AN ANALYSIS OF EVALUATION TECHNIQUES

FOR AN ACTIVITY PROGRAM

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AN ANALYSIS OF EVALUATION TECHNIQUES
FOR AN ACTIVITY PROGRAM

THESES

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CHAPTER I

THE PROBLEM AND THE PROCEDURE

Introduction

As it is a recognized fact that no elementary school can carry on an adequate program of instruction without knowing what it is accomplishing, evaluation of the practices of the activity program becomes not only desirable but unavoidable. A common criticism of the activity program is that certain results have been hoped for, but no one has known for sure just what was attained. This is to be expected as the activity program is in its embryonic form in many of our progressive schools.

Since it is assumed that the program of the school should be the product of real democratic social planning on the part of all those having something at stake in the outcome of the program, it seems reasonable to believe that the evaluation should be done by the same group. Many of the evaluation techniques used by teachers in the elementary schools should cause us to question our methods seriously as to whether or not they are founded on a democratic basis and indicate respect for the child's total personality. Progressive education has arrived at a stage where new curricular practices in elementary schools have created demands for new methods
of evaluation.

We have long held that education is a process of growth, but we still attempt to evaluate growth largely through the academic skills that pupils have acquired. Even though there may be some slight evidence of progress in evaluation techniques in progressive elementary schools, we have a long way to go before we can point with pride to the program of evaluation which the school provides for its immature human beings.

Problem Selected

Analysis of problem.—This thesis is an analysis of evaluation techniques for an activity program. The problem in this investigation has a three-fold purpose; namely, (1) to determine the evaluation trends as revealed by the most recent literature; (2) to delineate ways of identifying and recording growth of pupils; and, (3) to discover and evaluate ways in which elementary teachers in Texas are evaluating the practices of the activity program.

Scope of problem.—In determining the most recent evaluation trends, a study was made of the writings of various accepted educational leaders. Many ways of identifying and recording child development were discovered in these writings, and Chapter III consists of examples of these means of evaluation.

The data for discovering the ways by which elementary
teachers are evaluating the practices of the activity program were obtained by personal interviews with forty-five elementary teachers, principals, and supervisors. The persons interviewed were limited to a group which seems to represent as progressive an element as is obtainable in Texas. Many of the teachers were visited by the writer in their teaching situations. Some were selected because of their excellent work in student teaching during their attendance of a summer school session on the campus of North Texas State Teachers College, Denton. Others were selected because of their outstanding work in assisting to write and to revise the Texas State Course of Study. Teachers from curriculum-laboratory schools who were found to be making sincere efforts to carry on activity programs were included in this survey.

Twenty-four elementary school systems are represented and they range in size from fifty-three schoolastics to twenty-three hundred.

This thesis does not prescribe a definite program of evaluation, but it suggests some procedures of evaluation which are based upon the objectives set up for an activity program. Because of the differences in curricular content in the various schools, differences in objectives, and many other factors that are constantly changing, no fixed formula in evaluation can be presented as an infallible guide. The writer does make an effort to offer suggestions for using almost untapped sources of valuable information about children and it is hoped
that possibilities are revealed for formulating a tentative pro-
gram of evaluating which is practicable and within the power of
teachers to utilize.

Definition of Terms

Since there are various understandings and definitions of
some of the terms used in this thesis, it is deemed necessary
to define the following:

Activity program.—This is an inadequate designation but
it is used in this thesis because of the general understand-
ing of what is implied when this term is used. It is a plan
of education based upon the concept that the child is active
and that his impulses of saying, making, finding out, and creat-
ing should be given direction so that he may interpret life sit-
uations thus enabling him to develop a wholesome personality.

McGaughy defines the activity program as follows:

The activity program is not a method or a set of
techniques or a different plan for arranging the
content of the traditional school curriculum. It
is a plan of education in itself. It is based on
the fundamental concept that children learn to do
by doing, that they must have purposes in their
school activities which have real meaning and im-
portance for them, that education is not mainly
learning about things, but is concerned, rather
with the developing in children the capacity to
act and react in their total personalities.\(^1\)

Objective data.—This is a restricted term applicable to
information secured in such manner that the person collecting
the data cannot affect their meaning.

\(^1\) J. R. McGaughy, *An Evaluation of the Elementary
School*, p. 183.
Subjective data.—Such data are based upon objective evidence but afford opportunities for personal interpretations.

When data are obtained in such manner that they may be influenced by the person collecting them, they are regarded as subjective data.²

Pupil development.—This consists of growth in desirable attitudes and social habits, skill in use of books, materials, and tools, an understanding of how to use leisure time, and the ability to interpret life situations. The National Elementary Principal defines it as follows:

Pupil development includes not only those academic learnings which take place through contact with books or teachers, but also the growth of personality and character traits, attitudes and appreciations which depend upon the whole social and cultural situation in which the pupil is placed.³

Evaluation.—The term evaluation as used in this thesis presupposes a criteria and includes securing data and estimating the value of the procedures used for guiding each individual in the school. "It consists of judging an object or a procedure according to a set of values held by the person doing the evaluating."⁴

Behavior problems.—Behavior problems represent the discrepancy between the capacities of the individual to adjust himself, and demands of his environment.

A child who manifests one or more behavior problems is a problem child.5

Education today implies total personality development and this is a desirable and possible goal which has had too little attention.

Total personality.—The well-balanced person is not the "dreamer", "doer", "intellectual", "athlete", "egoist", "altruist". A well-balanced individual is a combination of these qualities. He is one whose whole being—physical, mental, and emotional—are in harmony and balance.6

5 H. E. Haggerty, W. S. Olson, E. K. Wickman, Haggerty-Olson-Wickman Behavior Rating Schedules, p. 3.
CHAPTER II

EVALUATION TRENDS AS REVEALED BY THE MOST RECENT LITERATURE

Bases For Evaluation

The curriculum and evaluation have always been complementary to each other. The curriculum has influenced the kinds of tests that have been constructed and used; likewise, the tests have helped to determine the curriculum. In a school program where people believe that education consists of memorization and recitation of facts, the emphasis in tests will be upon subject matter. It is not surprising that the tests are based upon the objectives of the curriculum for there should be close agreement between the accepted objectives of a program and the instruments used to measure its attainments of these objectives.

Many factors clamor for consideration in any attempt to plan educational procedures. Therefore, before attempting to make an analysis of evaluation techniques for an activity program, it was deemed wise to determine certain objectives of the activity program that could be relied upon to facilitate the consideration of questions, the investigation of problems, and the determination of decisions. The following major objectives are a merging of evidence secured from five different sources and the point may be emphasized that these significant aspects of behavior will overlap. This is
an advantage in that it serves to make teachers sensitive to the unity of the behavior which is to be evaluated.

Some educators have called the combination of criteria that is to be used as a basis for judgment a "frame of reference". Kilpatrick calls it "a map of values". But by whatever name it should be called, the criteria cited below is given against which the elementary school practices should be measured.

Desirable attitudes and social habits.—friendliness, cooperation in work and play, leadership and followership, initiative, personal and social adjustments, good manners, self-control and poise, trustworthiness, open-mindedness, and critical thinking.

Development of interests.—in desirable and worth-while recreational and vocational activities.

Essential abilities.—to read with understanding material within one's experience level; to use with accuracy and understanding the necessary functional operations in numbers; to express creative impulses and experiences correctly and in an interesting way through written language, drawing, painting, rhythm, music, conversation, and handicraft; to interpret the social problems of everyday life which are real and vital to the child through excursions, discussions, and application of functional information obtained from books.

Basic skills.—in muscular control and coordination, in obtaining independently and interpreting information from books
and various other sources, in the use of tools and materials.

**Good taste.**—In selection of dress, accessories, decorations, color, arrangement, etc.

**Recognition of individual differences.**—In accepting the fact of the personality of the child and in providing for him a satisfying environment where through experiences he may be guided into being a sane, stable, healthy, and happy individual.

**A well-balanced personality.**—Which includes a sound body with mental and emotional health, cheerfulness, stability, and ability to understand and practice desirable social relationships.

**A functional and social philosophy.**—As shown by the child's living and working with others happily and successfully.

The above combination of criteria was taken from the five following sources:


With the goals of the activity program carefully formulated and understood, it evidently becomes necessary to evaluate the results after efforts have been made to reach the goals. If there is a close agreement between the tools of evaluation used and the aims of the program, some valuable information may be obtained. The teacher has the opportunity to know her students as they are at present and by knowing them she is able to provide an efficient guidance program.

For ages past teachers have been told that their first duty was to know the student, and now educational reformers go a step further. They say that evaluation fails to perform its most vital service unless its outcome helps the child to know himself.

Testing has been known to do work for those who would crystallize the content of courses or enforce uniform educational requirements. It has been used, now and then, to play the role of siren, enticing youth to rivalry and competition for honors in learning or whipping them to their studies with fear of making poor marks—a confession that the curriculum did not of itself offer sufficient incentive. It has even been whispered that testing may at some time have been led astray into a dark alley of commercial exploitation. But one obligation is paramount. A battery of tests has missed the bull’s eye of its target unless the student learn from it something true and significant about himself.3

A picture of a not so far-away epoch in education, and perhaps not remote at present, stands in sharp contrast to a

description of the situation in a modern school of today. There was a time when the teacher had no doubts about the aims of teaching or whether she was reaching the goals in her school program. The function of the school was very plain. The teacher’s task was to teach the children to read and write, and to figure. Certain books were to be read and all methods were well established and were to remain so. The teacher “got results” and no one bothered about how she did it. Strange though it may seem, it was easy to tell whether or not results were obtained. No school board member doubted whether he knew a good teacher or not. A teacher could be identified by results. If the reply to these questions were in the affirmative then the teacher was very efficient: Could she keep order in the classroom? Were the children able to read and spell? Was their figuring up to standard? Could they write a good hand? Could the children name the states of the United States and their capitals? In those days changes came slowly, the community was somewhat stable, and year after year the children presented few problems in change.3

The teacher of today has a very different situation to the one just described. Change dogs her footsteps. The automobile, the radio, and the movies contribute heavily to keeping the community no longer stable, and to making children aware of constant change. The teacher is faced with new

children, a new community, new needs, and new educational aims. With the new aims of education she is confronted with problems such as these: What shall I teach? What methods and materials shall I use? And finally how can I be sure that the aims were accomplished? 'Bigelow describes the situation in the following manner:

In the older days of simple aims and of simple faith in simple evidence the teacher would have "known" what she saw, and "known" what it meant. But all of that has changed too. The measurement of outcomes is no longer a matter lightly to be undertaken. New and differing methods of evaluating her success in achieving educational aims seek her out where she is, or await her where she may go. Change brings new ideas; new ideas are painful. Change upsets apple-carts, destroys balances, forces readjustments. Change also brings new life, invigorates, provides a basis for progress. Change cannot be evaded; it must be met by the teachers. The teacher of today must be sensitively aware of it, or else she will persist in behavior which, while once effective, is no longer suited to her situation. Accustomed to oil lamps, she will blow out the gas—which is dangerous—or try to blow out the electric light—which is futile. 4

Schools evaluate for various reasons. One purpose is to be able to make reports to parents, other educational institutions, and employers. A second purpose and an important one, is to obtain a basis for evaluating the methods used in teaching. A third purpose is to give a complete and comprehensive picture of a student or a group. With this information each individual in school may be helped and guided in living in a democracy. 5

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4 Ibid, p. 16.
To satisfy these valid and important purposes it appears that a comprehensive evaluation program which contains adequate information about the significant aspects of behavior of students needs to be formulated. Teachers in the thirty schools associated with the project of the Progressive Educational Association agreed that the more significant aspects of behavior are:

Thinking; interests, aims and purposes; attitudes; study skills and work habits; social adjustments; creativeness; functional information including vocabulary; and a functional social philosophy.6

If these aspects of behavior are used as a basis for attacking the task of evaluation, the results will bear evidence of more than the academic side in pupil development. With the objectives of the activity program carefully formulated and understood, it should be possible to employ measurements to evaluate results. But just as an individual's set of values changes from time to time just so should the evaluation procedures change. No two schools or communities are identical, therefore, identical evaluation procedures cannot be used for all school programs.

There are, however, directions of practice which all schools have in common based on the newer knowledge of child psychology and physiology and upon the needs of the world in which we live.7

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6Ibid., pp. 223-224.
The teacher must constantly be aware that the method that is best today may not be best next week and that the method that is best for one class this year may not be best for another next year. Procedures of evaluation should be regarded critically and the teacher should be willing to revise them constantly in the light of her every day classroom experiences. A chief disadvantage of lack of revision is that the teacher fails to have a comprehensive picture of the child when there is not agreement between the tools of measurements used and the objectives of her program.8

According to one writer evaluation has four outstanding functions:

1. It helps to provide more intelligent guidance of teaching and of learning. When teachers recognize children as individuals and discover their needs, difficulties, and accomplishments, learning will be effective. Teachers who are able to do this will bring about a wider range of desirable outcomes than the purely academic ones. Interests, methods and habits of working, desirable attitudes, critical thinking, and so on contribute to the growth of personality. These abilities are developed through the day-by-day experiences of the child. An adequate program of evaluation would provide evidence as to whether these kinds of development were being cared for properly.

2. Efficient measures of evaluation will help to develop

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8Ibid, p. 621.
more effective curricula. Much experimentation has been done in recent years with educational materials, methods, and the content of the curriculum. Experimenters have assumed that certain changes in the curriculum would bring about desirable results. Teachers should know as definitely as possible what they are trying to develop and then find out whether they accomplished it or not.

3. Adequate evaluation will promote more intelligent and effective cooperation between the school and the parent. Parents usually manifest a degree of concern about achievement in spelling, arithmetic, or reading but this does not mean that they are incapable of appreciating achievements such as, desirable attitudes, habits, social adjustments, and interests. If such conditions exist, it may mean that the last named achievements have not been brought to the parents' attention. It is up to the teacher who is interested in the total personality of the child to develop some convincing evidence in these other important respects. As a large part of the education of children occurs outside the school, a serious effort should be made by teachers to find out what happens to the child as a result of various experiences. This can be done by a close cooperation between parent and teacher. It is easy for the parent to evaluate Mary's spelling because the teacher keeps a record of words misspelled and sends a report of it home. Teachers often think that parents are interested in the academic development only. If teach-
ers do not furnish evidence of other significant aspects of pupil growth, why should the parents not look upon growth in the schoolroom in this light? It still remains for the school, the home, and the community to become closely interrelated; then and then only will the educational program function as it should in a democracy.

4. Evaluation provides for an adequate basis for reporting pupil progress. A careful appraisal of the child's activities will provide ample evidence of growth or lack of growth in pupil development.9

Frequently it is said that ventures into realms where a more satisfying education for children is provided have caused workers to be hostile toward scientific measurements. This of course is not true. But there surely can be no possible objection to evaluating the measures used, against some criteria that are definitely related to the teaching-learning situation.

A test must (1) elicit from the pupils the desired types of mental process, (2) enable the teacher to observe and analyze the thought processes which lie back of the pupil's answers, (3) encourage the development of desirable study habits, (4) lead to improved instructional practice, and (5) foster wholesome relationships between teacher and pupils.10

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Since the activity program has some changed concepts of what a school program should accomplish, a reconstruction in regard to evaluation is evident. This does not mean that all old tests should be cast aside, but rather that some be discarded and that the ones used be supplemented by more inclusive means.\textsuperscript{11}

If a program is to function in a fascist society, its evaluation must be undertaken with very different criteria in mind from those which would be valid in the same institution if it serve a society in which the ideals of a communism are accepted. If the school is to be evaluated in terms of its functioning in a laissez-faire, ultra-capitalistic economy, it should undoubtedly be a different sort of school from one which serves in a truly democratic society. In other words, the evaluation must be in terms of some definite set of values accepted by the persons doing the evaluating.\textsuperscript{12}

Pupils help to formulate aims of the school program and, therefore, should help in the appraisal of it. The pupil’s opinion may not always have a sound foundation, but it may often help the teacher in her future procedures. If certain activities contribute to unhappiness and discouragement of the majority of the students, then undoubtedly the activities or procedures used were at fault. It is the school’s responsibility to teach children to be honestly and constructively critical of their own work and of their own school. The child is an immature human being, but he is interested in his own

\textsuperscript{11} Ibid., p. 492.

welfare and should have some means of evaluating his own work.\textsuperscript{13}

In the medical field it is unthinkable to give a person medical treatment without diagnosis of his difficulty. In fact such conduct is a serious crime called malpractice. A large part of the medical curriculum is devoted to diagnostic activities. Diagnosis is a prerequisite to treatment. Not far away in the future if teachers fail to "learn" their pupils before they attempt to "teach" them, it will be considered a social reproach if not a legally defined offense. No doubt it will be a long time before schools may approach the standards which prevail in medical practice, however, some tools of evaluation already exist which if seriously used would diminish much of the maladjustment which exists in our schools today. Failures occur and maladjustments prevail at a heavy cost in terms of money. Added to this we have human disappointment, discouragement, and misery which is appalling.\textsuperscript{14}

According to educational results and social wastes revealed by many studies the teacher should be transformed from a watchdog of the traditional curriculum into a searcher and guardian of the potentialities of individual pupils; the highest role of comparable tests is to serve as instru-

\textsuperscript{13} Helen M. Reynolds, "Results of Pupil Sharing in Responsibility for Classroom Surroundings", The National Elementary Principal, Vol. XVI, (July, 1937), p. 443.

ments for the teacher as discoverer and guardian of individual powers and interests.\textsuperscript{15}

Education for happy worthwhile living continues to be repeated. Again it is said that the goal of education is to make it possible for man to achieve something for the sake of his own happiness and then for the sake of transmitting the culture he has inherited. "If education is for the sake of helping man to transmit whatever culture he has inherited, surely time must be taken to evaluate that culture." Just what does today's culture present? Is it more than an economic struggle for existence of the masses? Education is for living but what of the quality of that living?\textsuperscript{16}

Before we can have a culture we must have a civilization. Before we can have a civilization we must guarantee to every child the four fundamentals of decent living: adequate food, clothing, shelter, and a chance to work. Then, perhaps, we can establish a culture worth inheriting that will make us something more than a group of children shattering about democracy and the advance of civilization.\textsuperscript{17}

The Values of Objective Evaluation

It is the aim of the activity program to provide for an all round personality development. This implies much more than achievement in school subjects. It signifies a growth in physical, mental, emotional, and social factors. Some

\textsuperscript{15}Ibid, p. 16.

\textsuperscript{16}Frances Wayforth, "Education for Living", \textit{Childhood Education}, Vol. XV, No. 6, (1939), p. 244.

\textsuperscript{17}Ibid, p. 244.
phases of pupil development can be very satisfactorily estimated by means of objective evaluation. This is true of the elementary skill subjects. By using objective measures one may know not only that a child is growing, but also something about the rate and nature of his growth. Diagnostic testing plays an important part in the teaching process in all skill subjects. This is a necessary, economical, and intelligent step in the preliminary procedures.  

The origin of the so-called objective evaluation grew from a felt need and a desire for more efficient curricula practices. The curriculum and its needs influenced the kind of tests constructed. In the early stages of the testing movement, tests were based upon the subject matter which constituted the curriculum. These were paper-and-pencil tests where the child wrote all the items mentioned that he remembered. These tests were intended to measure the one aspect of the curriculum which was significant at that time.

Even if tests could be made that would measure unique qualities and abilities, it would still be impossible to accurately measure a human being. The child is ever changing. He is never exactly the same and never reacts in exactly the

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same way. His changes depend upon the situation, his emotional and physical status.

Is the "objective" score of a fourth grade boy's ability in the fundamentals of arithmetic the score of 22 which he receives one day when he is well and happy and calm, or is it the 16 which he receives another day when he is equally well and happy but tremendously excited about a baseball game, or is it the 10 which he receives one day when he is sick or hungry or angry? 20

It is not the intention to imply that objective measures are worthless as measuring instruments but they are not as reliable as people usually take them to be. One writer warns against "a child-like faith in the efficacy of objective measures as instruments for measuring school achievements." 21 The school's efficiency and a bases for educational changes are important matters—too important to rely wholly upon objective evaluation. Carefully selected standardized tests may be highly useful, but great care must be taken in interpreting the results. 22 A common criticism of evaluation programs is that the data collected is mainly through paper-and-pencil tests of memorization and that they are not adequate to give a comprehensive picture of pupil development.

Many elements in the school are so highly individual in character that they cannot be standardized; in fact it would be undesirable to have them conform to a standard pattern. Children have certain

distinctive qualities that cannot be radically changed or ignored in the process of evaluation. The more nearly we get at the heart of human problems, the less completely we can depend on approaches that are acceptable to those who emphasize the formal characteristics of objective science. In these areas one has to choose between loyalty to formalism and the desire to do something of practical worth, even though it is not entirely above criticism.23

Teachers in schools carrying on activity programs are interested in knowing to what extent the child has mastered reading, arithmetic processes, and the use of language and it is interesting to find them developing new instruments of measurements. Thus, as instructional methods have changed, a marked change in evaluation has occurred. Much criticism has been directed against many of the standardized tests today, but not against all of them. Teacher made tests and records should supplement the standardized tests. Neither type is complete in itself.24 The curriculum of an activity program is determined by the teacher, children, parents, and laymen. They each have a voice in its development. Evaluation in such a program is really a part of the planning process. Certain necessary and desirable changes in the curriculum are made from time to time as a re-


result of continuous appraisal. Since true measurement is impossible and the so-called objective test results should have small place in evaluating the success of any program, we reach the inevitable conclusion that the evaluation of a school program must be done by the same group which determined the program in the beginning. Those who discuss and write most concerning scientific education, or science in education, seem to assume that scientific results can be obtained only on the basis of the statistical interpretation of numerical data secured from what they mistakenly call objective measurement. It would be a strange household indeed which would have to collect a mass of statistical data in order to decide whether or not the program of living for the family was going on successfully or to locate the strengths and weaknesses which were present in the family life.

Values of Subjective Evaluation

Unlike objective tests can never truly measure the whole of pupil development for evaluation must take into account the total growth of the individual.

In this respect it is far better to use subjective methods of evaluation that are valid than to use objective tests that do not measure the thing we are concerned about; namely, the growth of the whole personality.

Oftentimes it is thought that anything that is subjective is poor or even valueless. This is not true for two reasons. Subjective measuring is the only means of going beyond practice and then objective measures are not avail-

26 Ibid., p. 378.
28 Ibid., p. 31.
able for some situations and never will be. Careful subjective analysis is the only method available for some aspects of child behavior and when this analysis comes from a careful, critical, informed thinker, it is as fundamental as objective investigations. Objective investigation is only as good as the person making it; subjective analysis is only as good as the person that makes it. In fact the subjective judgment of competent persons concerning the abilities and growth of an individual pupil is more truly scientific than are conclusions based upon statistical data.

There is a distinction that should be made between objective measurement and objective evidence. The best subjective evaluation will always be based on the best objective evidence that can be obtained. It will often be necessary to use methods of evaluation which take account of individuality within a particular school.

Even though the methods used may be subjective this is not a drawback from the field worker's viewpoint. For him the investigation has been satisfactory if it has solved a problem in the local school. Such an investigation of the teacher, principal, or school administrator differ markedly from those of the research worker in the laboratory. The research worker is interested primarily in solving the problem.


of his school only. 32

At any rate whether subjective or objective methods of evaluation are used they should be based upon the best objective evidence available and the value of the results of such measures will depend upon the social ends which they serve.

The teacher may record the reactions of children in the classroom and give descriptions of them and this may be a valuable means of getting insight into child growth. Of course this is a very informal and unscientific method of evaluation but it is information that is difficult or impossible to obtain otherwise.33

This procedure may be considered an appraisal measure, although the results cannot be expressed quantitatively and the amount of social growth cannot be determined objectively.34

Scope of Measurement in Education

Since the term evaluation as used in this thesis consists in judging an instrument or a procedure according to a set of values held by the person doing the evaluating, various techniques will be presented here that evaluate results of practices in an activity program in the light of its declared objectives. It is true that many of the instruments so far

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33 Ibid., p. 443.
devised for such evaluation are crude and none of them are without limitations, but they indicate evidence of having been built upon a functional analysis of pupil activities and of the curriculum. "Construction of such measures of pupil growth is still in an experimental stage and must be revised and reconstructed continuously. New instruments must be devised as new areas and objectives appear in the newer practices."35 Probably no one who has developed measures of the newer practices of the activity program is satisfied with results. However, "some of these instruments are highly useful in analyzing children's behavior, in measuring progress, and in formulating recommendations for treatment."36

There is no technic of appraisal which can be characterised as "best". The value of any technic depends on (1) its applicability to the problem under investigation, (2) the judgment and care with which it is applied, and (3) the wisdom with which the resulting data are interpreted.37

Evaluation in the activity program has become the tool by which we can know whether we are reaching the goals we


are striving toward. "We can know how well we are succeeding in meeting the all-round needs—emotional, aesthetic, intellectual—of the individual human beings for whom the educational enterprise really exists."

Workers in modern schools are concerned—and rightly so—that certain measurement techniques with a limited application shall not interfere with establishing an educational philosophy and procedure designed to insure wholesome growth and development of children in modern society.

Within the last few years much interest has been manifested in record keeping. In fact, records more reliable than teachers' marks have been developed. The question arises as to what kinds of records the teacher needs. At a discussion of records and record keeping at the annual meeting in Washington in May 1932 of classroom teachers and supervisors, the group agreed that records of the following types are needed:

1. Records that show development that has taken place (physical, mental, social, and moral);
2. Records which give a picture of the child's environment (home and community);
3. Records of individual and group activities initiated by child;
4. Records which show interest in use of various types of materials. It was suggested that records should enlist the aid and cooper-

tion of parents, and, include objectives for the child, which in turn would aid in program building. Records made should be ones which present teachers and successive teachers can use.\textsuperscript{41}

In order to make such records as those described above, an observational method of measurement is used. The chief advantage of the observational technique is that it provides a direct measure of the pupil functioning in a group. The pupil can be judged by actual samples of his behavior. This technic is particularly suited to the program of the activity school, and it is reasonable to believe that teachers in the activity-school field will find the method most profitable.\textsuperscript{42}

Observation by the careful, critical informed thinker will reveal pupils' attitudes, whether good or bad; their social attitudes, whether courteous and cooperative or boorish and selfish; their work habits, whether orderly or slovenly; their approaches to learning situations, whether direct and intelligent or indirect and bungling; their attitudes toward their work, whether alert or indifferent; and, in short, their changing adjustments to the entire school environments. Direct observation which reveal all of these things seems indispensable to any valid scheme of evaluation.\textsuperscript{43}

According to one outstanding writer, some specific records which are being successfully used in the activity program are as follows:

\textsuperscript{41} Ibid., p. 11.


1. Activities for the development of human meanings and values. These take a different type of recording than do organized subject matter material. Activities such as these come largely from their own environment, their personal and school relationships, community affairs within their physical comprehension, or matters of far distance or time which in some way affect their own lives. These are experiences of human concern with a universal meaning.

2. A child grows through successive experiences; hence a record of group experiences throughout the school is essential.

3. Records today include those of the child's own making, both of group accomplishments and of individual achievements.

4. The skill subjects are thought of today as tools toward the achievement of other ends. Standardized tests are used for diagnosis as a basis for guidance. The school keeps a careful diagnostic and remedial record of educational achievement for each child which supplements the more important personality record.

5. A record of the teachers a group has had, the length of time these teachers have remained with them, the number of children entering and leaving the group year by year—all these are important to the well-being of the child.

6. The home "report" has in many schools been supplemented by individual conferences or by infrequent descriptive reports. When used, it serves as a means by which the child can interpret his activities to his parents. It also serves to increase a sense of security in the child. Records are accessible to the parents and need not be reported through the child.

7. The school keeps records of its contacts with parents. Notes are kept on the talks. The school realizes that the child's confidence in his school world is often in direct ratio to that which his parents have.

8. Records of a class's progress through the school. They fall into two types: records of group activities and records of individual achievements; records kept partly by the children and partly by the staff. The group activity and group data records are kept in a permanent school file and are added to year by year. The individual records which the children make themselves are filed under their names in a classroom file and are accessible to the children
Anecdotal records have been found to be a valid technique of recording observations and evaluating pupil growth in activity programs. The term anecdotal record is rather difficult to define. It is a "report of a significant episode in the life of a student. It differs from other records in that it aims to be an accurate record of something which a student said, or did, or did not do, in a particular situation. 

Many valuable character sketches, trait ratings, comments of achievements, and other things written about students may be kept, but these records are not to be confused with anecdotal records. The data used in an anecdote are to be as objective as possible. The data are written on one side of the sheet and the interpretations are on the reverse side. The behavior is recorded exactly as it happened. A description of the situation is given if the situation is significant, and the act is described accurately. No interpretation is given in the anecdote so that any reader may interpret the act for himself. No bias or judgment of the observer should appear within the written record.

Some desirable criteria which have been set up by The Pro-

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gressive Education Association for anecdotal records are these:

They should be brief; they should tell what actually happened; they should deal with a single situation even of long duration; they should be recorded individually; they should be drawn as frequently as possible from spontaneous actions; they should be written while the behavior is still vivid to the observer; they should include not only descriptions of behavior but in addition their conversation; they should cover a wide range of the student's time, and should not be confined to classroom situations. A collection of anecdotes about any one student should represent the writings of all observers who have frequent contact with him; and they should represent the purposes and desires of the learner and not the mechanical responses to a teacher-dominated situation. Anecdotes of group responses are also valuable. 46

The case study record is a means of evaluation that is comprehensive and desirable. Personal and social maladjustment vary with individuals. The case study helps to establish a home school relationship by seeking more detailed information about the home environment and relationships of children. Most parents throughout the ages have been interested and concerned about the welfare of the "whole" child. Often teachers fail to understand and to take advantage of the wealth of information which parents have about the child. In practically any other field besides that of education, one would consider it rather foolish for two people to be interested in the same unit and yet never have a common understanding of the goals to be achieved.

Many of the maladjustments in the child's life could be avoided entirely and many difficulties of adjusting could be understood if the teacher and the parent worked together in an intelligent manner. With common understanding and cooperative efforts between the home and the school, the child would come to have a feeling of security which he so often lacks. No person ever did his best work with the feeling of insecurity. The case study properly conducted furnishes an index to much of the child's behavior.47

If the teacher could know something of the medical history of her children, she might understand why a particular child is unresponsive and never animated. An acquaintance with the intellectual interests of the children might serve as a guide in launching valuable activities for the whole group. If the teacher would learn the play interests of the children, she might find arrows pointing toward school success. Much of the child's emotional behavior can be interpreted by an understanding of the housing conditions and home life of the family. The number of children in the family, the size of the house, the work of the mother and father, kind of food, the lack of work, the social status of the family, the location of the home, the mother's and father's outlook on life, all serve to take their toll on

child behavior.

There are various ways of obtaining this needed information about the child. First of all the teacher should establish a friendly harmonious relationship with the parent. Then, a visit to the home for a personal interview might be suggested by the teacher. If the proper relationships have been established, the teacher will secure through this visit all the information needed without any misconceptions on the part of the parent. Upon the teacher's return home she should record her findings for future reference. If the teacher's duties are heavy and she has from forty to fifty children in her room, it might be impossible to make a visit to each home. In a case such as this it seems advisable to invite the parents in for group conferences. The teacher should explain to them her aims and point out to them the importance of having the background information that plays a great part in a child's welfare. With the parents' complete understanding there should be no fear of obtaining desired reactions. For the parents' convenience in recording the history of the child, an informal blank could be worked out in advance for them to fill in. This blank could be followed later by a similar one if needed to record recent developments.

Parents should be made to feel free to meet in conference the teachers of their children at any time. At the same time teachers can develop such common understandings
with parents that the parents will not feel forebodings of difficulties when teachers ask them for personal interviews.

Teachers of today have come to be so dependent upon information from books, lectures, and college training that they have practically overlooked the fact that the parents of the child have an almost unlimited amount of valuable information. If this information were obtained, it would serve to bring the home and the school together in a way that they could work cooperatively for the whole child. The case study is not only considered to be a valid method of evaluation but an essential which no progressive school can well do without.48

Records may be made of children's written statements in regard to their attitudes toward their school program. In these statements children may describe what they like or dislike about their work at school and why. These statements may be written at various intervals during the school year. Often the child himself will sense a growth in personality development as is evidenced by this child's statement: "It seems as though I have grown older than I am these last few months".49

The children may keep daily records of how they spend their time at school and may occasionally write accounts of

48 Ibid., pp. 26-31.

ways they spend leisure time at home or write accounts of
interesting activities they have engaged in at home or on
trips. 50

Much has been written about the effect of motion pic-
tures on children. At the present time it is recognised to
be one of the most influential out-of-school agencies.

Statistics show that thirty-seven per cent of
movie-goers are children. (This means that
children under twenty average more than one
movie a week). They retain ninety per cent
of what they learn there, and more than fifty
per cent of the average child's movie diet
consists of pictures chiefly concerned with
sex or crime or violence of some sort. 51

It is easy to see that some educating is needed along this
line. Of course, influence of motion pictures cannot be
revolutionized over night, but there are various ways by
which the influence may be modified. Children may keep rec-
ords of the movies they see. With the aid of the teacher
they may develop a sort of evaluation measure of their own.
There should be a distinction made in the records of in-
formative films, those least harmful, and those saturated
with crime and sex. With the use of records and discussions
of the best pictures the children may be helped in their se-
lections of films. Children may list all of the kinds of
transportation they see in the movies in a week or they may


51 Cecelia N. Alderton, "Educating the Child for Real
with guidance acquire the adult "discount" with which a grown-up sees a picture. Why can't some of the same techniques of preparation for a trip to see a motion picture be used that are used for making a trip to a museum or a zoo?  

Newspaper reports, radio programs, and many other out-of-school interests that have enormous possibilities for educating for good or bad should, with the cooperation of the child, be evaluated carefully in the school program.  

Many methods and techniques are now being used in evaluation that offer fertile fields to the imaginative teacher or educator.  

The following trends seem very fruitful and likely to contribute much to growth and progress of children:  

1. Tests and measures will be constructed to estimate as validly and reliably as possible each of the major component mental abilities which psychological research indicates comprise general intelligence.  
2. In measuring reading abilities and skills (a) instruments using photographic and stereoscopic observation of eye-movements will be further refined and improved; (b) newer and more comprehensive paper-and-pencil tests will be constructed to measure such powers in reading as interpreting, evaluating and applying what is read; (c) the interview technique described by J. G. Dewey will be improved to measure broader aspects of vocabulary and comprehension in reading.  
3. In measuring number experiences or arithmetic abilities and skills newer and more comprehensive tests probably will be constructed to measure quantitative thinking and the sociological meanings and relationships of numbers.

(4) In measuring language abilities and skills it is predicted that stenographic records and methods will be used more widely and, in addition, that recordings by phonographic means of actual samples of children's oral language will be employed. Scales for judging children's growth in written work will be judged by scaling samples of their creative writing.

(5) In evaluating art work photography of certain products will come to play an important part in measuring art skills, other such criteria as originality of theme, design and modes of expression.

(6) In measuring physical and motor development performances tests and observational scales such as those devised by Gesell and Bayley will be improved and extended.

(7) In measuring personal social adaptability new and improved controlled observation techniques, anecdotal records, rating scales and interviews will be applied to measure child growth and progress. 55

The need for cumulative records is now generally accepted. The conscientious teacher may go to the files to study valuable data about the pupil and will be ready to help the child much earlier than if such records had not been kept. A study of the data helps to locate causes of behavior changes and to determine future methods of guidance. Any program of evaluation is poorly conceived if it is carried on without regard to a well-planned system of records and reports. 55

Guidance of children in progressive schools demands a cumulative record for each child from kindergarten

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through grade twelve. This developmental history should include such records as school achievements, psychological tests, social background and experience, personality patterns, or adaptability. 56

For every child there are two cumulative files: one contains data samples of his work, which he helps to keep and to which he may refer at any time; the other not available to him, contains health records, achievement and mental test scores, family background, autobiographies, and other information pertaining to his educational development. In the child’s cumulative folder are reports he writes on his study projects, the movies he sees, trips, radio programs, reading, and reports which are given in class. Taken all in all, these records give a more complete and satisfactory picture of the child and his development than a collection of his report cards could give. In order to protect the student in case of transfer to another school, credit for the work completed is placed on a permanent record card. The permanent record card is kept in the school office. 57

Record-keeping is in an evolving state in the progressive schools and that is as it should be. No true judgment of the worth of any record can be made until it is used through a period of time. It has been found that records give surprising insight into child growth and they have also enabled us to see that “our children are not living in a series of neat compartments, but are dealing with the whole range of life activities in a closely woven web.” 58


CHAPTER III

DELINEATION OF WAYS OF EVALUATING AN ACTIVITY PROGRAM

Basic Considerations in Evaluating Pupil Growth

The purpose of this chapter is to provide a general background rather than specific directions—to suggest useful procedures of evaluation rather than to prescribe a definite program. All evaluation should be made with reference to criteria of some kind. The instruments suggested in this chapter were made in reference to the specified criteria named in Chapter II.

Every aspect of the school program needs to be evaluated, and a plan for collecting and summarizing pertinent findings each year is essential. The most reliable and practicable methods of appraisal for the particular school situations should be utilized. Gathering, interpreting, and using means of evaluation depend upon administrative procedures and active participation of every member of the staff. The teaching personnel, time, and equipment will all determine to a large extent the methods used. Each school has its own unique situation and no pattern can be transferred from one school to another.¹

One problem involved in record keeping is to avoid duplication, and yet make the information accessible to teach-

ers and personnel workers. A central file accessible to all members of the teaching staff is necessary. The central file should contain a folder for each student in which are inserted all records and reports of the student. The items in the file should be classified to form the index which serves to save time and to indicate areas of emphasis.

Daily schedules, recorded observations trait ratings, notes from parents, reports from social workers and physicians, and reports of all other behavior characteristics should be available to teachers in the central file or by cross reference to confidential files in offices of counselors and vice-principals. Unless there is a certain rhythm between collection and use, records and reports become an end rather than a means and data become static rather than dynamic. The final criterion of the effectiveness of records is: to what extent do these records aid in the understanding and interpretation of child behavior.3

At the present time a great discrepancy exists between what the classroom teachers say they are trying to develop and what is being evaluated. Many teachers have a misconception of what constitutes evaluation and fail to accept it as a part of the guidance work. Sometimes instruments of evaluation are used at the end of teaching and are not used as a means of diagnosing difficulties and successes in achieving that end product. No two schools will have identical curriculums, and neither will the evaluation programs be identical. There are, however, some evaluation techniques which

Ibid.
might be helpful to all in formulating such programs.\textsuperscript{3}

There should be a careful formulation and listing of objectives by individual teachers or groups of teachers within the school. Care should be taken that the objectives do not represent a mass of detail without direction or emphasis. The objectives may be grouped so that similar kinds of behavior fall together. This kind of grouping helps to make the program more manageable. A grouping also indicates which of the objectives are common throughout the school and hence are the concern of all teachers. The objectives should be clearly and definitely stated so that they do not carry different meanings for different people.

Another important task is to explore the situation in which children have an opportunity to demonstrate the behavior under appraisal, and to determine the conditions under which that expression can take place naturally. Interests may be expressed in the choices of activities, but these choices are an expression of real interests only when there is an opportunity for free choice and several possibilities from which to choose.\textsuperscript{4}

Precautions should be taken that personal bias does not enter into interpretations of behavior. It is not uncommon for teachers to write down their own interpretations of incidents rather than to describe the behavior itself. This should not be done because there are other teachers to appraise the records also.


\textsuperscript{4} Ibid.
The time element may be another difficulty which teachers will encounter in evaluating pupil development.

Without concentrating on manageable areas of significant behavior and without a definite cooperation of all teachers concerned, materials used in evaluation are apt to be too scattered to afford a meaningful picture of any one individual. It is for this reason that teachers need to explore ways and means of formalizing some of the evaluation procedures so that more information on a greater number of children can be secured with minimum effort and time. The kinds of data already commonly available concerning children can be put to better use, once teachers and schools are clear about objectives. At present records are often scattered; they are not summarized and interpreted so that helpful information is available.  

A comprehensive evaluation program can be developed in the elementary schools if the task is conducted as a cooperative undertaking by groups of teachers. Such a program will make an important contribution to the effectiveness of teaching and the success of the teacher's efforts will not be measured alone by the academic progress of her pupils, but by the unmeasurable increase in the qualities which lead to healthy personalities and joyous living.

It is conceded in this thesis that standardized tests are useful to some extent. Examples and addresses of these tests are not given in Chapter III because teachers are familiar with such means of evaluation.

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Anecdotal Records

A printed or mimeographed form may be used to write anecdotal records upon. The form should contain name of the student, name of observer, date of the observation, and a check mark to indicate whether the behavior is typical of the student or not. A form somewhat like the following is suggested by one writer.6

<table>
<thead>
<tr>
<th>Name of student</th>
<th>Name of observer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Typical</td>
<td>Date of observation</td>
</tr>
<tr>
<td>Not typical</td>
<td></td>
</tr>
</tbody>
</table>

Agnes volunteered for the decoration committee for the class party. She was the first to appear for the meeting to make plans. She listened to the suggestions made by others, smiled and nodded in agreement but said very little.

One who had assumed leadership, Mary Young, dashed through the motions of arranging flowers at the last minute. In desperation the chairman turned to Agnes for help. Agnes quickly found the bowls and more flowers and did a very satisfactory job. Three of the others spoke about her work while the party was in progress. This was the beginning of a lengthy conversation between Agnes and those whose approval she sought.

The reverse side of the form should contain the interpretation of the incident by the observer. The observer may indicate why the anecdote is significant and any other data concerning interpretation or disposition which he cares to

include. Brevity is a very desirable characteristic. It has been demonstrated that a teacher can write six anecdotal records a day without spending over fifteen minutes of time.  

Sources of materials for writing anecdotal records are everywhere. We get them not only in the actual behavior of children in and out of the classroom, but it is possible to secure pupil diaries, excerpts from their written papers, written reports from parents, and anecdotes about some children written by others. Just as we should be alert in observing all of the behavior of students so that we can record what is significant, just so should we not confine our observations to any one area. Nor should we confine it with respect to time.

Interpreting anecdotal records is a very difficult task, and the assistance of the home-room teacher, the psychologist, the medical staff, the principal, and the parents would no doubt help to get a clear picture of the child's behavior. There are several dangers in interpretations of such records. No one should assume that a single specimen of behavior is an index into a child's personality. A certain incident may have been a rare thing in the child's life. Such an incident should not have undue importance attached to it. In reporting episodes in the child's life the significant things may have been left out. The interpreter must take precaution to see that wide samplings have been made in respect to time and place. There should be anecdotes for each child made by many observers. If there are

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7 Progressive Education Association, Anecdotal Records, Ohio State University, Columbus, Ohio (1938), p. 31.
8 Ibid, p. 32.
only a few anecdotes, interpretations should be made cautiously. Anecdotal records when used wisely serve as a basis for guidance of the student's work. The information in these records should be kept strictly confidential and should be made a part of the educational record. 9

Case Studies

Making case studies is a method of appraising the curriculum in the light of individual pupil abilities and needs. In the process of remedial treatment, emphasis is placed on readjusting the curriculum to the child. There should be as many appraisals of the curriculum as there are pupils in the school. Each appraisal must be carried on continuously if the best results are to be obtained. The case record can be passed on from teacher to teacher as long as the information is of value in helping the child.

The school should provide record forms for diagnostic and remedial work. The record forms provide outlines under which teachers may fill in facts and opinions about the pupil and about the subject matter of the curriculum.

Observing the pupil's habits of work, studying his mental activities as he describes how he is solving a selected problem and noting his difficulties as he reacts to a carefully graduated scale of selected material are often keenly diag-

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9 Progressive Education Association, Anecdotal Records, Bulletin No. 1, Ohio State University, Columbus, Ohio (1935), pp. 33-64.
nostic procedures.

As the study of any pupil progresses, the pupil will inevitably grow. The conditions observed in him one day may not exist the next week or the next day. The teacher is advised to recognize and record this growth and to change her procedures if necessary. The procedure is essentially that of the case study, beginning with the simple analysis and treatment of every pupil's needs, and following with a more exhaustive diagnosis and treatment of the serious maladjustment. 10

Illustrative Case Studies

Informal essay reports on pupils studied are sometimes made by teachers. To illustrate the procedure employed one case study is reviewed briefly here.

Case of W. B.: W. B. entered the first grade at the age of six years. He is the sixth of nine children in a family of extremely low social and economic circumstances. The mother is probably feeble-minded. The father is barely literate. Three older girls are inmates of the Lincoln School for Feebleminded Children at Lincoln, Illinois. W. B. kept his head in his arms on his table and would not speak during his entire first two weeks in school. He learned to play a little during his first year. He was retained a second year in the first grade but did not learn to read or write. His I. Q. was found by the Institute

10 The National Elementary Principal, Vol. XVI, No. 6 (1937), pp. 323-328.
for juvenile research to be about 55. At the age of eight he was sent with two brothers to the Lincoln School and remained there two years. He returned to the second grade in our school at the age of ten. He learned to recognize some first-grade words but could not read with comprehension. He has been promoted regularly and is now, at the age of fourteen, in the fifth grade. His I. Q. is probably below 75; his mental age is about nine years; and his educational age about eight years. His teacher believes he can be taught more effectively than he has been in the past.

The following form for recording case study information was made by the Superintendent of Genoa Public Schools, Genoa, Illinois.12

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12 Ibid., p. 327.
Data Sheet For all Problem Cases

(Preliminary Diagnosis Only)

Record information about all problem cases. Use as much space as necessary for each pupil.

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pupil Subjects and Data</td>
<td>Observed Symptoms</td>
<td>Educational History</td>
<td>Skills in tool subjects and pre-requisites</td>
<td></td>
</tr>
<tr>
<td>A. W. Math</td>
<td>Didn't understand</td>
<td>Rural to 4th in Southern Illinois.</td>
<td>Low in skills and reasoning on standard arithmetic tests</td>
<td></td>
</tr>
<tr>
<td>6th 1935-'36 what it was</td>
<td></td>
<td>Repeated 6th work fair except math.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7th 1936-'37 all about</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>D. E. Reading</td>
<td>Could call words orally but could not comprehend meanings</td>
<td>Rural to 3rd grade Received low repeated 3rd.</td>
<td>Stanford 5/10/33 Score 68 Bcm 89 Iowa Read. Rate and comprehension only half of norm</td>
<td></td>
</tr>
<tr>
<td>3rd '32-4</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4th '34-5</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5th '35-6</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6th '36-7</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>M. B. Reading</td>
<td>Failure to complete work Inattentive Irresponsible</td>
<td>Entered Grade I Sept. 8, 1936</td>
<td>Lacks experiences necessary for beginning reading Sub-normal in social experiences</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>---------</td>
<td>---------</td>
<td>-----------------------------</td>
<td>-----------------------------</td>
<td></td>
</tr>
<tr>
<td>Observed</td>
<td>C. A.</td>
<td>Character Traits</td>
<td>Physical well-being Habits</td>
<td></td>
</tr>
<tr>
<td>General</td>
<td>I. Q.</td>
<td>and Habitual Emotional Reactions</td>
<td>and Health</td>
<td></td>
</tr>
<tr>
<td>Maturity</td>
<td>M. A.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mature</td>
<td>Kuhlmann-Anderson</td>
<td>Not a good mixer</td>
<td>Fair, general health.</td>
<td></td>
</tr>
<tr>
<td>socially</td>
<td></td>
<td>Unemotional</td>
<td></td>
<td></td>
</tr>
<tr>
<td>mentally</td>
<td>Oct. 1935</td>
<td>Industrious</td>
<td>Lacks vigor</td>
<td></td>
</tr>
<tr>
<td>physically</td>
<td></td>
<td>Cooperative</td>
<td>May be poorly nourished</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Courteous</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Socially</td>
<td>C. A. 13-6</td>
<td>Honest</td>
<td>Good health</td>
<td></td>
</tr>
<tr>
<td>and</td>
<td></td>
<td>Dependable</td>
<td></td>
<td></td>
</tr>
<tr>
<td>physically</td>
<td>Otis Group</td>
<td>Industrious</td>
<td></td>
<td></td>
</tr>
<tr>
<td>normal</td>
<td>9/13/33</td>
<td>Not a quitter</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mentally</td>
<td>I. Q. 91</td>
<td>Energetic</td>
<td></td>
<td></td>
</tr>
<tr>
<td>below</td>
<td>Otis Self Ad</td>
<td>Physically</td>
<td></td>
<td></td>
</tr>
<tr>
<td>normal</td>
<td>12/14/33</td>
<td>Sluggish</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>I. Q. 82</td>
<td>mentally</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physical maturity</td>
<td>Detroit Oct. 19, 1936</td>
<td>Irresponsibility</td>
<td>Inferior habits of cleanliness</td>
<td></td>
</tr>
<tr>
<td>normal</td>
<td>0. A. 6-4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social and mental</td>
<td>I. Q. 88</td>
<td></td>
<td>Lymph nodes swollen</td>
<td></td>
</tr>
<tr>
<td>maturity below</td>
<td>M. A. 5-6</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>normal</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>10</td>
<td>11</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>----</td>
<td>----</td>
<td>----</td>
<td></td>
</tr>
<tr>
<td>Psycho-Physical Defects</td>
<td>Interests and Probable Aptitudes</td>
<td>Pertinent Social and Economic Facts</td>
<td>Type of Problem—Preliminary Diagnosis</td>
<td></td>
</tr>
<tr>
<td>Near sighted</td>
<td>General reading</td>
<td>Father was unemployed</td>
<td>Has not been properly taught in fundamental skills in arithmetic</td>
<td></td>
</tr>
<tr>
<td>Not a serious handicap</td>
<td>Literature Language aptitude</td>
<td>during depression</td>
<td>lacks number sense</td>
<td></td>
</tr>
<tr>
<td>None</td>
<td>Outdoor and Competitive Sports Science Machinery Agriculture</td>
<td>Family owns and works good farm Father is a leader Sister bright Walks with father a lot on farm</td>
<td>Slow learner Not taught to read in rural school Fair memory if given time Practical work in his line is good</td>
<td></td>
</tr>
<tr>
<td>None</td>
<td>Play with toys Play with children</td>
<td>Socially and economically poor home. Large family Parents do not play with or read to children</td>
<td>Lacks reading because of lack of background of suitable experiences to comprehend context Immature</td>
<td></td>
</tr>
</tbody>
</table>
Evaluating Socializing Experiences

The following records enumerate a variety of items in the classroom environment of a group of second-grade children, and present the children's own descriptions of these items as recorded by the teacher. Obtaining reactions of this kind from children is admittedly a very informal and quite unscientific method of evaluation. It does, however, give teachers an insight into child growth that is difficult or impossible to obtain otherwise. In this sense this procedure may be considered an appraisal measure, although the results cannot be expressed quantitatively and the amount of social growth cannot be determined objectively.

Our City Book.— We have a big book about our city. It looks much like our neighborhood book because it is made on wrapping paper, and because we had to hang it on the wall so that we could read it. We have not finished it yet. We have only four pages done. We have written about "The Markets," "The Hotels," and "The Policemen." We are planning to have this book finished soon. Its title is, "Our Beautiful City—Seattle, Washington."

Our Neighborhood Book.— We live in a very beautiful neighborhood, so we made a big book about it. Every day we made a new page for our book. Miss Wilson printed them with her big pen and we drew pictures for them. When the book was finished Miss Wilson put all the pages together and hung the book on the wall. Each page looks like a big reading chart. The book tells about "The View of Lake Union," "The University Bridge," "The Art Museum," "Volunteer Park," "The University Museum."

"Seward School," and "Rogers Playfield."

When we have finished our work it is fun to read this big book that we made.

Our Number Books.—We need to know many number facts in second grade so that we can figure up our lunch money and our bank money and do other things that we need to do.

We keep a record of every number fact which we use. We keep this record in our number books. We made our number books ourselves and we keep them in our desks. We write every number fact we use in our book. If we've already had it and have already written it in our book, we put a check near it. Some of them have many, many checks. The fact "1" and "0" has the most checks now. It has thirty-one checks.

Our Number Charts.—We are trying to learn to count by tens and by fives and by twos. Some children can already do this. They can write their names on the number charts. All but three children have their names on the number chart for counting by tens; all but six children can count by fives. Sixteen children can count by twos.

Our Lunch Money.—We have a cafeteria in our school. So many people bring money for their lunches. Each person who brings lunch money in our room writes his name on the lunch-money board, and he writes the amount of lunch money he has. Then he puts his money in the lunch-money purse. Later in the morning we check the money in the purse with the amount written on the board. We find out how much lunch money is in the purse. When the children are ready to go to lunch they get their money from the teacher.

The following evidences of cooperative planning seem to be outstanding:

1. The children are quite clear as to their share in the making of the books.

2. They recognize at least part of the teacher's contributions.
3. They are growing in appreciation of "A Very Beautiful Neighborhood."

4. They felt in making their record of "A City" a consciousness of work accomplished and something yet to be done. They have definite plans for the use of "Our Neighborhood Book." There is always something for the children to do when they have finished their work in a room which they have helped to "make" and keep in order.

Through the use of money in the lunchroom and in making bank deposits, the recording of the amount brought, the checking of the facts involved, and the accounting of their own achievements, the children are using arithmetical materials and learning to keep records of this use in an orderly way.
Evidence of the Need of Cooperation

Reading to Solve Problems Is the Aim of This Group
Taking Care of Pets Was an Aid to the Children in Making Happy Social Adjustments

Health and Safety Experiences in a Second Grade
Records of Children's Reading

When children in the primary grades can read simple stories some record of their reading should be kept, not only to help the teacher but to stimulate the children's interest. A record such as the following may be useful and it is simple enough that it may be kept by the pupils themselves.\textsuperscript{14}

A list of books that are on the reading table may be made on strips of paper and posted in a convenient place. Each child after making a satisfactory report on a story or book may check the one he has read. He might write the page number or title of the story under his name.

Books in Our Library (October 5 - 10)

\begin{tabular}{lcccc}
\hline
                     & Mary & Betty & Wanda & Joe & Sue \\
\hline
1. Little Black Sambo &       &        &       &      &      \\
2. Animal Families   &       &        &       &      &      \\
3. Surprise          &       &        &       &      &      \\
\hline
\end{tabular}

Recording Difficulties in Word Recognition

Such a record as the following may be made during an oral reading period in the primary grades.\textsuperscript{15} One can readily

\textsuperscript{14} The Activity Program and the Teaching of Reading, Bulletin No. 3, (1931), p. 74.
\textsuperscript{15} Ibid, p. 74.
find individual difficulties by using a chart of this kind.
The children needing remedial work can be segregated and given
attention where the difficulties are.

This record should be made during five or six lessons.

Word Recognition Record

<table>
<thead>
<tr>
<th>Name of Pupil—Jim; age 8; grade 2; teacher, J. C.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date</td>
</tr>
<tr>
<td>------</td>
</tr>
<tr>
<td>3/10</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

Read the above record as follows: Jim said "who" for "what", 'run' for 'ran', 'seen' for 'some' e.g. He made no attempt to pronounce 'when', 'last', 'farm', etc. He omitted 'the' and inserted 'I'."

Diagnosing Difficulties Through Group Reading

It is true that the classroom teacher has very little time to thoroughly examine deficiencies of each of her 40 or 45 pupils, but she can use some devices that are useful for diagnosing the difficulties in reading.
The following chart is one device used for diagnosing reading difficulties. It should be marked while the pupils are reading orally. Only practices that are habitual should be recorded.

The chart should be marked during the course of several oral reading lessons. Other items may be added or some of these omitted, but it is essential that something definite be recorded.

..............................................................

**Diagnosis of Reading Habits**

<table>
<thead>
<tr>
<th></th>
<th>Joe</th>
<th>Ann</th>
<th>May</th>
<th>Tom</th>
<th>Sue</th>
<th>Bob</th>
</tr>
</thead>
<tbody>
<tr>
<td>Moves lips when reading silently—</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Points with finger----------------</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Omits words----------------------</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Inserts words---------------------</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Guesses at words-----------------</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Looks at pictures for cues--------</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Makes many sight errors-----------</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reads word by word----------------</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unable to attack new words--------</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Looks up at teacher constantly-----</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

..............................................................

Record to Note Deficiencies in Reading

A chart such as the following one may be used to note deficiencies in silent reading.\(^{17}\) A similar one may be used for oral reading. With the deficiencies located the probable causes of them may be discovered and remedial treatment may then be given.

<table>
<thead>
<tr>
<th>Pupils</th>
<th>Deficiencies</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>James</td>
<td>1 R E S 1 R Q</td>
<td></td>
</tr>
<tr>
<td>John L.</td>
<td>1 R E S 1 R Q</td>
<td></td>
</tr>
<tr>
<td>Sarah</td>
<td>1 R E S 1 R Q</td>
<td></td>
</tr>
</tbody>
</table>

Key:
W--Word pointing  WI--Poor word identification
L--Lip movement   I--Interest
H--Head movement  R--Rate
ES--Signs of eye-strain  C--Comprehension

Records of Books Children Read

Children enjoy keeping records of books they read during the year. A small filing case may be used to keep these records in. The cards should be arranged alphabetically by the children as they record their books. Each child may use a form for recording his books similar to the one given below.\(^{18}\)

---


Example of Written Report

It is necessary that reports of some kind be made on the books read. These reports may be oral or brief written reports may be made as follows:  \(^{19}\)

<table>
<thead>
<tr>
<th>Name</th>
<th>Betty Jean West</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title of Book</td>
<td>Make Believe Tales</td>
</tr>
<tr>
<td>Author</td>
<td>Mary C. Lyons</td>
</tr>
<tr>
<td>Kind of Book</td>
<td>A book of Fairy Tales</td>
</tr>
<tr>
<td>Did you like it?</td>
<td>Yes</td>
</tr>
<tr>
<td>Why?</td>
<td>It was a funny book</td>
</tr>
</tbody>
</table>

Poems for Building Desirable Attitudes

When we know which poems interest pupils keenly, and know that pupils can discern the desirable traits of their heroes, we are able to select those poems which are most likely to emotionalize the particular attitudes we desire to strengthen. The following form may be used to ascertain children's react-

\(^{19}\) Ibid, p. 317.
Sixth and Seventh Grades

Instructions to Pupils.—I am going to read you a story-poem. Listen carefully while I tell you the name of the poem and what the main person in the story is called. After you hear the poem you will be asked to answer some questions about the story it tells. In answering these questions tell exactly what you think, for this is not a test and it has nothing to do with your grades or marks in English.

Name of pupil________________ School____________

Age_________ Grade_________ Sex_________

Directions:

1. Underline the word 'yes' or the word 'no' in answer to the following questions:
   
   Yes  No  Did you enjoy hearing this poem read?
   Yes  No  Would you like to read it yourself sometime?

2. Mark an X opposite the group of words below which tells what you think about the poem just read.

   _____ One of the most interesting poems I ever heard.
   _____ A good poem. I like it better than most.
   _____ I do not like it.

3. Underline the one word which describes best the main person in the poem. Definitions are given to help you in choosing the right word.

   Useful  Unselfish, glad to work hard or to give up whatever is necessary in order to help or to serve people.
   Courteous  Respectful, thoughtful, considerate of people, having pleasant manners.
   Loyal  Faithful, devoted to one's friends, companions, or to other people.

---

Self-Controlled Reserved, restrained, master of one's feelings or wishes at all times.

Trustworthy Dependable, reliable, deserving responsible positions or tasks, true to a trust one may be given.

4. Underline the word or phrase which tells how you feel toward the main person in the poem.

I do not like the person.
I admire the person.
I wish to be like the person.

Testing Knowledge of Helps in Books

A test such as the one described here may be used in the fourth, fifth, and sixth grades to check pupils' understanding of the helps found in books. 21

Draw a line under the word or groups of words that make each sentence true.

To find the meaning of a work look in the index glossary table of contents

To find on what page a story begins, look in the table of contents glossary marginal headings

To find on what pages information about a certain man is given, look in the preface glossary index

To find the name of the author of a selection, look in the table of contents index glossary

The index of a book is found at the front at the back on the margin

21 Mary E. Pennell and Alice M. Ousack, The Teaching of Reading for Better Living (1935), p. 357.
The table of contents of a book is found on the margin at the back at the front

The marginal readings of a selection are found at the front at the back on the margin

A test such as the preceding one will aid in locating defects in reading habits and will serve as a guide to the teacher in helping children to develop effective habits of reading.

Developing Discrimination in Radio Listening

The influence of the radio upon the life of boys and girls is tremendous. Day after day our radio stations pour out upon us a barrage of propaganda, great masses of uninspired music, cheap meaningless quisses, and dull speakers. To withstand these clever sales talks we must develop on the part of children the ability to discriminate in regard to radio listening.22 "We are besieged with appeals to action by advertisers, by political speakers, by economic witch doctors." 23 Teachers must realize that this siege is taking place eighteen hours a day and students must develop critical thinking for

their own protection. The following appraising techniques are suggested by one writer.

There are many techniques used by advertisers and other propagandists that we should be able to recognize and to appraise from the direct exhortations of announcers to rush to the corner drugstore and buy a bottle of mouthwash, to the incorporation of the name of the product into the gags of the script. Students should be familiar with the common propaganda devices—those of name calling, unsubstantiated generalities, omission of facts, spurious conclusions, testimonials, slogans, and others—and should be able to detect these devices whenever they are used in radio programs. Cynicism somewhat like that of the ten-year-old youngster should be developed. After hearing that Lou Gehrig had shifted from Wheaties to Hunkies, he expressed his disgust by saying, "Aw, you can't believe anybody anymore."

Discussions of radio programs should lead into a consideration of all of the radio-production techniques. Make appraisals of announcers, and various programs. Visit broadcasting stations and watch programs being produced or an announcer appealing to the public to buy his product. The children themselves may produce programs and broadcast them. In discussion the teacher can help the child to correct distorted notions, help him to develop simple standards for judging programs, and suggest programs which are good for children of that age. Help children to compare programs, and to formulate their own critical standards for evalu-

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24 Ibid., p. 182.
The children in a third grade built up standards for selection of programs in the following way: They listened to radio programs at school and at home for three weeks and discussed the desirable and undesirable features of the programs each day at school. The discussions led to formulating the following criteria for selecting programs.27

How to Select a Good Radio Program

1. Is the program interesting?
2. Are the characters good?
3. Is there action in the story?
4. Are the descriptions of the scenes of the story clear?
5. Do the characters talk interestingly?
6. Is the plot of the story good?
7. Does the music sound pretty?
8. Is the radio program too noisy?
9. Is good language used?
10. Is this a child's radio program?

The children made a list of the programs that they heard on each day of the week. After reports were made on the various programs heard the children made their own list of children's Daily Radio Programs. The following list was made of favorite radio programs.28

---

27 Olga Wright, "Station TOC", University Elementary School Program, Number 1, Bureau of Educational Reference and Research, University of Michigan, Ann Arbor, Michigan, (1937).
28 Ibid.
Our Favorite Radio Programs

<table>
<thead>
<tr>
<th>Time</th>
<th>Station</th>
<th>Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>3:00</td>
<td>WJR</td>
<td>Master of Science</td>
</tr>
<tr>
<td>4:30</td>
<td>WJRE</td>
<td>Children's Hour</td>
</tr>
<tr>
<td>4:45</td>
<td>WXYZ</td>
<td>Little Orphan Annie</td>
</tr>
<tr>
<td>5:00</td>
<td>WWJ</td>
<td>Flying Time</td>
</tr>
<tr>
<td>5:00</td>
<td>WEIL</td>
<td>American Family Robinson</td>
</tr>
<tr>
<td>5:15</td>
<td>WJR</td>
<td>News of Youth</td>
</tr>
<tr>
<td>5:30</td>
<td>WJR</td>
<td>Kroger Wise Crackers</td>
</tr>
<tr>
<td>5:45</td>
<td>WJR</td>
<td>Rexfraw of the Mounted</td>
</tr>
<tr>
<td>6:00</td>
<td>CKLW</td>
<td>Omar, the Mystic</td>
</tr>
<tr>
<td>6:15</td>
<td>WJR</td>
<td>Jimmy Allen</td>
</tr>
<tr>
<td>7:30</td>
<td>CKLW</td>
<td>Little Symphony</td>
</tr>
</tbody>
</table>

Evaluation of Motion Pictures

A discussion of motion pictures in relation to their educational and entertainment values may serve to set the stage for evaluation procedures. Some specific pictures which the children have seen may be discussed from the standpoint of wholesome offerings in them. Individual members may name what they consider worthwhile pictures. After discussions of this kind the teacher may help the children to make a check list for use in evaluating pictures. Such questions as these may appear in the list:
1. Does the scenario tell a possible story?
2. Does the scenario tell a mere wish-fulfillment story?
3. Is the humor clever?
4. Is the humor of a slapstick type?
5. Are good wholesome ideas given?
6. Does the picture lead to admiration of the unworthy?
7. Was the acting good?
8. Did a particular movie star in the cast influence your judgment?  

The pupils may as they see moving pictures evaluate them. Each point should be discussed freely. Oftentimes pupils may change their first evaluations. With such evaluating procedures pupils become increasingly discriminating. Whole families through student reactions may become more intelligent "movie-goers".  

The work in motion picture discrimination should be introduced informally to children. Critical reviews of motion pictures may be brought to the class and discussed. The teacher should not attempt to tell the students the movies they ought to attend. The children discuss the effects of motion pictures upon themselves and evaluate critically the movies they have seen, whether they are interesting, true to life, and skillfully photographed.

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30 Ibid., p. 245.
The work in motion picture discrimination has been widely introduced in the United States. Seven states have given official approval to its inclusion in their schedule of studies. A bulletin dealing with the teaching of discrimination not only in the cinema but also in radio and the press goes to more than five thousand teachers and administrators of schools in the United States.32

Survey of Children's Interests in Your Community

A survey such as the one below is suggested for use in the fourth, fifth, sixth, and seventh grades.33

1. Did you go to any of the following places over the week-end?
   a. Library
   b. Museum
   c. Park
   d. Movies
   e. Sunday school
   f. Art gallery

2. Did you listen to the radio? Do you have a favorite program? Did you learn anything new?
   a. ____________________________
   b. ____________________________
   c. ____________________________

3. What thing in the neighborhood would you miss most if it were taken away?
   a. Library

32 Ibid.
b. Movies
c. Museum
d. Trees
e. Playground
f. Park

4. Do you know of any problems your father and mother are thinking about?
   a. Repairing
   b. Moving
c. Budgets
d. Jobs
e. Clothes
f. Taxes
g. Education

Code 3. Cooperative Group Planning and Discussion

Code 3 is an attempt to measure certain practices of democracy as carried on in the classroom. It is an attempt to measure group discussion and planning the curriculum.

This code is to be used when the group is planning, reporting, or discussing units of work, activities, or problems. Code only contributions that are considered worthwhile by the group.

It is best to observe the group during an entire period of planning and discussion. The observer should use the following codes upon a data sheet. Code 3 is suggested
by an outstanding educational writer.

Prepared voluntary report or exhibit—3a
Assigned report or exhibit—3b
Extemporaneous contributions from personal experience—3c
Contributions to discussion gained from independent reading, lectures etc.—3d
Asking questions on the topic, unit, or activity—3e
Criticism of a contribution, praise or challenge—3f
Suggesting means, methods, activities or solution—3g

Data Sheet for Systematic Observation

Teacher_________________________________ School_________________________________ Observer_________________________________

Date: Month________________ Day_________ Year________________

Minutes Observed

Type of Work or Activity

Names of Pupil

1. John
2. Mary
3. James

In scoring Code 3, each contribution of each pupil was counted as one point. This measuring instrument might be refined by weighing different items in the code. This measure attempts to show the relative degree to which each pupil contributes in making curricular materials.  

Check-Sheet For Judging an Informal Dramatic Production

Since the desired development of the children is a result of the production in process rather than of a "finished show", the criteria need to be applied from time to time. The check-sheet used may be similar to the one below.  

Underline the words which best describe the children's degree of development.

Characteristics Displayed By Child

<table>
<thead>
<tr>
<th></th>
<th>Ratings By Teacher and Supervisor</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Freedom from inhibitions and fears</td>
<td>none at all a little very much</td>
</tr>
<tr>
<td>2. Imagination and creative power</td>
<td>none at all a little very much</td>
</tr>
<tr>
<td>3. Power to organize</td>
<td>none at all a little very much</td>
</tr>
<tr>
<td>4. Joy and interest in Presentation</td>
<td>none at all a little very much</td>
</tr>
<tr>
<td>5. Insight into character</td>
<td>none at all a little very much</td>
</tr>
<tr>
<td>6. Power to discover effective episodes</td>
<td>none at all a little very much</td>
</tr>
</tbody>
</table>

---

35 Ibid.
A Running Commentary on Pupil Behavior in Dramatics

If the teacher will keep a simple diary of the dramatic activities of children, this record will help not only to diagnose specific weaknesses and strengths but also to indicate general progress. A review of such records from time to time will reveal a great deal about the direction and extent of changes in pupil behavior. The following is a simple record of one child’s participation in dramatics.37

September 16 — Sat in impassive silence while playlet was being given.
September 28 — Showed by facial changes a degree of enjoyment at a review demonstration.
October 16 — Volunteered to take a non-speaking part in a dramatization.
October 24 — Stated that she thought one player acted "just like an old lady."
October 29 — Painted tree to be used as part of a back drop.
November 6 — Brought in a story from her reading which she thought could be dramatized.
November 10 — Took a speaking part, but was too timid to suggest appropriate lines until given much help.
November 17 — Impersonated by pantomime a field laborer hoeing cotton. Showed considerable understanding and gave a fair interpretation.
November 26 — Named a book she had read and told of one character by saying, "She always talked like this: ..." Then in a whining voice and with a sad face she repeated some of the character's words.
November 28 — Suggested to another child that the latter did not speak so the audience could hear every word.

Modern Objective Test

Here are some things which a pedestrian should do and some which he should not do. Place a 0 before each correct practice and an I before each unsafe practice.

1. Walk on the left side of streets or highways.
2. Look carefully both ways before stepping into the street.
3. Cross streets between intersections instead of at the corners.
4. First look in both directions and then run across the street.
5. Carry a light or wear a reflector when walking along the road at night.
6. Wear dark clothing when walking at night on traveled road.
7. If the highway is wide, walk in the center so that cars may pass on either side.
8. Wait at the curb for a green light where there are traffic signals.
9. Never run into or across a street or highway.
10. Be very careful when walking behind parked cars.

This is an example of a teacher made test on the curricular content.\footnote{Russell L. Connelley, "Traffic Safety", The Grade Teacher, Vol. LVI, No. 1, (Sept. 1938), p. 70.}

Evaluation of Social-Behavior

The pupil is asked to draw from his own experience ex-
samples of acts which cause people to like or dislike each other. He is given an opportunity to study his own actions that tend to cause people to like or dislike him. A device something like the following one may be used in the fourth, fifth, and sixth grades. Charts may be developed by the pupils themselves. In the development of the charts each child is given an instruction sheet which calls attention to the fact that people are liked or disliked because of certain acts and sometimes people lose friends by doing certain things.

List I
We often dislike a person who:
1. Interrupts others when they are speaking
2. Takes advantage of those who are not so strong or bright as he, or have less money.

List II
We usually like a person who:
1. Plays fair
2. Keeps promises

The class may be divided into committees of five or six members each. The members of each committee write the items which they think belong in List I and List II giving reasons why they think these items are important. Concrete examples are given that illustrate the modes of behavior. After the lists are made each committee selects from the items which have been discussed the one item which it believes to be

---

most important for List I and the one which is most impor-
tant for List II. The most important items from the vari-
ous committees make up the final lists.

In order that the reader may judge whether such lists
will provoke thinking on the part of the pupils a few points
listed by a sixth grade committee are given:

We dislike a person who: takes things that don't
belong to him, tells things that aren't true
about others, tries to get out of things, is
two-faced, is a tattle-tale, is a smart-aleck,
is always bragging, bosses others around, makes
fun of people, makes fun of poor people's clothes,
bullies smaller children, quiets when he is about
to lose, calls people names, lies, cheats, is
selfish.

We like a person who: is willing to do his part,
keeps a secret, tells the truth, stays with you
when you are in trouble, can be trusted, helps
others, minds his own business, is kind to animals,
controls his temper, is a good loser, owns up when
he is wrong.40

Pencil and Paper Tests of Social Relationships

If there is a need for measuring information about
social, civic, economic, and aesthetic current affairs and
personalities, tests such as the following may be given to
fourth, fifth, and sixth grades.41

40 Ibid., p. 690.

41 J. Wayne Wrightstone, Appraisal of Newer Elementary
In January, 1937 many persons lost their homes in midwest United States by (1) drought (2) fire (3) floods

The China Clipper is a (1) ship (2) big airplane (3) city in China

In the Tennessee Valley the United States is now building (1) some new roads (2) some electric power plants (3) factories

A noted conductor of orchestras is (1) Albert Spalding (2) Katherine Cornell (3) Arturo Toscanini (4) Vincent Van Gogh

The head of the W. S. work relief program is (1) John L. Lewis (2) Leon Blum (3) Harry Hopkins (4) Francis Townsend

A generalized attitude test to measure beliefs and attitudes toward ideas, persons, and conditions may be used. In a test such as the following the pupil was asked to indicate his agreement or disagreement by plus or minus.

The farmer is not as happy as the city worker
Most people in other countries are not as bright as Americans
Chinese, Japanese, and colored people work as hard as white people
A forest owner should be allowed to cut down as many trees as he likes
Most cotton pickers in the South are poor because they are lazy
It is fair to pay low wages to workers in shops and factories
Tests of this type should be derived from curricular context taught in the particular school. 42

Measuring Social and Emotional Development

The rating scale described below offers an objective though not infallible method of measuring child development. 43 The following scale for nursery and kindergarten children consists of sixty items of behavior common among children of these years. This rating scale has been used in the Winnetka Public School for eight years. Careful supplementary records are kept also. Parents fill out behavior rating scales before the child enters school and teachers fill them out as soon as they become acquainted with the children. In January and May the parents and teachers again check the children’s behavior and fill out the forms as before. As early in the year as possible teachers make friendly contacts with the family and visit the home.

| Behavior: The habits listed below are those which we expect to occur to some extent in every normal child. They have been worded as problems, since it is usually easier to remember that type of behavior. |
| Check column which best describes child during the past month |
| Never | Less than | Several times a week | Daily or more |

42 Ibid.

<table>
<thead>
<tr>
<th>Nervous Indications</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Sucks thumb or fingers</td>
<td></td>
</tr>
<tr>
<td>(1) during day (2) at</td>
<td></td>
</tr>
<tr>
<td>rest—nap or bedtime</td>
<td></td>
</tr>
<tr>
<td>Bites nails</td>
<td></td>
</tr>
<tr>
<td>Chews objects</td>
<td></td>
</tr>
<tr>
<td>Picks nose</td>
<td></td>
</tr>
<tr>
<td>Plays with fingers or</td>
<td></td>
</tr>
<tr>
<td>fingers objects</td>
<td></td>
</tr>
<tr>
<td>Twists hair or clothes</td>
<td></td>
</tr>
<tr>
<td>Handles sex organs</td>
<td></td>
</tr>
<tr>
<td>Twitches any part of body</td>
<td></td>
</tr>
<tr>
<td>Wriggles a great deal</td>
<td></td>
</tr>
<tr>
<td>when sitting</td>
<td></td>
</tr>
<tr>
<td>Holds body or hands tense</td>
<td></td>
</tr>
<tr>
<td>Laughs, squalls, jumps</td>
<td></td>
</tr>
<tr>
<td>around excessively</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Reaction to Adults</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Refuses to comply with</td>
<td></td>
</tr>
<tr>
<td>adult requests</td>
<td></td>
</tr>
<tr>
<td>Ignores requests</td>
<td></td>
</tr>
<tr>
<td>Is hard to reason with</td>
<td></td>
</tr>
<tr>
<td>Seeks attention by</td>
<td></td>
</tr>
<tr>
<td>calling or showing off</td>
<td></td>
</tr>
<tr>
<td>Asks for unnecessary help</td>
<td></td>
</tr>
<tr>
<td>Looks for praise</td>
<td></td>
</tr>
<tr>
<td>Goes to adult with</td>
<td></td>
</tr>
<tr>
<td>criticism of others</td>
<td></td>
</tr>
<tr>
<td>Stays close to adult</td>
<td></td>
</tr>
<tr>
<td>Shrinks from notice</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Reaction to Children</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Avoids play with others</td>
<td></td>
</tr>
<tr>
<td>Bosses others</td>
<td></td>
</tr>
<tr>
<td>Gives in too easily</td>
<td></td>
</tr>
<tr>
<td>Refuses to share or take</td>
<td></td>
</tr>
<tr>
<td>turns</td>
<td></td>
</tr>
<tr>
<td>Grabs toys from other</td>
<td></td>
</tr>
<tr>
<td>children</td>
<td></td>
</tr>
<tr>
<td>Attacks others (hits,</td>
<td></td>
</tr>
<tr>
<td>bites, kicks, scratches)</td>
<td></td>
</tr>
<tr>
<td>Is jealous of others</td>
<td></td>
</tr>
</tbody>
</table>

Contacts and reports such as the ones found in this form
form the basis for diagnostic and remedial work. This behavior rating scale has as yet no norms for comparing individual behavior with group behaviors.44

Using a Measure of Good Manners

Any attempt to reduce to a quantitative basis an intangible such as good manners is fraught with the danger of mechanism. When, however, it becomes possible through the planning and use of a measuring device, to lead teachers and pupils to identify themselves with the school's program, lack of warrant cannot be claimed. In such a scheme measurement has its place.

A partial measure of our success should be available at the close of the year. A reinventory at that time should reveal whether or not there has been significant improvement in the behavior stressed. However, since any gain revealed at the close of the campaign may be lost as soon as the pressure of the campaign is removed, it will be necessary to allow a term of normal emphasis to elapse and then take another inventory. The results, when compared with the findings of the previous inventories, will show how much of the initial gain has been retained, and where reemphasis is needed.

As a result of an inventory of manners situation in the Philadelphia Public Schools, the following cases are selected

44 Ibid., p. 505.
for emphasis with a view to substituting the acceptable re-
sponse. Teachers should feel free to modify the program
to suit the special needs of their classrooms at any partic-
ular period.

Good Manners to be Emphasized During Year

<table>
<thead>
<tr>
<th>Month</th>
<th>Manners Situation Needing Correction</th>
<th>I–II</th>
<th>III–IV</th>
<th>V–VI</th>
</tr>
</thead>
<tbody>
<tr>
<td>November</td>
<td>Interrupting the conversation of others</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>December</td>
<td>Running in the halls or on the stairways</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Loud, harsh, or unpleasant voices</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Saying &quot;huh&quot;, nodding the head</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Not using handkerchief when necessary</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td></td>
<td>Walking noisily thru halls</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Not neat in use of the desk</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Pushing ahead of others in line</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Taking advantage when teacher is occupied elsewhere</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Distracting attention by playing with pencils, pens, clothing</td>
<td></td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td></td>
<td>Slouching in seat or when called on to speak</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Not looking at person with whom one is speaking</td>
<td></td>
<td>X</td>
<td></td>
</tr>
</tbody>
</table>

| January   | Taking advantage when teacher is occupied elsewhere | X    |        |      |
|           | Walking noisily thru halls or in room             |      |        | X    |
|           | Unclean hands, face, body                         | X    |        |      |
|           | Running in the halls or on the stairway           |      |        |      |
|           | Loud, harsh, or unpleasant voices                |      |        | X    |

| March        | Not saying "please" or "thank you"                          | X |
|             | Not neat in use of the desk                                | X |
|             | Laughing at others' mistakes                               | X |
|             | Untidy in dress                                            | X |
|             | Interrupting the conversation of others                    | X |
|             | Not speaking distinctly                                    | X |
|             | Walking in front of others and not                         | X |
|             | saying "excuse me"                                         | X |
|             | Saying "huh", nodding the head                              | X |

February  
Reemphasize those items above which need more attention; add others.

| March        | loud, harsh, or unpleasant voices                          | X |
|             | Not saying "excuse me" after discourtesy                   | X |
|             | Untidy use of the cloakroom                                | X |
|             | Neglecting necessary notes for absence                     | X |
|             | Taking advantage of permission to leave the room           | X |
|             | Walking in front of others without saying "excuse me"      | X |
|             | Saying "huh", nodding the head                              | X |
|             | Playing dangerously in the yard                            | X |
|             | Unclean face, hands, or body                               | X |
|             | Pushing ahead of others in line                            | X |
|             | Walking noisily in halls or rooms                          | X |
|             | Chewing gum in the classroom                               | X |
|             | Picking the best when materials are distributed            | X |

April       

| Walking in front of others without saying "excuse me"      | X |
| Defacing property                                         | X |
| Picking the best when materials are distributed            | X |
| Saying "huh", nodding the head                             | X |
| Unclean hands, face or body                                | X |
| Not saying "excuse me" after discourtesy                   | X |
| Running in the halls or on stairways                       | X |
| Not using handkerchief when necessary                      | X |
| Not saying "please" or "thank you"                         | X |

May        
See February

June       
Reinventory and plan emphasis for the duration of this term and next.
Appraisal of Physical and Mental Hygiene

For measuring health information and attitudes tests on health awareness may be constructed. Sample items of such tests are:

We get most food from starchy food if we chew it well (2) it is well cooked (3) it is well seasoned (4) we are hungry

If you have trouble with your eyes, it would be best to go to (1) an optician, (oculist (3) an optometrist (4) a jeweler

The best single treatment for a bad cold is to (1) use a gargle for your throat (2) take aspirin (3) go to bed (4) take hot baths

Some commercial tests available are:


Rogers Physical Capacity Test consists of a series of physical strength. The Woodworth-Mathews Personal Data Sheet measures the person's attitude toward himself and gives an index of emotional stability. It consists of seventy-five

items such as these:

Do you have the same kind of dreams several times? Yes No

Do you have any fear of animals, such as dogs? Yes No

Do you feel unhappy more than happy? Yes No

Sample items such as the following measure the pupil's attitude toward other pupils, groups, teachers, school, and curriculum:

Do others in your class want you to work with them? Yes No

Do you like your studies or your work in school? Yes No

Do you feel happy in your home? Yes No

Do you like to go to parties or social meetings? Yes No

The following tests have been found to be helpful in evaluating creative expression:

Nair-Graduate Art Judgment Test, Bureau of Educational Research and Service, State University of Iowa, Iowa City, Iowa.

McAdory Art Test, Bureau of Publications, Teachers College, Columbia University, New York.

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47 Ibid.
46 Ibid., p. 208.
Some Examples of Records that May be Kept in a Permanent Cumulative File

Records of group activities, records of individual achievement, records kept partly by the children and partly by the staff are kept in permanent school files and added to year by year. Each child has a compartment in the files where he may keep his individual records which he makes himself. Individual records are accessible to the child and data are recorded as the child makes them. All of the following records are cumulative in that data are added year by year. Such records are recommended for progressive schools. 49

I. Group Records:

A. Kept By Children and Teachers Together

These are made at intervals of about two months. They are dictated by the children and the teacher writes them on the board. The records are typed and added to the school file. A fifth grade class of thirty-six children made this record for the first two months in the fall:

Important Things We Have Done

1. Studied about the weather.

2. Made experiments with weights of air, air pressure and what air is made of.

3. Kept a record of the velocity and direction of the wind for several weeks.
4. Studied about the thermometer and barometer.
5. Set up our aquarium in the sandtable.
6. Helped Group G and Group 11 set up aquariums.
7. Took care of Midnight, the goat.
8. Ate our lunch in the woods at noon.
9. Collected and identified fungi.
10. Started to build an outdoor fireplace.
11. Kept a book chart of books we read.
12. Learned about quotations.
13. Had a news period every day. Kept list of names of people and places in the news. Located places in the news on the map. Listened to radio news report daily.
14. Watched a pair of praying mantis.
15. Began keeping lists of interesting new words.
16. Learned to add and subtract fractions.

B. Record kept by Staff

1. "Group Data Sheet". This sheet lists the year the group entered the school, and their average age; the teachers and the length of time they remained with the group; the number of the children in the group each year, with the number entering and leaving; and any special conditions which affected the group, such as long illnesses of teachers, or as happened in one case, a social conflict among mothers which necessitated a regrouping of children.

2. "Chronological Report of Group Activities". This is a report carried over from years past in the system and is simply a printed sheet ruled into spaces for each month. A teacher notes in outline form the main subject matter
or activities the group has dealt with. She puts into one column the trips the class has taken.

3. "Group Experience Sheet". This is a form which makes it possible to see in vertical alignment the experiences children have had in any given area throughout their school years. The blank includes a space for the group number, the teacher and the year. On the front and back of the sheet are columns labeled, "Social and Management Interests", "Animals and Plants", "Science and Mechanical Experiences", "Community Interests", "Social Science", "Outside World", and "Appreciative Interests (music, arts, writing, reading)".

Entries are made once or twice a year from the items listed above. One sheet is adequate for two years' record, so three or four sheets suffice for the group's school life. This arrangement makes it possible to look down a column and see, for example, the group activities contributing to its social and management development throughout its school years.

4. "Books Read to Children". This is a list, with authors, and comments on the children's reactions of the books, teachers, and children have enjoyed together.

5. "Whole School Experiences". This record is kept for the year, duplicated and added to every group folder. It gives the year, the number of children in the school and the number of groups. Any activities are listed here which were available to or seemed to affect the environment of all the children. The ages of children responsible for or initiating them are noted in this record.

6. "Registration and Attendance Record Card". This needs no comment.

7. "Group Achievement Record". This is a well-planned card with both group achievement and group intelligence scores. They are graphed in such a way that group achievement from year to year can be seen at a glance.

II. Individual Records
A. Kept by Children

Each child has a folder which is accessible to him in the file. Materials in it accumulate from year to year. Such records as the following may be placed in this folder.

"Things I Have Done or Managed by Myself."

Small children's comments may be given to the teacher who makes a note of what happened and places the note in the file.

1. "I never did anything by myself until today. I put the puzzles away" (5 years) or "I can walk in the front door and go all the way to my own room without bumping anybody". While eleven-year-old children may write: "Took care of dusting and arranging of the social science library", "Gave a lecture on my trip to the museum", or "Made a collection of my favorite poems."

2. "What I Have Investigated by Myself". This sheet may have three divisions: "What I Wanted to know about", "What I did", and "What I discovered." Children report here any of their investigations either in or out of school. A third grader, for instance, reports how he made an electromagnet and what he could pick up with it. Another wishing to discover what was on the bottom of the pond, tells how he dragged it with a magnet and came to the conclusion that there "wasn't much at the bottom but junk". One twelve-year-old reports his dissection of snakes to see what makes them flexible.

3. "Books Read". This is a child's own list with author's name and name of book. Teachers help younger children keep them, older ones keep their own.

B. Kept by Children and Staff Members Together

1. Health Records. Weight and height records are filled out at regular intervals with the
child, room teacher, and nurse together. A complete physical record is kept and the child assists with and is conscious of meaning of much of this, such as the making of footprints and back examinations, and posture, with the resulting remedial procedures which are applied.

C. Kept by Staff Members

1. Personality Development Notes. Each group has a card file including an individual card for each class member. This file has travelled with the group from teacher to teacher through the school. On these cards the teacher makes notes as she needs them for her own use or feels that they are important in indicating directions or evidences of growth. She also notes attitudes of parents and other pertinent information which may help in analyzing the child's development.

2. Test Record Card. This card has the results of all individual achievement or mental tests. The information is so graphed that a child's position relative to his own previous scores as well as the class scores can be readily seen. Recorded here also is any period of time which he spent with the staff remedial teacher.

Information on parents is kept in the card file. Information such as this is found on the parent's card: family name, data on occupation, names of children in school, notes on contacts of teachers with parents, problems arising and solution of them, and special activities of parents in the school.50

Record of the Initial Interview with Parents

Child's name............................................. Age...

Last    First    Middle    Nickname

Sex........Date of Birth...........Group where he is being enrolled..............

Information given by.................................................................

Name    Relationship to child

Information taken by.................................................................

Teacher's name    Date of this conference

Place of conference.................................................................

Where    When

Has the child attended

.................................................................

What problems have been encountered in child's previous school experience?

.................................................................

Why is the parent particularly interested in this school..........

.................................................................

Has the parent been informed so that he has some idea of the kind of experience the child is likely to have in the U.E.S.? 

.................................................................

By whom    On what occasion

What further information was given by the teacher at the time of this conference?

.................................................................

(Explain in a general way about the U.E.S.)

.................................................................

(Explain the daily program)


University Elementary School, University of Michigan.
(Explain all items covered in "Information for Parents")

Does the parent have additional questions about the U.E.S.?.....

I. Home Background

<table>
<thead>
<tr>
<th>Name</th>
<th>Relationship to child</th>
<th>age</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Who are the members of the household? .................................................................

With whom does the child stay when the parents are away? .................................

Does someone read to him regularly? ........... Who? ...............

Does he attend movies?.....Adult parties?.........Sunday School

.................................. Church?....................................................

Denomination

How much of the child's time is scheduled for music?...........

Dramatics?..............Dancing?.................Study of a

foreign language?..............Other things?.........................

II. Play Activities

Is the child's play at home guided?.................................

How By whom

How much help does he require in putting away play materials?

.................................................................

Is he capable of initiating play activity for himself?.......

How many playmates come into the home frequently?.......... Boys

.................................................................

Girls ages

In how many other homes does the child play frequently?.....

Is his play restricted to the home yard?.........................
to the block? Has he ever had an imaginary
playmate? Give details

What type of play does he like best?

III. Eating

Does the child eat with the family? when?

Does he feed himself? without help?

with some help? Does he use a spoon?

fork? knife?

Does he have a good appetite? What does he eat
between meals?

Underline dislikes and check foods he is never offered:

<table>
<thead>
<tr>
<th>beef</th>
<th>lima beans</th>
<th>List others:</th>
</tr>
</thead>
<tbody>
<tr>
<td>chicken</td>
<td>onions</td>
<td></td>
</tr>
<tr>
<td>fish</td>
<td>peas</td>
<td></td>
</tr>
<tr>
<td>lamb</td>
<td>potatoes</td>
<td></td>
</tr>
<tr>
<td>liver</td>
<td>rutabaga</td>
<td></td>
</tr>
<tr>
<td>spinach</td>
<td></td>
<td></td>
</tr>
<tr>
<td>American cheese</td>
<td>squash</td>
<td></td>
</tr>
<tr>
<td>cottage cheese</td>
<td>string beans</td>
<td></td>
</tr>
<tr>
<td>eggs</td>
<td>sweet potatoes</td>
<td></td>
</tr>
<tr>
<td>milk</td>
<td>tomatoes</td>
<td></td>
</tr>
<tr>
<td>peanut butter</td>
<td>turnips</td>
<td></td>
</tr>
<tr>
<td>bread</td>
<td>apples</td>
<td></td>
</tr>
<tr>
<td>macaroni</td>
<td>apricots</td>
<td></td>
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<tr>
<td>noodles</td>
<td>canned fruit</td>
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</tr>
<tr>
<td>rice</td>
<td>bananas</td>
<td></td>
</tr>
<tr>
<td></td>
<td>peaches</td>
<td></td>
</tr>
<tr>
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<td>pears</td>
<td></td>
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<tr>
<td></td>
<td>pineapple</td>
<td></td>
</tr>
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<td>prunes</td>
<td></td>
</tr>
<tr>
<td></td>
<td>raisins</td>
<td></td>
</tr>
<tr>
<td></td>
<td>rhubarb</td>
<td></td>
</tr>
<tr>
<td></td>
<td>skin of baked apple</td>
<td></td>
</tr>
<tr>
<td></td>
<td>strawberries</td>
<td></td>
</tr>
<tr>
<td></td>
<td>chocolate</td>
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</tr>
<tr>
<td></td>
<td>custard</td>
<td></td>
</tr>
<tr>
<td></td>
<td>puddings</td>
<td></td>
</tr>
<tr>
<td></td>
<td>tapioca</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
How does he show his food dislikes?

How is the situation handled?

Does the child have food sensitizations?

Explain that servings of these foods are to be adjusted only when the results of the sensitization tests are reported or when specific recommendations are made in writing by the family physician. See “Eating Procedures, Special Adjustments, item 3,” and explain.

Are there any other problems connected with eating?

-------------------------------
Regurgitation Doodling Salting food Imability to swallow
-------------------------------

IV. Sleeping

At what time does the child have his daily nap or rest period?...
What time does he go to bed at night? .................. What time does he awake in the morning? .................. Does he have a special way of going to sleep? ..................

V. Toilet and Dressing

What word does the child use for urination? .............
bowel movement? ........................................
At what time of day does the child usually have a bowel movement? .................. What responsibility does he take for toilet? ..................

Are there any irregularities or problems connected with toilet? ..................

What responsibility does he take for washing his face and hands? ..................
for combing his hair? for bathing? for dressing?

Are there any problems connected with washing and dressing...

VI. General Behavior

Are there speech difficulties? nervous habits?
temper tantrums? fears? Jealousies?

What things repeatedly cause conflict between parent and child?

Methods of control used:

Is the child ignored? isolated? deprived of something? scolded?
threatened? spanked? compared unfavorably with others? told what to do instead of what not to do? allowed to suffer natural consequences? approved for good behavior?

rewarded for good behavior? other methods?
CHAPTER IV
SURVEY OF MEANS OF EVALUATION USED BY
TEACHERS DOING THE ACTIVITY PROGRAM

Procedure of Survey

The survey used to determine the evaluation techniques employed by elementary teachers doing the activity program in Texas was made by the personal interview method. The forty-five teachers, principals, and supervisors interviewed were selected by the methods described in the data in Chapter I.

The twenty-four systems represented in the survey are as follows: Albany, Big Springs, Carlisle, Childress, Cleburne, Corsicana, Denton, El Paso, Fort Worth, Goose Creek, Grand Falls, Houston, Iraan, Krum, Little Elm, Odessa, Oglesby, Pampa, Sandis, Seymour, Sherman, Trenton, Wichita Falls, and Waelder.

The above named schools were not selected because they have progressive procedures in teaching as entire systems. In fact, it would be unusual to find such a condition. In almost any system the type of teaching may range from very poor to excellent. It has been found that while one teacher may be doing a progressive type of work, a teacher in an adjoining classroom may be very traditional in her procedures. No school is listed because of preference for the procedures.
of the system as a whole but because progressive teachers were found in the schools named.

Interview Survey

A questionnaire used in the personal interviews is given in Table I together with the tabulated results of the interviews.

**TABLE 1**

WAYS OF EVALUATING PUPIL GROWTH IN AN ACTIVITY PROGRAM

<table>
<thead>
<tr>
<th>Item</th>
<th>NO</th>
<th>YES</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Do you give standardized tests at regular intervals in the grade which you teach?</td>
<td>50</td>
<td>15</td>
</tr>
<tr>
<td>2. Do you give standardized tests at all?</td>
<td>23</td>
<td>23</td>
</tr>
<tr>
<td>3. Do you give intelligence tests to all the children in your grade?</td>
<td>33</td>
<td>13</td>
</tr>
<tr>
<td>4. Do you give intelligence tests to the problem children only?</td>
<td>40</td>
<td>5</td>
</tr>
<tr>
<td>5. Do you give formal tests in academic subjects to the children in your grade?</td>
<td>9</td>
<td>36</td>
</tr>
<tr>
<td>6. Do you test your children informally?</td>
<td>38</td>
<td>7</td>
</tr>
<tr>
<td>7. Do you make case studies?</td>
<td>31</td>
<td>14</td>
</tr>
<tr>
<td>8. Do you keep written anecdotal records of all the children in your grade?</td>
<td>42</td>
<td>3</td>
</tr>
<tr>
<td>9. Do you keep written anecdotal records of some of your pupils?</td>
<td>35</td>
<td>11</td>
</tr>
<tr>
<td>10. Do the anecdotes which you remember but do not write down affect your evaluating?</td>
<td>33</td>
<td>17</td>
</tr>
<tr>
<td>11. Do you use anecdotal records at all?</td>
<td>30</td>
<td>15</td>
</tr>
<tr>
<td>Item</td>
<td>NO</td>
<td>YES</td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
<td>----</td>
<td>-----</td>
</tr>
<tr>
<td>12. Do you use the recorded experiences made by individual children as a way of measuring pupil growth?</td>
<td>15</td>
<td>30</td>
</tr>
<tr>
<td>13. Do you use recorded chronological group experiences made by a group as a means of measuring group growth?</td>
<td>29</td>
<td>16</td>
</tr>
<tr>
<td>14. Do you keep pieces of work as writing, art, or other creative materials and use them to evaluate growth in quality of work done?</td>
<td>4</td>
<td>41</td>
</tr>
<tr>
<td>15. Do you make inventory records of pupil adjustment?</td>
<td>30</td>
<td>15</td>
</tr>
<tr>
<td>16. Do you observe growth or lack of growth of pupil adjustment?</td>
<td>1</td>
<td>44</td>
</tr>
<tr>
<td>17. Do you keep any kind of records of pupil adjustment?</td>
<td>21</td>
<td>24</td>
</tr>
<tr>
<td>18. Do you evaluate from memory only without any written records?</td>
<td>27</td>
<td>18</td>
</tr>
<tr>
<td>19. Do you make records of desirable habits and attitudes that are being developed by the children?</td>
<td>31</td>
<td>14</td>
</tr>
<tr>
<td>20. Do you keep a record of undesirable habits and attitudes that you observe?</td>
<td>33</td>
<td>13</td>
</tr>
<tr>
<td>21. Do you ever give written tests of attitudes and citizenship?</td>
<td>23</td>
<td>32</td>
</tr>
<tr>
<td>22. Do you keep records of the books children read?</td>
<td>14</td>
<td>31</td>
</tr>
<tr>
<td>23. Do you use the records of the books children read as a means of evaluating?</td>
<td>16</td>
<td>29</td>
</tr>
<tr>
<td>24. Do you keep records of magazines and newspapers which children read?</td>
<td>36</td>
<td>9</td>
</tr>
<tr>
<td>25. Do you use the records of magazines and newspapers read by the children as a means of evaluating growth?</td>
<td>36</td>
<td>9</td>
</tr>
<tr>
<td>Item</td>
<td>NO</td>
<td>YES</td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
<td>----</td>
<td>-----</td>
</tr>
<tr>
<td>26. Do you keep a chronological record of growth or lack of growth in personality traits?</td>
<td>38</td>
<td>6</td>
</tr>
<tr>
<td>27. Do you use any kind of behavior rating record as a means of evaluation?</td>
<td>21</td>
<td>24</td>
</tr>
<tr>
<td>28. Do you evaluate behavior from memory only?</td>
<td>18</td>
<td>37</td>
</tr>
<tr>
<td>29. Do you keep records of children's interests that you observed?</td>
<td>32</td>
<td>13</td>
</tr>
<tr>
<td>30. Do you record the growth or lack of growth of participation in classroom activities?</td>
<td>32</td>
<td>13</td>
</tr>
<tr>
<td>31. Do you record the evidence of growth or lack of growth of children to express their ideas clearly?</td>
<td>35</td>
<td>10</td>
</tr>
<tr>
<td>32. Do you keep records of the growth or lack of growth in skills in handling and manipulating materials?</td>
<td>38</td>
<td>7</td>
</tr>
<tr>
<td>33. Do you record the growth or lack of growth in developing good manners?</td>
<td>21</td>
<td>6</td>
</tr>
<tr>
<td>34. Do you ever make an inventory of manners?</td>
<td>26</td>
<td>19</td>
</tr>
<tr>
<td>35. Do you keep any records of defects of the children in the skill subjects?</td>
<td>22</td>
<td>33</td>
</tr>
<tr>
<td>36. Do you get your grades A, B, C, from the records kept?</td>
<td>12</td>
<td>33</td>
</tr>
<tr>
<td>37. Do you keep cumulative records which contain all the records you have kept on the children?</td>
<td>38</td>
<td>7</td>
</tr>
<tr>
<td>38. Are your cumulative records kept for only one year?</td>
<td>44</td>
<td>7</td>
</tr>
<tr>
<td>39. Does your school keep permanent cumulative records?</td>
<td>38</td>
<td>7</td>
</tr>
</tbody>
</table>
In addition to the preceding questionnaire, fourteen other questions were asked the people who were interviewed. The additional questions used in the interviews together with the compilation of the results of the answers received are as follows:

1. How do you use the written records that you keep?

The majority of the group gave these three ways of using their written records: to make reports to parents; to file in the offices of the principal and superintendent; and to determine the grades to be placed on the permanent record cards. Ten teachers said they used records to determine growth or lack of growth of children; eleven teachers indicated that they determined future activities and general guidance of children by their written records; and one mentioned the fact that some of her records gave the child the opportunity to know his own development or lack of development.

2. How do you know when to make necessary or desirable changes in your program?

Most of the group answered this question by saying that they made changes in their work when they observed that the children had lost interest in participating in the activities engaged in. Three teachers said that they used tests to determine necessary changes and seven said they used their written records as guides to make necessary or desirable changes in their programs.
3. Do you believe that the home and the school could be more vitally interrelated through adequate evaluation? How?

Every person included in this survey agreed that through adequate evaluation the home and the school could have a more vital interrelationship than they have at present. The means of evaluation named through which the relationship could be brought about were: case studies, home visits, conferences with parents, more adequate reports of children’s progress to send to parents, and by parent-teacher organizations.

4. What effects of evaluations which you have previously made have upon your plans for future activities?

The majority of the teachers stated that they used evaluations which they had previously made to determine plans for future activities in teaching although many added that much of their evaluation was from memory.

5. How would you use a diary-like running record of a child?

Although a large per cent of the people interviewed admitted that they did not keep diary records of children, they stated that such records would be of great benefit in understanding children better. Many teachers said that they thought that diary records of children would serve as guides to the teachers in planning their school activities according to children’s needs and interests.

6. List the evaluation techniques which you use regularly.

The techniques listed having the highest frequency were:
six weeks reports to parents, standardized tests, observation of children, pieces of work done by children, teacher-made tests, records of books children read, and keeping of health records. Five people interviewed indicated that they kept a few anecdotal records; seven made visits to the homes of children and made case studies; and seven kept cumulative records.

7. If you used more adequate techniques of evaluation, do you believe your instruction would be improved?

All of the forty-five teachers interviewed replied in the affirmative to this question.

8. Do you believe some methods of evaluation used do more harm than good? Explain your answer.

All of the persons interviewed answered yes to this question and the explanations given most frequently were: tests given under time pressure; tests which promote keen competition and rivalry among children; formal tests for facts without regard to the child’s understanding of the facts; and tests given for the purpose of obtaining grades to be used in reports to parents.

9. How do you measure the personal and social adjustment of children?

The majority of the group indicated that they measured personal and social adjustment of children by observation. The written records of such evaluations that were made by most of the teachers were on report cards. Twenty-one said
that they did not keep any kind of record of personal and social adjustment.

10. Can you adequately evaluate an activity program with the same type tests that are used in formal programs?

Every person included in the interview gave a negative answer to this question.

11. What available means do your students have of measuring their own growth?

Forty-one persons interviewed said they kept pieces of children's work as writing, art, or other materials and the children were given opportunities to observe their own progress in such work. Other means that were mentioned frequently that students have of measuring their own growth were: health records; progress graphs; records of books children read; report cards; and teacher-pupil conferences.

12. What is your understanding about the relationship between teaching and evaluation?

The majority of the teachers interviewed expressed the idea that evaluation is necessary in order to have successful teaching. Many of them said that evaluation is a guide in teaching.

13. Have the teacher-training institutions furnished you with adequate instruction in evaluating your school program?

All forty-five persons interviewed answered no to this question.

14. Do you believe that evaluation is significant enough in
the teaching process that your students would profit by your
giving more time to it than you are at present?

Every person included in the interviews answered yes to
this question.

The following form was used to obtain general informa-
tion about each person interviewed.

1. Name ________________________________________

2. City ________________________________________

3. School ______________________________________

4. Training:
   Years of college training _________________________
   Degree held ____________________________________
   Certificate held ________________________________

5. Experience:
   Years in teaching ______________________________
   Grades taught __________________________________

6. Teaching Situation:
   Number pupils in the school ______________________
   Number pupils in your room ______________________
   Your position in the school ______________________
TABLE 2

SCOPE OF THE DATA PERTAINING TO THE TRAINING, EXPERIENCE, AND TEACHING SITUATION OF EACH TEACHER, PRINCIPAL, AND SUPERVISOR INCLUDED IN SURVEY

<table>
<thead>
<tr>
<th>TEACHERS</th>
<th>YEARS OF COLLEGE TRAINING</th>
<th>DEGREE</th>
<th>CERTIFICATE</th>
<th>EXPERIENCE IN TEACHING</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>4</td>
<td>B.A.</td>
<td>Per. Elem.</td>
<td>13</td>
</tr>
<tr>
<td>2</td>
<td>4-2/3</td>
<td>B.S.</td>
<td>Per. Elem.</td>
<td>9</td>
</tr>
<tr>
<td>3</td>
<td>4</td>
<td>B.S.</td>
<td>Per. Elem.</td>
<td>9</td>
</tr>
<tr>
<td>4</td>
<td>4</td>
<td>B.S.</td>
<td>Per. Elem.</td>
<td>19</td>
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<tr>
<td>5</td>
<td>4</td>
<td>B.S.</td>
<td>Per. Elem.</td>
<td>12</td>
</tr>
<tr>
<td>6</td>
<td>4</td>
<td>B.S.</td>
<td>Per. Elem.</td>
<td>17</td>
</tr>
<tr>
<td>7</td>
<td>4</td>
<td>B.S.</td>
<td>Per. Elem.</td>
<td>12</td>
</tr>
<tr>
<td>8</td>
<td>4</td>
<td>B.S.</td>
<td>Per. Elem.</td>
<td>7</td>
</tr>
<tr>
<td>9</td>
<td>4</td>
<td>B.S.</td>
<td>Per. Elem.</td>
<td>5</td>
</tr>
<tr>
<td>10</td>
<td>4</td>
<td>B.A.</td>
<td>Per. Elem.</td>
<td>9</td>
</tr>
<tr>
<td>11</td>
<td>4</td>
<td>B.S.</td>
<td>Per. Elem.</td>
<td>16</td>
</tr>
<tr>
<td>12</td>
<td>4</td>
<td>B.S.</td>
<td>Per. Elem.</td>
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<td>4</td>
<td>B.S.</td>
<td>Per. Elem.</td>
<td>1</td>
</tr>
<tr>
<td>14</td>
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<td>B.S.</td>
<td>Per. Elem.</td>
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</tr>
<tr>
<td>15</td>
<td>4</td>
<td>B.S.</td>
<td>Per. Elem.</td>
<td>6</td>
</tr>
<tr>
<td>16</td>
<td>4</td>
<td>B.S.</td>
<td>Per. Elem.</td>
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<tr>
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<td>5</td>
<td>M.A.</td>
<td>Per. Elem.</td>
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<td>Per. Elem.</td>
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<td>B.S.</td>
<td>Per. Elem.</td>
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<tr>
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<td>4</td>
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<td>22</td>
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<td>B.S.</td>
<td>Per. Elem.</td>
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<td>23</td>
<td>4</td>
<td>B.S.</td>
<td>Per. Elem.</td>
<td>15</td>
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<td>24</td>
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<td>B.S.</td>
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<td>25</td>
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<tr>
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<td>B.A.</td>
<td>Per. H.S.</td>
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<td>Per. H.S.</td>
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<td>Per. H.S.</td>
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<td>4</td>
<td>B.A.</td>
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<td>32</td>
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<td>B.S.</td>
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<td>B.S.</td>
<td>Per. H.S.</td>
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<td>4</td>
<td>B.S.</td>
<td>Per. H.S.</td>
<td>8</td>
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<tr>
<td>35</td>
<td>4</td>
<td>B.A.</td>
<td>Per. H.S.</td>
<td>8</td>
</tr>
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<td>36</td>
<td>5</td>
<td>B.S.</td>
<td>Per. H.S.</td>
<td>6</td>
</tr>
<tr>
<td>37</td>
<td>6</td>
<td>M.A.</td>
<td>Per. H.S.</td>
<td>30</td>
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### TABLE 3 CONTINUED

<table>
<thead>
<tr>
<th>Teachers</th>
<th>Training</th>
<th>Experience in Teaching</th>
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<tbody>
<tr>
<td></td>
<td>Years of College Training</td>
<td>Degree</td>
</tr>
<tr>
<td>35</td>
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<td>A. A.</td>
</tr>
<tr>
<td>39</td>
<td>4</td>
<td>B. A.</td>
</tr>
<tr>
<td>40</td>
<td>4</td>
<td>B. A.</td>
</tr>
<tr>
<td>41</td>
<td>6</td>
<td>M. A.</td>
</tr>
<tr>
<td>42</td>
<td>5</td>
<td>M. S.</td>
</tr>
<tr>
<td>43</td>
<td>4</td>
<td>B. A.</td>
</tr>
<tr>
<td>44</td>
<td>3½</td>
<td>—</td>
</tr>
<tr>
<td>45</td>
<td>5-3/4</td>
<td>—</td>
</tr>
</tbody>
</table>

### TABLE 3

**TEACHING SITUATION**

<table>
<thead>
<tr>
<th>Teachers</th>
<th>No. in School</th>
<th>Pupils in Room</th>
<th>Grades Taught</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>500</td>
<td>43</td>
<td>5th</td>
</tr>
<tr>
<td>3</td>
<td>509</td>
<td>35</td>
<td>1st</td>
</tr>
<tr>
<td>3</td>
<td>505</td>
<td>23</td>
<td>2nd</td>
</tr>
<tr>
<td>4</td>
<td>205</td>
<td>25</td>
<td>4th</td>
</tr>
<tr>
<td>5</td>
<td>350</td>
<td>16</td>
<td>1st &amp; 2nd</td>
</tr>
<tr>
<td>6</td>
<td>350</td>
<td>23</td>
<td>1st</td>
</tr>
<tr>
<td>7</td>
<td>500</td>
<td>28</td>
<td>1st &amp; 2nd</td>
</tr>
<tr>
<td>8</td>
<td>110</td>
<td>25</td>
<td>1st &amp; 2nd</td>
</tr>
<tr>
<td>9</td>
<td>300</td>
<td>40</td>
<td>2nd</td>
</tr>
<tr>
<td>10</td>
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Table 3 continued

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<td>Prin.</td>
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<td>Supervisor</td>
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<tr>
<td>45</td>
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Table 3 indicates that the teachers interviewed include both those who are just beginning their teaching careers and those who have taught many years. Eight teachers interviewed have taught from one to five years; sixteen have taught from five to ten years; and twenty-two from ten to twenty years.

The college training of the teachers interviewed is indicated in Table 3 as ranging from three and one-half years to six years as follows: one teacher has three and
one-half years of college training; one has three and three-fourths years; thirty-one have four years; four have four and one-half years; one has four and two-thirds years; one has four and three-fourths years; four have five years; and two have six years.

There are thirty-nine teachers in the group who have their Bachelor's degree; four have their Master's degree and two have not received any degree.

The number of teachers holding various certificates issued are as follows: twenty-five have permanent elementary certificates; eighteen have permanent high school certificates; and two have state permanent certificates secured by state examination.

Some significant factors observed in the certification of the teachers interviewed are that all of the certificates are permanent and that in the group of forty-five people working in the elementary field eighteen of them, or forty percent, have permanent high school certificates. However, the number of permanent elementary certificates issued with degrees is relatively higher in this selected group than the average is in Texas.
Comparisons of Findings in Survey With Criteria for Evaluation

A critical examination of the tabulated results of the interviews presented in Table 1 suggests that evaluation programs in Texas are in a period of transition. This is to be expected since in recent years much experimentation has been done with instructional materials and methods, and with the content of the curriculum. Indeed so much time and thought have been given to the revision of the curriculum that time enough has not been taken to evaluate the procedures used. Educators acknowledge that teachers have not known definitely what they were trying to develop. Too often objectives of the activity program have taken on such an air of mystery for the teacher that she had no clear concept of what she was trying to accomplish.

It is common knowledge that in the past teachers have had one clearly recognized and accepted duty, namely, to teach their "subject" or "course". Coupled with this duty to teach was that of maintaining high standards for the school. The so-called standards were maintained by marking as failures pupils who, for any reason, received marks below an arbitrary figure set by the particular school system. In view of these facts, it is not surprising that a lack of close
agreement exists between the instruments of evaluation used and the aims of the activity program as the results of the interviews in this chapter reveal.

Findings in these interviews are compared here with the criteria presented in Chapter II. Thirty-six of the persons interviewed stated that they gave formal tests in academic subjects to their children, whereas, only six indicated that they kept written records of growth or lack of growth in personality traits. Yet, in Chapter II the criteria given against which elementary school practices should be measured includes development of a well-balanced personality as well as basic skills and abilities. Recently much emphasis has been placed upon the contributing factors to the total personality of the child. While no definite, uniform patterns have been established, there are, however, certain characteristics which are generally recognized as evidences of a healthy personality.

Many factors influence the personalities of children. A major factor which the teacher should be concerned about is classroom procedure. A child is not preparing for life but is daily partaking of its joys and sorrows. The art of living is no future thing to him. Upon classroom procedure depends to a great extent whether or not the child is succeeding in the art of living. The teacher who fails to take into account the development of healthy personalities has certainly failed to use a significant tool of evaluation. After all, a teacher's success cannot be measured by
the academic progress alone of her pupils.

Leaders in the field of education have long advocated the building of desirable habits and attitudes. But only fourteen of the forty-five people interviewed kept any sort of records of desirable habits and attitudes, and the majority of the fourteen admitted that the records they kept were report cards. Memory was relied upon in most cases for evaluating the growth or lack of growth in this outstanding objective which is quoted so often. Thirty-two people indicated that they did not keep records of children's interests. Interest which should be the motive of all work is also left to the teacher's memory; yet, the majority of the group said that children's interests helped to guide their procedures in teaching.

Standardized tests, formal tests, and pieces of work as writing, art, or other creative materials were used most frequently in evaluating the essential abilities and basic skills developed. Forty-one persons gave evidence of evaluation procedures in good taste in selection of dress, accessories, decorations, color, arrangement, etc. The same group also indicated that the children were permitted to observe their own progress in this evaluation technique.

Evidences in the interviews of recognition of individual differences in children are as follows: twenty-four kept records of pupil adjustment; eight kept records of growth
or lack of growth in developing good manners; twenty-three kept records of defects of children in skill subjects; and thirty used recorded experiences made by children as a way of measuring pupil growth. Individual differences may be observed in a number of the other means of evaluation used, but the preceding ones seem to be outstanding.

The development of a social and functional philosophy as shown by the child's living and working with others happily and successfully was evaluated as follows: Thirteen indicated that they kept records of growth or lack of growth in participation in classroom activities; ten kept records of evidences of growth or lack of growth of children to express their ideas clearly; three kept anecdotal records; and twenty-four used behavior rating records.

In the answers to the additional questions that supplemented the questionnaire, it was noted that the majority of the teachers in naming ways of using their written records failed to include some of the most outstanding functions of records. This seems to indicate that teachers do not yet realize the need and value of records. Memory rather than written records was used in many instances. In the list of evaluation instruments that were used regularly, anecdotal records, case study records, and cumulative records were the ones least frequently mentioned. In fact, there was a necessity for describing these three means of evaluation to the majority of the persons interviewed in order that
a clear understanding might be established.

Zyve says that guidance of children in progressive schools demands a cumulative record for each child from kindergarten through grade twelve. This developmental history should include such records as, anecdotal records, case studies, school achievements, psychological tests, personality ratings, health records, and social background and experience.¹

It was noted that all forty-five of the people interviewed indicated that the teacher training institutions had failed to give them adequate instructions for evaluating a school program. The situation in this instance may be such that it can be likened to the following example:

Greeting his pupils, the master asked:

What would you learn of me?

And the reply came:

How shall we care for our bodies?
How shall we rear our children?
How shall we work together?
How shall we live with our fellowmen?
How shall we play?
For what ends shall we live?

And the teacher pondered these words and sorrow was

in his heart, for his own learning touched not these things. 3

The education of teachers in a dynamic democracy must promote the capacities to see and understand individual children; to see and understand the social situation; and to choose aims, methods, and evaluative instruments in consistent accordance with democratic convictions and well-comprehended basic principles. 3

Should not our teacher training institutions be challenged to do more in the future than they have in the past to give adequate instructions in evaluation procedures?

The preceding interpretation of survey findings shows the relative approach of the trends of evaluation in activity programs in Texas to the criteria presented in Chapter II. From the evidence given it seems that curricular objectives in the elementary schools have definitely created a demand for more comprehensive programs of evaluation. Readings from the interviews indicate that transition in evaluation from traditional methods to more functional methods is taking place slowly, but as a whole some progress is being made.

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CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

Significant Factors Observed in This Study

An analysis of the recent evaluation trends as indicated in Chapter II shows clearly that evaluation procedures should change as the educational aims change. According to recognized leaders in education evaluation should be a part of the planning process; necessary and desirable changes in the curriculum should be made as the result of continuous appraisal.

It is admitted by the educational leaders in their writings as cited in Chapter II that the instruments of evaluation so far devised are crude and not without limitations, but the instruments named do show evidence of having been built upon a functional analysis of pupil activities and of the curriculum. Teachers should be continuously aware of the great social changes that are constantly taking place and be ready and eager to keep pace with these changes in their classroom procedures.

An inventory of evaluative procedures as cited in Chapter II shows that the following instruments of evaluation are highly recommended by recent educational leaders: anecdotal records; case study records; records of personality traits; interviews with parents; records of group growth; records
for the child's use in evaluating his own growth; functional and comprehensive paper-and-pencil tests; and standardized tests. The use of such instruments of evaluation should form a developmental history of each child thus aiding the teacher in her guidance of each individual student. For every student there should be two cumulative files; one which the child has access to contains records and samples of work he has made; the other, not available to the child, contains all information pertaining to his educational development. Such a recording system would furnish a more complete and satisfactory picture of the child than a collection of all his report cards could give.

From the data presented in Chapter II and Chapter III the following conclusions have been drawn:

1. New objectives for a school program create a demand for a reconstruction with regard to evaluation.

2. Evaluation must be done by the same group which determines the program.

3. Subjective evaluation is valuable when based upon the best objective evidence available.

4. Subjective measurement by competent persons is more truly scientific than are conclusions based only upon statistical data.

5. Truly scientific measurement must be judged by the social ends which it serves.

6. Evaluation is an integral part of the planning process.
7. Changes in the program must be the result of continuous evaluation.

8. Personality traits, attitudes, habits, and appreciations can be evaluated.

From evidences given in the survey in Chapter IV these conclusions have been drawn:

1. The home and the school could, through adequate evaluation, be vitally interrelated.

2. Many methods of evaluation being used are doing more harm than good.

3. There is a need for interpreting pupil difficulties in the light of pupil abilities.

4. The techniques of evaluation being used in activity programs do not adequately evaluate the practices of the program.

5. Instruction could be greatly improved by more adequate evaluation.

6. There is a definite need for teacher training in evaluation procedures.

7. Teachers are relying upon memory in evaluation to a great extent.

Techniques Needed In Evaluation Procedures

From indications in the survey presented in Chapter IV teachers need to develop some new techniques in evaluating practices in the activity program. It is recognized that
using and interpreting means of evaluation as presented in
Chapter III will depend upon administrative procedures and
active participation of every member of the school staff.
Each school should have its own unique program of evalua-
tion and the final criterion of the procedures used should
be: to what extent such evaluations aid in the understand-
ing and interpretations of child behavior.

An analysis of the data presented in this thesis war-
rants these recommendations:

1. The teacher should keep written records of pupil develop-
ment in order to improve her methods of instruction.

2. There should be evidences of pupil development available
to the student so that he can evaluate his own growth.

3. Teacher training institutions should furnish more ade-
quate instruction in evaluation.

4. Educational tests and measurements should form a part of
the child's developmental record.

5. Those who formulate the school program should do the eval-
uating.

6. Evaluation procedures should vary in accordance with the
variation of educational aims.

7. A permanent cumulative record for each child should be
kept from year to year.
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