Time provision is made for unit teaching within the school day (large blocks of time).	4	6	22	33	35
9. A well-balanced day of living is provided for all pupils, including physical, intellectual, social and personal development.	..	4	24	49	23*
10. The curriculum organization provides opportunity for both individual and group progress (i.e., individual differences).	..	5	21	43	31*

Three schools wrote six additional items for the area of curriculum organization and cooperative planning:

Item	Evaluation
The curriculum organization provides unified activities plus direct teaching.	Above average.
Experience units are provided in the curriculum program.	About average.
A curriculum guide is provided in the school system so children may move from one school to another with the least skipping or overlapping of instruction.	(No evaluation stated.)
Periodic departmental meetings are held for teachers of each grade in order that they might plan outlines and check progress for each subject taught.	(No evaluation stated.)
The curriculum provides opportunity for active experiences in good citizenship.	(No evaluation stated.)
The curriculum organization provides for physically handicapped pupils.	(No evaluation stated.)

The weakest aspects of curriculum organization and cooperative planning were in the participation of parents and pupils in curriculum study and in curriculum planning. Item 4, concerning the participation of parents in curriculum study and evaluation, was evaluated in one of the two lower evaluation categories by 41 % of the schools. Item 5, concerning participation of pupils in curriculum planning, was evaluated in one of the two lower evaluation categories by 47 % of the schools.

Again comments of respondents pointed out items of interest and concern to the teachers. One school indicated that the curriculum organization was well planned and kept up to date in that school.

Needed improvements in the area of curriculum organization and cooperative planning were listed by sixty respondents. These items were scattered over a wide range; many items were reported by only one or two

schools. Eleven schools felt there should be more correlation of subjects through all grades. The need for provisions for exceptional children was noted by ten schools. Nine reporting schools listed the need for special teachers.[1] Nine evaluators stated that there was a need for parent participation in curriculum planning and improvement. One of these nine schools suggested study groups for parents should be conducted. According to statements about this area, it was felt that pupils should have a part in the curriculum planning. One reporting school believed that a specific pupil planning period should be designated in the upper grades.

Other items reported as needing improvement in this are reported in Appendix B.

Pupil Personnel and Guidance Services

Table 5 presents the evaluations of 141 Oklahoma elementary schools on items relating to pupil personnel and guidance services. Teachers generally obtain information about pupils and attempt to use this information in ways that meet pupil needs. More than 70 % of the respondent schools evaluated in one of the two higher evaluation categories the items concerning teachers obtaining needed information about pupils and using what they know about pupils in order to meet pupil needs in the teaching. Sixty-seven per cent of the schools evaluated in one of the two higher evaluations the practice of keeping an efficient set of cumulative records for pupils.

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[1]The need for teachers was also mentioned under needed improvements in the area on administration and supervision.

TABLE 5

EVALUATIONS BY 141 ELEMENTARY SCHOOLS OF PUPIL PERSONNEL AND GUIDANCE SERVICES

Items	Percentage of Schools Giving Each Rating				
	M	L	Av	AA	F
1. Effective procedures are used for securing information about mental ability, achievement, personal-social adjustment, physical development, interests and attitudes, work habits and creative expression of all pupils.	2	10	30	39	18
2. Teachers check frequently with parents, community agencies and public officials to get information needed about pupils.	1	3	23	49	24*
3. An efficient system of cumulative records is maintained for all pupils.	1	10	22	33	34*
4. Teachers use a variety of evaluation instruments and procedures such as tests, anecdotal records, sociograms and case studies.	2	22	40	28	7
5. Teachers, using what they know about pupils, modify their teaching to meet the pupils' needs.	..	5	21	54	20*
6. Pupils are helped to evaluate their own growth.	..	6	35	46	13
7. The system of reporting to parents is developed cooperatively by teachers, administrators and parents.	4	10	36	29	21
8. Reports include parent-teacher conferences, teacher-pupil conferences, personal letters, telephone calls and home visits.	1	9	25	34	31
9. Services of a psychologist and/or a psychiatrist are available for referral by parents and/or teachers.	38	9	12	20	21

TABLE 5--Continued

Items	Percentage of Schools Giving Each Rating				
	M	L	Av	AA	F
10. Parent study groups are organized to develop mutual understanding and cooperation between home and the school.	22	20	22	22	14

A voluntary comment from a manual indicated the advantage of school groups and clubs. One school stated inter-grade level adjustment was aided by organizations such as Junior Police, Garden Club, and Safety Council. Other voluntary comments were also made by respondents. One reporting school noted that good teaching is good guidance and when teaching is improved, guidance is improved. Another evaluator stated that their guidance practices were very adequate in that school.

Three respondents suggested that nine items be added to the list on pupil personnel and guidance services:

Item	Evaluation
Guidance is considered an integral part of the instructional process.	About average.
There is a satisfactory mutual adjustment of school and the child.	About average.
The classroom teacher recognizes her role as a guidance expert.	Above average.
The needs of the whole child are met from services and functions of the guidance program.	About average.

Item	Evaluation
Periodic reports are made of pupils' academic progress and citizenship traits.	Exists to full extent.
Appropriate tests are administered to individual pupils as the need for data arises.	Exists to limited extent.
A confidential report on each pupil accompanies his permanent records.	(No evaluation stated.)
Pupils are helped to evaluate their own behavior.	(No evaluation stated.)
Publicity in the papers concerns school progress and objectives, not just special events.	(No evaluation stated.)

Items needing improvement in the area of pupil personnel and guidance services were listed and discussed by 56 respondents. The most frequently mentioned need was better relationships between staff and patrons. Twelve reporting schools wrote comments on the need for better teacher-parent relationships. Many of the respondents felt parent-teacher conferences were desirable in working toward better relationships. Two evaluators believed that parent-teacher conferences should replace report cards. The impossibility of counseling a student in a classroom of pupils was pointed out frequently. Twelve reporting schools felt that free time should be provided for teachers to conduct counseling.

Ten respondents stated the need for a psychologist and seven respondents stated the need of a psychiatrist to whom children could be referred.[1] Two of the respondents reporting the need for school psycholo-

[1]One school stated the part-time services of a county psychologist were available, but there was need for more of the service.

gists wanted the psychologist to give and interpret tests for teachers.

Eight evaluation manuals contained comments on the need for a guidance program in the elementary school. It was generally felt that a staff for guidance services should be secured, and a planned program should be followed in guidance.

Other items reported as needing improvement in this area are reported in Appendix B.

Classroom Organization and Management

Table 6 reports the evaluations of 141 Oklahoma elementary schools on items of classroom organization and management. According to the evaluations, classroom organization and management practices were strong in these respects: (1) the health, safety, and comfort of pupils is considered; (2) the practices are concerned with identifying and meeting individual needs of pupils; (3) attention is given to seating of pupils; (4) multiple types of grouping are used; (5) grouping is flexible and can be changed; (6) classroom activities are varied; (7) the classroom environment is attractive and stimulating; and (8) pupils are free to explore and use the resources of the classroom. These items received more than 70 % of the evaluations in the categories of "above average" or "exists to a full extent."

Two reporting schools suggested four items be added to the area on classroom organization and management. No evaluation was stated for the items:

Item
Teachers are encouraged to look at student problems from the student's angle.

TABLE 6

EVALUATIONS BY 141 ELEMENTARY SCHOOLS OF CLASSROOM ORGANIZATION AND MANAGEMENT

Items	Percentage of Schools Giving Each Rating				
	M	L	Av	AA	F
1. The health, safety and physical comfort of children are considered at all times.	..	1	11	38	50*
2. There is evidence of real concern for identify and meeting individual needs.	..	2	19	43	35*
3. Careful attention is given to seating of children (location and furniture adjustment) to meet their physical, mental and social needs.	1	2	14	36	47*
4. Multiple types of grouping are utilized to meet the interests, needs and abilities of children.	..	4	22	38	36*
5. Grouping is temporary and flexible rather than permanent and fixed.	..	4	13	27	56*
6. Pupils participate, with teacher guidance, in classroom organization, management and control.	1	8	23	52	16
7. Pupils participate, with teacher guidance, in planning and evaluating learning activities.	1	11	39	40	9
8. Opportunities are provided for group problem solving.	..	6	42	37	15
9. Classroom activities are varied so that all pupils may participate with interest and some degree of success.	..	2	20	50	28*

TABLE 6--Continued

Items	Percentage of Schools Giving Each Rating				
	M	L	Av	AA	F
10. Classroom activities are organized to provide balance of study, expression, listening and observation, creativity, physical activity and relaxation.	..	5	30	42	23
11. The classroom environment is attractive and stimulating through well-organized materials and resources such as books, magazines, pictures, films, recordings, maps, nature specimens, science materials and displays of children's work.	..	4	17	49	30*
12. Pupils are free to explore and use the resources of the classroom.	..	1	12	44	43*
13. Both human and material resources of the community are utilized in the classroom.	1	13	40	33	13

Item

A happy pupil-teacher relationship exists.

Children feel at ease in classroom discussions.

Children feel free to bring specimens and exhibits for science and social studies.

Forty-six respondents reported items needing improvement in the area of classroom organization and management. Fifteen evaluators stated that classrooms were overcrowded. Six reporting schools felt that the human resources of the community should be utilized to a greater extent. One of the six respondents suggested information about patrons' hobbies,

interests, and abilities be obtained and placed in a file. It was felt by five evaluators that more teacher-pupil planning should take place with emphasis on the participation of pupils. A few respondents were concerned about classwork becoming mere routine. Three comments from different manuals stated flexibility was needed in order to vary the daily routine. One of the three respondents stated that teachers find it easier to continue in a routine than to seek varied methods of classroom procedure.

Other items listed as needing improvement in this area are presented in Appendix B.

The School Plant

Table 7 presents the evaluations of 141 Oklahoma elementary schcols concerning the school plant. Only two items under this area had more than 70 % of the evaluations in the two higher categories. These items were the attractiveness of classrooms through the use of colors and the cooperation of pupils and teachers in making the classroom more attractive and usable. The general tenor of respondents' comments was that the school plant needed improvement of existing facilities and addition of some facilities. Three of the 141 respondents stated they were in new buildings. One of the three schools stated that building improvements and furnishing were in progress.

Two evaluators suggested three additional items for the area of school plant:

Item	Evaluation
The school has a curriculum library.	Exists to a full extent.

TABLE 7

EVALUATIONS BY 141 ELEMENTARY SCHOOLS OF THE SCHOOL PLANT

Items	Percentage of Schools Giving Each Rating				
	M	L	Av	AA	F
1. The school site is large enough to accommodate the groups of children using it without undue mixing of age groups or overcrowding.	5	21	25	23	26
2. The administrative office area includes a principal's office, a reception room and a conference room.	11	23	23	26	17
3. The school has an auditorium or assembly room large enough to accommodate the larger groups which attend school functions.	21	15	13	17	34
4. The school has a gymnasium or indoor play area which can be used during inclement weather.	57	14	8	10	11
5. The school has a central library with children's books, maps, charts, globes, audio-visual materials, etc.	35	15	11	17	22
6. The school has a cafeteria or lunch-room which is attractive, healthful, well ventilated, well lighted and adequate in size.	24	7	25	16	28
7. The school cafeteria is used for social and educational activities as well as a place for distribution of food.	28	4	19	20	28
8. The school has a teachers' lounge equipped with comfortable furniture and with toilet facilities.	16	24	14	20	26

TABLE 7--Continued

Items	Percentage of Schools Giving Each Rating				
	M	L	Av	AA	F
9. The school is well supplied with audio-visual equipment and provision is made for darkening classroom for use of audio-visual materials.	1	18	23	36	22
10. Adequate equipment is available for special phases of the curriculum such as arts, crafts, music and physical education.	1	18	35	27	18
11. Classrooms are large enough to permit freedom of movement, multiple learning activities and storage space for use of the teacher and pupils. (30 square feet of floor space per pupil is recommended.)	4	23	28	28	17
12. The classrooms have adequate illumination, heating and ventilation to provide for the health and comfort of their occupants.	1	4	29	27	39
13. Colors of the ceiling, walls, floor and trimmings of the room contribute to the attractiveness of classrooms.	1	4	23	28	44*
14. Pupils and teachers cooperate to make classrooms more attractive and usable.	..	1	15	32	52*
15. The teachers, pupils and custodial staff do a good job of caring for the school plant.	1	6	24	43	26
16. A professional library is available for parents and teachers.	17	23	25	23	12

Item	Evaluation
The school has good acoustics.	Above average.
The school campus is landscaped.	(No evaluation stated.)

Voluntary comments revealed information about library facilities in a few schools. One school's report noted that the school had an adequate central library. Four respondents stated the schools had adequate classroom libraries.

Sixty respondents listed various needed improvements for the school plant. The need of a gymnasium or all-purpose room for indoor play and activities was reported by 19 respondents. According to the evaluation of Item 4 in Table 7, 71 % of the schools have gymnasiums of little use or the gymnasiums are missing.[1] Thirteen reporting schools listed the need for more storage space in general; two reporting schools also wanted storage space for physical education equipment or for art materials, respectively.

The need for a cafeteria was reported by 11 schools. Four of these respondents reported that pupils ate in the classroom. One of the respondents referred to the need for new kitchen equipment in the cafeteria.

Nine reporting schools stated they needed a central library for pupils.

Nine other respondents stated they needed better lighting in classrooms.

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[1]This interpretation is made because of the many evaluations placed in the two lower categories by the respondents.

Other stated needs for improvement in this area may be found in Appendix B.

School and Community Relationships

Table 8 reports the evaluations of 141 Oklahoma elementary schools on items about school and community relationships. From the evaluations in this area, four items represented strengths: (1) staff participation in community organizations; (2) encouragement for patrons' visitation of school; (3) opportunities for children to participate in programs and other school activities; and (4) parents' help in school activities such as immunization and school lunch program. These items had more than 70 % of the evaluations in "above average" or higher evaluation categories. According to the evaluations of Item 9 in Table 8, the schools are constantly open to visitors.

Comments of respondents indicated that patrons and citizens did not visit frequently, although an invitation was extended.[1] Another respondent reported the school was working on a better method of reporting to parents and that good school community relationships existed.

Other voluntary written comments by reporting schools told of uses of the school grounds. Three respondents mentioned the use of school grounds by groups and organizations after school hours and during the summer. Another school stated that a parochial school used the playground during the summer.

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[1]Under needs of improvement for this area, four respondents stated the need of planned visitation of patrons. The emphasis was on getting parents to school.

TABLE 8

EVALUATIONS BY 141 ELEMENTARY SCHOOLS OF SCHOOL AND COMMUNITY RELATIONSHIPS

Items	Percentage of Schools Giving Each Rating				
	M	L	Av	AA	F
1. There is an effective parent-teacher organization.	5	8	24	24	39
2. There is an organized cooperative program for improvement of school and community relationships in which responsibility is definitely delegated.	6	19	26	35	14
3. All persons involved in the school program recognize their functions in the public relations areas.	..	8	31	38	23
4. Members of the school staff participate actively in community organizations such as fraternal groups, church groups, etc.	..	4	23	38	35*
5. There are regularly scheduled meetings for developing an understanding of the school program by the community (PTA, Homeroom Mothers, etc.).	3	10	16	36	35
6. Community resources, including special talents of parents, are utilized as an integral part of the instruction program.	7	21	43	20	9
7. The study of community conditions, processes and institutions plays an integral part in the total curriculum.	4	18	41	31	6
8. The school plant is used by various community groups:					
Youth groups	7	14	29	20	30
Adult groups	3	13	31	19	34
9. Parents and citizens of a community are encouraged to visit the school at all times during the school year.	..	..	9	25	65*

TABLE 8--Continued

Items	Percentage of Schools Giving Each Rating				
	M	L	Av	AA	F
10. Regularly scheduled visitation days are set up when the parents and citizens visit schools.	7	4	21	31	37
11. Regularly scheduled visitation days are set up when the professional members of the school are encouraged to visit various industrial plants, government agencies at work and business establishments in the community.	27	7	18	25	23
12. The community provides a planned, active summer program which involves the use of the school plant and facilities.	14	26	21	18	16
13. All children have the opportunity to participate in programs and other school activities.	1	3	22	25	49*
14. Parents work with school personnel in such activities as immunization, school lunch program, health examinations, to name only a few.	..	7	18	34	41*
15. The school works cooperatively with other educational agencies in the community, such as libraries, museums, etc.	5	7	35	28	25

Three respondents suggested four additional items to be included under the area of school and community relationships:

Item	Evaluation
The school works cooperatively with other organizations in helping to provide for	

Item	Evaluation
under-privileged children.	Exists to full extent.
The school informs the community of its activities by newsletter, radio, and newspaper announcements.	Exists to full extent.
Parents cooperate in providing transportation for field trips.	Exists to full extent.
Children are taught community responsibility through participation in Junior Red Cross, and through sharing projects.	(No evaluation stated.)

Needed improvements in school and community relationships were reported by 43 respondents. Five respondents listed the need of the professional staff visiting businesses and industries in the community. It was sometimes suggested that such a program should be one of arts and crafts. The need of more parent participation in the school program was mentioned by five schools. The suggestion of planned visitation of patrons has been noted on the preceding page.

Other needs of improvement in this area as stated by the respondents may be found in Appendix B.

Respondents' Suggested Improvements for this Section of the Manual

The need for improving the manual was recognized by the sponsor of the evaluation manual - the Oklahoma Curriculum Improvement Commission. Consequently, the manual provided spaces for evaluating personnel to suggest improvements. It is the intent of this portion of the chapter to report the respondents' suggestions for improving the section of the manual on general operational practices and facilities.

Respondents' suggestions were usually concerned with clarification of statements and evaluating parts of statements rather than

evaluating a comprehensive statement including several items. Respondents also suggested items or statements which they felt should be added to the check lists in certain topical areas.

Specific suggestions concerning a particular item are reported first. Suggestions pertaining to the topical area in general are then reported. When a respondent's suggestion for improvement concerned a particular item, that item is presented as it appeared in the Oklahoma Evaluation Manual for Elementary Schools. Suggestions for improvement of the manual are presented under the topical areas in the same order in which they appeared in the evaluation manual.

Objectives of the School

> (Item 2.) The objectives are formulated cooperatively by pupils, teachers, administrators, and parents.

One school questioned the inclusion of "pupils" in this statement. Another school suggested this item be broken down so that participation of each of the groups might be evaluated.

One respondent felt that provision should be made in the statements for objectives agreed upon through group discussion and individual conferences. It was also suggested that the statements of this area needed to be supplemented by specific examples. This would keep a consistent approach in evaluating the objectives of the school.

One evaluator suggested the inclusion of a statement on how the learning activities of the school are kept consistent with the stated objectives.

Another reporting school suggested that space might be provided so that a copy of the school's objectives might be attached.

Administration and Supervision

(Item 3.) The principal encourages teachers to participate in the development of school policies.

One statement from a manual stated that parents and children should be included as possible participants in the development of school policies.

(Item 7.) The principal devotes a major portion of his time to the supervision of instruction.

Two respondents desired clarification of "supervision of instruction." They questioned the phrase referring to classroom supervision or the general instructional supervision by the principal.

Another respondent felt that some designation should be provided in case a statement did not apply to the evaluating school.

One comment from a manual stated a full-time principal was not needed in small schools of only five or six teachers. The respondent felt the manual should provide some way and some space for noting this condition. This respondent also suggested an evaluation of personnel policies of a school should be included. It was suggested by the respondent that such an evaluation could be made from a committee of teachers within the particular school system.

One evaluator felt that a section of the manual should specify weaknesses in order to simplify evaluation; a list of weaknesses would provide a gauge for evaluation.

Curriculum Organization and Co-operative Planning

(Item 5.) Pupils participate in curriculum planning.

One respondent felt this was a controversial statement and should not have been included in the manual. It was felt the manual was representing this statement as a good practice, but other persons might disagree

that the item was a good practice. Referring to the same item, another respondent stated pupils did not participate in group discussions with teachers and parents concerning the planning of the curriculum. This respondent doubted the wisdom of the procedure of pupil participation in planning the curriculum; it was pointed out that the school did take account of the interests of children in planning the curriculum.

One reporting school stated that several points of emphasis seemed to be repeated more often than necessary.[1] Another respondent remarked that some of the items should be more clearly stated.

Pupil Personnel and Guidance Services

> (Item 1.) Effective procedures are used for securing information about mental ability, achievement, personal-social adjustment, physical development, interests and attitudes, work habits, and creative expression of all pupils.

Three respondents stated that this item should be broken down so each of the parts could be evaluated. The respondents pointed out they rated "high" or "low" on some of the parts. One statement was made that some of the ways of securing information, as listed in the item, did not exist in that school.

> (Item 2.) Teachers check frequently with parents, community agencies, and public officials to get information needed about pupils.

One respondent stated this item should include "parents" for one evaluation and "community" for another evaluation of the item.

> (Item 4.) Teachers use a variety of evaluation instruments and procedures such as tests, anecdotal records, sociograms, and case studies.

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[1]The respondent did not specify any repetitious items.

Two reporting schools believed that too much was included in this item and it should be broken down into parts.

> (Item 5.) Teachers, using what they know about pupils, modify their teaching to meet the pupils' needs.

One evaluator felt that this was a poor statement and wanted to know what "needs" meant in the statement.

One respondent felt an item should have been included about "behavior problems of children."

Classroom Organization and Management

> (Item 3.) Careful attention is given to seating of children (location and furniture adjustment) to meet their physical, mental, and social needs.

One respondent stated that more space should be left under this area so explanations could be made; the respondent explained the school did not have the proper furniture to do the things which should be done.

> (Item 6.) Pupils participate with teacher guidance in classroom organization, management, and control.

One evaluating staff felt that this item should be divided into separate parts.

> (Item 11.) The classroom environment is attractive and stimulating through well-organized materials and resources such as books, magazines, pictures, films, recordings, maps, nature specimens, science materials and displays of children's work.

One comment concerning this item stated it should be broken down into its various parts.

It was suggested that the manual should have an item to ascertain provisions made for use of radio and television in schools.

One evaluating group felt that the statements in this area were slanted primarily toward self-contained classrooms. Though the platoon

system was in operation in the particular school, the evaluators were able to answer the statements.

School Plant

> (Item 5.) The school has a central library with children's books, maps, charts, globes, audio-visual materials, ets.

One respondent felt that this item was not a good statement. The respondent stated the school had many of the materials mentioned but kept them in various places where they could be used more effectively.

> (Item 9.) The school is well supplied with audio-visual equipment, and provision is made for darkening classrooms for the use of audio-visual materials.

One evaluator believed that this item should be broken into parts. One part could concern the audio-visual equipment and the other part could concern provisions for darkening classrooms.

> (Item 11.) Classrooms are large enough to permit freedom of movement, multiple learning activities, and storage space for the use of the teacher and pupils (Thirty square feet of floor space per pupil is recommended.).

One reporting school felt that this item needed clarification. The same respondent asked if the number of square feet of floor space required per pupil was correct.[1]

> (Item 15.) The teachers, pupils, and custodial staff do a good job of caring for the school plant.

Three reporting schools felt that this item should be broken down into parts. One part could concern the kind of care the custodial staff gave to the school plant and the other part could concern the care given by

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[1]Classrooms in elementary schools should have approximately 30 square feet of floor space per pupil. See William B. Ragan, op. cit., p. 404.

teachers and pupils.

School and Community Relationships

(Item 3.) All persons involved in the school program recognize their functions in the public relations areas.

Two respondents suggested that persons needed to fulfill their functions in public relations areas as well as recognizing the functions. It was suggested that the wording might read, "All persons involved in the school program recognize and fulfill their functions in the public relations areas."

Item 8 received no suggestions for improvement of the item, but it is stated here because three respondents felt it was a good example of breaking an item into parts:

(Item 8.) The school plant is used by various community groups.
Youth groups _____
Adult groups _____

One evaluator believed that space should be provided in the manual for a statement of plans for improving the community relationships of the school.

CHAPTER V

STRENGTHS AND WEAKNESSES IN CURRICULUM AREAS

The section in the evaluation manual concerning the curricular program divided the curriculum into eight areas:

The Arithmetic Program
The Program in Arts and Crafts
Health, Physical Education, and Safety
The Language Arts Program
The Music Program
The Science Program
The Social Studies Program.

The strengths and weaknesses of these curricular areas will be discussed in this chapter. For each curricular area a table will report the percentage of schools responding in the designated categories to each item. Items added by the respondents to each area will be reported. From 45 to 66 respondents wrote comments about needed improvements in the areas. These suggested needs of improvement will also be reported. In presenting the tables, the same letter symbols used in the preceding chapter stand for the evaluation categories:

M Condition or Practice Is Missing
L Exists to a Limited Extent
Av Is about Average
AA Is above Average
F Exists to a Full Extent

The asterisk (*), when placed at the far right of evaluation percentages, indicates that the summed percentage of the two higher evaluation

categories was 70 % or more and, therefore, the particular item was considered a "strength" according to evaluations of the reporting schools.

The Arithmetic Program

Table 9 presents evaluations of 141 Oklahoma elementary schools on items of the arithmetic program. Most of the items were evaluated as "about average" or "above average." Item 7, concerning the use of textbooks as source materials and guides, seemed to be a strength of the arithmetic program. Seventy-three per cent of the schools evaluated this item as "above average" or "exists to a full extent." However, six schools changed the word "source" to "basic." Several comments on this item indicated that textbooks were often regarded as basic materials.

Additional items suggested by the respondents for this area concerned content, method of instruction, and arithmetic outcomes. Eight respondents suggested the items:

Item	Evaluation
Content	
The use of arithmetic in home and community activities and in classroom situations throughout the school day is emphasized so children may recognize the usefulness of the arithmetic they are learning.	(No evaluation stated.)
Problems illustrating the use of money and/or materials, as applied to the profit system, are presented at each learning and need level.	(No evaluation stated.)
A program of arithmetic readiness is utilized.	Exists to a full extent.
Method of Instruction	
Processes are taught, practiced, reviewed, and retaught.	(No evaluation stated.)

TABLE 9

EVALUATIONS BY 141 ELEMENTARY SCHOOLS OF THE ARITHMETIC PROGRAM

Items	Percentage of Schools Giving Each Rating				
	M	L	Av	AA	F
Content:					
1. The arithmetic content is adapted to the achievement, ability and needs of each pupil.	..	3	40	43	13
2. The content provides for a broad range of experiences in the use of all fundamental processes with integers, fractions and denominate numbers at each learning and need level.	..	2	38	38	21
3. The content provides ample opportunities for growth in problem-solving skills and techniques from one level to the next.	..	4	36	38	21
4. The instructional program is planned to meet the needs, abilities and interests of each pupil consistent with his maturation and level of experience and achievement.	..	6	35	45	13
5. Pupils participate in selecting and planning the number activities and projects in which they will be expected to take part.	3	22	48	21	6
6. Drills are short, meaningful and related to specific number needs and increase accuracy and speed.	..	1	38	43	18
7. Textbooks are used as source materials and guides.	2	1	23	45	29*
8. The pupil's mastery of number skills and understandings is evaluated in					

TABLE 9--Continued

Items	Percentage of Schools Giving Each Rating				
	M	L	Av	AA	F
terms of level of achievement and aptitude.	..	3	45	40	12
9. Teacher-made and standardized tests are used systematically to diagnose pupil growth and instructional practices.	1	7	34	37	21
Materials and Equipment:					
10. A wide variety of sensory and manipulative materials and devices for measuring, weighing, recognition, relating values, and making instruction concrete are available.	3	8	40	34	15
Evaluations of the Arithmetic Program:					
11. The arithmetic program provides at the respective achieving and learning levels for the development of mathematical knowledge and the skills needed for today as well as for adult life.	..	1	41	39	18
12. The arithmetic curriculum provides for meaningful application of the number concepts in problem-solving situations and for drill to increase accuracy and speed.	..	3	36	43	18
13. The arithmetic program provides for number experiences and activities which will promote growth in patterns of logical thinking.	..	3	43	36	18
Arithmetic Outcomes:					
14. The pupils are effectively mastering an understanding of the basic					

TABLE 9--Continued

Items	Percentage of Schools Giving Each Rating				
	M	L	Av	AA	F
arithmetic concepts and acquiring skill in their application.	..	4	50	36	10
15. The arithmetic program is effectively preparing the students for more advanced instruction in arithmetic.	..	2	40	39	19

Item	Evaluation
Method of Instruction	
The subject matter of the text is applied to pupil use.	About average.
Tests procured through publishers of the textbooks are often used.	About average.
Arithmetic achievement tests are given at stated intervals during the year.	(No evaluation stated.)
Arithmetic Outcomes	
Each pupil is stimulated to make an application of arithmetic principles to his own problems, how he and his family use arithmetic every day.	(No evaluation stated.)

Under the heading, "method of instruction," voluntary comments from respondents indicated that three schools used such activities as a stamp program, lunch program, sale of school pictures, sale of garden seeds, and excursions to businesses to provide practical uses of arithmetic to pupils. A note from the primary grades of one school told of using flannel board pictures and counters. Two reporting schools made

comments about using standardized tests in evaluation of pupils' achievements. The use of filmstrips and movies in teaching certain processes was reported in one comment from a manual.

Sixty-six manuals contained stated needs of improvement in the arithmetic program. Twenty respondents reported the need of more manipulative and sensory equipment. It was suggested by one evaluator that many of these materials could be made in woodwork classes. Fifteen respondents suggested more emphasis should be placed on practical uses of arithmetic. Mention was made of tables and measurements used in daily living. Ten respondents believed that more attention should be given to cause pupils to think through problems. One of the respondents suggested the teacher and children should analyze and discuss a problem in an effort to encourage logical thinking and reasoning. The need for more drill to facilitate accuracy and computation was stated in comments from seven reporting schools. The comments emphasized that short, meaningful drill was desired. One evaluator stated that more material for drill should be included in the text. Mention was made that more drill should be conducted concerning memorization of arithmetical processes. Five respondents told of the need for more standardized testing in order to ascertain weaknesses of students.

Other needed improvements in this area, such as grouping, attention to exceptional children, pupil participation in planning the arithmetic program and other items are reported in Appendix B.

The Program in Arts and Crafts

Table 10 presents the evaluations of 141 Oklahoma elementary

schools on the program in arts and crafts. More than three fourths of the reporting schools reported that teachers used special events and holidays to motivate art work, and that arts and crafts were provided for all pupils. Respondents' evaluations of these items, Items 6 and 9 in the table, placed 78 % or more of the evaluations in the two higher evaluation categories. Sixty-eight per cent of the evaluators rated as "above average" or higher the provision made for displaying children's art work.

TABLE 10

EVALUATIONS BY 141 ELEMENTARY SCHOOLS OF THE PROGRAM IN ARTS AND CRAFTS

Items	Percentage of Schools Giving Each Rating				
	M	L	Av	AA	F
1. Pupils have opportunities to work with a variety of art media.	3	12	22	42	21
2. Art activities are integrated with other curriculum areas.	1	7	23	45	24
3. Art activities recognize individual differences and challenge talented pupils.	1	10	33	34	23
4. An adequate supply of art materials is provided.	1	16	27	38	18
5. Opportunities are provided for a variety of simple manual activities (sawing, pasting, measuring, etc.).	3	26	31	32	8
6. Teachers use special events and holidays to motivate art work.	..	1	18	40	41*

TABLE 10--Continued

Items	Percentage of Schools Giving Each Rating				
	M	L	Av	AA	F
7. Art resources of the community, such as museums, exhibits and local art talent are utilized in the school program.	11	20	30	28	11
8. In-service education programs are developed to help teachers increase their competence in art teaching.	19	6	21	25	29
9. Arts and crafts are provided for all pupils rather than merely for the talented few.	1	2	18	34	44*
10. Pupils are taught the recognition of a minimum of six of the old masters for each grade level.	28	34	16	8	14
11. Pictures im classrooms are copies of famous pictures.	27	24	20	16	13
12. Pictures are hung at proper levels for pupil examination and study.	12	21	31	21	15
13. Provision is made for suitable display of children's art work.	1	4	26	28	44*
14. Displays are artistically arranged and are changed frequently.	1	2	31	33	32

Voluntary comments explained various aspects of arts and crafts programs in schools. A comment from one respondent stated the school had an art supervisor who gave help when it was needed. Another evaluator explained that arts and crafts were integrated with daily work in the lower grades. Another reporting school's comment indicated it was

difficult to display pictures at the proper levels because of the location of blackboards and bulletin boards.

No additional items were suggested by respondents for this area.

Sixty-two per cent of the respondents evaluated in one of the two lower evaluation categories the teaching of recognition of six famous paintings for each grade level. Under needs of improvement for this area, only ten respondents stated schools should have copies of famous paintings. Inferences might be made concerning a decline of interest in knowing about famous paintings from the past.[1]

Needed improvements in the arts and crafts program were listed by 50 respondents. One of the greatest needs was for more arts and crafts supplies. This item was reported by 16 respondents. A few evaluators listed specific supplies needed and five respondents merely stated the need for well equipped arts and crafts rooms. Thirteen respondents reported that the schools needed an art instructor.[2] The need for a room for arts and crafts was stated by eight reporting schools. Other items suggested as needing improvement in this area are listed in Appendix B.

Health, Physical Education and Safety

Table 11 presents the evaluations of 141 Oklahoma elementary

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[1]One report stated the school had concentrated on selecting original contemporary Indian art for display. Due to the arrangements of classrooms, these pictures were hung in the halls.

[2]The need for art teachers was also mentioned under needs of improvement for the area on administration and supervision and for the area on curriculum organization and cooperative planning.

schools on items relating to health, physical education, and safety. Seventy-nine per cent of the respondents evaluated the item of teachers' observation of pupils for signs of mental and physical abnormality in the two higher evaluation categories. Seventy per cent of the reporting schools evaluated in the two higher categories the item concerning regular building inspections for fire and safety hazards. These items were the only apparent strong points of the program according to the evaluations.

Voluntary comments were made by several schools on various aspects of the health, physical education, and safety program. One respondent stated the school had a good health program. Another respondent reported a good physical education program. One comment explained that the school had supervised playground activities and two one-half hour periods per week for gym classes. Another reporting school stated that children were trained in the safety program by a teacher with Red Cross training. One evaluating staff stated the school had a driving range with small cars used by 1st and 2nd graders. Other pupils of this school used bicycles, and a bicycle safety program was taught at scheduled times. Mention was made that posters on fire prevention and safety were utilized in school safety programs.

Only one respondent suggested an additional item for the area of health, physical education, and safety:

Item	Evaluation
There is a minimum of one fifteen minutes directed play period and one fifteen minutes free supervised play period each day.	Above average.

TABLE 11

EVALUATIONS BY 141 ELEMENTARY SCHOOLS OF HEALTH, PHYSICAL EDUCATION, AND SAFETY

Items	Percentage of Schools Giving Each Rating				
	M	L	Av	AA	F
1. An adequate supply of books dealing with health, physical education and safety is available.	..	13	43	28	16
2. A definite time is set aside in the schedule for such health instruction.	1	13	38	23	25
3. Health instruction makes use of opportunities for learning about health in connection with school living (cafeteria, immunizations, etc.).	1	6	30	42	21
4. The curriculum in health is adequate in scope (includes such items as foods, rest, sleep, relaxation, safety, posture, communicable diseases, proper clothing, personal hygiene, mental health and personal development).	..	7	31	43	18
5. A safety council or committee coordinates the safety program.	13	10	23	30	24
6. Perfect attendance certificates and other artificial awards which cause children to come to school when they are ill are avoided.	16	11	11	13	49
7. Pupils are observed systematically by teachers for signs of mental and physical abnormality.	1	1	18	41	38*
8. Emphasis is placed on physical education for all pupils, including the handicapped or below par, instead of interschool competition for the few.	11	11	26	32	20

TABLE 11--Continued

Items	Percentage of Schools Giving Each Rating				
	M	L	Av	AA	F
9. The physical education program is adequate in scope (includes such items as rhythmic activities, individual skills, low organization games, games of relatively high organization, etc.).	12	21	34	16	17
10. Adequate equipment and space, both indoors and outdoors, is provided for the physical education program.	12	39	32	10	7
11. Teacher preparation includes the skills for teaching health, physical education and safety.	2	9	46	25	18
12. A definite time of twenty to thirty minutes' duration daily, other than noon or recess, used for an instruction period in basic motor skills.	40	23	13	11	12
13. The motor skills are taught in progression--each grade's work increases in difficulty.	32	18	25	16	9
14. One or more persons on the school staff are competent to administer first aid.	..	7	36	25	32
15. Regularly scheduled physical and health examinations are provided for all pupils.	12	10	23	25	30
16. Regular inspections of the building for fire and safety hazards are conducted by proper authorities.	1	4	25	25	45*
17. Regularly scheduled fire drills and other exit drills are held.	3	6	28	23	40
18. There is an organized safety patrol (Junior Police) and a Safety Council.	21	4	13	22	40

TABLE 11--Continued

Items	Percentage of Schools Giving Each Rating				
	M	L	Av	AA	F
19. The school cooperates actively with other agencies such as the county, city, state and civil defense groups.	..	4	30	23	43

Weaknesses of the health, physical education, and safety program nay be noted from the table. Sixteen per cent of the respondents reported the practice of avoiding attendance certificates and awards which cause children to come to school when they are ill was missing in the school. One reporting school stated that awards were given each nine weeks for pupil attendance. Sixty-three per cent of the respondents evaluated as "missing" or "exists to a limited extent" the item concerning daily instruction in basic motor skills. (See Item 12 or Table 11.)

Items needing improvement in this area were reported by 59 respondents. The greatest needs of improvement were in space, facilities, and equipment. Fourteen respondents stated indoor space was needed for the physical education program. The need for a gymnasium was specifically mentioned by 10 evaluators. The need for a physical education instructor was reported by 11 respondents. Ten respondents stated the need for physical education equipment and ten other respondents reported a need of outdoor playground facilities. The need of a school nurse for at least one-half day was stated by four reporting schools.

Other items reported as needing improvement in this area are reported in Appendix B.

The Language Arts Program

Table 12 presents evaluations of 141 Oklahoma elementary schools on items of the language arts program. According to the evaluations it would seem that the persons in the 141 school generally believe they do a good job in teaching reading. More than 70 % of the evaluations for items 1 through 8 were in the two higher evaluation categories. According to the evaluations the 141 schools generally provided: (1) available adequate teaching materials; (2) a sound readiness program; (3) first hand experiences on which pupils might build concepts; (4) teaching in small groups for the developmental reading program; (5) for individual differences of children; (6) for pupil growth in use of phonetic elements at all levels; (7) opportunity for pupils' wide reading; and (8) emphasis on growth in comprehension at all levels.

Evaluations of the other language arts were usually placed in the higher categories. From the evaluations, the writing program seemed strong. The use of textbooks and workbooks served useful purposes according to the evaluations. Eighty-eight per cent of the respondents evaluated in one of the two higher categories the practice of permitting children to write with the left or right hand according to natural tendency. More than 70 % of the two higher categories were checked by respondent schools on such items as: (1) children are expected to do the best writing for every teacher; (2) teachers check children's written efforts; (3) textbooks are used as guides rather than followed verbatim;

and (4) workbooks are used to provide learning experiences.

TABLE 12

EVALUATIONS BY 141 ELEMENTARY SCHOOLS OF THE LANGUAGE ARTS PROGRAM

Items	Percentage of Schools Giving Each Rating				
	M	L	Av	AA	F
Reading:					
1. In addition to a good basal reading series, adequate materials for teaching reading are available.	..	1	16	42	41*
2. A sound Readiness Program precedes the introduction of pre-primers.	..	1	14	35	49*
3. Many first-hand experiences are provided for concept building.	..	1	28	43	28*
4. The teachers use small groups for the developmental reading program.	1	..	16	38	45*
5. The program provides for individual differences of children.	..	3	17	44	36*
6. Growth in the use of phonetic elements is stressed at all levels.	..	3	23	43	31*
7. Provisions are made for wide reading to extend the vocabulary.	..	3	23	38	36*
8. Growth in comprehension is stressed at all levels.	..	1	17	40	42*
9. Remedial instruction is provided for pupils with particular reading problems.	3	15	33	38	11
10. The ability to organize what is read is stressed in the upper grades.	2	3	26	40	28
11. Standardized tests are used to determine the reading age of the pupils.	9	11	22	28	30

TABLE 12--Continued

Items	Percentage of Schools Giving Each Rating				
	M	L	Av	AA	F
Literature:					
12. Many contacts with literature (including poetry) are gained by listening to the teacher read.	..	4	38	43	14
13. Adequate materials for teaching literature are available.	..	9	38	34	19
14. Time is provided each week for leisure reading.	..	1	27	32	40*
15. Children are guided in selecting and evaluating literature.	..	3	37	42	18
Other Language Arts:					
16. Many opportunities are provided in written and oral language for developing and expressing ideas.	..	3	34	32	31
17. Ample time is allotted for listening, interpreting and evaluating.	..	5	47	32	16
18. Grammar is taught, when needed, in functional situations as well as in formal drill.	..	3	32	34	30
19. Correlation of other subject areas (science, health and the social studies) with the language arts program is practiced.	..	5	30	39	26
20. All spelling words are introduced in context.	..	5	34	26	36
21. Visual, auditory and kinesthetic methods are used in presenting spelling words.	..	3	35	38	24

TABLE 12--Continued

Items	Percentage of Schools Giving Each Rating				
	M	L	Av	AA	F
22. Children write with the left or right hand according to natural tendency.	..	..	11	16	72*
23. Children are expected to do their best writing for every teacher, regardless of the curriculum area.	1	1	22	30	46*
24. Pupils examine, compare and evaluate their own handwriting regularly.	..	6	40	35	18
25. Children at all levels are taught to proofread all written work.	..	9	44	30	17
26. The teacher assumes responsibility in correcting and checking children's written efforts.	..	1	26	43	30*
27. Textbooks are used as guides rather than followed verbatim.	..	1	27	37	35*
28. Workbooks are used to provide learning experiences rather than time-saving devices.	2	3	21	34	40*

Voluntary comments gave information about the language arts program. One respondent stated that maximum effort was made by the teachers in the language arts program. A comment in one evaluation manual reported that the school had a good reading program. Another evaluator also stated the school had a good reading program, but the staff considered the program "average" when compared to other schools in Oklahoma. The comments of this particular school were:

> This section on reading provoked much discussion. We feel we have a good reading program. We use a basal reading program. We use the guide that goes with it. We divide into reading groups. We take the child as far as he can go. But the trend of our thinking was that perhaps this is the average program throughout the state and that we are about average on this. So much has been done through reading workshops, etc.

Ten reporting schools listed the names of standardized and informal tests used in testing pupils' reading. A primary school (Grades 1-3) evaluated as "missing" the ability to organize what is read because the statement of this item restricted it to the upper grades.

Give respondents suggested five additional items for the area of language arts:

Item	Evaluation
Reading	
Children are encouraged to check books from the school and public library.	Above average.
Literature	
Time is provided each week for children to tell stories and to read poems aloud.	(No evaluation stated.)
Children dramatize stories they like.	(No evaluation stated.)
Other Language Arts	
Speeches and plays are given on special days over the school's inter-com system.	(No evaluation stated.)
Students are acquainted with the use of typewriters.	Practice is missing.

Forty-five respondents noted needs of improvement in the language arts program. Eleven evaluators reported need for remedial reading instruction. Six evaluating staffs stated that books should be added to the library and mention was made that school libraries

needed more reference materials. Five respondents felt that emphasis should be given to written language and grammar. Four evaluators wanted a greater variety of supplementary materials; the materials were not specified.

Other stated needs of improvement for this area may be found in Appendix B.

The Music Program

Table 13 presents the evaluations of 141 Oklahoma elementary schools on items of the music program. Most of the evaluations of items were rated "about average" or "above average." According to the evaluations the only strong point of the program was the provision of music education for all pupils. Seventy-two per cent of the respondents evaluated this item in one of the two higher categories.

TABLE 13

EVALUATIONS BY 141 ELEMENTARY SCHOOLS OF THE MUSIC PROGRAM

Items	Percentage of Schools Giving Each Rating				
	M	L	Av	AA	F
1. Music education is provided for all pupils.	1	9	18	25	47*
2. The music program is well balanced in terms of various vocal and instrumental activities.	2	19	30	26	23

TABLE 13--Continued

Items	Percentage of Schools Giving Each Rating				
	M	L	Av	AA	F
3. The music program emphasizes the enjoyment of music as well as the development of music skills and the understanding of music.	1	7	28	31	33
4. Activities are included to develop an awareness of music as an expressive art of all peoples and cultures.	1	13	35	29	21
5. Activities are provided to develop an awareness of the American musical heritage.	1	14	37	22	26
6. Opportunities are provided for children to participate in creative activities such as simple melodies, rhythms, harmonies and dramatizations.	1	11	30	30	28
7. Adequate teaching aids and materials are available for varied music activities (records, films, filmstrips, rhythm instruments, melody instruments, textbooks, bulletin boards, etc.).	..	15	27	30	28
8. Music is integrated with other school subjects such as history, literature, art, etc.	4	13	32	35	16
9. A specialist in music acts as a music consultant or supervisor to assist classroom teachers.	16	9	17	27	30
10. A music listening program is provided.	2	11	32	27	28
11. There is a music appreciation program which provides for varying needs and appreciation levels of pupils.	4	16	33	23	23

Voluntary comments pointed up aspects of apparently strong music programs in various schools. One respondent commented that the school had an adequate music program. Another respondent stated the school had record players in each room and a television set for the school. Another evaluator stated that the school offered music training weekly for grades 1-3 and daily music classes of thirty minutes' duration were conducted for grades 4-6. The instruction was carried on by competent music teachers.

Five respondents suggested additional items for this area:

Item	Evaluation
Music appreciation is extended outside the school to community and home life by means of group attendance at symphonies, concerts, etc.	(No evaluation stated.)
Teachers are familiar with the phases of the music program and provide consecutive activities throughout the school year.	(No evaluation stated.)
The rhythmic program follows the muscular development skills of each age group.	About average.
The school has a good record library.	Above average.
Musical games are utilized in the music program.	Exists to full extent.
An instruments chart is in every classroom to encourage recognition of instruments.	(No evaluation stated.)
Creative work is encouraged in the music program.[1]	(No evaluation stated.)

[1]This item was suggested by two respondents. The creative work was not specified.

Fifty-one respondents reported needs for improvement in the music program. Greatest needs were for music instructors, melody instruments, and music books. Eighteen evaluators stated the need for a vocal music teacher. Most of the respondents wanted the music instructor daily, but five reporting schools stated they wanted the music instructor one or two times a week. Eight evaluators told of the need for more melody instruments and rhythm instruments. The need of more music books was reported by seven respondents; two of these respondents indicated music books were old and needed replacing. Six evaluating staffs felt music appreciation should be taught in each grade. Five evaluators wrote about the need for more record players and for more records.

Other stated needs for improvement may be found in Appendix B.

The Science Program

Table 14 presents evaluations of 141 Oklahoma elementary schools on items relating to the science program. Most of the evaluations were placed in the "above average" column. Approximately two-thirds of the respondents evaluated only two items in the two higher categories. Sixty-six per cent of the respondents evaluated in one of the two higher categories the development of elementary understandings of living things. Sixty-three per cent of the respondents evaluated the development of basic concept concerning the universe in the two higher evaluation categories.

No additional items were suggested by respondents for this area.

Fifty-five reporting schools reported needs for improvement in the science program. Greatest needs for improvement were for equipment,

TABLE 14

EVALUATIONS BY 141 ELEMENTARY SCHOOLS OF THE SCIENCE PROGRAM

Items	Percentage of Schools Giving Each Rating				
	M	L	Av	AA	F
1. Develops basic concepts concerning the universe (e.g., earth, sun, planets, stars).	..	4	33	40	23
2. Develops elementary understandings concerning the earth (e.g., rocks, soil, water, weather, seasons, climate).	..	3	35	36	25
3. Develops elementary understandings of living things (e.g., plants, animals).	..	1	32	35	31
4. Enables pupils to investigate elementary physical scierce phenomena (e.g., magnetism, light, sound, heat, gravity, chemical and physical change).	..	9	41	33	16
5. Develops understandings concerning man's attempt to control his environment (e.g., inventions, discoveries, new processes, products).	..	8	45	36	11
6. Emphasizes the need for and methods used to conserve natural resources (e.g., soil, water, minerals, forests).	..	5	40	35	20
7. Develops an appreciation of a Creative Force greater than man (e.g., order, predictability, rhythm, inevitability of change).	1	6	52	28	13
8. Develops scientific methods of thinking and investigating (e.g., defining problems, stating hypotheses, gathering evidence, drawing and checking conclusions).	1	18	54	19	8

TABLE 14--Continued

Items	Percentage of Schools Giving Each Rating				
	M	L	Av	AA	F
9. The program is so organized that concepts and understandings are developed on a continuous spiral plan of expansion through the elementary school.	1	18	41	28	12
10. Opportunities are provided for appropriate mutual effort between pupils and teacher for exploring, selecting, planning and experiencing science activities.	..	15	50	26	9
11. The program provides for sufficient variation in experiences and materials to meet individual differences, needs and interests.	..	17	47	29	7
12. Pupils exhibit a growing awareness and appreciation of natural laws and scientific principles and their application to daily living.	..	13	50	30	7
13. A variety of science textbooks and reference materials are available to provide for differences in the reading abilities and science backgrounds of pupils.	1	12	38	33	16
14. Adequate, inexpensive equipment is available for simple science experiments.	4	18	37	30	11
15. Field trips, films, filmstrips, models and specimens are used in instruction.	..	15	35	37	13

planning of the science program, and taking more field trips. The need for equipment and supplies for use in experiments was reported by 18 evaluating staffs. Ten respondents felt that a continuous spiral program should be planned for science. These evaluators emphasized that the science program should be systematic and complete. One of the respondents suggested a scope and sequence chart should be made for the science program. Nine evaluators reported the need of taking more field trips and explorations. Six respondents reported the need of rooms for science instruction.

Other needs of improvement for this area may be found in Appendix B.

The Social Studies Program

Table 15 presents the evaluations of 141 Oklahoma elementary schools on items relating to the social studies program. Many of the items in this area were evaluated as "above average," but only one item received more than 70 % of the evaluations in the two higher categories. Seventy-four per cent of the respondents evaluated the availability of visual and audio-aids as "above average" or "exists to a full extent."

Voluntary comments from two evaluating staffs revealed strong aspects of the social studies program in those schools. One respondent reported the social studies program was a strong point of the school. Another evaluator reported that the school had a good supply of supplementary readers for the social studies program.

No additional items were suggested by respondents for this area.

TABLE 15

EVALUATIONS BY 141 ELEMENTARY SCHOOLS OF THE SOCIAL STUDIES PROGRAM

Items	Percentage of Schools Giving Each Rating				
	M	L	Av	AA	F
1. Experiences which help the child understand and appreciate the need for individuals and groups to work cooperatively in the home and in local, state, national and world communities.	..	..	42	48	10
2. Experiences which help the child develop an understanding of the ways in which the physical environment contributes to and affects the way people live.	..	1	43	44	12
3. Experiences for study of the means and methods used for man's needs (e.g., food, clothing, shelter, communication and transportation).	..	1	33	50	16
4. Opportunities for children to learn of the influence of the past upon living in the present (e.g., life, customs, ideals, attitudes and the accomplishments of peoples).	..	1	38	42	18
5. Opportunities for drawing on many fields of learning (e.g., geography, history, civics, sociology, economics and anthropology).	..	6	45	35	13
6. Opportunities for experiences in art, music, literature and rhythmic activities to develop better understandings of various cultures.	..	11	39	35	15
7. Experiences for developing skills in human relationships and group processes (e.g., making decisions, working cooperatively, planning cooperatively, group discussions and					

TABLE 15--Continued

Items	Percentage of Schools Giving Each Rating				
	M	L	Av	AA	F
group memberships).	..	4	38	43	15
8. Instruction is organized in units rather than as day-to-day assignments, emphasis being placed on thinking instead of memorization.	..	7	32	33	28
9. The classroom is organized as a social learning laboratory in which the teacher acts as a guide, employing such techniques as individual and committee reports, discussions, dramatic play and construction activities.	..	4	41	40	15
10. Use is made of community resources (human as well as physical) as a means of enriching and expanding activities.	..	16	43	34	7
11. Study of important historical concepts concerning the local community, state, nation and world.	..	3	48	35	14
12. Experiences provided at each level in the elementary school social studies grow out of previous learnings and enrich and extent these learnings.	..	3	46	37	14
13. Instructional activities in the social studies are integrated with experiences in other subject areas (e.g., language arts, arithmetic and science).	..	3	33	46	18
14. Textbooks provided are sufficient in variety and scope to meet the varying reading levels of pupils.	1	11	44	33	11

TABLE 15--Continued

Items	Percentage of Schools Giving Each Rating				
	M	L	Av	AA	F
15. A wealth of supplementary reading material is provided (e.g., fiction, information books, periodicals and pamphlets).	..	11	31	37	21
16. Visual and audio-aids are available (e.g., pictures, slides, filmstrips, films, recordings, transcriptions).	1	7	18	50	24*
17. Adequate wall maps and globes are provided.	1	7	26	41	25
18. Instruction is provided in those reading and study skills essential to reading social studies materials (e.g., library skills; map, chart, and graph skills; encyclopedia skills, etc.).	..	3	33	43	21
19. The social studies curriculum includes current problems and contemporary issues as well as traditional materials.	..	1	37	42	20

Fifty-four respondents stated needs for improvement in the social studies program. Greatest needs were for various materials used in the program and the need to use community resources more. Eleven evaluating staffs reported the need for more source material and supplementary reading material on each grade level.[1] The need of more wall

[1]Presumably, "source material" referred to reference books, magazines, and information books.

maps and globes was stated by nine reporting schools. Eight respondents felt community resources should be utilized more. Five evaluators reported the need for taking more field trips.

Other stated needs for improvement in this area may be found in Appendix B.

Respondents' Suggested Improvements for this Section of the Manual

It is the intent of this portion of the chapter to report the respondents' suggestions for improving the section of the manual on curricular areas.

Most of the respondents' suggestions concerned uses of certain words and clarification of terms and suggestions for additional items to be included in a check list under a curricular area.

Specific suggestions concerning a particular item are reported first. Suggestions pertaining to the curricular area in general are then reported. Again, the item from the evaluation manual is stated when suggestions refer directly to it. Suggestions for improvement of the manual are presented under the curricular areas in the same order in which they appeared in the Oklahoma Evaluation Manual for Elementary Schools.

Arithmetic

One evaluating staff suggested a different arrangement of the first three items should be made. It was suggested the first and third items be interchanged. According to the respondent, these items would then read:

1. The content provides ample opportunities for growth in

problem-solving skills and techniques from one level to the next.

2. The content provides for a broad range of experiences in the use of all the fundamental processes with integers, fractions, and denominate numbers at each learning and need level.

3. The arithmetic content is adapted to the achievement, ability, and needs of each pupil.

One respondent stated that Items 6 and 15 were poor statements. No explanation was made why they were considered poor. In the manual the statements read:

6. Drills are short, meaningful, and related to specific number needs and increase accuracy and speed.

15. The arithmetic program is effectively preparing the students for more advanced instruction in arithmetic.

Arts and Crafts

(Item 11.) Pictures in classrooms are copies of famous pictures.

One evaluator felt that this item should have been omitted from the check list. It was felt that children's art work should be exhibited, not copies of famous pictures.

One evaluating staff stated more emphasis should be placed on the art teacher rather than the classroom teacher teaching art. The respondent felt the check list concerned the classroom teacher teaching art.

One reporting school felt that an interpretation of terms was needed for such words as "pictures" and "art work."

It was suggested that lists of films on arts and crafts and lists of books giving information on life and work of master painters should be included in the manual for the primary grades.

Health, Physical Education, and Safety

(Item 10.) Adequate equipment and space, both indoors and outdoors, is provided for the physical education program.

One evaluator felt that two items should have been made for this statement, one concerning outdoor facilities and one concerning indoor facilities.

(Item 18.) There is an organized safety patrol (Junior Police) and a Safety Council.

One respondent felt this item should be separated into two parts, one pertaining to Junior Police and one pertaining to Safety Council.

One evaluating staff questioned the advisability of including the study of mental health in grade school. Item 4 included mental health among the items suggested for the health curriculum.

One reporting school felt that items should be included concerning provision for child safety to and from school, a bicycle safety program, and safety practices on the playground and in the building.

Another evaluator stated that check list items should be provided under separate headings of health, physical education, and safety.

Language Arts

(Item 9.) Remedial instruction is provided for pupils with particular reading problems.

One evaluator felt that the statement needed clarification whether it referred to remedial instruction given by the classroom teacher or to the instruction given by a special teacher.

(Item 17.) Ample time is allotted for listening, interpreting, and evaluating.

One evaluator felt that this item was poorly stated because there would be differing opinions about the meaning of ample time.

(Item 26.) The teacher assumes responsibility in correcting and checking children's written efforts.

One evaluating staff believed that such checking should be done with the pupil and the item should be so worded.

Music

(Item 6.) Opportunities are provided for children to participate in creative activities such as simple melodies, rhythms, harmonies, and dramatizations.

One respondent felt this statement should be divided into two parts. One part could concern the activities and one part could concern the provision for creativity in music.

One evaluator felt the manual could be improved by directing the statements toward full-time music teachers rather than toward the implied practice of a supervisor aiding the classroom teacher.

It was stated by one evaluating staff that some items seemed to be repetitious and some were restatements of others. The respondent did not identify such items.

Science

One respondent stated the wording should be simplified in this curricular area. No other comments were made by respondents.

Social Studies

(Item 6.) Opportunities for experiences in art, music, literature, and rhythmic activities to develop better understandings of various cultures.

One evaluator felt that the item should have been separated for the various parts. It was felt that few schools would give children such experiences in all the areas mentioned.

(Item 9.) The classroom is organized as a social learning

> laboratory in which the teacher acts as a guide, employing such techniques as individual and committee reports, discussions, dramatic play, and construction activities.

One evaluator stated that the school employed such techniques as these, but the school did not call it a social laboratory. It was questioned if this were desirable to have "social learning laboratory" present in a school. Another reporting school commented that this item should be answered "yes" or "no." If it were answered "yes," a further question should ask, to what degree.

> (Item 15.) A wealth of supplementary reading material is provided (e.g., fiction, informational books, periodicals, and pamphlets).

One evaluating staff questioned the meaning of the term, "wealth of material."

> (Item 19.) The social studies curriculum includes current problems and contemporary issues as well as traditional materials.

One respondent felt that this statement should be reworded to indicate to what degree current problems and contemporary issues were used.

Two evaluators stated that the items in the social studies area of the manual should be shortened and made more concise.

CHAPTER VI

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

This study has reported the evaluations by 141 Oklahoma elementary schools which used the Evaluation Manual for Elementary Schools in a self-evaluation during the second semester of the 1956-1957 school year. Chapter II reported the similarities in development of elementary evaluative criteria by various organizations and groups. Chapter III reported the development of the Oklahoma Evaluation Manual for Elementary Schools and, again, similarities in development of the instrument were noted. Data from the schools' evaluations from the check lists in the manual, needed improvements of programs in the respective schools, and suggested improvements for the evaluation manual have been reported.

This chapter will present a summary of findings from the data in completed evaluation manuals, respondents' general suggestions for improvement of the manual, conclusions, and recommendations for further study.

Summary of Findings

Table 16 presents a summary of all the evaluations for each area as reported in the evaluation manual by 141 elementary schools.

Evaluations representing the entire areas are expressed in percentage[1] under the designated categories of evaluation.[2] The fourteen areas under the two sections, as they appeared in the manual, are presented in the order in which they appeared in the tables of Chapters IV and V.

Findings from the Section on General Operational Practices and Facilities

In the section on general operational practices and facilities, the area of Administration and Supervision and the area of Classroom Organization and Management were strong according to the evaluations of respondents. More than 70 % of the total evaluations for these two areas were placed in one of the two higher categories by the 141 respondents.

The strengths within these areas may be noted. The area on administration and supervision concerned functions of the principal and the supervisor. It was noted in Table 2, reporting evaluations of administration and supervision, that the principal generally carried out certain roles and functions: (1) he encouraged teacher participation in development of school policies; (2) he helped new teachers become oriented to the community; (4) he encouraged and facilitated in-service growth of teachers; and (5) he understood the personal welfare of his teachers. From the same table it was also noted that the principal

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[1]The percentages were computed from the initial compilation of evaluations results as reported by the 141 schools. Using .5 % as the critical number, the percentage figures were rounded off.

[2]The same designations of evaluation categories are used as in the presentation of previous tables. See page 67 for explanation of the symbols used for the evaluation categories.

TABLE 16

EVALUATIONS BY 141 ELEMENTARY SCHOOLS OF ENTIRE AREAS IN THE EVALUATION MANUAL

Title of Section and Title of Area	Percentage of Schools Giving Each Rating				
	M	L	Av	AA	F
GENERAL OPERATIONAL PRACTICES AND FACILITIES					
Objectives of the School	5	10	26	33	26
Administration and Supervision	6	6	15	23	50*
Curriculum Organization and Cooperative Planning	5	11	26	35	23
Pupil Personnel and Guidance Services	7	11	27	35	20
Classroom Organization and Management	..	5	23	41	31*
School Plant	14	14	21	25	26
School and Community Relationships	6	11	25	28	30
CURRICULAR AREAS					
Arithmetic	1	5	39	38	17
Arts and Crafts	8	13	25	30	24
Health, Physical Education, and Safety	9	11	28	25	27
Language Arts	1	3	28	36	32
Music	3	13	29	28	27
Science	..	11	42	32	15
Social Studies	..	5	37	41	17

* More than 70 % of the 141 schools evaluated these areas in the two higher evaluation categories.

generally cooperated with community agencies on school problems and worked cooperatively with the superintendent and the board of education on matters affecting the curriculum.

From the evaluations made on supervision it was noted that the supervisor: (1) provided leadership in improvement of the teaching-learning situation; (2) arranged for consultants to help with instructional problems; (3) helped teachers and principal obtain needed instructional materials; (4) encouraged experimentation with newer materials and methods; (5) helped new teachers become oriented to the community; and (6) worked with teachers needing or asking for help. These several items of administration and supervision contribute to its generally high evaluation by the respondents.

Evaluations in the area of Classroom Organization and Management were presented in Table 6. The strengths of this area may be noted. Classroom organization and management was generally concerned with certain welfare and educational practices: (1) consideration of children's health, safety, and physical comfort; (2) concern for identifying and meeting individual needs of pupils; (3) attention to seating of children in meeting their physical, mental, and social needs; (4) multiple types of grouping in regard to interests, needs, and abilities of children; (5) temporary and flexible nature of grouping; (6) making the classroom environment attractive and stimulating; and (7) freedom of pupils to explore and use resources of the classroom. These items contributed to the generally high evaluation of this area by the respondents.

According to the evaluations, the weakest area in the section

on general operational practices and facilities was the area concerning the school plant. Twenty-eight per cent of the evaluations in this area were placed in one of the two lower evaluation categories. From Table 7, concerning evaluations of items on the school plant, respondents indicated school gymnasiums, central libraries, teachers' lounges, and professional libraries were often missing or facilities existed to a limited extent. Items concerning these particular facilities received from 40 % to 71 % of the evaluations in the two lower categories.

Other areas under general operational practices and facilities were neither strong nor weak in an extreme degree. The other areas were generally above average according to respondents' evaluations. The areas of Objectives of the School, Curriculum Organization and Cooperative Planning, Pupil Personnel and Guidance Services, and School and Community Relationships had from 55 % to 59 % of evaluations in the two higher categories and about 25 % of the evaluations in the "about average" category.

Findings from the Section on Curriculum Areas

No areas in the section on curriculum areas received 70 % or more of the evaluations in the two higher categories. The strongest area of this section was the Language Arts area which had 68 % of the evaluations in the two higher categories. Table 12, reporting evaluations of the Language Arts program, indicated the reading program was generally strong. Eight of the 11 items concerning reading had more than 70 % of the evaluations in the two higher evaluation categories. Strengths were also noted in the items concerning pupils writing with

left or right hand according to natural tendency; pupils doing best writing for every teacher, teachers' checking of pupils' written efforts; the use of textbooks as guides; and the use of workbooks to provide learning experiences.

The weakest area of this section was the area on arts and crafts which had 21 % of the evaluations in the two lower categories.

Other curriculum areas - arithmetic; health, physical education, and safety; music; science; and social studies - usually had more than 50 % of the evaluations in the two higher categories and from 25 % to 40 % of evaluations in the "about average" category. Evaluations of the curricular areas were placed in the two lower categories fewer times than evaluations of the areas under general operational practices and facilities.

Respondents' Suggestions for Improvement of the Manual

Evaluators' suggestions concerning the manual as a whole are reported here. Many times the respondents raised questions concerning some part of the manual but offered no suggestions for improvement of that part. A few voluntary statements from respondents concerned other aspects of the manual or its formulation. These will be reported because of having a general bearing on the timing of the manual's use and on construction of the manual.

Many respondents wanted to know what was meant by the term "average." This item was raised as a question by ten respondents. It was pointed out that "average" is a relative term and could apply to school practices observed in a few schools or could encompass what is generally

practiced in many elementary schools covering a wide region. A note in one evaluation manual asked if the evaluator should say, "That is just average," or "That is a good average." Persons recording the evaluations in two manuals stated that they had a concept of "average" from previous teaching experience, but they wondered what interpretation should be made of "average." One evaluating group asked if size of the school had any effect concerning what is "average." another school staff suggested the term "average" should be used in place of "about average."

One respondent stated the five evaluation categories made marking the manual difficult; no suggestion of any different categories was made.

Six participants in the evaluation suggested statements in check lists of the manual should be clarified and simplified. It was suggested that shorter sentences and statements should be used. It was noted that a few check list areas of the manual do not contain complete sentences. Another evaluator felt the manual should be printed so the statements of check lists could be explained in detail.[1]

Two school staffs felt that the manual was too long. No suggestions were made for limiting its length.

Notes in two evaluation manuals suggested that more recent publications should be listed in the bibliographies following the check

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[1]No explanation of the kind of detail desired was made.

lists.[1]

One participant in the evaluation suggested the manual should be divided in some way in order to evaluate primary and intermediate grades separately.

One respondent suggested that "Suggestions for Improving the Manual" should be included only at the end of the manual instead of following each area.

Voluntary comments from school staffs concerned timing of the use of the manual, formulation of the manual, and favorable comments about the manual. Two school staffs stated that the manual should have been received early in the school year in order that ample time could be scheduled for its study and use.[2] Two respondents suggested teachers should have had opportunity to help in preparing the manual.[3] Six evaluators made favorable comments about the manual. From their statements, it was felt that the manual was well edited and comprehensive. Four of the school staffs stated that the manual served well in pointing out instances where the school's program needed improvement.

No comments were made about the format of the manual. It was assumed that the format of the manual met with general approval because

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[1]One respondent suggested a reference published in 1957. The evaluation manual was published in January, 1957.

[2]Mention has been made that some schools had previously planned activities and therefore could not devote time to the evaluation during the spring semester of 1956-57. See page 5.

[3]The indirect use of teachers in preparing parts of the manual was discussed on page 27.

no comments were made concerning it. Approximately twenty of the manuals returned to the writer contained markings of various passages preceding the check lists and markings of some book titles in the bibliographies.

Conclusions

Limiting factors of the study, such as location and number of respondent schools and size of school staff, should be recognized in considering the conclusions.

Figure 1 (page 7) indicated that the 141 evaluating schools were scattered in 30 of the 77 Oklahoma counties. Specific locations were not reported for the sake of objectivity and anonymity. Many of the participants in the evaluation were located in towns having less than 5,000 population, and a few were located in rural areas. Although schools from most sections of the state reported the self-evaluations, the number of schools reporting is not sufficient to justify generalization about all Oklahoma elementary public school programs.

From the data presented in Table 1 (page 9), it was noted that two-thirds of the respondent schools had from 8 to 17 teachers. The data of the study, therefore, probably would be more representative of schools of this size. There was very little difference in evaluations by schools having small staffs and schools having large staffs.

It is believed that the evaluators rated their school programs objectively in terms of the evaluation manual. Comments in 5 completed evaluation manuals noted that the respective school staffs felt "high" evaluations were accurate for their school programs.

Most of the 141 schools' evaluations were scattered rather

equally among three evaluation categories: "about average," "above average," and "exists to a full extent." The homogeneity of the evaluations would be expected; schools generally are not the worst in facilities and curricular program, and there are always improvements to be made.

From the comments in returned evaluation manuals, it is believed that the evaluation instrument helped to arouse and direct interest in elementary school evaluation. It was reported that some school staffs intend to conduct the self-evaluation during the next school year.

Conclusions concerning the Section on General Operational Practices and Facilities

From evaluations for the section on General Operational Practices and Facilities, it was noted that areas of Administration and Supervision and of Classroom Organization and Management were strongest. The area of School Plant was weakest according to the evaluations of the respondent schools. Conclusions about the area of Administration and Supervision will be presented first.

It seems probable that administrative and supervisory personnel utilize sound practices in the respective schools; this is inferred from the evaluation of the check list items as presented in Table 3 (page 39). It seems that administrative and supervisory personnel give much help in many ways; it seems probable that administrators and supervisors are concerned with the welfare of the teacher in the performance of her task.

From the evaluations of check list items as presented in Table 6 (page 51), it seems that the 141 schools give attention to psychological, esthetic, and physical welfare of pupils through classroom organization

and management. The classroom is made an attra
place conducive to learning situations. Pupil
considered and sought.

The area concerning the School Plant re
tions in the two lower evaluation categories. F
this area, as presented in Table 7 (page 54), th
often lacked indoor gymnasiums, sufficient offi
teachers' lounges, and professional libraries.
lities might be due to the demand for classroom
due to outmoded school buildings.

From the evaluations of other areas in t
evaluation manual, the areas on Objectives of th
Organization and Cooperative Planning; Pupil Ser
vices; and School and Community Relationships re
age by a majority of the reporting schools. It
areas are receiving the attention of educators a
improved. It is noted that more evaluations fo
of the manual were placed in the two lower eval
for areas of the Curriculum Areas section. A
tional practices and facilities may be slighted
attention to curricular areas of the school pro

Conclusions concerning the Ha
on Curricular Areas

In the section of the evaluation manual
area of Language Arts received 68 % of evalua

and management. The classroom is made an attractive and interesting place conducive to learning situations. Pupil comfort and welfare are considered and sought.

The area concerning the School Plant received 28 % of evaluations in the two lower evaluation categories. From the evaluations of this area, as presented in Table 7 (page 54), the 141 elementary schools often lacked indoor gymnasiums, sufficient office and conference space, teachers' lounges, and professional libraries. Absence of these facilities might be due to the demand for classroom space, or it might be due to outmoded school buildings.

From the evaluations of other areas in this section of the evaluation manual, the areas on Objectives of the School; Curriculum Organization and Cooperative Planning; Pupil Personnel and Guidance Services; and School and Community Relationships were evaluated above average by a majority of the reporting schools. It is presumed that these areas are receiving the attention of educators and are gradually being improved. It is noted that more evaluations for areas in this section of the manual were placed in the two lower evaluation categories than for areas of the Curriculum Areas section. A hypothesis is that operational practices and facilities may be slighted in order to give more attention to curricular areas of the school program.

Conclusions concerning the Section on Curricular Areas

In the section of the evaluation manual on Curriculum Areas, the area of Language Arts received 68 % of evaluations in the two higher

evaluation categories; this was the strongest area according to the evaluations. The weakest area of this section was the area on Arts and Crafts.

From evaluations of the Language Arts program, as presented in Table 12 (page 81), it is inferred that the 141 schools give attention primarily to reading programs. According to listed needs for improvement, other aspects of the program such as writing, grammar, oral language, and spelling need some additional emphasis. The attention given to reading programs and the listed needs for improvement indicates that schools give emphasis to comprehension of communicative media and the functional use of ways of communication.

Arts and Crafts was the weakest area in this section as indicated by the evaluations of the respondent schools as presented in Table 10 (page 73). This area is not necessarily a weak spot of school programs because 79 % of the evaluations for the area were rated "average" or above average; the area was the weakest in comparison with the other curriculum areas. It seems probable that the arts and crafts program of schools is likely to be slighted in favor of other curricular areas such as arithmetic, language arts, social studies, and science.

The area of Health, Physical Education, and Safety had 20 % of the evaluations in the two lower evaluation categories. It may be surmised that this program may be slighted also for attention to other curricular areas. The traditional emphasis and attention to the 3 R's seems to persist.

All the curricular areas were evaluated more frequently in the

"average" and two upper evaluation categories. It would usually be expected that curricular areas would not be poor or excellent because of apparent concern and interest always to strengthen the curricular program. Possibly, less attention is given to improving operational practices of the school program.

Recommendations for Further Study

A number of respondents listed needed improvements in the spaces provided in the manual. Many needed improvements concerned supplies, equipment, musical instruments, and other items. Other needed improvements were mentioned less frequently. These concerned certain emphases desired in particular areas of the operational practices and of the curricular areas. A follow-up study to ascertain if these various needs were supplied would provide some helpful information. The survey could be a detailed investigation restricted to a particular area. Such an investigation might also be concerned with the specific educational uses of supplies and equipment. This information could help in establishing a basis for evaluating the effectiveness of use of materials which the respondents stated were needed for improvement of the total school program.

The Oklahoma Curriculum Improvement Commission desired comments relating to the improvement of the Evaluation Manual for Elementary Schools. Few respondents made suggestions for improvement of the manual. A short questionnaire pertaining to improvement of the instrument might be submitted to a few selected respondents for their appraisal and specific suggestions. Such a questionnaire could be concerned with the format

of the instrument, length of statements, desirability or undesirability of including the stated items, and other matters which would contribute to the construction of a more effective evaluation instrument.

It was mentioned that two respondents stated that more teachers should have a part in formulating the evaluation instrument. Such an expressed desire seems to be indicative of interest in evaluation. If volunteer teachers or school systems wished to help in formulating a revision of the present manual, some feasible way might be worked out to use their proffered services. A cooperative undertaking of revising the manual would serve to involve persons more actively in the evaluation procedure, from construction of the instrument to a real evaluation of the school's program. A cooperative undertaking of the revision of the manual would probably give the participants a wider viewpoint and understanding of good elementary school practices. The welfare of boys and girls must always be the concern of educators. Our hope for the future is partially in the educational training and experiences of the children of the present.

ANNOTATED BIBLIOGRAPHY

Books

Caswell, Hollis L. Education in the Elementary School. New York: American Book Co., 1942.

Chapter 3 of this book refers to the need for continuous study of the elementary school program. Nine essential characteristics of a good elementary school are discussed. A check list based on these nine items is provided.

Hand, Harold C. What People Think about Their Schools. New York: World Book Co., 1948.

Reasons for the elimination of guesswork and questionnaires for securing dependable data on how students, teachers, and parents feel about their schools, are found in this book. Instructions for administering the tests, recording and analyzing the results, and suggestions for using the data obtained are given.

Hicks, Hanne J. Administrative Leadership in the Elementary School. New York: The Ronald Press Co., 1956.

Chapter 19 presents the principles underlying evaluation of the elementary school program. Evaluation of teacher performance and evaluation of the curriculum are discussed.

Kearney, Nolan C. Elementary School Objectives. New York: Russell Sage Foundation, 1953.

The latter pages of Part III explain that evaluation is an inherent part of the process of expanding the store of human learning. Evaluation must be part of any effort to improve. It must be part of any effort to reach a goal. Some general remarks are made about evaluation of curriculum areas.

Lindberg, Lucile. The Democratic Classroom. New York: Bureau of Publications, Teachers College, Columbia University, 1954.

Remarks about evaluation are prevalent through the book. Continual evaluation of planning and action is one of the important steps in the democratic process. Evaluation should improve the quality of living. It may reveal how children come to learn certain things.

McGaughy, J. R. An Evaluation of the Elementary School. New York: Bobbs-Merrill Co., 1937.

Evaluation consists in judging an object, a procedure, or an institution according to a set of values held by the person who is doing the evaluating. It is impossible to rely on objective test results for evaluation of a school program. Evaluation by teachers, children, parents, and other laymen may become a basis for the continual changing and readjusting of the school program.

National Education Association. Association for Supervision and Curriculum Development. Toward Better Teaching, 1949 Yearbook. Washington, D. C.: National Education Association, 1949.

Various parts of the reference emphasize the process of evaluation for improving individual and group planning. The need to secure the cooperation of the persons being evaluated is pointed out. Evaluation should be a continuous process. It is a means of consolidating learning, forming generalizations, setting long-range goals, and making plans for taking next steps.

_____. Educational Policies Commission. Education for All American Children. Washington, D. C.: National Education Association, 1948.

The Commission prepared this statement of policy for elementary education because it felt elementary education was entering a period of change. The reference presents a projected preview of elementary schools in 1958 and an overview of desirable practices in elementary schools. Part II reports the observations of these practices in superior elementary schools in Canada and the United States.

Otto, Henry J. Elementary-School Organization and Administration. Third Edition. New York: Appleton-Century-Crofts, Inc., 1954.

The latter part of Chapter 4 discusses the rise of the school survey movement, development of various rating cards and scales, and the development of some evaluation instruments.

Ragan, William B. Modern Elementary Curriculum. New York: The Dryden Press, 1953.

Chapter 15 discusses some benefits of an evaluation program of the total school. The democratic approach to evaluation and some basic principles underlying evaluation are discussed. Evaluation is a continuing responsibility and not an end in itself. An illustrative check list for evaluation of the school program is included at the end of the chapter.

Reavis, William C., Pierce, Paul R., Stullken, Edward H., and Smith, Bertrand L. Administering the Elementary School. New York: Prentice-Hall, Inc., 1953.

Purposes of evaluation, steps and difficulties in evaluation, and evaluating the school program are discussed in Chapter 20. It is pointed out that evaluation is continuous and it helps to answer questions about the school program.

Rugg, Harold. Foundations for American Education. New York: World Book Co., 1947.

In the latter pages of Chapter 23 Rugg reviews briefly the methods of surveying schools and cooperative studies of school standards. He discusses rating scales and score cards. He presents an evaluative device applicable to any school or college, "A New Yardstick on which to Design and to Appraise a School." The parts of the instrument concern these areas: the school as a whole, the sociology of the staff, the psychology of the staff, the esthetic life of the school, and a philosophy of conduct and value.

Shane, Harold G. and McSwain, E. T. Evaluation and the Elementary Curriculum. New York: Henry Holt and Co., 1951.

It is stated that successful school evaluation lies in the wholesome changes it makes in the behavior of adults and children participating in an evaluation. Part I of the book is concerned with helping evaluators clarify their values and establish procedures to determine how well goals suggested by these values are being realized. Part II presents criteria for judging the work of the school. A comprehensive bibliography on evaluation instruments and readings in evaluation is compiled in appendixes.

Wrightstone, J. Wayne. Appraisal of Newer Elementary School Practices. New York: Bureau of Publications, Teachers College, Columbia University, 1938.

The study reported in this book is concerned with the survey and analysis of trends in experimental and conventional elementary schools, the construction of new instruments of evaluation, and the application of evaluation instruments to experimental and conventional types of curriculum programs. Most of the schools studied were in metropolitan areas near large cities.

_____, Justman, Joseph, and Robbins, Irving. Evaluation in Modern Education. New York: American Book Co., 1956.

This book is primarily concerned with evaluation of the pupil. There is a section on concepts of evaluation and their historical development. Specific tests and measures that may be used to appraise the major objectives of modern education are discussed. Chapter 23 discusses evaluating school and teaching practices.

Evaluative Criteria and Instruments

Baker, James F. Elementary Evaluative Criteria. Boston: Boston University, School of Education, 1953.

This manual was developed by a group of graduate students at Boston University during the 1951-1952 school year. It is patterned after the publication, Evaluative Criteria, from the Cooperative Study of Secondary School Standards. The instrument has sections on philosophy and objectives, the curriculum, library services, guidance services, school plant, and school staff and administration.

Connecticut State Department of Education. Bureau of School and Community Services. How to Recognize a Good Elementary School. Second Printing. Hartford, Connecticut: State Department of Education, January, 1956.

This publication serves as a guide for evaluation of Connecticut elementary schools. Emphasis is placed on looking for how well a teaching or school job is done, not on counting of objects, practices or people. There is no provision for scoring. Some suggested evaluation categories are: doing it well, moving forward, not present, not interested. Though every item of the manual may not be found in an elementary school, it is felt the objectives form a standard of excellence.

Kentucky Education Association, Department of Elementary School Principals. The Check Up. Louisville, Kentucky: Kentucky Education Association, July, 1952.

The guide presents from five to nine questions for various areas. Some questions may be answered with "yes" or "no" and some require explanation. There are sections on: buildings, grounds, safety, health, classrooms, school and community, personnel, finances, curriculum, and evaluation.

Morrison, J. Cayce and Ruegsegger, Virgil. A Scale for Rating Elementary School Practice, Form I: A Scale for Rating the Practice of Concepts Involved in Attaining the Cardinal Objectives of Elementary Education. New York: New York State Department of Education, 1943.

This is a revision of the activity scale developed and used in a survey of the curriculum experiment with an activity program in the elementary schools of New York City. Some 58 items represented a concept or element of practice frequently found in informal elementary schools. Various sub-divisions were placed under these four major headings: methods, materials, atmosphere and environment, and relationships.

New Jersey State Department of Education, Elementary Classroom Teachers association and Elementary School Principals Association. Self-Evaluation in the Elementary School. (try-out edition) Elemen-

tary School Bulletin No. 11. Trenton: New Jersey State Department of Education, 1946.

The guide includes sections on curriculum, community, personnel, organization and finance, and school plant. Questions are followed by an "evidence" statement to guide the evaluator. No scale is included. The guide serves more as a list of criteria. Many of the criteria are expressed in terms of children's behavior.

Oklahoma Curriculum Improvement Commission. Evaluation Manual for Elementary Schools. experimental edition. Oklahoma City: Oklahoma Curriculum Improvement Commission, January, 1957.

Suggestions for use of the evaluation manual are made and the evaluation ratings are listed. A section on general operational practices and facilities of the school and a section on curricular areas each contain check lists for the evaluations. Space is provided for the particular school to add items it wishes to evaluate; space is also provided for evaluators to record suggestions for improvement of the evaluation instrument.

Oklahoma Secondary School Curriculum Improvement Commission and Oklahoma State Department of Education. A Guide for the Improvement of Curriculum in Oklahoma Secondary Schools. Oklahoma City: Oklahoma Secondary School Curriculum Improvement Commission, 1953.

The need and nature of curriculum improvement in secondary schools is discussed. Curriculum improvement is attained through the factors of cooperative effort, local leadership, and curriculum study and research. The teacher is the key to the initiation of curriculum improvement. Suggested studies pertinent to Oklahoma educational problems are listed. Explanation about using results of various kinds of studies is presented.

George Peabody College for Teachers. Division of Surveys and Field Services. Is Yours an Excellent School? Nashville: George Peabody College for Teachers, March, 1948.

This publication contains criteria and questions to be used in evaluating the purposes, program, personnel, plant, and progress of an elementary school. It would aid in developing a plan of self-evaluation. Emphasis is placed on maximum individual development in group living for the improvement of the quality of life in the community.

Saint Louis Public Schools. Department of Instruction. Evaluation Handbook for Elementary Schools. Saint Louis, Missouri: Saint Louis Public Schools, 1950.

This handbook contains sections on philosophy and objectives, general operational practices, learning activities, community relations, plant and equipment, and personnel.

Southern Association of Colleges and Secondary Schools. Evaluating the Elementary School. Atlanta, Georgia: The Association, 1952.

The systematic evaluation of the total school program is

emphasized in this publication. Major sections are included on viewpoint, functions, program, resources, and planning.

Texas State Department of Education. Division of Elementary Education. Handbook for Self-Appraisal and Improvement of Elementary Schools. Austin, Texas: State Department of Education, June, 1948.

This instrument is based on the belief that evaluation and revision of the elementary-school program should be a continuous process. Five levels of practice are described for the various items. Space is provided for suggesting improvements.

Articles

Harris, Chester W. "The Appraisal of a School - Prcblems for Study," Journal of Educational Research, XLI, No. 3 (November, 1947), 172-182.

The first step in an evaluation is to develop a concept of appraisal. Then it is necessary to decide what to focus upon in the school and to decide the kind of appraisal to be used. Harris believes appraisal should be treated in terms of effects on students rather than appraisal in terms of effects on the school staff or the community.

"How Good Is Your School?" Life, October 16, 1950, 54-55.

This is a rather simplified "Yes" and "No" check list for use by parents seeking to appraise their local school system. The instrument was tried out in 500 schools. The instrument is accompanied by statement of scores made by "best," "average," and "worst" schools. The items included were checked by the Educational Testing Service at Princeton, New Jersey.

Propp, Russell P. "Evaluation Promotes Understanding of the Total School Program," The School Review, LXIII, No. 8 (November, 1955), 446-447.

The article states the major purpose of evaluation is to assess the extent to which students are achieving the objectives of a school's program. Steps in evaluation are suggested. Through evaluation process the staff members are provided with insights into the integrated nature of the school program. They may note the manner in which their individual activities contribute to the achievement of the major objectives.

Raths, Louis. "Basis for Comprehensive Evaluation," Educational Research Bulletin, XV, No. 8 (November 11, 1936), 220-224.

Several purposes of a school evaluation program are discussed. The material from this article comes from 30 high schools in the United States who cooperated in the Eight-Year Study to improve secondary education. According to the 30 schools, eight areas constitute some of the more significant aspects of behavior: thinking; interests, aims, and purposes;

attitudes; study skills and work habits; social adjustment; creativeness; functional information including vocabulary; and a functional social philosophy. These areas of behavior should be considered when an evaluation of the school is conducted.

Shane, Harold G. "Recent Developments in Elementary School Evaluation," Journal of Educational Research, XLIV, No. 7 (March, 1951), 491-506.

A review of instruments and publications indicates that there are at least five current interpretations of evaluation: evaluation as concerned with (1) testing programs, (2) appraising teaching, (3) program appraisal, (4) statements of criteria for program improvement, and (5) studying and guiding children's behavior. Educational devices should not be regarded as panaceas for educational problems per se. Of most importance is what happens to stimulate the growth of the evaluators.

Taba, Hilda. "The Functions of Evaluation," Childhood Education, XV, No. 6 (February, 1939), 245-251.

Four functions of evaluation are suggested and discussed. It is stated that evaluation should seek to evaluate areas of behavior suggested by the school objectives. Most school objectives have these common large areas: critical thinking, interests, work habits and study skills, and attitudes. A brief section on how to develop an adequate program of evaluation is presented.

_____. "Current Evaluation Techniques," Childhood Education, XVIII, No. 1 (September, 1941), 14-20.

This article draws heavily upon the Eight-Year Study. Some characteristics of evaluation practices are listed: (1) concern with the improvement of teaching, guidance, and curriculum; (2) appraisal of a wide range of educational outcomes; and (3) appraisal of desirable changes in behavior in place of mastery of content. A few techniques for securing evidences in an evaluation are discussed. These techniques are: interest index, problem exercise on critical thinking, and a checklist on social attitudes.

Tyler, Ralph W. "General Statement on Evaluation," Journal of Educational Research, XXXVI, No. 7 (March, 1942), 492-501.

The article discusses purposes of evaluation and six basic assumptions underlying the concept that evaluation is an integral part of supervision. Definite steps of evaluation are suggested for the individual school. It is stated that there is recurring demand for the formulation and clarification of objectives. Evaluation should be conducted in regard to the objectives of a school, and it aids the processes of formulating, clarifying, and modifying objectives.

Woody, Clifford. "Nature of Evaluation," Journal of Educational Research, XXXV, No. 7 (March, 1942), 481-491.

Three basic axioms considered fundamental to any program of evaluation are discussed. Conclusions of the article state that all education should contribute to those values which are essential to successful living in our democracy, and the program of evaluation within the program of the school should emphasize the same values that are stressed in life, should have its setting in the life of the school and community living, and should be broad as such worthy living.

Wrightstone, J. Wayne. "Evaluation," in Encyclopedia of Educational Research, revised edition, ed. Walter S. Monroe. New York: The Macmillan Co., 1950, 403-406.

Evaluation involves the identification and formulation of a comprehensive range of the major objectives of a curriculum. The objectives of a curriculum should be defined in terms of pupil behavior, and then practical instruments for appraising the specified phases of pupil behavior can be constructed. Evaluation is employed in estimating the degree to which a school or class is achieving the objectives which are expressed or implied in a curricular program.

Reports

Cooperative Study of Secondary Schools. Evaluation of Secondary Schools - General Report. Washington, D. C.: Cooperative Study of Secondary Schools, 1939.

This reference traces the development of the Cooperative Study of Secondary School Standards, the development of evaluative criteria, and it includes the evaluation of 200 secondary schools. Thermometers showing the ratings of the schools are included.

Herrick, Virgil E. Improving Elementary School Programs. Report of a Survey of Problems Confronting Elementary Education. Madison, Wisconsin: Bulletin of the School of Education, University of Wisconsin, 1949.

This survey provides information regarding the major issues involved in the evaluation of elementary schools. Because schools either get better or worse, but never stand still, problems concerning elementary educational institutions were determined by a statewide survey. The problems were analyzed and classified into three broad areas: (1) the problems of administration, (2) the problems of curriculum and community cooperation, and (3) problems of teacher education.

APPENDIX A

QUESTIONNAIRE GIVEN TO ELEMENTARY PUPILS TO PROVIDE INFORMATION FOR SCHOOL EVALUATION[1]

Dear Students:

We should like for you to study these statements and then mark the column that best applies to you. Everyone will not answer the same way because everyone will not feel the same way.

	Missing	To a Limited Extent	About Average	Above Average	To a Full Extent
I use something of what I have learned in my health studies every day.					
I can add, subtract, multiply and divide rapidly and accurately.					
I read a lot about many different things.					
My lessons in science have made me more interested in the world around me.					
I can look at words, think of the sounds of the letters, and pronounce most new words.					

THINK HARD AND ANSWER THESE QUESTIONS JUST THE WAY YOU FEEL

1. What has your grade school not done for you that you wish it had?

2. From the standpoint of your lessons, what has been the most enjoyable thing you have done this year?

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[1]Permission to reproduce the questionnaire was granted in a personal letter to the writer; anonymity of the school using this questionnaire is maintained.

3. What have you studied that you feel might have been done better?

4. Do you feel well prepared for the seventh grade?

5. If not, what could have been done that would have made you feel better prepared?

6. What do you think could have been done that would have made your school year happier?

7. Have you been happy in school?

8. What were some of the things that made you happy?

9. Which do you think is more important - that the school make you happy or that it teach you to do well the things you should do?

APPENDIX B

NEEDS FOR IMPROVEMENT RELATING TO THE SEVERAL AREAS OF THE EVALUATION MANUAL AS REPORTED BY RESPONDENTS

NEEDS FOR IMPROVEMENT CONCERNING OBJECTIVES OF THE SCHOOL

Fifty-two respondents reported these needs for improvement.

Item	Number of Respondents Reporting the Item
The objectives should be stated in writing.	20
Interpretation and understanding of the objectives is needed. An understanding of the objectives should be worked out by teachers, pupils, and parents.	11
Parents, pupils, and teachers need to formulate school objectives cooperatively. Parents' participation in setting up objectives was emphasized.	10
Revision of objectives should be undertaken.	7
The objectives should stress self-discipline of pupils.	4
The objectives should consider individual differences.	3
Objectives in the area of school-community relationships should be improved. There is need for parents to understand the purpose of the school and the responsibility of the home.	3
Objectives should help all children understand how to live with a cultural group.	1
Objectives should emphasize more social and emotional growth.	1
Objectives should emphasize emotional and spiritual growth.	1
Health objectives should be seen as growth in a desirable direction and should be included in the objectives.	1

NEEDS FOR IMPROVEMENT CONCERNING ADMINISTRATION AND SUPERVISION OF THE SCHOOL

Fifty-four respondents wrote these needs for improvement.

Item	Number of Respondents Reporting the Item
Principal	
A full-time principal is needed. Secretarial help is needed for the principal.	16
The principal needs more time for administrative procedures.	3
The principal should have freedom to reorganize and to formulate policies of the school.	2
The principal should take time to help teachers with their problems.	2
The principal needs to spend more time in classrooms.	1
The principal should give time and encouragement to the program of curriculum organization and planning.	1
Supervisor	
The number of supervisors should be increased. Their work load is too much.	9
Time should be allotted for supervisory activities.	9
An elementary supervisor is needed to visit and check progress of curricular areas.	7
Administrative Functions	
Teachers or staff are needed for art, counselor or psychologist, music, physical education, science, and speech therapy.	9
More time should be spent on in-service training in all curricular areas.	2

NEEDS FOR IMPROVEMENT CONCERNING ADMINISTRATION AND SUPERVISION OF THE SCHOOL--Continued

Item	Number of Respondents Reporting the Item
Administrative Functions	
Teachers need a smaller pupil load.	2
Curriculum meetings should be held each six weeks.	2
A few grade-level meetings for new teachers should be held.	1
A physical education program should be provided for the school.	1
More coordination is needed in curricular policies and organization.	1
Better public relations are needed.	1
Adequate room for teaching is needed.	1

NEEDS FOR IMPROVEMENT CONCERNING CURRICULUM ORGANIZATION OF THE SCHOOL

Sixty respondents reported these needs for improvement.

Item	Number of Respondents Reporting the Item
Subjects should be correlated through all grades.	11
Provision should be made for exceptional children--gifted, slow learners, and for slow readers.	10
Teachers should be provided for: art, music, physical education, and physically handicapped.	9
Parents should participate in curriculum improvement. They could participate through study groups.	9
Pupils should have a part in curriculum planning. Pupil-teacher planning should be utilized.	5
There should be a smaller pupil-teacher ratio.	5
There should be released time for staff study and planning of the curriculum during the year.	4
The curriculum should meet the needs of all students.	3
Areas of learning should be taught instead of many separate subjects.	3
The local community should be utilized more.	2
Curriculum organization of a system should be explained to new teachers.	2
The school should have a definite curriculum organization and planned sequence of material.	2
Patrons should become acquainted with the school curricular organization.	1

NEEDS FOR IMPROVEMENT CONCERNING CURRICULUM ORGANIZATION OF THE SCHOOL--Continued

Item	Number of Respondents Reporting the Item
The gap between grade levels should be filled by individual instruction.	1
The science program should be developed.	1
The social studies program should be developed.	1
Teachers should familiarize themselves with the curriculum that precedes and follows their grade-level so they will be better prepared to meet individual differences.	1
Units of study should be developed.	1
More time should be spent in social and recreational activities.	1
More emphasis should be placed on basic skills than socialized study or extra-curricular activities.	1

NEEDS FOR IMPROVEMENT CONCERNING GUIDANCE PRACTICES OF THE SCHOOL

Fifty-six respondents reported these needs for improvement.

Item	Number of Respondents Reporting the Item
Better teacher-parent relationships are desired. More parent-teacher conferences should be held.	12
Released time should be provided for teachers to conduct counseling.	12
A school psychologist is needed.	10
A counselor is needed in the school.	8
A guidance program should be planned and established in the school.	8
Provision should be made for continuous testing. Personnel should be provided for such a program.[1]	7
A psychiatrist should be available to whom students could be referred.	7
More home visitation should be done by teachers.	5
Parent study groups should be organized.[2]	4
A separate room is needed for counseling or conferences.	3
A good cumulative record card should be developed.	3
More use should be made of the anecdotal record, sociogram, and other devices.	2

[1]The respondents' remarks pertained to attitude, personality, and psychological function tests.

[2]Presumably, the study groups would discuss children's developmental and discipline problems.

NEEDS FOR IMPROVEMENT CONCERNING GUIDANCE PRACTICES OF THE SCHOOL--Continued

Item	Number of Respondents Reporting the Item
A program aimed at helping the personal and social adjustment of pupils should be conducted. Films, filmstrips, and role playing might be utilized in such a program.	2
Teachers need to understand and use psychological reports which are available.	1
There is need for more understanding of school practices by parents.	1
More information is needed about pupils.	1
There should be better methods of determining interests and attitudes of students.	1
There should be more follow-up for results of tests of children referred to a guidance clinic.	1
Some kind of parent-teacher organization is needed.	1
Teachers need instruction in guidance principles.	1
First grade children should be tested at the beginning of the school term.	1
An adequate readiness test is needed in grade 1.	1
Mental testing should be done earlier than grade 3.	1
An in-service training course im child development should be conducted.	1
Some parental guidance should be offered through the school by means of films, speakers, and programs to call attention to child development.	1

NEEDS FOR IMPROVEMENT CONCERNING CLASSROOM ORGANIZATION AND MANAGEMENT IN THE SCHOOL

Forty-six respondents reported these needs for improvement.

Item	Number of Respondents Reporting the Item
Overcrowded classrooms should be eliminated.	15
Human resources of community should be used more.	6
Pupils should have more opportunity to participate in teacher-pupil planning.	5
Greater flexibility is needed in the daily routine of the classroom. Variation of routine would improve class participation.	3
New and comfortable furniture is needed.	2
Teachers should become oriented to policies of the school.	2
Fewer interruptions of the classroom period are desired.	2
Pupils should be grouped according to ability.	2
A student council or citizenship club is needed.	2
A free period should be provided for teachers to prepare assignments and check pupil progress.	2
More resource material should be in the classroom.[1]	1
More opportunities should be provided for creativity and aesthetic appreciation.	1
Equalization of the teaching load is needed.	1

[1]The resource material was not defined.

NEEDS FOR IMPROVEMENT CONCERNING CLASSROOM ORGANIZATION AND MANAGEMENT IN THE SCHOOL--Continued

Item	Number of Respondents Reporting the Item
The school should have self-contained classrooms.	1
Teacher meetings should be a place where one may express wishes for the things desired for improvement of the total school program.	1
Classes should be organized in such a way that more time can be given to gifted and average children.	1
Audio-visual equipment is needed.	1
There is need for variation of methods of procedure rather than settling in routinized ways.	1
An up-to-date bulletin board should be kept in the classroom.	1
Better trained teachers with a good philosophy are needed.	1
There is need for a discipline toward better citizenship practices.	1
The lock-step graded system should be replaced with progress levels, creating a three or four year continuous ungraded system.	1

NEEDS FOR IMPROVEMENT CONCERNING THE SCHOOL PLANT

Sixty respondents reported these needs for improvement.

Item	Number of Respondents Reporting the Item
A gymnasium or all-purpose room is needed.	19
More storage space is needed in classrooms.	13
The school needs a cafeteria.	11
The school needs a central library.	9
Better lighting is needed in classrooms.	9
A blacktop play area is needed for use during inclement weather.	8
The school needs a conference room.	8
The school building should be kept cleaner by the custodial staff.	7
The heating system needs to be adjusted to weather conditions.	6
Running water is needed in classrooms.	5
An outdoor play area is needed.	4
The classrooms need painting.	4
A teachers' rest room is needed.	4
New windows and shades are needed.	4
Larger classrooms are needed.	3
More classrooms are needed in the school.	3
A professional library is needed.	3
An additional custodian is needed.	2
A room is needed for arts and crafts.	2

NEEDS FOR IMPROVEMENT CONCERNING THE SCHOOL PLANT--Continued

Item	Number of Respondents Reporting the Item
Black-out shades are needed.	2
Filing and office equipment are needed.	2
There is need for a full-time custodian.	1
Clinic space is needed.	1
Office space for secretary is needed.	1
A room is needed for speech therapy.	1
A room is needed for testing program.	1
A room for books and supplies is needed.	1
More electrical outlets are needed in classrooms.	1
Outdoor drinking fountains are needed.	1
Lower blackboards and coathangers are needed in primary rooms.	1
The playground should be graded.	1
The parking area should be improved.	1
Plaster should be replaced with wallboard.	1
Some provision should be made for protection from flying glass in case of severe storm.	1

NEEDS FOR IMPROVEMENT CONCERNING COMMUNITY RELATIONSHIPS OF THE SCHOOL

Forty-three respondents reported these needs for improvement.

Item	Number of Respondents Reporting the Item
There should be planned visitation of business firms in the community.	5
A summer youth program is needed.	5
More parent participation is desired in the school program.	5
Provision should be made for planned visitation of parents in schools.[1]	4
A well organized and effective PTA is needed.	4
There should be more cooperation between libraries, museums, and schools.	2
Good public relations should be established through parents taking part in school activities.	2
Patrons should help plan the curriculum.	2
Community resources should be used more.	2
A park is needed in the neighborhood.	1
There is need for parent education on home-school relationships.	1
The school should serve as an educational and recreational center for the community.	1
Parent-teacher conferences should be arranged.	1
Teachers need to know patrons better.	1
Teachers and school need to reach parents who are indifferent.	1

[1]The planned visitation was suggested in encouragement for actual visitation of parents in schools. No idea of restricted visitation was implied.

NEEDS FOR IMPROVEMENT CONCERNING COMMUNITY RELATIONSHIPS OF THE SCHOOL--Continued

Item	Number of Respondents Reporting the Item
Room meetings should be held to talk over objectives and how the school works.	1
An auditorium is needed for community programs.	1
Better understanding of pupil background data by teachers and parents is needed.	1

NEEDS FOR IMPROVEMENT CONCERNING THE ARITHMETIC PROGRAM

Sixty-six respondents reported these needs for improvement.

Item	Number of Respondents Reporting the Item
More manipulative and sensory equipment is needed to develop understandings.	20
Pupils should learn practical uses of arithmetic, such as tables and measurements used in daily living.	15
Pupils should be taught to think through problems. They should read for problem solving; logical thinking and reasoning should be encouraged.	10
More time should be devoted to short, meaningful drill for purposes of accuracy and computation.	7
More standardized testing should be conducted to pinpoint students' weaknesses.	5
Mastery of fundamental facts and processes should be stressed.	4
Ability groupings should be utilized in the classroom.	3
More attention should be given to arithmetic program for gifted pupils and for slow learners.	3
Better trained teachers are needed.	2
Standards should be set up for each level. A pupil should meet these standards before passing on to a higher level.	2
There should be more pupil participation in planning the daily program and the long range program.	2
Minimum requirements of the arithmetic program should be stepped down. The tendency is to teach too much too fast. Multiplication processes should be taken up in 4th grade.	1

NEEDS FOR IMPROVEMENT CONCERNING THE ARITHMETIC PROGRAM--Continued

Item	Number of Respondents Reporting the Item
A course of study is needed to serve as a guide.	1
The arithmetic readiness program should be improved.	1
Field trips should be taken in order to see practical uses of arithmetic in business.	1
There should be extended use of diagnostic self-evaluation by pupils.	1
Teachers should try to improve their methods of teaching arithmetic.	1
More and better mathematics books should be available for reference.	1
Parents should buy tests which follow the textbook.	1
Arithmetic should be made interesting to pupils.	1

NEEDS FOR IMPROVEMENT CONCERNING THE ARTS AND CRAFTS PROGRAM

Fifty respondents reported these needs for improvement.

Item	Number of Respondents Reporting the Item
Arts and crafts supplies are needed. (Kilns, looms, and other items.)	16
An art instructor is needed.	13
Copies of famous paintings are needed.	10
A room is needed for arts and crafts.	8
Recognition and appreciation of famous paintings should be taught.	7
An in-service art program is needed.	3
There should be better means and facilities for displaying arts and crafts.	3
More storage space is needed for art projects.	3
More use should be made of community art resources; classes should visit art center.	2
Arts and crafts should be integrated with other curricular areas.	2
A sink and running water is needed in the arts and crafts room.	1
More opportunities should be provided for manual activities.	1
A visiting art teacher is needed once a week.	1
There should be more study about famous artists.	1
More money should be provided for crafts materials.	1
Industrial arts should be taught in the primary grades.	1

NEEDS FOR IMPROVEMENT CONCERNING THE ARTS AND CRAFTS PROGRAM--Continued

Item	Number of Respondents Reporting the Item
Television programs, such as "You Can Create," should be utilized for all grades.	1
Pictures should be hung at proper levels.	1
Art classes are too large.	1
The use of more art media should be taught and emphasized.	1
Some understanding of modern art should be taught.	1
A professional book presenting the arts and crafts at each grade level is needed. The book should contain specific statements about the necessary equipment and facilities to conduct an arts and crafts program.	1

NEEDS FOR IMPROVEMENT CONCERNING THE HEALTH, PHYSICAL EDUCATION, AND SAFETY PROGRAM

Fifty-nine respondents reported these needs for improvement.

Item	Number of Respondents Reporting the Item
Health	
Regular physical examinations of pupils should be conducted.	2
A better planned program of health is needed in the school.	2
There is need for realization that every teacher is a health teacher and that the teacher should be safety-conscious.	1
A person qualified to give First Aid is needed.	1
Physical Education	
Indoor space is needed for the physical education program. (activity room)	14
An instructor is physical education is needed.	11
A gymnasium is needed.[1]	10
Physical education equipment is needed.	10
Outdoor playground facilities are needed.	10
A manual to suggest development of motor skills is needed at each grade level. It could include non-competitive games to develop skill and coordination.	7
A blacktop all-weather playground is needed.	3
Physical education should be offered for all students.	2

[1]The need for indoor space and the need for a gymnasium for physical education or activities was stated by different respondents.

NEEDS FOR IMPROVEMENT CONCERNING THE HEALTH, PHYSICAL EDUCATION, AND SAFETY PROGRAM--Continued

Item	Number of Respondents Reporting the Item
A physical education coordinator is needed in the school system.	1
Activities should be provided for interest, not for winning teams.	1
Each teacher should have a set of indoor and outdoor games for the grade level.	1
Physical education classes should be smaller.	1
An in-service training course should be conducted in physical education.	1
A coach for baseball and track is needed.	1
Folk dancing and rhythm drills should be a part of the curricular program for the primary grades.	1
Special teachers to teach children group games and rhythms are needed.	1
Safety	
The school should conduct exit drills.	3
Pupils should be trained in playground safety.	3
Playground supervisors should be provided.	2
The school needs a safety council.	2

NEEDS FOR IMPROVEMENT CONCERNING THE LANGUAGE ARTS PROGRAM

Forty-five respondents reported these needs for improvement.

Item	Number of Respondents Reporting the Item
Remedial reading instruction is needed in the school.	11
More books and reference materials are needed in the school library.	6
More emphasis should be placed on written language and grammar.	5
A greater variety of supplementary materials is needed.[1]	4
Creative dramatics should be utilized more.	4
More time and emphasis should be given to the language arts program.	4
Reading for understanding and comprehension of factual materials should be taught.	3
A speech therapist is needed in the school.	2
Pupils should be encouraged to use the oral language arts more.	2
Phonetic training should receive more emphasis.	2
Literature should be provided for the use of gifted pupils.	2
Smaller classes are desirable in language arts.	2
The language arts program should be made more meaningful and functional to pupils.	2
Provision for individual differences - attention to reading needs - should be made.	2
The language arts program should have more continuity from grade to grade.	2

[1]The supplementary materials were not specified.

NEEDS FOR IMPROVEMENT CONCERNING THE LANGUAGE ARTS PROGRAM--Continued

Item	Number of Respondents Reporting on Item
Teachers should note results of standardized tests carefully and give instruction in the weaker areas.	2
Language arts workbooks should be eliminated.	2
More children's literature books are needed.	1
A student assembly room is needed for drama activities.	1
Children should be grouped according to reading ability.	1
A school newspaper should be developed.	1
More time should be given to listening activities.	1
More attention should be given to spelling and writing.	1
An in-service training program is needed in language arts.	1
A speech teacher is needed.	1
More field trips should be utilized in providing experiences for pupils.	1
An improved language arts textbook is needed.	1
More emphasis should be placed on pupils locating information, organizing ideas, and compiling into written forms.	1
Language arts should be correlated with other curricular areas.	1

NEEDS FOR IMPROVEMENT CONCERNING THE MUSIC PROGRAM

Fifty-one respondents reported these needs for improvement.

Item	Number of Respondents Reporting the Item
A vocal music teacher is needed.	18
More melody instruments and rhythm instruments are needed.	8
More music books are needed.	7
Music appreciation should be taught at each grade level.	6
More record players and records are needed.	5
A room is needed for music instruction.	4
A music supervisor is needed to assist classroom teachers in teaching music.	4
Radios are needed in the school.	4
A full-time music program should be presented in the primary grades.	3
A string or instrumental instructor should be provided.	3
Teachers should have more training to equip them to teach classroom music.	2
Music should be integrated with other subject matter.	2
Released time should be provided for music teachers of system to plan a coordinated program for the entire system.	1
An "S" and "U" grading system should replace traditional letter grading.	1
More money should be provided for the music program.	1
Pupils should do more singing through the day.	1

NEEDS FOR IMPROVEMENT CONCERNING THE MUSIC PROGRAM--Continued

Item	Number of Respondents Reporting the Item
Rehearsal time for chorus should be at a time other than play time.	1
Band should be started in the 4th grade.	1
More tonal drill is needed in music.	1
More time should be given to music program.	1
Activities of rhythm band, folk dancing, light operattas, and chorus should be utilized in the music program.	1
A tape recorder is needed.	1
More opportunities for listening to good music should be present.	1
Some music theory should be presented at each grade level.	1
Pupils should learn to interpret moods expressed by good music on records.	1

NEEDS FOR IMPROVEMENT CONCERNING THE SCIENCE PROGRAM

Fifty-five respondents reported these needs for improvement.

Item	Number of Respondents Reporting the Item
Equipment and supplies are needed for conducting experiments.	18
A systematic and complete science program should be planned.	10
More field trips and explorations should be taken.	9
A room is needed for science instruction.	6
A well-prepared science teacher is needed.	3
Children should do experiments.	3
The program should emphasize the value of science in everyday life, i.e., conservation.	3
Community resources should be utilized.	2
Pupils should be taught to develop the scientific method of thinking.	2
More time should be given for science instruction.	2
The science program should be made more interesting to pupils.	2
In-service training should be conducted in the science field.	2
Supplementary textbooks are needed.	2
Attractive display cases for science exhibits are needed in each room.	1
More attention should be given to the care of living plants and animals.	1
Basic science concepts should be developed.	1
A science library is needed for upper grades.	1

NEEDS FOR IMPROVEMENT CONCERNING THE SCIENCE PROGRAM--Continued

Item	Number of Respondents Reporting the Item
Pupils should make drawings and write compositions related to science.	1
Pupils should contribute to exploring, selecting, and planning science activities.	1
Supervisory help should be given to weaknesses of the system science program.	1
Teachers need more training in science fields.	1
A school museum should be established.	1
More science films are needed.	1

NEEDS FOR IMPROVEMENT CONCERNING THE SOCIAL STUDIES PROGRAM

Fifty-four respondents reported these needs for improvement.

Item	Number of Respondents Reporting the Item
More supplementary reading materials are needed on each grade level.	11
More wall maps and globes are needed.	9
Community resources need to be utilized.	8
More field trips should be planned.	5
More audio-visual materials are needed.	4
The social studies program should be correlated with other subjects.	3
Intergroup activity should be encouraged.	2
Opportunities for direct experience in democratic living should be provided.	2
Space is needed for preparing projects and displaying exhibits.	2
The social studies program should be carried out in logical sequence.	2
More emphasis should be placed on geography of place in relation to the whole world.	1
A picture file is needed for use by all teachers in the building.	1
A new book on Oklahoma is needed.	1
A curriculum guide for social studies is needed.	1
Smaller classes are needed in social studies.	1
A geography workbook is needed.	1
Auditorium programs should be planned in observance of special patriotic days.	1
More emphasis should be placed on how pupils can better serve the community.	1

NEEDS FOR IMPROVEMENT CONCERNING THE SOCIAL STUDIES PROGRAM--Continued

Item	Number of Respondents Reporting the Item
More projects should be planned in the social studies program.	1
Pupil evaluation should be made of attainment of objectives in the program.	1

APPENDIX C

COPY OF LETTER TO PRINCIPALS OF OKLAHOMA ELEMENTARY SCHOOLS REQUESTING PARTICIPATION IN EVALUATION

THE OKLAHOMA CURRICULUM IMPROVEMENT COMMISSION
B. Roy Danial, Chairman
F. R. Born, Executive Secretary
Room 330, State Capitol
Oklahoma City, Oklahoma

January 25, 1957

TO: Principals of Elementary Schools

FROM: F. R. Born, Executive Secretary, O.C.I.C.

SUBJECT: Evaluation Manual for Elementary Schools

The Oklahoma Curriculum Improvement Commission desires to render any assistance possible to improve the curriculum from kindergarten through college. Last November, the Oklahoma Curriculum Improvement Commission adopted as one of its several projects, the development through the schools of an experimental set of criteria for the evaluation of an elementary school.

School systems which are participating members (those who pay their fees based on the number of teachers, see enclosed sheet), will receive several copies, others only two copies. All elementary schools of high school districts are being mailed copies. The Oklahoma Curriculum Improvement Commission urgently requests your school system to become a participating member at once by filling in the enclosed Participation Agreement. Attach your check or send your claim to be processed.

It is hoped that the evaluation will be used during the second semester of this school year. After it has been experimented with in a number of schools, the plan is to have it revised by a group of elementary principals, perhaps the Department of Elementary School Administrators, and the Oklahoma Curriculum Improvement Commission. Dr. Oliver Hodge is willing to have it printed by the State Department of Education for intensive use.

Attention is called especially to pages 2, 3, and 4, Section IV on The Use of the Manual.

Your attention is called to the letter from Professor W. B. Ragan and Kenneth Lewis, which is enclosed. Professor Ragan and one of his graduate students have been granted permission by the Commission to make a study of the needed improvements in elementary school programs as revealed by evaluations made by school faculties. We solicit your co-operation in this matter.

Enclosure

APPENDIX D

COPY OF LETTER TO TEACHERS AND PRINCIPALS OF OKLAHOMA ELEMENTARY SCHOOLS REQUESTING RETURN OF COMPLETED EVALUATION MANUAL

UNIVERSITY OF OKLAHOMA

College of Education

Norman, Oklahoma

January 25, 1957

TO: Teachers and Principals of Elementary Schools

FROM: W. B. Ragan and Kenneth L. Lewis

SUBJECT: Request for Return of One Copy of Evaluation Manual

Professor W. B. Ragan and others have suggested that a study of the strength and weaknesses of elementary school programs identified by the teachers and principals in a large number of schools would serve a useful purpose. It would give leaders in elementary education something concrete to work on in planning to improve educational programs for Oklahoma children.

Kenneth Lewis, a candidate for the Doctor's degree in Elementary Education at The University of Oklahoma, is willing to undertake such a study as his dissertation problem if you will return one completed copy of the Evaluation Manual after your school has worked on it. The Oklahoma Curriculum Improvement Commission has given approval of such a project. The study will be done under the direction of Dr. W. B. Ragan.

It is hoped that schools will be as objective as possible in using the Evaluation Manual according to the directions therein. Mr. Lewis will not identify schools which report the results of the evaluation. The information requested on the cover of the one manual is only to determine if a geographical distribution is achieved. The tabulated results of the study, without identification of any schools, will be presented to the Oklahoma Curriculum Improvement Commission.

It will be greatly appreciated if you will fill out and return one copy of the manual which has Mr. Lewis's address on it. A self-addressed envelope which requires no postage is enclosed for your convenience. The completed Evaluation Manual should be sent in not later than May 15, 1957.

Kenneth L. Lewis W. B. Ragan