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### An Evaluation of Potomac Community Consolidated School

Dean L. Myers

*Eastern Illinois University*

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EASTERN ILLINOIS UNIVERSITY

AN EVALUATION OF POTOMAC  
COMMUNITY CONSOLIDATED SCHOOL

EDUCATION 601-602

MAY 27, 1966

DEAN L. MYERS

This project has been approved by the Head of the Department of Administration and Supervision of Eastern Illinois University as partial fulfillment of the requirements for the certificate of Advanced Study in School Administration.

Approved.

~~Dr. Robert V. Shuff~~ *RS*

Advisor

## TABLE OF CONTENTS

Chapter	Page
I. THE NEED FOR EVALUATION . . . . .	1
II. THE STATEMENT OF PHILOSOPHY . . . . .	4
III. THE ROLE OF PHILOSOPHY . . . . .	7
IV. EVALUATION PROCEDURES . . . . .	9
V. THE EVALUATION OF THE SCHOOL PROGRAM .	14
VI. THE RECOMMENDATIONS . . . . .	23
APPENDIX . . . . .	25
BIBLIOGRAPHY . . . . .	47

## CHAPTER I

There is great concern within the United States for the development of more effective educational programs at all grade levels and in all areas of instruction. Many national and state studies have stressed the importance of an effective educational system to the survival of our country. Dr. James B. Conant in his studies on the American secondary school and on the education of American teachers expressed concern for the effectiveness of our schools and teachers. The Rockefeller report, Pursuit of Excellence: Education and the future of America, made a plea for excellence in American education.

Most state departments of education provide guidelines for local school districts to assist in providing adequate school systems. In Illinois, constitutional authority for providing a good common school education is vested in the General Assembly, the Superintendent of Public Instruction, the County Superintendent of Schools and the local School Boards. The Illinois Program for Evaluation, Supervision, and Recognition of Schools has been developed as a guideline in the development of a sound educational program for each school system in Illinois.

Superintendent of Public Instruction Ray Page in the forward of this publication states:

Recognition standards were developed and adopted to allow maximum flexibility and adaptability to schools, thereby encouraging experimentation, elaboration, and expansion. A good school system accepts minimums only as a base on

which to build broader and stronger programs....It is the purpose of this publication to emphasize local control and responsibility and to encourage constant study, evaluation, and revision of programs so that they meet local needs and aspiration.

Man has always been interested in improving the training and education of his children. In our rapidly changing technological society, education becomes imperative. Individual lifetime earning power is increased by education. Our schools play a determining role in providing quality education for later employment competition.

The federal government has traditionally been concerned with the progress and improvement of American education. Perhaps no federal assistance of the past will equal the improvement of education under the recent federal Elementary and Secondary Education Act of 1965. Since this act provides financial assistance for new types of educational programs, each participating school district will need to scrutinize its educational program closely.

The purpose of evaluating the educational program is to help all persons concerned with education of children to discover and understand the total school program. Evaluation of a school system should result in the provision within the educational structure for each student to reach his highest educational potential.

The evaluation of the educational program in order to be meaningful must be made in terms of the educational philosophy and goals of the school system. Measurement of the degree of success or failure is impossible unless the basic philosophy and goals are constantly kept in mind. Each community or each school system must have a definite philosophy and educational goals before it can properly evaluate its schools. School philosophy results in the formulation of school policy. School policy is the instrument

by which the school program is developed and evaluated. Figure 1 represents the role of school philosophy in the educational process.

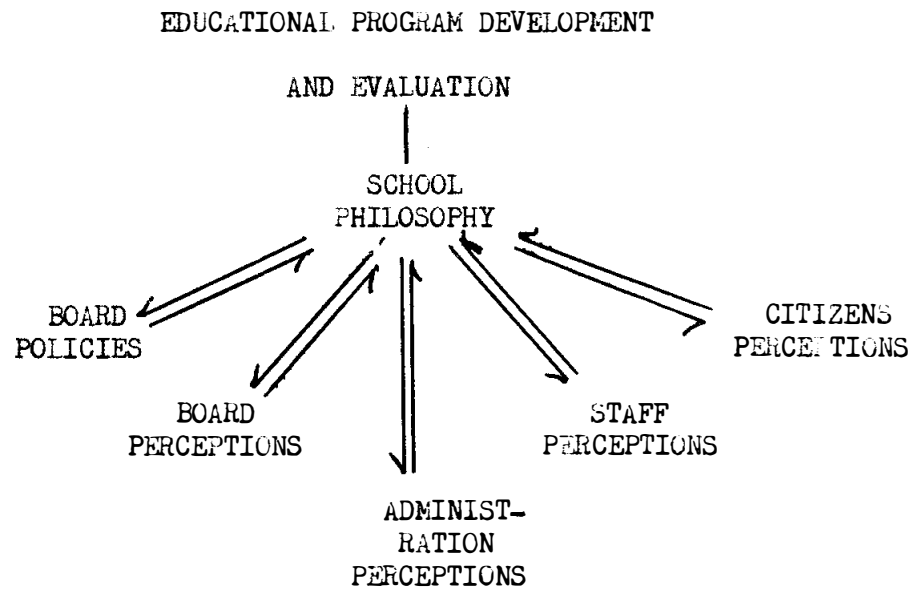


FIGURE I. The role of school philosophy in the development of the educational program.



## CHAPTER II

The following statement of philosophy is found in Board Policies adopted by the Board of Education of Potomac Community Consolidated Districts No. 59.

### Statement of Philosophy

The Board of Education of the Potomac Community Consolidated Grade School recognizes the challenge and responsibility which rests on it as a group of representative citizens of the school district and the State of Illinois. The Board desires to work in an atmosphere suitable to the character and importance of its function.

As a representative group with the local legislative authority of the school district, the Board realizes the necessity of clear policies openly arrived at. Its intention is to express some policies as clearly as it is possible, so that these policies can be applied to the education of the children of the district as intelligently as possible.

The Board hopes, by putting some guiding principles in writing, to make it easier to revise these principles so as to make the school more effective in its function. The Board expects to reconsider and modify policies which do not achieve the results expected, and formulate new policies as they see the need for them.

The Board realizes that it is beyond its power to legislate a good school, but it has confidence that proper and suitable policies can assist the professional staff, the students, and the people of the community in building and maintaining a desirable program of education.

The general statement of philosophy results in more specific statements of policy. These statements of policy have a direct effect upon the educational program of the school. Statements of policy affecting the educational program are as follows:

- (1) The Principal shall make regular periodic reports to the Board on the progress of the educational

program, giving special attention to such matters as are directly affected by Board Policy.

- (2) The Principal shall invite, either on his own initiative or at the request of the Board, teachers and other employees as well as students to present reports, opinions, and ideas for improvement whenever it may seem necessary.
- (3) The school staff under the leadership of the Principal shall prepare for the approval of the Board an annual report to be publicly circulated. This report shall give attention to achievements and problems of the Potomac Community Consolidated Grade School as well as routine matters of attendance, courses of instruction, and receipts and expenditures.
- (4) The Principal shall be charged with developing and operating such curricula and activities as will provide a complete and adequate system of instruction and physical care for all pupils attending the school. The program shall be maintained in active consideration of the needs of the community and in keeping with scientific developments in education.
- (5) He shall be responsible for the development and effective operation of a plan of continuous improvement in service for all teachers employed in the school.
- (6) The Principal shall be responsible for the supervision of a desirable physical education program, emphasizing improvement in health, and physical fitness and mutual striving toward a common goal rather than winning in competition.
- (7) He shall keep the Board informed as to how policies are being carried out, as to the effectiveness of such policies, and as to the need for new policies. He shall recommend such policies as his study and experience of education and knowledge of the local community indicate. He shall be alert to possible policy suggestions from citizens of the community properly informed about the local schools and developments in education.
- (8) In all these functions, he shall delegate to other members of the professional staff when such delegation will be effective. It shall be his continuous concern to bring participation of the professionally trained staff into the formation of educational policies as well as the carrying out of those policies.
- (9) In order to maintain and enhance the value of the physical plant as an environment for the learning activities of pupils the Principal shall be charged with

planning a continuing program for maintaining and improving present facilities.

- (10) The Principal shall represent the School before the public and shall maintain a program of information necessary to bring public understanding of school activities and needs.

### CHAPTER III

In analysing the preceding statements of philosophy and policy several important conclusions can be made which would be useful in evaluating the school program. The general statement of philosophy and policy creates an atmosphere in which curriculum change could be accomplished. Also curriculum development procedures enable all staff members to have an opportunity to contribute. Parents and other citizens have an opportunity to voice opinions in curriculum development activities. Curriculum development procedures include an analysis of student and community needs. Funds are provided for necessary expenses of curriculum projects, such as textbooks and reference materials and professional assistance. Suggestions of students are considered in curriculum developments. Professional consultants are used in curriculum development procedures.

The governing authority of the school district recognizes its responsibility to the community in providing a good educational program. It realizes that it is necessary to allow the professional staff the opportunity to change the curriculum with the approval of the Board and the citizens.

The professional teaching staff has adequate opportunity to meet and to freely discuss with the administration and the Board of Education the areas of the curriculum which need improvement. The professional staff recommendations are given priority and

usually result in changes in the curriculum. The recommendations that are not accepted usually would create an imbalance in the school budget.

The evaluations of the curriculum will be made in terms of the philosophy of the board, The Illinois Program for Evaluation, Supervision and Recognition of Schools and "Recommended Standards for Instructional Programs."

## CHAPTER IV

### Evaluation Procedures

The Board of Education, the professional staff and the administrator of Potomac Community Consolidated District 59 were aware that the curriculum needed improvement. In May of 1963, the Board of Education indicated that the new superintendent was to recommend and encourage curriculum change. Building limitations determined to a great extent the curriculum which was being offered at that time.

A building program was proposed and accepted in a second referendum in October, 1964. Construction bonds were sold in February of 1965 and construction completed in March, 1966. The new building was occupied in April, 1966.

During the planning stages for construction of the new building, some curriculum changes were discussed and some building modifications were included in the building plans. However, a limited construction budget forced some of the ideas to be abandoned.

It has been the policy of the Board of Education to meet with the professional staff every two months to discuss problems concerning the educational program. At the regular meeting of the Board of Education on October 5, 1965, a discussion was held whether or not to evaluate the present curriculum of the school. At this meeting it was decided that the school administrator should co-ordinate evaluation procedures and prepare a written evaluation for the Board of Educa-

tion, the professional staff and interested citizens.

In November, 1965, Dr. Robert V. Shuff, Eastern Illinois University suggested that such an evaluation should be part of the field experience program for school administrators. At this time Dr. Shuff suggested that the professional staff should be utilized and consulted in any curriculum evaluation.

In late November, 1965, at a staff meeting discussions were held on the need for curriculum improvement in certain areas. A check-list was given to each staff member with instructions to rate the five items which reflected the greatest need within our school program. The results of the check-list indicated areas of the school program which need study or improvement as follows: (1) Special classes for the educationally and physically handicapped, disturbed, and socially maladjusted children (2) School health, psychiatric, and psychological services (3) Additional teachers to reduce class size or to relieve class preparation (4) Supervisory personnel and full-time specialists for improvement of instruction and to provide related pupil services - Art and Physical Education (5) Equip classrooms for television and radio instruction (6) Pre school training programs (7) Classes for talented elementary students (8) Remedial program in mathematics (9) Increased guidance services for pupils and families (10) Language laboratories, science and reading laboratories, laboratories for modern instruction in other subject areas (11) More supplementary instructional materials (12) Enrichment programs (13) Expansion of library in major disciplines (14) Summer programs.

A staff meeting was held on December 3, 1965 to discuss the results of the survey and to clarify any of the items checked. Prior

to this meeting, the administrator consulted with Mr. Ralph Elliott, Vermilion County Superintendent of Schools and Mr. John Churchill, Office of Superintendent of Public Instruction about the possibility of using the Elementary and Secondary Education Act, Title I, for improvement in areas selected by the staff.

At the regular meeting of Board of Education on December 7, 1965 the administrator reported to the Board the results of the survey and the possibility of curriculum improvement under Public Law 89-10. Discussion of the various items followed and a joint meeting of the Board and staff was scheduled for January 4, 1966.

At the special meeting of the Board of Education on January 4, 1966 the school program was discussed by the staff and board members. The Board determined that some items were priority items and action should be taken as soon as possible while other items needed further study and evaluation.

At the regular meeting of the Board of Education on January 7, 1966 the following items were selected as project areas for Public Law 89-10, Title I: (1) School Nurse (2) Physical Education teacher (3) Educational television system. The project was submitted and eventually approved. A school nurse and a physical education teacher were added to the staff for the last two months of the school year.

Another priority item was special education. In the past students who needed special education classes were enrolled as tuition students in other districts. However, enrollment depended upon the size of classes with those districts operating special education programs. On February 22, 1966 a meeting was held with the following persons attending: Mr. Clayton Wilcox, Superintendent of Community



Unit #1, Mr. Robert Tucker, Elementary Supervisor, Community Unit #1, Mr. Walter Sheets, Superintendent, Rossville Community Consolidated District and Mr. Dean Myers, Superintendent, Potomac Community Consolidated District. The possibility of establishing a joint program of special education was discussed.

● On March 8, 1966 a PTA committee composed of Mrs. Myra Davis, Mrs. Pat Jameson, and Mrs. Darlene Morgan requested that the Board of Education consider the establishment of a kindergarten program. The committee was requested to determine the prospective enrollment for the next school year.

While action was being taken on these items, other considerations were being given to areas of the curriculum. On March 24, 1966 the staff was divided into committees to study the areas of language art, remedial programs, mathematics and science, and art and music. The administrator acted as a resource person for the committee investigators. On April 26, 1966 committee findings were reported and additional areas of study were given in the areas of social studies, guidance services, health and physical education and instructional media. The results of these studies were reported on May 20, 1966.

Besides the formal board and staff meetings, several informal meeting and discussions were held. Dr. Robert Shuff made periodic visits to the school and problems concerning the educational program were discussed by the administrator and staff members.

Mr. Ralph Elliott and Mrs. Hazel Wire, Superintendent and Assistant County Superintendent of Schools, Vermilion County, gave assistance and recommendations. Their advice in areas of special education, kindergarten, and guidance was particularly valuable.

Reverend Hershel Hughes, Chairman, Vermilion County Community Action Program met with the Board of Education on March 8, 1966 to explain the Operation Headstart program and to request permission to use the school facilities for a program in our area this summer.

Mr. Joseph Crum, Regional Supervisor, Office of Superintendent of Public Instruction was contacted for his opinions as to the educational needs of our school district. In June 1966, Mr. George Merrimac, new Regional Supervisor was contacted and will meet with the staff and administrator in the fall.

As an outgrowth of these meetings of Board of Education, staff and other professional people the evaluations made in the next chapter were made. Curriculum evaluation must be a continuous process and education improvements must be made as a result.

## CHAPTER V

### Conservation Education

Conservation Education is required by statute to be taught in the school of Illinois. Conservation teaching practices vary from region to region and school to school within the state. In our school system conservation education is taught through the interpretation of materials within the various subject areas. All levels of science instruction include units or materials dealing with conservation. Social studies which also is taught at all grade levels encourages the use of conservation materials. Each teacher develops conservation concept in relation to the home, to the community, to the school, to the state and to the nation. Since conservation education is taught as part of other subject material, it is extremely difficult to determine the time spent on conservation education alone. It is doubtful that three to four weeks total time is spent per grade as is recommended if conservation is taught as a unit. It is recommended that all elementary teachers take at least one three - semester hour course in resource-use and management. Most of our teachers do not have recent credit courses or workshops in conservation education. Conservation teaching materials are available in the forms of books, magazines, films, filmstrips and pamphlets. These are available in the library and the classroom.

The location of our school district in a rich farming region near a larger city has made our students aware of the need for good conservation practices. There is no need to change any curriculum practice at this time. However, the classroom teacher could be encouraged to take a credit course in conservation education. Attendance at a conservation workshop would also be recommended.

#### English-Reading Programs

Basic communication skills are taught at all grade levels. The success or lack of success of each child in this area affects all other areas of the curriculum. Language arts programs must remain flexible enough to provide for individual differences and still try to realize certain standards in the curriculum. Reading instruction is the most important part of instruction at the primary level. Reading instruction in our school is excellent at the primary level. The Board of Education has recognized the importance of a good beginning at the primary level. Two sections of grade one are maintained with a resulting class load of 16-20. Reading readiness is aided with filmstrips and phonics study. Basic reading series textbooks are supplemented with other textbooks.

Provision is made for reading instruction on the individual instructional level. A special reading teacher instructs slower reading groups from grades two and three. Small group and individual instruction takes place in grades four through eight. Other students are placed in the special reading program if diagnostic reading tests show that their reading level is one year or more below grade placement. Retesting at the end of the year indicates that

most of the students in the program have improved their reading level at a greater rate than before enrollment in the program.

Our reading program could be improved with the establishment of either a kindergarten or a head start program in order to initiate the reading readiness experiences. A great amount of time is lost at the beginning of the school year in preparing children for the reading program.

Additional equipment should be provided for the special reading teacher. Laboratory - type sets of reading materials and additional sets of programmed learning materials for student self-help must be supplied for even greater individualization of reading instruction.

Classroom teachers need to be encouraged to utilize audio-visual equipment to a greater extent in the reading program. Specialized reading materials for use with audio-visual equipment are available. Special reading-listening-speaking carrels could be a aid in our special reading program.

English instruction in the upper grade has featured a traditional grammar approach. Students have mastered grammar by drill and example. More inductive teaching is needed at the upper grade levels. (See appendix A)

Literature is taught mainly from the textbook with special literature units as supplementary materials at all grade levels. An adequate library is an aid for additional work at various levels.

More functional writing at all grade levels is needed. Writing instruction is good in the primary and intermediate grades but grows weaker in the upper grade.

### Foreign Language Program

Foreign language study is not part of our curriculum at the present time. If foreign languages became part of the curriculum, it would be vital to cooperate closely with the high school district. Educational television offers foreign languages. Television instruction is available but foreign language instruction will probably not be used for several years. The community has shown little interest in the establishment of foreign languages as part of the curriculum.

### Health Education and Physical Education Program

Health instruction, health services and healthful school living make up a modern school health program. Our curriculum involves health education as a vital part of the curriculum. Health education is provided at all grade levels. Health education is the responsibility of the classroom teacher. The school nurse is utilized as a resource person and she also gives individual health and hygiene instruction where necessary.

Health and physical education are both taught each day. Physical fitness records are maintained for each student and the physical education activities are designed to improve his performance on fitness tests. Upper grade boys and girls are divided into separate physical education classes.

There is a need for health teaching materials. The physical education classroom needs to be equipped. Additional physical education equipment is needed to permit a greater variety of physical education activities. The school nurse needs to develop policies

to deal with disease control and emergency illnesses and injury. The school nurse needs to develop plans for hearing screening.

Physical education program is under the control of a physical education specialist who serves all eight grades. This program has operated only two months but some improvements need to be made. A written physical education outline needs to be developed which would include safety policies. Since lockers and showers are available, physical education clothing should be worn and showers required after activity.

#### Mathematics Programs

New or modern mathematics program has been operating for two years. The discovery method of classroom teaching has replaced learning by example and drill exercises. Both teachers and students are enthusiastic. The program has increased student interest in mathematics. However some problems exist and improvements need to be made.

At the junior high school level the program is designed for the able student. We need to make greater provision for the slow learner in mathematics. Ability grouping and working at various levels and speeds has not been satisfactory. Greater variety of mathematics materials need to be provided. The mathematics classroom needs to be equipped.

Co-operation and joint-planning of the mathematics program between the elementary and high school districts would result in a better coordinated program for grades seven through twelve. The weakness of a dual district organization became apparent when course sequence is important.

Students entering the ninth grade have a mathematics background which permits more rigorous high school courses. The course content at the ninth grade level has not been changed.

Tests used for placement in high school mathematics courses do not truly test the mathematical ability of the "new math student product."

#### Visual Art Program

Art experiences provide a means for a child to develop his abilities to express himself. Art experiences are vital to the elementary child. Art is taught by the classroom teacher. The use of art work-texts for grades one through six has not greatly improved our art program. Almost no art is taught in grades six through eight.

An art teacher needs to be provided. The classroom teacher does not have enough art in teacher preparation. Teachers need to attend art workshops or take art courses. Special art facilities need to be provided.

Sharing an art teacher with the high school district might be a solution as art students go to another high school for art classes.

#### Instructional Material Program

Use of instructional material by teachers and students determines whether or not a school's program is good. In three years time, our instructional materials center is approaching Phase III of the Illinois Association of School Library Standards. Nine thousand books have been purchased and catalogued. Five



hundred filmstrips are available for teacher and student use. Better than \$3600 per year for the last four years has been spent on library and audio-visual materials. Our central library can seat more than recommended by the American Library Association Standards.

Serious problems do exist. A part-time librarian is urgently needed. Student librarians no longer can maintain the operation alone. A part-time librarian is being considered as a possible Title I, Elementary and Secondary Education project.

We need to increase the number of newspapers and magazines in the library. The teachers collection of professional books need to be expanded.

#### Music Program

Our music program is designed to develop in all students significant musical competence, understanding, and appreciation. All music is taught by the music teacher. An examination of our music program indicates that there is too much emphasis on band and too little on vocal music. State guidelines recommend approximately 100 minutes per week should be devoted to music. Our class experience on ly thirty minutes per week. At the junior high school level general music classes should meet at least two forty-minute periods per week. Our junior high age students meet one thirty-minute period per week. There is no elective choral performance organization in our school.

A vocal music teacher would be an asset to the professional staff. It may be possible to share a vocal music teacher with the high school district.

### Social Science Program

A developmental sequence of social studies is the foundation of our program. The developmental sequence begins in the home, progresses to the school and the community, and ends with the study of the nations of the world. The social studies program includes content that helps children understand their changing world. Adequate social studies materials are available. Teacher preparation is good in the area of social studies. Junior high school children are taught by a social studies specialist. The social studies program from grade one to grade eight is good. There is no need for special recommendations.

### Special Education Program

No special education program exists at the present time. Students needing special education classes are sent to other school districts on a tuition basis.

Vermilion County has established a planning committee for a special education program for the entire county.

### Guidance and Counseling Program

No guidance program exists at present. Services of the high school counselor have available for testing and counseling at the junior high age level. Also some individual testing by the high school counselor has resulted in referrals and placement in special programs.

A guidance counselor is needed one-half time to initiate and evaluate the testing program. Many students could benefit from the counseling services of a trained guidance counselor. This is another area in which the high school and the grade school need to

co-operate to provide the needed services.

#### Science Program

Our science program has benefited from the federal aid that has been available for several years. Our library has an adequate science collection. Science filmstrips and other teaching aids are available.

There are some areas that need improvements. Science teaching on the primary levels needs to be improved. At the junior high school level a classroom needs to be provided with more science equipment.

Next year educational television offers some programs in science at almost all levels of instruction. Teachers who do not have the background for science can benefit from the use of these science programs.

Teachers could be encouraged to enroll in science workshops or credit courses.

## CHAPTER VI

The result of the evaluation of the school program should result in change in the school curriculum. Certainly not all recommendations could be accomplished next year but rather they could serve as a guideline for change for the next few years.

There is a need to add additional staff members, either full-time or part-time. A part-time librarian is needed to coordinate the instructional materials center with the other areas of the curriculum. There is a need for a full-time vocal music teacher to improve the vocal music instruction. A guidance counselor is needed half-time. An art teacher could be utilized either half or full-time.

Certain types of teaching materials need to be added. Laboratory-type sets of reading materials and additional sets of programmed materials for the special reading program are needed. Special reading-listening-speaking carrels are needed in certain classrooms. Additional health teaching materials are needed. A greater variety of mathematical instructional materials for more individualized instruction is needed. Science materials to broaden the classroom experiences should be acquired.

Equipment is needed in the physical education department. Mathematics and science equipment to equip a classroom and designate it as the math-science classroom is needed. All classrooms and the materials center should be equipped with darkening drapes.

Instruction needs improving by encouraging greater use of audio-visual materials by the class room teacher in all areas at all levels. Instruction could be improved by the enrollment of classroom teachers in either credit courses or workshops in the areas of conservation education, art, mathematics and science.

Curriculum revision needs to occur in certain areas. Special education program needs to be initiated as soon as practical. Vocal music program needs strengthened by more vocal music periods and a choral performance organization. Either kindergarten or head-start program should be offered. More functional writing instruction at all grade levels. There should be written policies for the health services program. There should be a written curriculum guide for physical education.

For the instructional staff, the professional library needs to be expanded by the addition of professional books and professional journals. The teaching staff should be encouraged to belong to more professional organizations.

A much greater degree of co-operation between the high school district and the grade school in curriculum planning and sharing is necessary. Perhaps a study of district organization is called for to determine if more educational opportunities could be offered at a lower cost per student.

## APPENDIX A

### Confessions of a Traditional Grammarian

The Institute for the Teaching of English to the Gifted afforded many teachers in the Danville, Illinois, and several Vermilion County schools an opportunity to head ideas presented by many outstanding educators. Dr. Neil Postman, Dr. J. N. Hook, Dr. Priscilla Tyler, Dr. Lloyd Douglas, Dr. Robert Hogan, and Dr. James Gallagher led the impressive list of people who expressed their views to the participants. The comments of these individuals along with those made in group discussions by other participants in the Institute have caused some serious soul-searching for at least one dyed-in-the-wool traditionalist, and the result of that soul searching is embodied in the following article.

For the past five and one-half years students of mine have been subjected to the rigors and torments of a traditional grammar program. In heterogenous groups they have been plagued with finding subjects and verbs in sentences. They have memorized a list of linking verbs so that they could be sure that (horror of horrors) they would never put a direct object after one. They have been alerted to the signpost effect of coordinate conjunctions, and taught to look for equal grammatical elements (two subjects, two verbs, two clauses, etc.) of either side of it. They have learned lists of words that are often used as prepositions so that they could find the object which inevitable follows. Of course the purpose of all this preposition and object hunting was so that they (the students) would not

confuse these words with the subject of the sentence that they were diligently seeking. These are just a few of the many inane projects in which my students have been involved. Has it made them better students writers? Has it made them more fluent in their use of spoken English? ABSOLUTELY NOT! The students who came to my class with some obvious writing and speaking skill have improved somewhat, but they certainly have not advanced in skill more than a year's maturity and reading and living experience would add. But what about the average and slow student? Does he improve? Does he learn to embrace "standard" usage? Does he become smooth master of spoken English? ABSOLUTELY NOT. Quite to the contrary, none of these things happen. When encouraged to speak their minds freely, students will tell you quite bluntly that "English" is for English class and as soon as they walk out the door of your class, they forget ninety-nine percent of what was just taught. Their motives are not vindictive. They are not lazy, shiftless, or incompetent. They simply see no correlation between dissecting a sentence and the uses to which they put language each day. And, if one thinks about it for a minute, there isn't much, if any.

Many English teachers will admit that traditional grammar does not gain the results for which it is intended, yet they still refuse either to remove it from the curriculum, or at least to limit the time which is devoted to it. Why, I can not understand; but it seems to be so. If one buys a car and it gives miserable service, it is either traded off for a superior car or sold. If one is sold shoddy merchandise by a merchant, that merchant gets no further business. But traditional grammar, despite ineffectual results, goes on and on.

Sometimes I wonder if it is not being kept in service by teachers who are unwilling to let go of an old friend and by others who are unwilling to make the effort to investigate the possibilities of structural linguistics or transformational generative grammar as possible substitutes. It is not my intention to recommend that either of these be shipped in as a complete replacement for traditional grammar. However, in view of the ineffectiveness of traditional grammar in gaining desired goals, I feel that it is incumbent upon thinking teachers of English to investigate these other two grammars and to consider bringing either or both or parts of each into their classes.

In the May, 1966, issue of the Illinois English-Reading Newsletter the following statement was made:

"When we think of the skills of written communication, most of us immediately think of grammar, for one of the traditional reasons given for teaching grammar has been that it improves students' writing ability. For the last sixty years, however, nearly all research on the subject has indicated that traditional grammar teaching does not improve writing ability."

It would appear that sixty years of research should be enough to convince any teacher who has not stopped thinking. The material that can be introduced into language class is varied and limitless. Probably the only limitation is the versatility and imagination of the teacher. Language is everywhere and is used daily by students. They are interested in how their language works. They will discuss excitedly the impact of slang expressions compared with the impact of more formal statements. They are interested in the language that they speak. They are left cold by endless sentence disassembly.

Probably the most difficult problem presented by the ineffectiveness of traditional grammar is that it is so well entrenched in the



minds of older English teachers who, I fear, are going to continue to base their teaching on traditional grammar. Thus the junior high teacher who wishes to make a change is faced with a soul-searching decision. Should he involve his students in work on compositions? Can he eliminate exercises which tend to make "sentence mechanics" out of his students? Must he prepare his students for future English classes which will be based on traditional grammar? Is he throwing his present students to the wolves by not preparing them for future English classes? I am coming rapidly to the conclusion that the change should be made. Most English teachers are interested in helping students improve their skills, and I believe that de-emphasis of traditional grammar will allow teachers more time to have students work on "composing" compositions and other creative activities. I feel that this will result in a higher level of writing skill on the part of the students, and it will help to eliminate the tremendously negative attitude prevalent among so many students toward English.

How often have you been asked this question by a student, "Why do we have to pick out the subjects of these sentences? When we get out in life, nobody is going to ask us to do it." The painful part of this question is that the student is so often quite sincere. Teachers are asking him to do something that not only may be difficult for him, but to the student it has no comprehensible meaning. He knows from his own experience that in the world of business no one is asked to do this kind of thing, or to diagram sentences there. Yet he is often asked engage in these kinds of activities, which have little or no correlation to the functions and uses of language in his life.

If you are still with me at this stage of this article, the thought may have occurred to you, "what will I teach in the place of traditional grammar?" My answer may not be totally satisfactory, but it can bring interesting results. Ask your students to draw cartoons about language, allowing them to express any viewpoint they wish. The insights thus revealed may well point the way to avenues which need to be explored with your students. One student allowed to cartoon in this way wanted to hand "good" English and decried that standard English was determined by "hotshot" guys who get together and decide between "he don't" and "he doesn't." ANYTHING which leads students into vital considerations of the uses of language, the levels of "correctness" required in various situations, or the ingredients of good composition or literature are an improvement over prescriptive traditional grammar. The key word in my suggestion was lead, that is, induce. Inductive teaching is the hardest work in which a language teacher can become involved, but the results are well-worth the effort which goes into this kind of teaching.

## APPENDIX B

### RECOMMENDED STANDARDS FOR CONSERVATION EDUCATION PROGRAMS

#### PROGRAM CONTENT AND SEQUENCE IN CONSERVATION EDUCATION

Conservation Education is not a new subject but rather, an appreciation of the significance of the study of our natural environment with a new concern for efficiency in the development and management of natural resources. This may be attained through a proper interpretation of the material now studied in general science, geography, social studies, and other subject matter areas.

#### PERSONNEL AND CONSERVATION EDUCATION

It is expected that all personnel understand the meaning of conservation as resource-use and management, including "soil and water, forestry, timberlands, minerals, fish and wildlife, and scenic and recreational resources".

It is recommended that, as soon as practicable, all elementary teachers take at least one three-semester hour course or workshop in resource-use and management and that secondary teachers become familiar with the many opportunities to teach conservation concepts in their respective areas of teaching.

If a semester course is offered on the secondary level, the teacher should have a minimum of six semester hours of training in conservation and be prepared in the area of the natural sciences or in social studies.

#### TIME ALLOTMENT AND SCHEDULING

##### Elementary School

No specific time allotment is required unless a unit is offered within another subject, such as science. If taught as a unit, the minimum time allotment should be three to four weeks. There are opportunities daily to develop conservation to a specific time allotment.

##### Junior High School

Same as above for Elementary.

## FACILITIES AND INSTRUCTIONAL MATERIALS

Facilities include both the classroom and the outdoor areas.

A collection of books, magazines, films, slides, and available for implementing the instructional program.

## RECOMMENDED STANDARDS FOR ENGLISH-READING PROGRAMS

### PROGRAM CONTENT AND SEQUENCE IN ENGLISH-READING

Most authorities agree that the English program should be developed in such a way that it is sequential, cumulative, and articulated. It also must be so constructed that it can remain flexible enough to provide for individual differences. At the present time there is no clearly agreed on body-of-content material. This does not relieve us of the responsibility of attempting to organize instructional efforts and materials so that some agreement can be reached upon what skills and knowledge may be considered standard or appropriate at given points in the curriculum.

Large districts should consider the employment of English or language arts consultants to help coordinate the elementary and high school English Programs. Small school districts, if they have more than one English teacher, should designate a head teacher for the English department at the secondary level. An elementary teacher knowledgeable in the field of reading should be selected to head an elementary reading and English committee. The elementary and secondary people will, of course, need to work closely together.

### Elementary School (Kindergarten Through Grade Six)

#### Reading

At the primary level, the basic reading program is the most important aspect of the school curriculum. Ideally, the first grade reading program is preceded by reading readiness experiences in kindergarten. Research indicates that the right kind of training in auditory, visual discrimination, and participation in other forms of reading readiness activity, appropriate to the individual, greatly increases a pupil's potential for success in reading. In school districts where there is no kindergarten, more of the reading readiness activities will have to be carried on in the first grade. Experience also has shown that in areas of economic disadvantage, where youngsters may come from culturally deprived homes,

a great deal of reading failure can be avoided if the right kind of reading readiness experiences are provided.

Any one of the half-dozen or more modern, basic reading series being published today fulfills the requirement of a sequential, cumulative, and articulated program of reading instruction but should be supplemented with a wide variety of reading materials of various levels of interest and reading difficulty.

A good school reading program will utilize not just one series of readers or one reading method but will employ a multiple approach using a wide variety of materials tailored to the needs of the individuals being taught. This is not a haphazard approach but rather a rifled approach if tailored and fitted to the needs of the child. As a matter of practicality, one series of readers might be considered the basic text but they must be widely supplemented, not only with other text-type readers, but with a wide selection of appropriate library books.

A good school reading program is one in which the auditory approach is recognized as being important in learning to read and, therefore, has a well-organized phonics program and provides training in auditory discrimination for those needing to read and provides a well-structured program in visual discrimination. It is also recognized that while most children learn best through combining both auditory and visual perception, a few will do best utilizing only one or the other of these while a few of the others may need tactile and kinesthetic assistance in perception.

The elementary school organization should provide for reading groups to be taught at a realistic, instructional level rather than restricting the students' reading materials on the basis of grade placement. Pupils come to school with varying degrees of reading readiness and varying abilities and degrees of maturity. They progress at varying rates. Therefore, the school organization and the instructional materials should be made to fit the needs of the child rather than all children being forced arbitrarily into the same mold.

A good school reading program will provide special help for those youngsters falling behind in reading or having other reading problems. It will also provide a wealth of reading materials and help those youngsters who should be encouraged to read rapidly and widely.

The school will employ a reading specialist or will have access to a reading clinic, recognizing that the time to help a child is when he needs it, not after he has fallen hopelessly behind.

A school with a good reading program will teach reading at all grade levels through high school and in all subject matter areas, not just in the reading classes.

The school with a good reading program will know what its pupil competencies are because it will have an adequate testing program with adequate records available to all teachers.

### Junior High School

In the junior high school the writing skills should be more and more refined, and daily practice should continue. The relationship of written work to reading and speaking at this level becomes quite clear. Pupils who read well-written material will unconsciously absorb qualities of style that will be reflected in their own written work. There will be a great deal more carry-over if teachers will help pupils become consciously aware of good style. Likewise, pupils who display coherence and precision in their writing have taken a long step in the direction of those same qualities in speaking.

Activities concerned with sentence improvement are particularly appropriate at the junior high school level since the various types of sentences are normally introduced and studied at this time. A possible sequence of instruction in sentence skills might be to stress the simple sentence in grade seven, the compound sentence in grade eight, and the complex sentence in grade nine, with practice in writing sentences beginning in the first grade, with the idea of simply conveying meaning. In the junior high, meaning must be conveyed not only in a grammatically correct statement but also the concepts of mood, tone, imagery, and style are developed.

As pupils achieve increased competence in the writing of good sentences, they will be able to apply some of their learnings to good paragraph writing. As a result they should begin to develop expository, narrative, imaginative, and descriptive writing skills.

It is in the junior high that descriptive or structural grammar should be stressed. The idea that being able to identify parts of speech and to analyze and diagram a sentence is a necessary prerequisite to writing skill has been pretty well discredited. However, the vocabulary of formal grammar has become a part of our cultural heritage, and it should be taught for that reason, if for no other. At the present time there are very few suitable books at the junior-senior high school levels devoted to the structure of English. It is hoped that more suitable material will soon become available. Some of the new, programmed materials deserve careful consideration. In the meantime, good English teachers will not neglect giving students some insights into the history, evolution, and structure of their language.

## PERSONNEL AND THE ENGLISH-READING PROGRAM

The essential ingredient in any English-reading program is the classroom teacher. Without an intelligent, resourceful, and enthusiastic teacher, no amount of equipment or material will make a good program. We have, heretofore, alluded to the importance of an English coordinator.

### Elementary School

Reading is taught in every elementary classroom and most elementary teachers have had some instruction in the teaching of reading in one or more methods courses. Very few teachers have had any writing courses beyond what is given in college rhetoric classes. As a general rule, elementary teachers need more preparation in writing literature, and better insight into linguistics.

The preparation of every elementary teacher should include a broad liberal arts background. Work beyond freshman rhetoric should include at least one course in linguistics, one in writing, and one in children's literature. There should also be method courses in the teaching of reading and writing.

Since not every elementary teacher will have such preparation, they should be encouraged to promote their own growth by taking additional college courses and by participating in workshops and conferences. Every reading and English teacher should be a member of the NCTE or IRA or both, and should read the material that is available to them from such sources.

### Junior High School

Junior high school English should be departmentalized and taught by qualified teachers who have an academic major in English and who have a broad liberal arts background. Junior high school teachers also need to have some training and experience in the teaching of reading. They should participate in workshops and conferences and take part in professional activities designed to help them stay up to date in their field. They should be members of their professional organizations and keep up with their publications.

## TIME ALLOTMENT AND SCHEDULING

### Elementary School

As a practical matter, usually from 600 to 800 minutes per week are scheduled for language arts activities in the first grade. This includes reading, writing, speaking, composing, spelling, listening, and readiness activities.

In the middle and upper grades less time is needed for reading and more time must be given to other subjects. But to teach reading and writing, spelling, grammar, composition, and literature takes a considerable amount of time, even in the sixth grade. Several periods of time every day, amounting to 450 to 500 minutes per week, are not too much.

### Junior High School

A single 40-minute period per day is not sufficient time in which to teach all that has to be taught in the language arts program. Two 45- or 50-minute periods per day or 450 to 500 minutes per week are not too much time.

Nearly all junior high English teachers have too heavy a teaching load. No English teacher should ever have more than 100 different students in over four classes and not over two daily preparations. This is a goal towards which schools should strive.

## FACILITIES AND INSTRUCTIONAL MATERIALS

### Elementary School

As an ultimate goal, every elementary school should have a central library to which every teacher and every child has access on a regular basis. Within and a part of the library should be an instructional materials center containing a wealth of audiovisual material and equipment.

In addition to the facilities of the central library, every classroom should have its own room library or reading center, containing a small selection of favorite books, reference books, magazines for class use, and shelf space for materials from the central library.

In addition to the basal readers, every class should have several co-basal or supplementary text-type readers at different reading levels. There also should be available in every classroom several kit or laboratory-type sets of reading materials and sets of programmed learning materials for student self-help and greater individualization of reading. Reading pacers and electronic reading aids should be available for use in those situations where their use is indicated. Separate materials for organized instruction in spelling and composition should be provided.

Such items as records and recorded tapes, record players and tape recorders, movie and filmstrip projectors, television receivers, radios, opaque and overhead projectors, transparencies and copying machines that will make photocopies, transparencies, and master carbons for spirit duplicators should be in the classroom or immediately available from the instructional materials center. All teachers should, of course, have ready access to duplicating equipment. Classrooms should be equipped with darkening shades.

Elementary classrooms, especially primary rooms, should have ample black-board space for pupil writing activities, and should be equipped with desks with sloping tops.



RECOMMENDED STANDARDS  
FOR HEALTH EDUCATION

PROGRAM CONTENT AND SEQUENCE IN HEALTH EDUCATION

Elementary School (Kindergarten Through Grade Six)

Health education should be a required part of the curriculum from kindergarten through grade six.

All schools should cooperatively plan and develop a plan of instruction for health education that will be broad. It should provide a sequential series of experiences that will cause the student to consolidate learning and progress from basic information to more complex learning. The health education curriculum should be planned to interest boys and girls. It should develop or reinforce desirable attitudes and practices.

SCHOOL HEALTH SERVICES

Health services are primarily concerned with appraising pupil health in order that this information can be used to enhance the entire educational experience of the child.

The school nurse plays a most important role in the well-organized school health services program. She is in a key position to help interpret data revealed by the various organized health service procedures to administrators, to teachers, to parents, and to students.

Health services should determine health needs of students.

The school should cooperatively plan programs for the follow-up and interpretation of defects or conditions discovered.

All schools should have well-developed policies to deal with disease prevention and control.

All schools should have written policies to cope successfully with emergency illness and injury.

All schools should provide screening tests for determining acuity of vision and hearing. Plans should be developed for periodic dental examinations.

RECOMMENDED STANDARDS  
FOR INSTRUCTIONAL MATERIALS PROGRAMS

MINIMUM PROGRAM FOR FULL RECOGNITION

Adequate service will be doubtful and cannot possibly function with any success below the following standards:

Collection

Elementary (2,000 book titles, 5 magazines, 1 newspaper, some pamphlets, some audiovisual materials, faculty collection of 200 books and 10 professional magazines)

Junior High (Same, except for 30 magazines)

Senior High (Same, except for 50 magazines)

Personnel

For less than 300 pupils, a part-time librarian.  
One full-time librarian for each 500 pupils  
(A minimum training of 16 semester hours of Library Science -- Has 6 semester hours of audiovisual education or two courses).  
1 full-time technical assistant for each 600 pupils.

Budget

The amount depends on the program of service and should be sufficient to allow progress towards American Library Association Standards or above, but not below \$2.00 per pupil, and 0.5% of per pupil instructional cost for audiovisual.

Facilities

Centralized organization through office with union card catalog, shelving, tables, and chairs; a central library room established as soon as possible and progress made towards American Library Association Standards.

## RECOMMENDED STANDARDS FOR MATHEMATICS PROGRAMS

### Elementary School (Kindergarten Through Grade Six)

The content of the improved elementary programs is approximately 85% the same as that of the traditional programs, but new approaches to old topics are used to give a better understanding of these topics. The "old" mathematics was a "tell and show" type while the "new" stresses discovery. The newer elementary programs demand careful development and guidance from the teacher. Experimentation and discovery are encouraged, and the attitude that learning mathematics can be a creative adventure is fostered. Children still need to learn the basic facts, but they can practice these facts in more meaningful mathematical situations than through rote drill and memorization.

Improved programs at all levels place increased emphasis upon basic properties of numbers and operations, structure and logical interrelationships, pattern discovery, concept development before drill, problem solving and reasoning, and precision in language.

Material new to the elementary program may include systems of numeration in bases other than ten, the language of sets, geometry, ordered pairs of numbers, equations and inequalities, and logic.

Although many elementary mathematics texts minimize reading objectives, it is important that children learn to read mathematics.

## RECOMMENDED STANDARDS FOR MUSIC PROGRAMS

### Junior High School

All students should attend required general music classes as a part of their total educational experience.

Music experiences should include an increased emphasis on cognition and develop within the student an understanding of the nature of musical expression, forms, and styles and of the place music and music literature holds in their cultural heritage. In addition, the understanding of notation developed in the elementary school should be used in helping students to learn to read music and to follow scores.

All students should have the opportunity to participate in a choral performance organization on an elective basis.

## PERSONNEL AND THE MUSIC PROGRAM

### Elementary School

Music in the primary grades should be taught either entirely by music specialists or cooperatively by music specialists and classroom teachers.

If a cooperative approach is used, the music specialist should visit each primary classroom a minimum of one and preferably two times each week.

In the intermediate grades it is desirable to have music taught entirely by music specialists.

If classroom teachers are involved in teaching music in the intermediate grades, their responsibility should be to supplement the instruction provided by music specialists. The music specialists should visit each classroom a minimum of three periods a week.

Both music specialists and classroom teachers should have adequate educational background to display competence in teaching music.

### District Music Staff

Any school district with five hundred students or less should provide two full-time music teachers.

## TIME ALLOTMENT AND SCHEDULING

### Elementary School

Approximately one hundred minutes a week should be devoted to music at all grade levels.

Music periods in the primary grades should be twenty minutes in length.

Music periods in the intermediate grades may range from twenty to thirty minutes in length.

### Junior High School

General music classes should meet a minimum of two forty-minute periods each week for the entire school year or the equivalent.

Elective choral performance organizations should be scheduled for a minimum of two rehearsal periods each week.

## RECOMMENDED STANDARDS FOR PHYSICAL EDUCATION PROGRAMS

### PERSONNEL AND THE PHYSICAL EDUCATION PROGRAM

Physical education specialists, either as teachers or consultants, are essential and should serve all grades in the elementary schools.

Qualified teachers should be in charge of the physical education program in junior and senior high schools. Girls' activities should be conducted under the immediate supervision of a woman.

Physical education teachers must have a minimum of twenty semester hours in the field of physical education; however, it is desirable that teachers have a major in this field.

### TIME ALLOTMENT AND SCHEDULING

A daily instructional period of at least thirty minutes is necessary at the elementary level. (Kindergarten through sixth grade).

Recess and lunch time activities cannot be substituted for the daily physical education period.

A daily instructional period equal in length to the regular periods of the school day is necessary on the junior and senior high school levels.

Homogeneous grouping of classes by grade level, chronological age, physical dexterity, or social maturity, is necessary to insure appropriate and progressive learning experiences at the junior and senior high school levels.

Students should not be excused from physical education because of taking extra school subjects or because of their participation in athletics, chorus, or band.

## RECOMMENDED STANDARDS FOR SCIENCE PROGRAMS

### Elementary School

The first six grades should assume responsibility for supplying every child with a valid preliminary conception of what science is, what it seeks to accomplish, and how it goes about the orderly solving of problems and answering of questions. This initial survey of the subject is sometimes summarized as a group of five fundamental but subtle major concepts. When a pupil ultimately succeeds in acquiring a sophisticated appreciation of any one of these complex concepts, this understanding can seldom be accurately credited to instructional effort in any one grade level.

### Junior High School

The junior high school program should help pupils organize their growing store of scientific concepts into more conveniently managed groups. The various bits and pieces of information acquired in the elementary grades should be reviewed, grouped, and placed in realistic perspective before any serious effort is made to extend the range of any field of investigation. In grades seven, eight, and nine, many of the newer courses take advantage of departmentalized instruction to introduce simple groupings of ideas into such broad topics as: "Life Science", an approach to organized biology; "Earth Science", an approach to related meteorology, geology, physical geography, and aerospace topics; and "Physical Science", an approach to the general study of chemistry and physics. Others employ small numbers of coordinating "units" which similarly serve to group and consolidate bodies of diversified knowledge. In any case, greater emphasis is placed on procedures, experiments, and individual laboratory investigation at this level in preparation for the study of specific branches of science in high school.

## RECOMMENDED STANDARDS FOR SOCIAL STUDIES PROGRAMS

### PROGRAM CONTENT AND SEQUENCE IN SOCIAL STUDIES

A major key to success in the social studies is organization -- an acceptable pattern for our social studies. Essentially it is a planned, integrated program from kindergarten through twelfth grade -- one which pays careful attention to scope and sequence at every grade level and one that takes into consideration both horizontal and vertical integration. Scope and sequence build upon continuity but go beyond it. They signify a deeper insight into the purposes of the social studies and result in a progressively broader grasp of their content and meaning. To be integrated horizontally, the social studies content must be appropriate for its grade level and must fit in well with the content of the other disciplines at that grade level. There should be a positive attempt to relate social studies subject matter to the balance of the child's curriculum and, if possible, extra-curricular activities. Vertical integration infers that at each grade level in the social studies program we should know what went before and what came after. The subject matter that we teach in the classroom should be part of a continuum that starts in grade one and carries through to graduation day and we fervently hope after that into the hallowed halls of higher education.

### TIME ALLOTMENT AND SCHEDULING

#### Elementary School

A minimum of 40 minutes daily should be devoted to social studies in the first and second grades. A minimum of 50 minutes daily should be devoted to social studies in grades three through six.

## RECOMMENDED STANDARDS FOR VISUAL ARTS PROGRAMS

### PROGRAM CONTENT AND SEQUENCE IN THE VISUAL ARTS

#### Elementary School (Kindergarten Through Grade Six)

Every elementary student should have art as a part of their weekly educational experiences.

The art program should include a progression of experiences of three types: (1) observation (experiences which help students to look and see, touch and feel, listen and hear); (2) productive (experiences in painting and drawing, printmaking, modeling, constructing, carving, stitching, and weaving); and (3) historical (experiences which will expose students to the vast art expressions of the past and present).

At each grade level there should be an increased complexity in the type of experiences, in the materials and tools, in the skills and knowledges, and in art quality.

The art experiences should be those which will challenge the student, help the student develop a creative visual statement, provide avenues for critical analysis, and provide the student with the greatest degree of aesthetic growth.

### PERSONNEL AND THE VISUAL ARTS PROGRAM

#### Elementary School

Art in the primary grades should be taught either by art specialists or cooperatively by classroom teachers assisted by an art specialist.

If classroom teachers teach the art, the art specialist or supervisor should visit a classroom and work with the teacher at least once every seven days.

In grades four through six, it is more desirable that art be taught by a trained art specialist; if this procedure is not feasible, the art supervisor should work with every teacher at least once every five days.

Both the art specialist and the classroom teacher should have adequate preparation to display competence in teaching art.

In every school, the principal and curriculum coordinator should assume leadership in developing a strong art program.



### District Art Staff

Any elementary school district or elementary schools in a unit district should employ at least one art person for every 500 students.

Any school district operating under a supervisory program should use at least one art supervisor for every 75 teachers.

Any school district operating a departmental junior high school program should provide one art teacher for at least every 24 sections of students.

In high schools one art teacher should be provided for at least every 5 sections of art.

Any school district operating a K-12 or K-8 program should have a full-time Director of Art Education.

In school districts operating a supervisory program with more than one art person, one teacher should be designated as Director of Art Education and the other staff members as art consultants.

### TIME ALLOTMENT AND SCHEDULING

#### Elementary School

At least 125 minutes a week should be devoted to a planned art program at all grade levels.

The length of the periods should be sufficient to allow time for work as well as motivation and cleanup.

Art teachers should be provided with at least one free period daily and classes should not be scheduled continuously.

## APPENDIX C

### Results of Study

Some of the recommendations made in Chapter VI of this paper have been adopted and others have been considered. A Parent-Teacher Association committee was established to survey the school district to determine the number of students interested in establishing a kindergarten. The committee report has been presented to the Board of Education and the decision was made to begin a kindergarten program in the 1967-68 school year.

Since this decision would not benefit children in the 1966-67 school year, the Vermillion County Community Action Program was contacted about the possibility of a headstart program in our area. A summer headstart program was established with an enrollment of fifteen students. Twelve of these fifteen students had been interested in a kindergarten program.

The Board of Education approved the participation of the school district in a county special education program. A salaried planning staff will be established and each participating district will be assessed their share of the cost.

Written policies for the school health services program have been presented to the Board of Education for study and adoption.

Equipment for converting a classroom into a math-science room has been ordered. Equipment purchased included two student math-science work-discovery centers and two math-science discovery tables. This will allow a greater laboratory approach in the study of mathematics and science.

Darkening drapes for all classroom windows have been purchased. Teachers will participate in an educational television workshop during the summer.

The possibility of the addition of a vocal music teacher and an art teacher was discussed. The decision was made to contact the high school district to determine if it might be possible to share teachers in these areas.

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