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Changes in the Internal Organizational and Administrative Practices in the Elementary School from 1945 to 1950

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CHANGES IN THE INTERNAL ORGANIZATIONAL AND ADMINISTRATIVE
PRACTICES IN THE ELEMENTARY SCHOOL
FROM 1945 TO 1950

By
Elsworth R. Drummer

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A Thesis Submitted in Partial Fulfillment
of the Requirements for the Degree of

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In The

Graduate Division

of

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DEDICATION

To my wife, Alfreda Louise
Drummer, whose encouragement has
stimulated my success to this
point.

E.
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- 1953 - Entered graduate school, Prairie View A & M College, Prairie View, Texas
- 1954 - Enrolled in graduate school, Prairie View A & M College, Prairie View, Texas, a candidate for the Master's Degree

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CHAPTER I

INTRODUCTION

Statement of the Problem

This study is designed to show what changes have been made in the organization and the administration of the elementary school from 1945 to 1950, as revealed in the literature and to point out possible trends, or indices of trends during this period. The expression "or indices of trends" is used because it is difficult to point out trends in elementary education in a five-year period.

Definition of Terms

According to Otto, "Organization means structure of framework." When applied to the elementary school, it means the framework through which and within which elementary education is carried forward. Major elements of organization consist of the number and size of schools, the number of years of training provided by the schools, the ages of the children served, and the many aspects of the internal organization of the schools.¹

Administration is the power or authority by which the organization is set in motion.

¹Henry J. Otto, "Elementary Education: Organization and Administration," Encyclopedia of Educational Research, p. 367. New York: The Macmillan Company, 1950.

For the purpose of this study the term "change" means the adding, terminating, or modifying practices in the elementary school.

Significance of Problem

One of the chief characteristics of our atomic age is change. Without change there is no progress. Reeder² points out that the last decade of the nineteenth century was a significant one for education. He sets 1892 as the date for the beginning of the influences which have so markedly changed both the theory and the practice of elementary education.

Scope and/or Limitations of the Study

This study is limited to internal organizational and administrative changes, each fifth year seems to make a change in our national life.³ The five year period, 1945-1950, which followed the two world wars characterized by striving for world peace and growing tensions between the world's two great powers the United States and Russia. It is that period with which this study deals. This five-year division, 1945-1950, seems to make a change in our national life.

This study is limited to city, town, and village public elementary schools in the continental United States. It is also limited to those changes reported specifically in The Nation's Schools, The American School Board Journal, The

²E. H. Reeder, "Elementary Education: Development, Scope and Status," Encyclopedia of Educational Research, p. 357. New York: The Macmillan Company, 1950.

³Howard A. Lane, "Teaching World Understanding in the Elementary School," The School Executive, LXVI (January, 1947), p. 53.

School Executive, and other periodicals suggested by the Education Index.

Assumptions

The elementary school is not perfect, but that it is constantly changing in an effort to improve, is becoming more evident in the field of elementary education. This writer believes that democratic society never remains constant; we are always developing the elementary school, which has made notable progress during the last half century.

Hypothesis

Local and world conditions have their influence upon education which cause the internal changes in content and administration of the elementary curriculum. Changes are made in education to stimulate the program of the School, so that it will meet the growing needs of the children during their developmental period.

Procedure

The procedure followed in this study was an analysis of three outstanding educational magazines, the use of the Education Index, as bibliographical aid and the searching of recent books to find changes in the organizational and administrative practices in the elementary schools from 1945 to 1950. The three magazines analyzed were: The School Executive, The Nation's Schools, The American School Board Journal. These magazines were used because they appeared to have followed the most consistent policy in disseminating elementary school news

useful to this study. The data used in this study were collected from the holdings of the following libraries: Our Lady of the Lake College, Saint Mary's University and Trinity University all of which are located in San Antonio, Texas. The W. R. Banks Library of Prairie View A&M College was also used to supplement the readings of this study.

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Subject Areas

In the subject areas, the school reported a change in spelling instruction. Perkins, Oregon adopted a new series of spelling books and teacher committee was formed to develop a new spelling program. Four changes in reading practices were reported. The following variations illustrated a significant trend in this area:

See Table I, page 15.

Marie Collings, "Fluency Spelling Program," The Elementary School Journal, 50 (February, 1950), p. 222.

CHAPTER II

CHANGES IN ELEMENTARY SCHOOL CURRICULUM

There were fifty-four changes in the elementary school curriculum reported in the sources examined from 1945 to 1950. Of these fifty-four changes eighteen were in the subject areas; twenty-nine were in the methods of teaching; and seven dealt with curriculum revision.¹

Twenty states reported these fifty-four changes. Of this number Illinois reported eleven changes in the elementary school curriculum which represent the greatest number of changes reported from any one state.

Subject Areas

In the subject areas, one school reported a change in spelling instruction. Portland, Oregon selected a new series of spelling books and teacher committee was formed to develop a new spelling program.² Four changes in reading practices were reported. The following quotation illustrates a significant trend in this area:

¹ See Table I., page 13.

² Marian Zollinger, "Planning Spelling Program," The Elementary School Journal, XLV (February, 1945), p. 342.

The idea of delaying reading instruction until children are ready for it is gaining wide acceptance among teachers....Teachers are turning to the maturation theory because it offers another means of dealing with an old primary problem: the non-reader, or the slow reader....Much of the time once used in drilling children who were not ready for reading is now used in the arts, crafts, and sciences that young children can use more readily.³

Reports of changes regarding religious instruction in the schools were confined to the state of Illinois. As a result of court action:

A court decision was rendered in January, 1946,on the case involving religious instructions in public schools of Champaign, Illinois. The court upheld unanimously the right of the school district to permit classes in religious instruction in public school buildings during class time.⁴

In Madison, Illinois, at the suggestion of the superintendent of schools, the school board introduced a religious training program to combat juvenile delinquency. The Madison children, each Friday morning, attend the church of the parent's choice.⁵

The topic on which most changes were reported in the subject areas was that of world understanding. Howard Lane of New York University says that, "teaching world citizenship is the fundamental of education in our time."⁶

³ The School Executive, LXV (September, 1945), p. 56.

⁴ Ibid., LXV (April, 1946), p. 42.

⁵ The American School Board Journal, CX (August, 1945), p. 49.

⁶ Howard A. Lane, "Teaching World Understanding in the Elementary School," The School Executive, LXVI (January, 1947)

Nicholas writes that "our parents have come to realize the basic foundations for world understanding, tolerance, and goodwill can be and should be established at the early levels of a child's education."⁷ That New York City realizes the need for world understanding is evident by the quotation: "Beginning with the school year, 1946-1947, the public schools of New York City are teaching children the meaning and possibilities of the United Nations."⁸

The changes were reported in the physical education program of schools. The school program in Syracuse, Nebraska, was revised to include physical education for boys and girls from the fourth through the twelfth grades.⁹

Methods and Materials of Teaching

Twenty-nine changes were reported in the methods and materials of teaching. Of these, sixteen were related to audio-visual methods of teaching, twelve pertained to camping education, and one involved the activity program. More changes were reported in audio-visual education than any other single item relating to methods and materials of teaching. Seven of these changes are related to television, six to visual aids, and three to radio. Television is being recognized as a valuable teaching aid. Gable reports:

⁷ I. C. Nicholas, "Teaching World Understanding," The School Executive, LXVI (October, 1946), p. 86.

⁸ The American School Board Journal, CXXIII (November, 1946), p. 62.

⁹ Ibid., CXI (November, 1945), p. 66.

Television and the schools began getting together in Philadelphia in 1947. In July of that year a two hour broadcast was presented by the staff and participants of the Board of Educational Workshop. The success of this venture led to another telecast the following November during Education Week. Reading, arithmetic, art, music, and dancing were featured.

In December, at the request of the directors of the three stations in Philadelphia, the superintendent of schools held a series of meetings with the directors and appointed a school television committee.

...In January, 1948, an assistant director of school-community relations was appointed to supervise television activities.

...In February, 1948, Station WPTZ began the program, "Young Philadelphia Presents." This series has included all age levels and virtually every subject in the school curriculum.

Evaluation questionnaires have been sent to all schools. In the 100 that have been returned the response is overwhelmingly favorable. Teachers and pupils agree that television is a real teaching aid. Teachers report that the children are interested and stimulated to further study and discussion of the topic presented.¹⁰

After the installation of television sets in the elementary schools in Chicago,¹¹ the pupils at Christmas time presented a thirty minute television program, "Christmas Eve in the Pacific" over the radio station operated by the board of education. This is reported to be the first telecast to be written, acted, and received by elementary school pupils throughout the United States. Pupils wrote the script, designed and painted the background of palm trees on a Pacific Island, typed, acted, danced, and sang. These pupils were shown a telecast

¹⁰

Martha A. Gable, "Two Years of Pioneering Instructional and Public Relations Values of Television," The Nation's Schools, XLIII (June, 1949), pp. 56-60.

¹¹

The American School Board Journal, CXI (November, 1945), p. 72.

twice a year and afterwards they evaluated the program by completing a form which was sent to the radio council.

The first major project to use television for a new kind of visual education in the classrooms of many schools simultaneously was launched in public, parochial, and private schools in Philadelphia, Pennsylvania, in March, 1949.¹²

That radio has a valuable place in the elementary school curriculum is indicated by the following paragraph:

From the kindergarten through the eighth grade in the Chicago Public Schools, the radio broadcast has become a living textbook under the able direction of the classroom teacher, and a source of enlightenment, inspiration, and interest to thousands of children in our elementary schools. Station, WBEZ, "The Radio Voice of the Chicago Public Schools," owned and operated by the board of education, is on the air every school day from 9:30 A. M. to 3:15 P. M. Programs especially prepared by the Radio Council of the Chicago Public Schools and synchronized with the curriculum of the primary, middle, and upper grades, provide boys and girls of all age levels with such, varied and broad opportunities for learnings in many areas of the curriculum.¹³

Educators are coming to believe more and more in the value of out-of-doors education. The harsh discipline and the subject centered curriculum have given away to emphasis on the interests and needs of the child. Due to the new concept of teaching according to the child's interest and needs, much attention is being given to finding out what children need and are interested in - how they grow, develop and think. Thus it is found that a child has several developmental characteristics. The several phases of his nature which education should develop

¹² The School Executive, LXVIII (June, 1949), p. 63.

¹³ The American School Board Journal, CX (April, 1945),

are his mental, physical, emotional, social, and spiritual aspects. Realizing that the child develops along the several lines, educators are looking to broader fields of endeavor by which each of these aspects of the child may be developed to the fullest. Out-of-doors education is the result of a desire of educators to give better education to the child in all phases.

The following quotation makes this plain:

Somewhat belatedly, it is being recognized that much which students need to learn can best be taught outside the cold and artificial confines of the school. Educators are giving increasing attention to programs developed beyond the walls of the school-room.¹⁴

Camping education is one aspect of out-of-doors education that is receiving much attention in recent years. Twelve schools reported introducing camping education in their curriculum. The Education Index lists 167 articles dealing with camping education for the period of 1945-1949. This information indicates that the 12 schools reporting in the sources examined represent only a small percentage of those introducing camping education.

To make possible a fuller use of Michigan's beautiful natural resources, the Michigan Department of Public Instruction and the Department of Conservation are joining in a program to emphasize outdoor education and camping.¹⁵

¹⁴ The School Executive, LXIV (February, 1945), p. 55.

¹⁵ Ibid., LXVI (March, 1947), p. 31.

In California, San Diego and Long Beach City, schools operate a year-round camp, and others are getting underway. In Texas, the Tyler Public Schools have initiated a school camping program. New York has been interested in developing programs for a long time, and experiments are being reported in Washington, Tennessee, North Carolina, and other states.¹⁶

An activity program for grades 4, 5, and 6 was initiated at the Bluemont School, Manhattan, Kansas. The work was planned in four different areas: model building, woodwork, sewing, and science. The teachers chose the subject they wanted to teach and the principal took what was left. The child was permitted to choose the work he wanted insofar as it was possible.¹⁷

Curriculum Revision

The schools of Normal, Illinois, participated in a number of new activities in 1945. One of their major accomplishments was the, "Revising and rewriting of the course of study, complete in all areas from the kindergarten through the eighth grade, and the modification of the program to meet the current needs."¹⁸ Partial or complete curriculum revision programs were carried out in Superior, Wisconsin; East Moline, Illinois, and Waraque, New Jersey. The Superintendent at Hammond, Indiana, announced a radical departure from existing

¹⁶ Ibid., LXVIII (April, 1949), p. 61.

¹⁷ Ibid., LXV (August, 1946), p. 38.

¹⁸ The American School Board Journal, CX (October, 1945),

methods of teaching in the elementary school.¹⁹ The new curriculum in the New York City elementary schools has now objectives - character, development of Americanism, health, child's interest, thinking, knowledge and skills, appreciation and expression, social relationship, and economic relationship.²⁰

Of the fifty-four changes in the curriculum as reported in the literature surveyed and revealed in Table I, seventeen of these occurred in 1945 - the most of any one year. The year 1949 shows the second largest number of changes with a total of thirteen. Twelve changes were reported in 1946, while the year 1947 and 1948 reportedly had ten and two changes, respectively. More changes were reported in audio-visual, camping education, and world understanding than in the other areas.

¹⁹ Ibid., CXVI (March, 1949), p. 78.

²⁰ The Elementary School Journal, LXVI (December, 1945), p. 186.

TABLE I

**CURRICULUM CHANGES IN THE ELEMENTARY SCHOOLS,
1945 to 1950***

Curriculum Changes	1945	1946	1947	1948	1949	Total
Subject Areas:						
Spelling	1					1
Reading	2		1	1		4
Religion	1	1	1			3
World Understanding		4	2		1	7
Physical Education	1	1				2
Social Studies		1				1
Curriculum Revision:	2	1	1		3	7
Methods:						
Audio-Visual Education	7	3	4		2	16
Camping Education	3		1	1	7	12
Activity Program		1				1
Total	17	12	10	2	13	54

*Data compiled from The Nation's Schools; The American School Board Journal, and The School Executive from 1945 to 1950.

Significance of Findings

The reason for curriculum changes is evident. For one thing, there are many new trends to learn about in elementary education. This brings about a critical problem in the schools. They cannot go on adding forever without subtracting something. Furthermore, the new often contradicts or replaces the old. There was a time when the curriculum consisted of carefully outlined and logical arranged facts to be learned just as they were presented in each course of study.

The advancement in technology have brought about needs for curriculum revisions. The great technological advancements in recent years have placed a heavy responsibility upon those who will be responsible for educating the youth for adjustment in a complex society. Every individual concerned should understand living in this technological age; should have a deep appreciation of many cultures. Every teacher should be able to assume leadership in working alone with the groups; should be efficient in providing experiences for children which will produce the changes necessary to living in this age; and should be willing to experiment in revising curriculum in the light of the needs of children who are living and thinking in a world influenced by technology.

Education was progressing moderately during the time of the Progressive Education Association, (renamed the American Education Fellowship). During the early 1920's there was a very real need to break away from the subject-matter centered

and teacher-dominated instruction characteristic of the elementary school.

The rows between the straight lines of seats were narrow and the development lines of instruction in the three R's were even more narrower. Under the influence of the Progressive Education Association and a group of progressive leaders in the public schools and universities, we become conscious of children's needs and interest. We had our left wing, "child centered school" people and our right wing fundamentalists of "traditionalist" during the developmental era. An analogy might be drawn between progress with respect to any educational issue. The entire profession has recently made progress toward respect for the interest, needs, and personalities of children. Further stating a democracy must demand of its schools that they change according to the current social trends.

CHAPTER III

CHANGES IN METHODS OF REGULATING PUPIL PROGRESS AND CLASSIFICATION OF PUPILS

There were thirty-two changes in methods of regulating pupil progress and classification of pupils reported in the literature surveyed from 1945 to 1950. Of these thirty-two changes, as shown in Table II,¹ 17 were in the field of special education; 6 were related to promotion; 5 were in regard to reporting to parents; 3 pertained to grade placement, and only 1 change was shown in reference to testing. Eighteen states reported these thirty-two changes, Wisconsin, Indiana, Iowa, New Jersey, and Illinois reported three changes each which represented the greatest number of changes reported by any of the states.

Special Education

There appears to be emerging in the United States a keener regard for the care and education of the exceptional school child. This is a step forward in line with the idea of better education, for all the children of all the people. At least five states had extensive statutory enactments

¹See page 26.

relative to their education. These states are Iowa, Texas, Colorado, Maine, and Oklahoma. Many other states also made statutory enactments of various sorts pertaining to special education. Iowa, Texas, and Maine set up divisions of special education in their state departments for the education of physically handicapped children. Texas specifically required its division to cooperate with the state crippled children's service, the state division of vocational rehabilitation, state departments dealing with employment and with local school boards and other interested agencies. The Oklahoma state board of education was designated to receive any federal funds for the physically handicapped. In all these five states, the state authorities were authorized to determine the qualifications of the teachers who were to be employed.²

In the annals of humanitarian legislation, the California state legislature in its 1945 session won a place of unusual significance through its enactment of a comprehensive program for the diagnosis, treatment, and education of children afflicted with cerebral palsy.³

North Carolina created division of special education in its state department for the promotion, operation and supervision of special classes for the handicapped and crippled. Indiana created a division of special education which was to

² H. N. Rosenfield, "Legislation Affecting Physically Handicapped Children," The Nation's Schools, XXXVI (October, 1945), p. 49.

³ Helen Heffernan, "Cerebral Palsied Child Needs Special Care," The Nation's Schools, XXXVII (June, 1946), p. 50.

have general supervision of all classes and schools for handicapped children. The law authorized school boards to maintain such classes at school or at home and to employ medical personnel. Oklahoma amended a previous general act so as to make epileptics eligible under its provision; it also created a division of special education. Illinois appropriated funds for the purchase of a hospital in Chicago to provide services and facilities, including a hospital school for the care and education of physically handicapped children. Ohio authorized its state superintendent to arrange with state universities for the training of teachers for physically handicapped children and to pay up to 50 per cent of the instructor's salaries for such training.⁴

The Michigan Department of Health and the Department of Public Instruction cooperated in administering hearing tests to pupils in Barage County. The tests were given to all pupils from the fourth through the twelfth grades. Children who had hearing losses were referred to physicians and given special education.⁵ The board of education of University City, Missouri, in order to meet more nearly the educational needs of all the children, established a program of tutoring service for handicapped children who, because of their limitations, were unable to attend public schools with other boys and girls.⁶ More than

⁴ H. N. Rosenfield, "State Legislation Affecting Pupils," The Nation's Schools, XL (October, 1947), p. 46.

⁵ The American School Board Journal, CXIII (November, 1946), p. 62.

⁶ Ibid., CXIV (May, 1947), p. 60.

80 children in Arizona prevented from attending school because of physical handicaps attended school at home under the house-bound teaching program of the Arizona society for crippled children. The society's teaching program and its teachers are accredited by the Arizona state department of education.⁷ A new division of theory was added to the department of special education in Garfield Heights, Ohio, which gave speech and hearing therapy to school children having speech defects or in need of lip reading service.⁸ A new treatment center for spastic and crippled children was opened in the Stuart School, Springfield, Illinois.⁹ During the school year, 1947-1948, the schools of Ames, Iowa conducted a summer program of corrective speech work as a part of their service to the Ames children.¹⁰

Promotion

The problem of pupil promotion has been subject of much debate and of much writing in recent years. Since new ideas have come into being about the growth and development of the child, new ideas, and practices of promotion have taken the place of outmoded ones. DeSilva expressed a new idea:

Close analysis reveals that promotion or non-promotion is an administrative guidance in which the pupil is placed in the environment which is

⁷ Ibid., (June, 1947), p. 58.

⁸ Ibid., CXV (July, 1947), p. 58.

⁹ Ibid., (November, 1947), p. 54.

¹⁰ Ibid., CXVIII (April, 1949), p. 62.

best suitable to his learning. When this positive point of view is accepted placement rather than promotion standards are operating. These are not minimum hurdles which all children or even the average child must meet. Neither can they be substituted for curriculum goals, although in certain aspects they may be congruent.¹¹

Here are a few leading statements from the promotional policy adopted in 1945 for studying pupil promotion procedure: The basic criterion for promotion except in the case of the mentally subnormal child is the probability that the pupil will succeed in the next higher grade. It is generally recommended that a child having an I. Q. of 80 or less should advance with his social group as it is doubtful whether retardation would prove educationally beneficial.

In accepting the concept of education as a process of achieving the all-round growth of the child as an individual and as a member of society, the schools of Crawford County, Pennsylvania, became aware of a number of inconsistencies in their practices. The schools that attempted to bring their practices into line with the implications of their concept had to make fairly far-reaching changes. The curriculum, the teaching procedures and administrative devices were brought under the critical change. The more important changes which were made are:

1. The continuous progress system of promotions were adopted.
2. Annual and semi-annual promotions were abolished with end-of-the-year promotions coming only

¹¹ Lionel DeSilva, "Promotion and Placement of Elementary School," Education Digest, XI (May, 1946), p. 15.

twice during the six years elementary school period. The six year elementary school was divided into the sections: the early elementary first three grades, and later elementary, next three years ordinarily grades 4, 5, and 6. At the end of the year promotions come only after a child has spent three years in each division.

3. Child progress through a school division is relatively continuous with no skipping and with a minimum of repeating. In the basic tool subjects, each child begins the new year's work at the level he is then on. This is the essence of continuous progress.
4. Group or grade standards of achievement were abolished. Instead of an individual standard being used, judgment was based on the growth achieved by the individual child in accordance with his ability and appropriate to his age.
5. A different basis of making report cards has been developed to meet the needs of the administrative changes. The revised card contains many features necessary to give a complete report of the child's progress.¹²

The school board of Iowa City, Iowa abolished mid-year entrance and promotions which means that all pupils now start to school in the fall. The plan was placed in effect gradually so the pupil could finish schooling without loss of time.¹³ In Elizabeth, New Jersey, the school board approved a plan calling for flexible promotion plan in the first six grades of the schools. Under this grade up to the sixth were divided into two groups. Changes were shifted from one group to another,

¹² F. B. Peters, "How a Report Card was Developed," The Nation's Schools, XL (September, 1948), pp. 41-43.

¹³ The American School Board Journal, CXL (November, 1945), p. 66.

depending on the progress made.¹⁴

The elementary school of Indiana changed from the semi-annual promotion plan.¹⁵ In West Allis, Wisconsin, the school board voted to change to the yearly promotion plan.¹⁶

Reporting to Parents

There is a trend throughout the United States toward closer cooperation between the home and the school. Parents and teachers are realizing that their greatest work can be done through improving the relationship between the school and the community. The interest of parents in wanting to know more about their children's education is demonstrated by the following: Baltimore parents protested that they wanted to be better informed about their children's progress in public school.

The school substituted in 1949, personal conferences for report cards. All but six of the 520 parents whose children attended the school visited the teachers on their own initiative in order to confer on the progress the children were making.¹⁷

Otto has written in this regard:

Several studies as well as the changes in individual school systems which have been reported indicate clearly that important changes are taking place in the methods of reporting pupil progress to parents. The changes are mainly in the direction of (1) recognition of the broader objectives of elementary education (2) recognition of the importance of all areas

¹⁴ Ibid., CXIII (September, 1946), p. 76.

¹⁵ Ibid., CXIV (April, 1947), p. 60.

¹⁶ Ibid., CXVIII (July, 1948), p. 50.

¹⁷ The Nation's Schools, XLIII (May, 1949), p. 6.

of child growth and development, (3) desire for a cooperative effort by home and school, (4) recognition of mental hygiene aspect of making and reporting to parents, (5) earnest effort to evaluate progress objectively as possible, (6) maintaining an informal helpful relationship with pupil and parent and (7) the elimination of the comparative marking system. Conferences with parents or letters to parents are becoming increasingly prominent among the techniques of reporting to parents.¹⁸

For some years school systems all over the country have been altering the report cards to fit modern educational theories and conditions. The new type of report card adopted by the elementary school of Terrell, Texas, substitute "N" (needs to improve) "R" (requests an interview with parents) for the conventional a-b-c-d conduct notation. When no marks are given, the child has been satisfactory in citizenship, work, health, and safety. Skills and subject matter are graded by "I" (improving), "N" and "R" The lack of marks, again indicates satisfactory status.¹⁹

A conference method of reporting to parents is being used in grades 1, 2, and 3 in the public schools of Minneapolis. Each school outlines a schedule to be used by teachers of these grades in holding two conferences a year with parents. Insofar as possible, the first conference is held before December 1, the second before May 1, and a final report, or brief summarizing statement, is sent on a regular report form to parents at

¹⁸ Henry J. Otto, Elementary School Organization and Administration (New York: Appleton-Century, Crofts, Inc., 1947), pp. 256-257.

¹⁹

School and Society, LXVIII (July, 1948), p. 39.

the end of the school year which gives a fairly complete picture of the child's progress in all fields.²⁰ A new type of elementary school report card was reportedly used for the first time in 1949 in Westfield, New Jersey.²¹

Grade Placement

The Milwaukee public schools adopted a plan which provides for continuous progress of pupils through the years corresponding to the first three grades. Under this plan, advancement is according to maturation, adjustment, and work habit achievement.²² The school board of South Plainfield, New Jersey voted to abandon graded designation and classification of pupils and put in an ungraded type of grouping determined by the age, physical development, and social adjustment of the students. Children move through the groups in their own ways; as their specific needs become known and when and where those needs can be served best.²³

Testing

There was only one change in testing reported in the literature surveyed. The Yosken, Indiana, elementary schools reorganized their plan of testing and have overcome a number of basic difficulties.²⁴

²⁰ The Nation's Schools, LXI (March, 1948), p. 6.

²¹ The American School Board Journal, CXVII (March, 1949), p. 78.

²² The School Executive, LXVI (May, 1947), p. 36.

²³ The American School Board Journal, CXIX (July, 1949), p. 52.

²⁴ Ibid., CXI (August, 1945), p. 49.

There were thirty-two changes in the methods of regulating pupil's progress and classification of pupils from 1945 to 1950. The year of 1945 shows the second largest number of changes with a total of 8. Four changes each for the years, 1948 and 1949, were reported while 1946 shows the fewest reported changes with a total of 3. Apparently there was more interest shown in the area of special education than in any other items. There were 17 changes reported in the area of special education. Changes in promotion practices were reported upon 6 times, while changes in reporting to parents were specifically reported upon 5 times.

TABLE II

CHANGES IN METHODS OF REGULATING PUPIL PROGRESS AND
CLASSIFICATION OF PUPILS*

Item	1945	1946	1947	1948	1949	Total
Special						
Education	6	1	9		1	17
Promotion	1	2	1	2		6
Reporting to						
Parents			1	2	2	5
Grade Placement			2		1	3
Testing	1					1
Total	8	3	13	4	4	32

*Data compiled from The American School Board Journal,
The Nation's Schools, and The School Executive, from
1945 to 1950.

Significance of Findings

Educators are realizing more fully the value of socialization in education. To make the best adjustment the pupil should associate with children whose chronological and mental ages are similar to his own experiences and capacities, chronologically and mentally. Public school provisions for the socially handicapped show wide variations in practice, ranging from no attention, except that given by individual classroom teachers, to individual case work, special classes, special day-schools, and twenty-four hour boarding or parental schools. The fact that more than eleven percent of the school population deviates so much from the normal that they require special facilities. If the total number of exceptional children in any one city or school district had the same or similar educational needs, the problem of adequate provisions would be much simpler. As it is, the number of exceptional children in any one school system may consist of ten or more distinct types, each type requiring totally different treatment and facilities.

To promote all is not the solution, neither is the arbitrary setting-up of achievement standards of each grade. What then is the answer? A suitable answer has not yet been found. It would appear, however, that the actual answer to the problem of promotion of a pupil must be within the teacher's guidance. At present the teachers who know the child best and who have had direct contact with him must decide whether or not he should be promoted or retained.

Findings concerning the social and emotional development of the non-promoted pupils point out the value of a scheme whereby children within the normal social groupings will not give official sanction to the social cleavages and dislocations that appear when older non-promoted children are grouped with their younger classmates. Such a scheme would, of course necessitate flexible requirement with recognition of the fact that children may differ in academic ability, but are similar in physical development. In any event, any practice intended to promote growth and adjustment in one area to the neglect or detriment of other aspects of development is out of keeping with the broader purposes of elementary education.

In reporting pupil progress to parents the method used should specifically report those habits, traits, attitudes, and appreciation of the child. The reporting method should reflect a friendly and cooperative spirit between the school and the parents. It should create a bond of sympathy between the parent and the school system.

One of the most difficult problems in elementary education is that of appropriate age or grade placement in the school. The importance of this issue is realized from the fact that grade placement is a major factor which determines the children's success in school. Grade placement also influences the character, rate of educative growth, teacher-pupil relationship, and methods of teaching success. It is

an issue which has been given inadequate attention in terms of the many inter-relations with which nearly every aspect of the elementary educational program is concerned.

CHAPTER II

CHANGES IN THE PROGRAM FOR THE PROTECTION AND PROMOTION OF PUPIL HEALTH

There were 55 changes in the program for the protection and promotion of pupil health in the elementary schools as reported in the literature surveyed from 1949 to 1958 - of these 55 changes, as shown in Table III, 14 were in the area of pupil health requirements, 14 were in the area of school lunches and recreation, and 5 changes were reported in safety questions. Twenty-two states reported more than one change. Illinois led the list for reporting the most changes with a total of 7.

Pupil Health Requirements

While the concept of the development of all the child's capacities to the fullest extent is gaining acceptance among educators and not neglecting the physical growth and well-being of the child. Much is being done to improve the pupil's health throughout the United States. The posture of children is receiving attention in the school systems of Illinois.

CHAPTER IV

CHANGES IN THE PROGRAM FOR THE PROTECTION AND PROMOTION OF PUPIL HEALTH

There were 52 changes in the program for the protection and promotion of pupil health in the elementary schools as reported in the literature surveyed from 1945 to 1950 - of these 52 changes, as shown in Table III,¹ 19 were in the area of pupil health requirement, 12 each were found in the areas of school lunches and recreation, and 9 changes were reported in safety practices. Twenty-two states reported these 52 changes. Illinois led the list for reporting the most changes with a total of 7.

Pupil Health Requirements

While the concept of the development of all the child's many regards to the fullest extent is gaining momentum educators are not neglecting the physical growth and well-being of the child. Much is being done to improve the pupil's health throughout the United States. The posture of children is receiving attention in the school system of Williamsport,

¹ See Page 37.

Pennsylvania, which has added to its staff an instructor of schools. The Lycoming County Crippled Children's Society is sponsoring the program and has guaranteed the instructor's salary and traveling expenses for two years. It is hoped that by detecting faulty posture early in life and by initiating regular work as a part of the daily school program benefits will show in the pupils, health and work.²

At a meeting of its legislature in 1947, Indiana took realistic recognition of the fact that school health involves the close cooperation of the states board of education and the state board of health. The law provides: "The state board of health and the state board of education shall at all times consult with and cooperate with one another in the matters relating to the health of children attending the public schools." The law requires the state board of education and health jointly to work out a program whereby the services of all doctors, nurses, dentists, sanitary engineers, and other specialists of the state board of health shall be made available to the public. Other schools certified by the public should be recognized by the education department for consultant and advisory services in matters pertaining to school nurses, doctors, and dentists for the sanitation of school buildings and grounds and for health and physical education.

²

The Nation's Schools, XXXVI (August, 1945), p. 6.

California made tests of sight and hearing of all pupils compulsory rather than permissive.

Oklahoma created the position of state supervisor of health and physical education in the state department to prepare courses of study and advise with local boards and teachers. It also authorized its board of higher education to provide courses for teachers of health and physical education and set 1950 as the date beyond which such courses would be necessary for special certification. As soon as qualified teachers are available school boards are to make health and physical education a required course in elementary and secondary schools.³

Special programs in sight saving⁴ and aid to the hard of hearing⁵ were begun in Providence, Rhode Island a similar sight saving program was begun at Temple, Texas.⁶

At Altonna, Pennsylvania, "medical and dental examinations of school children have been conducted in compliance with the state law. This is the first time in the history of the city that these examinations have been all-inclusive."⁷

In Menitowas, Wisconsin, a physiotherapy center was established in the Adams School to provide follow-up treatment for polio patients. Children areas, recovering from polio are eligible for treatment.⁸ The school board in Jacksonville, Illinois, approved a plan requiring physical examinations for pupils in the fourth to the ninth grades.⁹

³ Rosenfield, op. cit., p. 46

⁴ Charles B. Lewis, MD., "Correcting Vision Defects is Important," The School Executive, LXV (August, 1946), p. 39

⁵ Ibid., "Helping the Hard of Hearing," LXVI (April, 1947), p. 51

⁶ The American School Board Journal, CXIII (November, 1946), p. 63

⁷ Ibid., CXIV (February, 1947), p. 73

⁸ Ibid., (March, 1947), p. 67

⁹ Ibid., (April, 1947), p. 58

"Students of the Hadden Heights, New Jersey, schools are now being given complete physical examinations at three-year intervals." This replaces the former yearly examination which was less thorough.¹⁰

The school board of Appleton, Wisconsin, voted to cooperate with the city medical association in a new program of immunization of school children.¹¹

The foregoing changes are reported in order to give the reader samples of representative changes in the pupil health requirements in the elementary school health program.

School Lunches

Most of the changes occurring in the area of school lunches pertain to the raising or lowering of the prices for lunches, the discontinuing or establishing of free lunch programs, or changes in lunch room procedures.

In Chicago, Illinois, the board of education raised the price of the "penny" school lunches for the third time within a year.¹² In Omaha, Nebraska, "The school board, facing the rising cost of living, has voted to raise the cost of school lunches."¹³ In St. Louis, Missouri, "under a compromise agreement between the school board and the state health department, and inspection of the lunchrooms by inspectors of the department has been started."¹⁴ Free lunches were discontinued in

¹⁰ Ibid., CXVIII (May, 1949), p. 68.

¹¹ Ibid., CXIX (September, 1949), p. 81.

¹² Ibid., CXIV (February, 1947), p. 74.

¹³ Ibid., (April, 1947), p. 64.

¹⁴ Ibid., (October, 1947), p. 74.

Louisville, Kentucky.¹⁵ In 1948 it was reported that Tulsa, Oklahoma has increased lunchroom prices.¹⁶ In 1949 it was reported of the Tulsa schools, "To wipe out an operating surplus, the board of education lowered the price of school lunches."¹⁷ In Texarkana, Arkansas, the school board adopted a cafeteria plan which permits children to have lunches even if they cannot pay for them.¹⁸

Brennen¹⁹ reported on school lunches in Newark, New Jersey:

Today in Newark, New Jersey, things are different. Through the leadership and guidance of John S. Herron, superintendent of schools, the need for school feeding has become evident. His appreciation of school and community problems gave our schools lunch program real momentum.... As a result of his foresight school administrators, teachers, and cafeteria employees inaugurated a program of school feeding which was sponsored by the board of education. In addition Mayor Vincent Murphy and the city commission voted \$25,000 for a penny milk program which made milk available to public and parochial school children as long as the appropriation lasted.

Recreation

Of the twelve changes shown in the area of recreation Table III ten pertained to the establishment of summer - or year-round recreation programs and two applied to community-centered recreation programs. Samples of these changes are:

¹⁵ Ibid., (May, 1948), CXVI, p. 66.

¹⁶ Ibid., CXVIII (November, 1948), p. 64.

¹⁷ Ibid., p. 76.

¹⁸ Ibid., CXIX (September, 1949), p. 82.

¹⁹ Margaret E. Brennen, "School Lunches Today," The Nation's Schools, XXV (June, 1945), p. 56.

In Cumberland, Wisconsin, the school board and the city are jointly sponsoring a program of supervised recreation for the summer months. A play-group supervisor and a lifeguard have been employed.²⁰

The school board of St. Louis, Missouri, has decided to establish a recreation program in order to curb delinquency.²¹

In San Angelo, Texas, the school board has appropriated \$2,500 as its share in a summer recreation program.²²

The school boards of Carroll, Town and Rolla, Missouri launched summer recreational programs to run for 8 weeks.²³

Safety

If the children in Sante Fe, New Mexico, lack "cycle sense" it is not the fault of their schools. A safety booklet called "Cycle Sense in Santa Fe" has been issued to children in the immediate grades through junior high school in that town and is being used in their safety education classes ... Santa Fe is the only school system in New Mexico employing a full time safety director.²⁴

In Morrison, Illinois, the schools in cooperation with the city have decided to organize a school safety patrol to aid children crossing dangerous intersections.²⁵ The public schools of Sioux City, Iowa, are promoting safety education

²⁰ The American School Board Journal, CXVIII (July, 1948), p. 50.

²¹ Ibid., CXIV (February, 1947), p. 68.

²² Ibid., (June, 1949), p. 78.

²³ Ibid., CXIX (July, 1949), p. 62.

²⁴ The Nation's Schools, XLIII (February, 1949), p. 6.

²⁵ The American School Board Journal, CXIII (November, 1946), p. 66.

through the use of outdoor bulletin boards containing safety suggestions. The safety council gives award certificates to safety patrol students who complete one or more semesters with merit.²⁶ In Freeport, Illinois, the school board began an inspection of all public school buildings to uncover any possible fire hazard.²⁷ In Las Cruces, New Mexico, a safety instruction program for boys taking part in the school boy traffic patrol program was introduced. A less intensive program for all pupils is carried out in the classrooms.²⁸ The Pittsburgh, Kansas, school board employed a city patrolman to work full time with the school safety patrols.²⁹ The school board of Mansfield, Missouri has adopted a policy governing the riding of bicycles to school. Children below the 7th grade will not be permitted to ride bicycles to school. The rule was adopted to prevent accident to small children.³⁰

²⁶ Ibid., CXIV (February, 1947), p. 68.

²⁷ Ibid., p. 74.

²⁸ Ibid., CXVIII (November, 1947), p. 54.

²⁹ Ibid., CXVII (December, 1948), p. 64.

³⁰ Ibid., CXVIII (May, 1949), p. 76.

TABLE III

CHANGES IN THE PROGRAM FOR THE PROTECTION AND PROMOTION OF PUPILS' HEALTH*

Item	1945	1946	1947	1948	1949	Total
Pupil Health Requirements	3	2	9	2	3	19
School Lunches	1		5	3	3	12
Recreation	1		3	3	5	12
Safety		1	3	2	3	9
Total	5	3	20	10	14	52

*Data compiled from The Nation's Schools; The American School Board Journal; The School Executive from 1945-1950.

Significance of Findings

The greatest benefits from periodic physical examinations cannot be expected unless the policy of such a health inventory is inaugurated very early in life, preferable during prenatal period, and continued through infancy, pre-school, school, and adult life. The periodic physical thus holds the same relationship to physical growth and the maintenance of health. It is not surprising that in recent years the schools have viewed medical and dental examinations as integral parts of a comprehensive plan for the cumulative inventory of the growth of the child as a whole.

If the school has a genuine concern for the children's physical growth and for the relation which normal physical development, the school should assume as extensive interest in meals for children during the day and to the education of children and parents regarding modern nutrition. It may be worthwhile to explore the possibilities of developing a social lunch program for all pupils, at least a hot dish to supplement lunches brought from home. If all children ate at school, the school could develop a broad education program around the school lunch. The eating period could be followed by a rest period instead of vigorous play.

Schools and communities are assuming more responsibilities for providing recreational facilities and for promoting leisure activities for children. There is a tendency for communities to depend more and more upon their public educational agencies for community recreational services.

During recent years children's use of their leisure time has received increasingly wide consideration. The fact is recognized that children may fall short of their mental and physical responsibilities if leisure time is spent wholly in idle amusement.

Safety education is primarily social and scientific in nature. The instructional aspects of safety education should be integrated with social studies, science, and health. An increasing concern for safety education among the elementary school teachers and administrators of the nation. These five trends will be apparent: first, the school and the community will work more closely together on the safety programs; second, that safety education will become increasingly functional; third, more responsibility for their own safety and that of their fellows will be placed in the hands of their pupils; fourth, more schools will assume responsibility for safety education; children must not be made to feel like culprits, they must be helped to understand that all are working together for the safety and comfort of all. Each will have an important part, not only in making, but, in carrying out plans. The responsibility for safe living rest upon the individual whether he is a youth or an adult.

CHAPTER V

CHANGES ^{In} PERSONNEL SERVICES AND SCHOOL-COMMUNITY RELATIONS

There were twenty-six changes in pupil personnel services and school-community relations reported in the literature surveyed from 1945 to 1950. Of these twenty-six changes, as shown in Table IV,¹ eight were in school-community relations, seven pertained to guidance service, six were in the area of adjustment services, three pertained to discipline, and two had to do with the visiting teacher. Eighteen states reported these twenty-six changes. New Jersey reported four of these changes which represent the greatest number reported for any one state.

Guidance Services

The seven changes reported in the area of guidance services are related to the institution, reorganization, or expansion of guidance services in certain schools. For example, a guidance program was instituted at West Orange, New Jersey.² The school board of Marlboro, Massachusetts, approved a plan

¹ See page 45.

²

The American School Board Journal, CXV (September, 1947), p. 68.

for the reorganization of the guidance department.³ The guidance department of the schools of Lyndhurst, New Jersey, was expanded.⁴ A summer guidance program for school children has demonstrated its value and popularity at Oceanside, New York.⁵ At Rockville, Connecticut, the school board passed a rule providing that no child may be interviewed during school hours without permission of the superintendent. At such an interview either a teacher or a parent must be present to protect the child.⁶

Pupil health requirements, heads the list of changes with a total of 19. The items of school lunches and recreation show an equal number of changes with a total of 12 each. Nine were reported in the area of safety.

Adjustment Services

The schools of Boston, Massachusetts, formed a committee of educators, parents, and medical personnel to "make the transition from home to school easier for pre-school youngsters."⁷ A program of systematic education against racial, religious, and social antagonisms was launched in the public schools of Pittsburgh, Cleveland, Milwaukee, and South Bend, Indiana.⁸ In September, 1948 a new child study department was organized in

³ Ibid., CXVIII (March, 1949), p. 74.

⁴ Ibid., CXVI (May, 1948), p. 78.

⁵ The Nation's Schools, XLIV (July, 1949), p. 48.

⁶ The American School Board Journal, CXI (May, 1948), p. 62.

⁷ E. A. Nelson, "Parents and Teachers Plan Together," The School Executive, LXV (September, 1945), p. 54.

⁸ The School Executive, LXV (November, 1945), p. 54.

the Englewood, New Jersey school system to better qualify teachers to cope with adjustment of children.⁹

Discipline

In Manly, Iowa, the school board passed a rule that any student found with tobacco or cigarette papers in his possession, or smoking on the school grounds, would be suspended from school.¹⁰

The school board of Phoenix, Arizona, has ruled that greater discipline and obedience must be required in the schools. The teachers have been instructed to practice corporal punishment "as a last resort."¹¹ The board of education of San Francisco, California, adopted a resolution for the suspension, exemption, and expulsion of pupils who cannot benefit from the program of instruction or when their attendance is inimical to the welfare of other pupils.¹²

The Visiting Teacher

In Houston, Texas, a plea for the visiting teacher program was presented to the board of education by a group of parents, teachers, and welfare workers who recommended that the program be initiated as a means of curbing the rising tide of juvenile delinquency. After more than three months' deliberation, the board approved a visiting teacher program.¹³

⁹The American School Board Journal, CXVIII (May, 1949), p. 62.

¹⁰Ibid., CXVI (June, 1949), p. 77.

¹¹Ibid., CXVI (March, 1947), p. 65.

¹²Ibid., CXVI (March, 1947), p. 66.

¹³Ibid., CX (April, 1945), p. 66.

School Community Relations

In 1946 the Atlanta, Georgia, board of education decided to develop an educational system of community schools closely allied to the homes, churches, and other community organizations.¹⁴ At Clinton, Oklahoma, the public schools are cooperating in a community-wide activity program involving the home, the school, the church, and the community in an effort to eradicate delinquency and solve the juvenile problems.¹⁵

At Madison, Wisconsin, ten public schools are kept open on Saturdays when 2,300 boys and girls of the city enjoy a wide variety of recreational activities - sports and games, dancing, and dramatics, crafts, music, story-telling, gymnastics, wrestling, and motion pictures.

West Virginia requested its superintendent to encourage community use of school facilities and to promote school programs which invite community-wide participation such as dramatic plays, community singing, music festivals, athletic leagues, and use of shops. These are two of many examples of the growing use of the schools by communities.¹⁶

The schools of Great Neck, Long Island, New York, have published a new edition of "Getting Ready for School," a handbook designed for guidance to parents of children entering

¹⁴ The School Executive, LXVIII (November, 1940), p. 67.

¹⁵ The American School Board Journal, CXIV (March, 1947), p. 77.

¹⁶ Ibid., CX (January, 1945), p. 43.

school for the first time.¹⁷ In Birmingham, Michigan, a booklet, "Teaching children to Read" prepared and published by the school system, was placed in the home of every school child as a means of helping the parents understand what the system is trying to do in its reading program.¹⁸

Of the twenty-six changes in pupil personnel service and school-community relation, as shown in the table below, 11 of these changes occurred in 1945 -- the most for any one year. The year of 1947 shows the largest number of changes with a total of 6. Four changes were reported in 1948, while the years 1946 and 1949 showed 2 and 3 changes, respectively.

Most changes were reported in the areas of school-community relations, guidance services, and adjustment services. Fewer changes were reported in the matters of discipline and visiting teacher.

¹⁷

The School Executive, LXV (November, 1945), p. 45.

¹⁸

Ibid., LXV (September, 1945), p. 47.

TABLE IV

CHANGES IN PUPIL PERSONNEL SERVICES AND SCHOOL-COMMUNITY RELATIONS*

Item	1945	1946	1947	1948	1949	Total
Pupil Personnel Services:						
Guidance Services			3	2	2	7
Adjustment Services	5				1	6
Discipline			2	1		3
The Visiting Teacher	1	1				2
School-Community Relations	5	1	1	1		8
Total	11	2	6	4	3	26

*Data compiled from The Nation's Schools, The American School Board Journal and The School Executive from 1945 to 1950.

Table No. V shows the geographical distribution by states of the information used in this study. The frequency with which the states reported changes ranged from 0 to 24. The states for which no changes were found are: Alabama, Delaware, Idaho, Louisiana, Mississippi, Nevada, New Hampshire, South Dakota, Vermont, and Wyoming. Illinois led the list with 24 changes. Michigan and Wisconsin tied for second place with 14 changes each, and New Jersey and Texas for third place with 12 changes for each state. Missouri and Oklahoma each reported 11 changes for fourth place, and Indiana ranked fifth with 10 changes. The states having one change report each were: Florida, Georgia, Kentucky, Maine, Maryland, Montana, North Dakota, Oregon, and Utah. The remaining states reported a frequency of changes ranging from 2 to 8 each.

TABLE V

FREQUENCY DISTRIBUTION OF REPORTED CHANGES BY STATES

1.	Alabama	0	25.	Nebraska	4
2.	Arkansas	3	26.	Nevada	0
3.	Arizona	5	27.	New Hampshire	0
4.	California	7	28.	New Jersey	12
5.	Colorado	5	29.	New Mexico	2
6.	Connecticut	2	30.	New York	8
7.	Delaware	0	31.	North Carolina	3
8.	Florida	1	32.	South Carolina	0
9.	Georgia	1	33.	North Dakota	1
10.	Idaho	0	34.	South Dakota	0
11.	Indiana	10	35.	Ohio	5
12.	Illinois	24	36.	Oklahoma	11
13.	Iowa	8	37.	Oregon	1
14.	Kansas	3	38.	Pennsylvania	8
15.	Kentucky	1	39.	Rhode Island	2
16.	Louisiana	0	40.	Tennessee	3
17.	Maine	1	41.	Texas	12
18.	Maryland	1	42.	Utah	1
19.	Massachusetts	7	43.	Vermont	0
20.	Michigan	14	44.	Virginia	2
21.	Minnesota	4	45.	West Virginia	4
22.	Mississippi	0	46.	Washington	2
23.	Missouri	11	47.	Wisconsin	14
24.	Montana	1	48.	Wyoming	0
Total					202

Significance of Findings

The classroom teacher is in excellent position to recognize "signs of emotional disturbance" in children of the classroom. Although she may lay no claim to psychiatric knowledge or of being a guidance expert, she is in a position, provided she is emotionally healthy herself, to act positively toward safety guarding of the mental health of those under her care.

The program of adjustment services is regarded as having definite values. On the basis of what the child reveals, is; he must meet his needs through discussion and play, plus the information which teachers have about his home, and maturity tests. Teachers can get an understanding of each child who has a family background. They can help the child to adjust faster and to get the most out of his entire school experience.

When elementary-school children misbehave it does not necessarily mean criminal intent is prevalent. This misbehavior is the result of a combination of conditions and circumstances which must be analyzed and taken into account in dealing with each specific situation. Social environment, unique influences, mentality, maturity, individual characteristics, and special circumstances, are illustrated types of items to be considered in every case. In many communities, both urban and rural, visiting teachers are provided to make contacts with the homes when children present problems. The problem may include,

truancy, delinquency, or inadequate food, clothing, or carfare or it may arise from personality clashes between pupil and teacher. Visiting teachers usually have both classroom experience and psychological training, supplemented at times with training of and experience in social work. These visiting teachers should be very effective in interpreting the schools, with agencies in the community interested in caring for children. This will involve contacts with Boy Scouts, Welfare agencies, the Juvenile courts, summer camp directors, or any other group interested in helping the child to make a satisfactory social and educational adjustment.

It is generally agreed that the school's basic function is to improve the quality of human living, and that such improvement requires a far closer cooperation between school and community than which has been typical even in the immediate past. If our school instruction is to become truly effective we must organize it around fundamental needs, both individual and group, we must directly relate school programs with community life processes and problems. We must also provide extensive community study and service opportunities for children and adults alike. Education is one of the many institutions of society, and if the schools are to meet the challenge of the world's need for a more enlightened citizenry, then educators must leave the safety of their classrooms and offices and venture out into the community.

CHAPTER VI

CONCLUSION

The purpose of this study was to show what changes have been made in the organization and administration of the elementary school from January 1, 1945 to January 1, 1950, as revealed in the following periodicals of that period: The Nation's Schools, The School Executive, and The American School Board Journal. For the purpose of this study, the term "change" has meant adding, terminating, or modifying of practices in the elementary school. Only specific changes of definite places have been considered in the tabulations. At the close of each chapter, beginning with Chapter II, in the section entitled "Significance of Findings," remarks have been recorded from the writer regarding the present status and future possibilities of the elementary school.

This study is limited to those changes reported in the magazines named above. It is recognized that the list of changes shown herein is far from complete. Perhaps the number of changes reported from the various states depended largely upon the publicity department or the progressiveness of the educators of the many school systems within the state.

Since the close of World War II, American educators have come to regard the need for better understanding with keener

appreciation. Table I shows that the item of "World Understanding" received more attention than any other item in the subject areas (See page 13). The unsettled states of the world since the great conflict of the 1940's indicates the need for the teaching of better world understanding in American schools and throughout the world.

Reading received the second largest number of reports of changes in the subject area. Reading will be a popular subject in which there will be constant explorations for better means of increasing speed, comprehension, and remedial attention.

There were more changes in the area of audio-visual education than in any other item dealing with methods and materials of instruction. More and more the schools are utilizing audio-visual methods such as visual teaching aids, the radio, and television in improving and enriching the curriculum.

More attention is being given to the study of how the children develop. Thus, it has been found that the social, emotional, and physical nature of the pupil needs to be cultivated as well as his mental powers. Such institutions as day camps and summer camps are coming into the curriculum to provide opportunities for growth, development, and adjustments in these three areas. It has been found that much may be learned by the pupils outside the confines of the classroom. Several schools have revised their curriculums in order to solve more effectively the problems which emanate from the unsettled conditions of a post-war world.

In the elementary schools which show signs of progress in America today the exceptional children are not being slighted. In the division of this study regarding pupil progress and classification, more changes were found in special education than any other item. The growing idea of special education at present is to give special educational attention to the child and his weakness to improve him in that respect as much as possible, but when he is allowed the privilege of associating and of being "one of the crowd" he finds himself.

An idea regarding promotion that is gaining popularity for its merit is that of considering the social and emotional environments of promotion and non-promotion. Most children gain more by being with their own age-mates than they do by repeating grades. Research points out that little additional learning is gained by a pupil's repeating a grade. A child's mental, chronological, and achievement ages should be considered carefully for grade placement. Few changes were reported relating to testing, but it seems that tests are being used more as a means for guidance than to find out how little the child has remembered.

The changes reported related to pupil's health requirements in the elementary school were in regard to posture, dental hygiene, hearing, seeing, and the institution or improvement of the health program. There is growing concern about pupil health because it is known that a child cannot do his best work while troubled by some physical ailment. A physical examination given a child while he is young may reveal a hidden, remediable

health defect which could seriously hamper or endanger the life of the child later in life.

The cafeteria is now regarded as more than a place in which to eat in the present-day elementary school. It is being looked upon as one of the best places to teach some of the essentials of good living. Some of the things that can be taught in the lunch room are: etiquette, health, sanitation, nutrition, and social well-being.

Closely allied to good health is recreation. The school and the community are working together to provide better recreation for the child of today. Many schools throughout the nation are sponsoring summer recreation programs to improve the health of children and to "durb the rising tide of juvenile delinquency." Educators are urging greater use of school facilities by the community.

The elementary schools are encouraging the formation of safety patrol organizations to help with traffic problems in school areas. These safety patrols encourage the pupils to become safety conscious and prevent many careless accidents. It is interesting to note that the elementary schools of today are going outside the classroom and calling upon trained personnel to render services to pupils who require special handling. Psychologists, guidance counselors and the visiting teachers are giving valuable aid to those children who need specialized attention beyond that afforded by the curriculum of the elementary schools.

Many schools are expanding their guidance programs. Schools are beginning to realize that there are inner conflicts and fears in children similar to those of the adults. Thus, adjustment services are being provided in order to make school and life adjustments easier for these youngsters. Educators are working more closely with parents in disciplinary cases because it is realized that a child's behavior patterns originate in the home.

The schools are urging closer and better relations between the school and the community. A more effective program of education can be provided for the children by closer cooperation between the school and the community. The citizens are paying for public education and educators are desirous that they take an active part in and know more about the activities within the school. Likewise, educators are becoming interested in the pupils going out into the community to learn more about the world in which they will live and work after their schooling is completed.

There seems to be a trend in the elementary schools to get away from the use of the traditional report card. Parent-teacher conferences and informal letters to parents in reporting on pupil progress appear to be an increasing practice.

The changes reported herein are those found in the list of literature surveyed. These changes are based upon a small percentage of the total number of elementary schools within the nation which represent possible trends. The changes

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