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A STUDY OF THE EFFECTS OF FIVE YEARS OF PARTICIPATION
BY ONE AND TWO-TEACHER MONTANA SCHOOLS IN
THE SELF-EVALUATION PROGRAM

by

WINNAFERN HUFFMAN MOORE

B. A. Montana State University, 1954

Presented in partial fulfillment of the requirements
for the degree of
Master of Arts

MONTANA STATE UNIVERSITY

1956

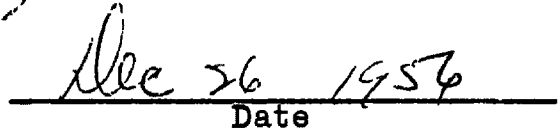
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To Mary M. Condon, State Superintendent of Public Instruction, whose sincere interest and complete cooperation have made possible the self-evaluation program as well as this survey of achievement; and to Lilian L. Peterson, State Rural School Supervisor, (1943-54), who played the major role in initiating and directing the program, Montana owes a lasting debt of gratitude.

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CHAPTER I

INTRODUCTION

The quality of educational program available in American classrooms is directly dependent upon two things--the teachers and the school plants. These, in turn, reflect the educational philosophy, the influence, and the activity of the school trustees who are the elected representatives of the community--the business managers of the schools. Reeder points out that

No public position is more important. . . .because what the citizens of the next generation will be, the schools of today will largely determine, and what the schools are, school boards largely determine. . . . The school board has under its direction the largest and most complex public business. More money is spent on the schools, more people employed in them, and more people are affected by them.¹

Public education was early stressed in the State of Montana as is evident in the Constitutional Provisions of August 17, 1889. Article XI, Section I, provides:

It shall be the duty of the legislative assembly of Montana to establish and maintain a general, uniform,² and thorough system of public, free, common schools.²

In 1951, the Legislative Assembly of Montana included

¹Ward G. Reeder, School Boards and Superintendents, (New York: The Macmillan Company, 1945), pp. 1-2.

²School Laws of Montana, 1953, p. 10.

accreditation of elementary schools as a prerequisite to receiving state funds:

The average number belonging. . . .of elementary pupils of a school district does not include the pupils ofany elementary school which has not been accredited by the state board of education.³

Under the direction of Mrs. Lilian Peterson, State Rural School Supervisor, the booklet, A Foundation Program for Elementary Schools of Montana Including Self-Evaluation Basic to Accreditation⁴ was prepared. This set of criteria for the accreditation of elementary schools was initiated in September, 1951. The initial five-year period for this program ended in June, 1956. A survey of accomplishment was deemed important at this time.

The purpose of this study was to determine, so far as possible, the results of five years' participation in the self-evaluation program by one and two-teacher schools of Montana. The study was limited to those counties in which the county superintendents of schools had served continuously for the past five years (1951-56), and to those schools (within those counties) where the teacher had served consecutively for the past three years (1953-56). Figure 1 shows the geographical distribution of the counties surveyed.

Certain difficulties were involved in making the survey. In the first place, questionnaire replies which were

³School Laws of Montana, 1953, Chapter 36, Sec. 75-3611

⁴See Appendix A.

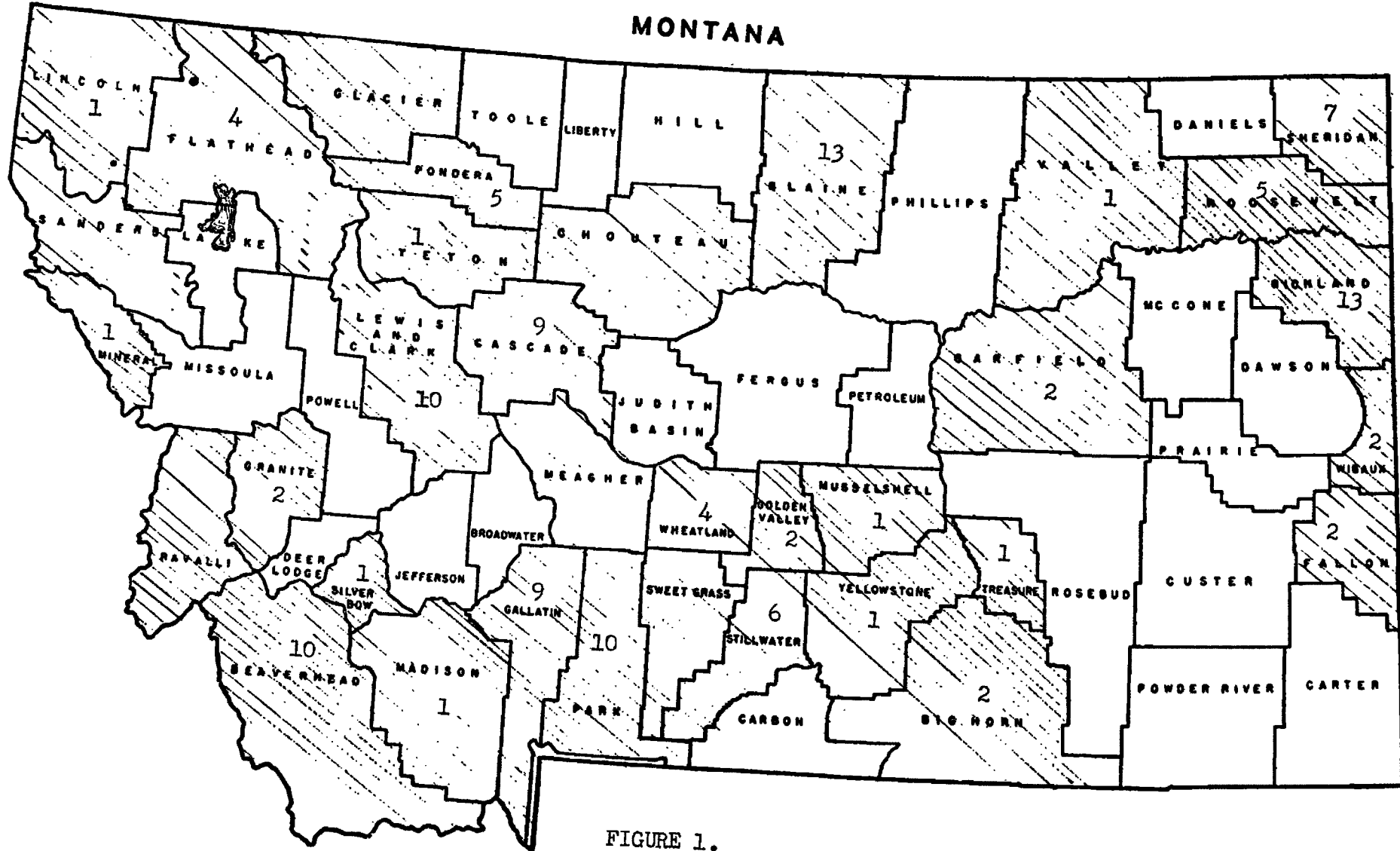


FIGURE 1.

Geographical Coverage of Questionnaires from County Superintendents
Note: Numerals within counties represent number of teacher-questionnaires returned.

made up of the individual judgments of participating school personnel, of necessity, had to be subjective in nature. Obviously two individuals might rate the same situation with varying scores due to individual differences in basic concepts.

Secondly, the number of returned teacher-questionnaires was less than had been anticipated. Many teachers who were eligible to take part did not participate. However, the returns from 90 percent of the eligible county superintendents of schools provided a relatively wide coverage. These questionnaires, supplemented with the teacher-returns received, supplied information and opinions on which some tentative conclusions could be drawn with respect to the self-evaluation program as it applied to one and two-teacher schools.

CHAPTER II

THE SMALL RURAL SCHOOL IN MONTANA

Because of the nature of the state in terms of size, topography, climate, and population, the problem of the small rural school is and has been greater in Montana than in the nation as a whole.

I. ONE-TEACHER SCHOOLS

Percentage Ratios of One-Teacher Schools

Figure 2 shows that in 1917-18,¹ Montana's percentage ratio of one-teacher schools to all public schools in the state was 90 percent while the nation's ratio was 70 percent.² This difference of 20 percent was decreased to 6.7 percent in 1927-28 when ratios were 67.7 percent and 60.9 percent respectively. Beginning shortly after this time, Montana's ratio took a sudden trend upward while the national ratio continued downward, making a difference of 41.8 percent by 1937-38. As the actual number of one-teacher schools in Montana did not increase at this time, a decrease in the number of schools with two or more teachers is suggested.

¹Years expressed in this manner refer to school years, i.e., September of one year to June of the next.

²Federal Security Agency, The One Teacher School--Its Midcentury Status (Office of Education, Circular No. 318. Washington: Government Printing Office, 1950), p. 21.

Montana's ratio remained high until it reached its peak in 1941-42 at 96.4 percent. At this time the ratio for the nation was 51.7 percent making a difference of 44.7 percent. In 1943-44 a drop in Montana's ratio to 51.1 percent brought it to within 2 percent of the national ratio. Montana increased to 59.5 in 1945-46 and dropped slightly to 58.5 in 1947-48. The nation dropped steadily to 44 percent in 1947-48, at which time the difference between national and Montana figures was 14.5 percent or within 5.5 percent of what it had been thirty years ago.

During the period 1917-18 to 1947-48, Montana's ratio line as may be seen in Figure 2, was erratic in comparison to the almost constant downward course of that for the entire United States. It should be noted, however, that the overall trend in Montana, as well as in the United States as a whole, has been a decrease in the proportion of one-teacher schools to all public schools. Montana has experienced a decrease of approximately twenty percentage points; the United States as a whole, about sixteen percentage points.

Percentage Changes in One-Teacher Schools

Figure 3 represents an effort to show the rate of change in the number of one-teacher schools in Montana as compared with the nation as a whole.³ If 1937-38 is used as

³Ibid., pp. 16, 21.

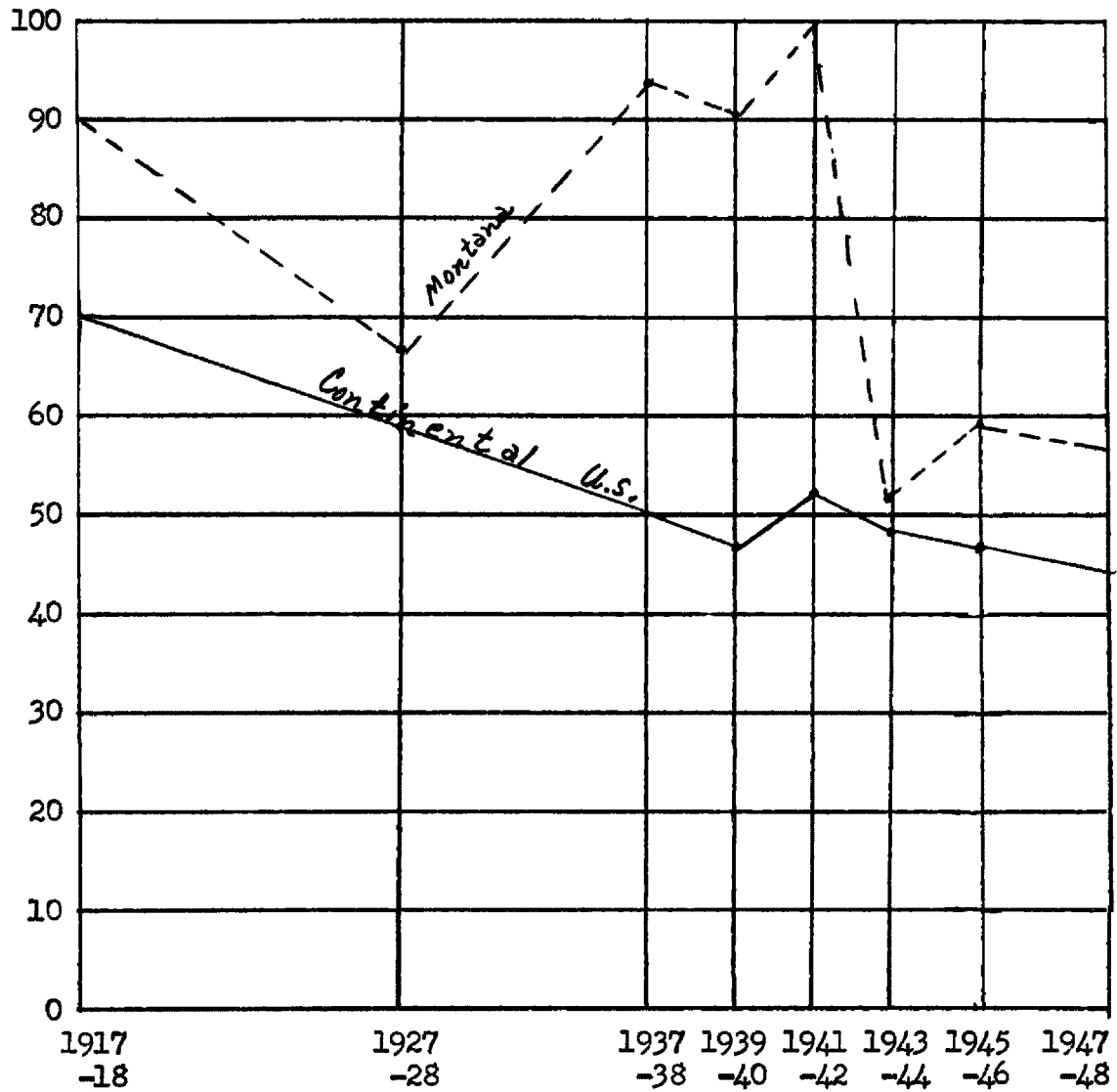


FIGURE 2

Percentage Ratios of One-Teacher Schools to All Public Schools by Years Indicated in Montana and in the Nation (Elementary and High School)

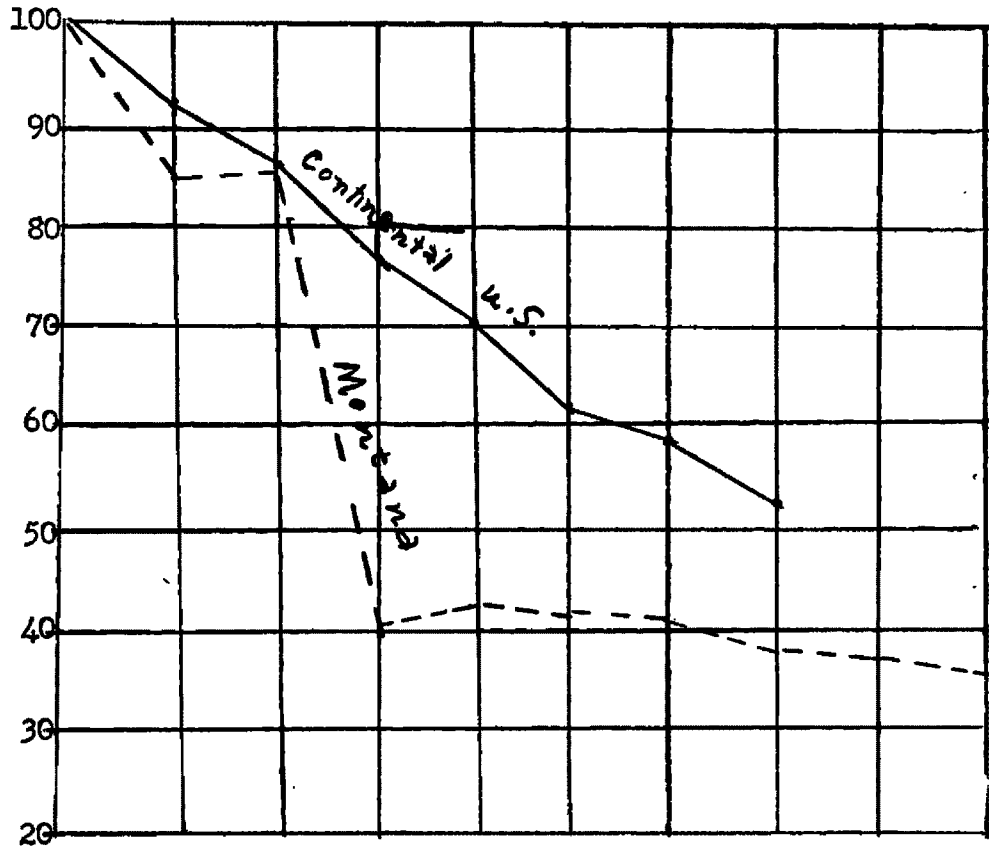


FIGURE 3

Percentage changes in one-teacher schools in Montana and in Continental United States (1937-1938 = 100)

Note: National figures not available for 1953-54 and 1955-56.

the base year, it may be seen that from 1937-38 to 1943-44 the percentage change in Montana was much more rapid than that of the nation. The greatest change in this state occurred between the years 1941-42 and 1943-44 with more than 40 percent drop. Since that time the rate of decrease in one-teacher schools in this state has leveled off considerably. As may be seen in Figure 3, the rate of decrease nation-wide has not changed materially during the entire period (1937-38 to 1952-53).

Present Number of One-Teacher Schools in Montana

The Montana Educational Directory⁴ for 1955-56 shows an all-time low of 809 one-teacher schools in this state. This means that over twice as many one-teacher schools had been closed or expanded into larger schools since 1917 as were being operated when this study was made.

Percentage Ratio of Teachers in One-Teacher Schools

In Figure 4 an attempt is made to compare the number of teachers in one-teacher schools to the number of teachers in all public schools (grades one to twelve) for Montana and for the nation.⁵ In 1917-18, Montana's ratio was 48.3 percent as compared to the nation's 31 percent, making a difference of 17.3 percent. Both ratios decreased during the

⁴Montana Educational Directory (A report prepared by the State Department of Public Instruction. Helena, Montana, 1955-1956), pp. 31-36.

⁵Federal Security Agency, op. cit., p. 22.

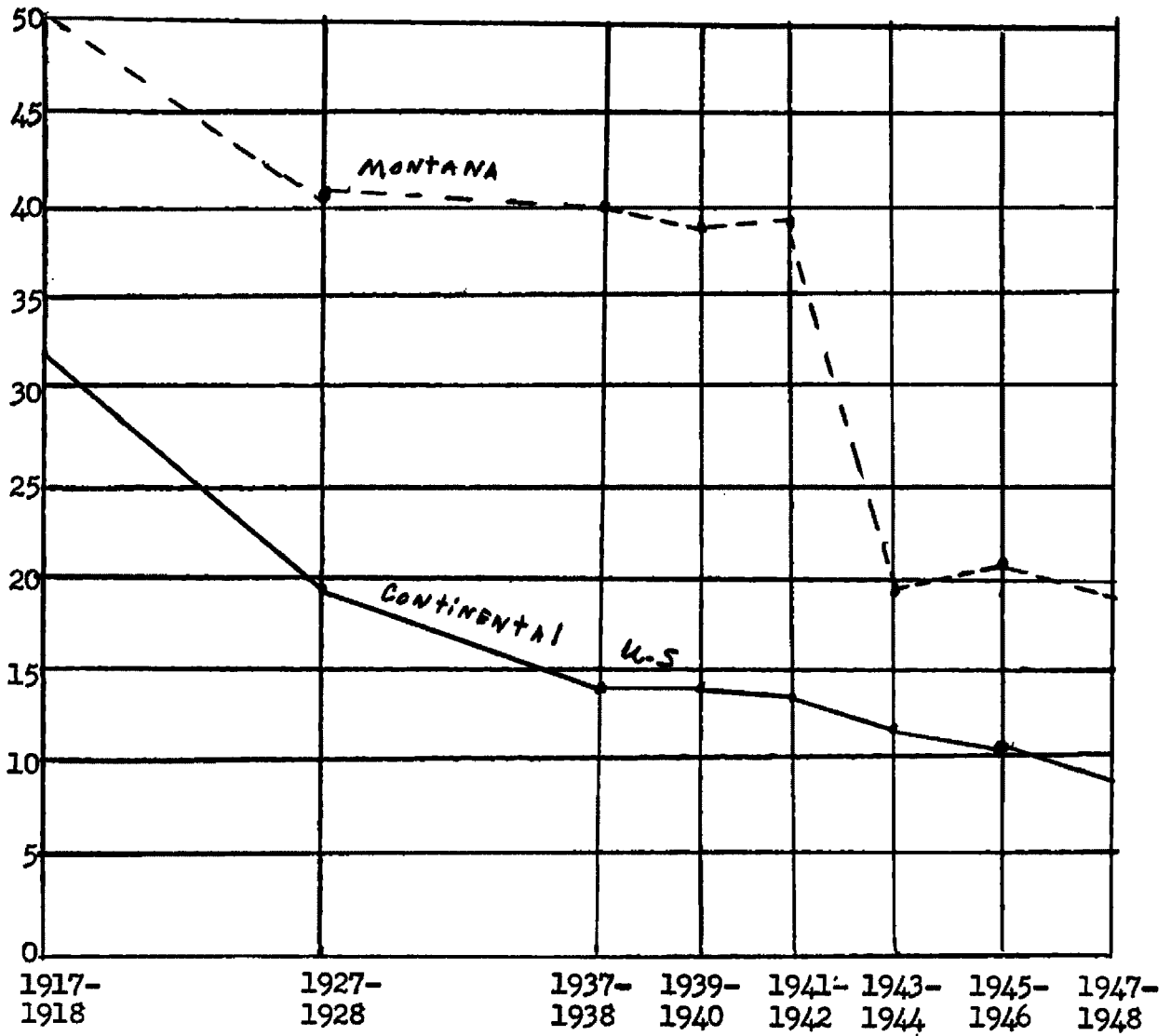


FIGURE 4

Percentage ratio of teachers in one-teacher schools to teachers in all public schools in Montana and in Continental United States

following ten years, Montana less rapidly than the nation. During the period from 1927-28 to 1937-38, Montana's ratio leveled off considerably while that of the nation continued to drop consistently making a ratio difference of 26.9 percent in 1938. This pattern remained fairly constant until 1941-42 when Montana's ratio dropped rapidly to 19.5 percent in 1943-44. At this time the nation's ratio registered 11.6 percent, making a difference of 7.9. By 1947-48 Montana's ratio had dropped .2 percent while that of the nation dropped 2.9. While Montana's percentage ratio in 1917-18 was 17.3 higher than that of the nation as a whole, by 1947-48 it had decreased to a point only 10.6 above the national ratio. In view of the serious teacher-shortage in recent years, evidence of this reduced need for rural teachers becomes an important factor in meeting classroom needs.

II. PUPILS IN ONE AND TWO-TEACHER SCHOOLS (1947-48)

In One-Teacher Schools

Figure 5 gives a comparison of percentage ratios of pupils in Montana's one-teacher schools and those in the nation as a whole, as well as the percentage ratios of pupils in two-teacher schools for both Montana and the nation (39 states reporting).⁶ In Montana slightly over nine percent of all pupils in public schools were in one-teacher schools in 1947-48. The percentage ratio for the thirty-nine states

⁶Federal Security Agency, op. cit., p. 23.

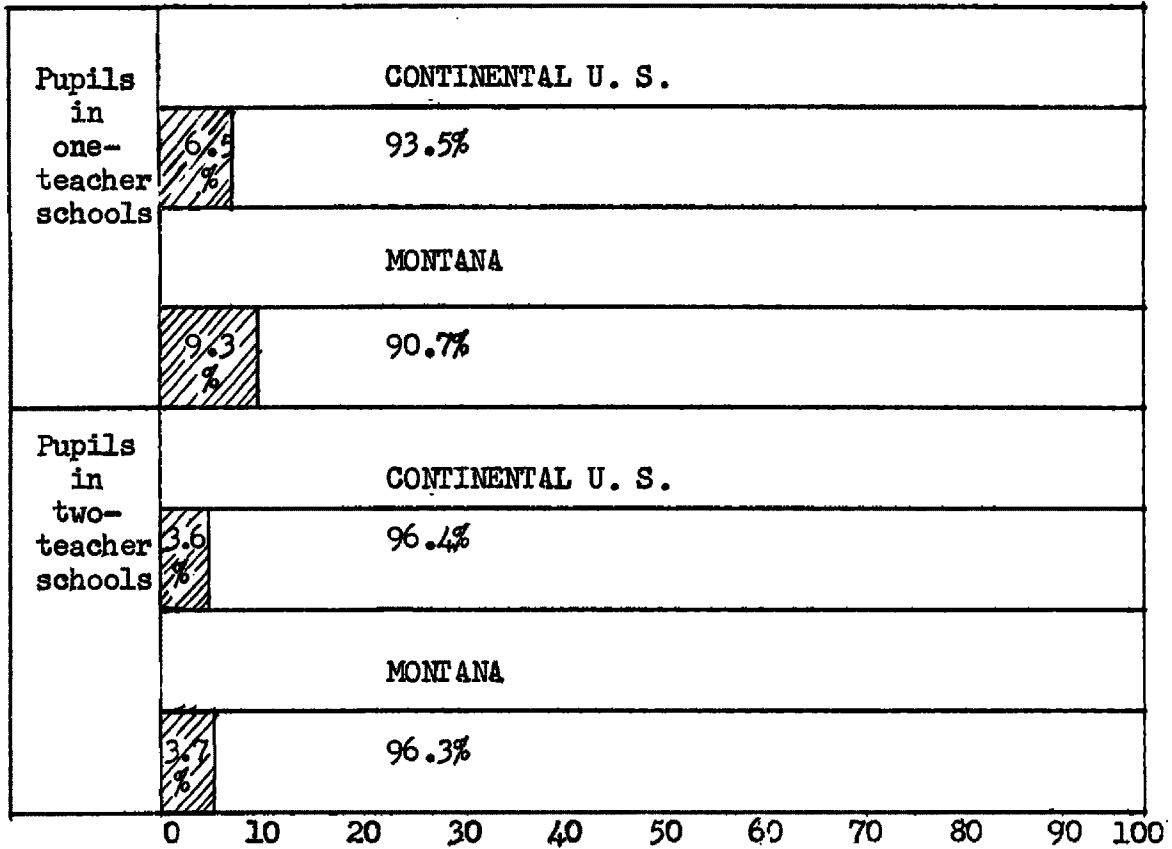




FIGURE 5

Percentage ratio of pupils in one and two-teacher schools to pupils in all public schools in Montana and Continental United States in 1947-48.*

 Pupils in one or in two teacher schools

 Pupils in all other public schools (Grades 1-12)

*(Reporting: One-teacher schools, 39 states
Two-teacher schools, 28 states)

reporting shows that 6.5 percent of all children attending public schools were in one-teacher schools.⁷

The actual number of pupils attending one-teacher schools in Montana in 1947-48 was 8,952 with a total in all Montana schools of 95,669.⁸

In Two Teacher Schools (1947-48)

In Figure 5 the percentage ratio for pupils attending two-teacher schools in 1947-48 was 3.7 in Montana and 3.6 for the nation (twenty-eight states reporting). The number of pupils for Montana was 3,501, or 3.7 percent and for the nation, 481,392 or 3.6 percent. Thus, Montana does not differ appreciably from the rest of the United States so far as percent of pupils in two-teacher schools are concerned. In terms of pupils in one-teacher schools, however, Montana's problem is somewhat greater.

III. MONTANA IN 1955-56

The Montana Educational Directory for 1955-56 reports 809 one-teacher schools and 125 two-teacher schools in operation during that school year. In Figure 6 these schools are shown as distributed by counties. In the mountainous section of Western Montana, Flathead County is the only one having thirty or more one and two-teacher schools. This county is

⁷Federal Security Agency, op. cit. p. 23.

⁸Ibid.

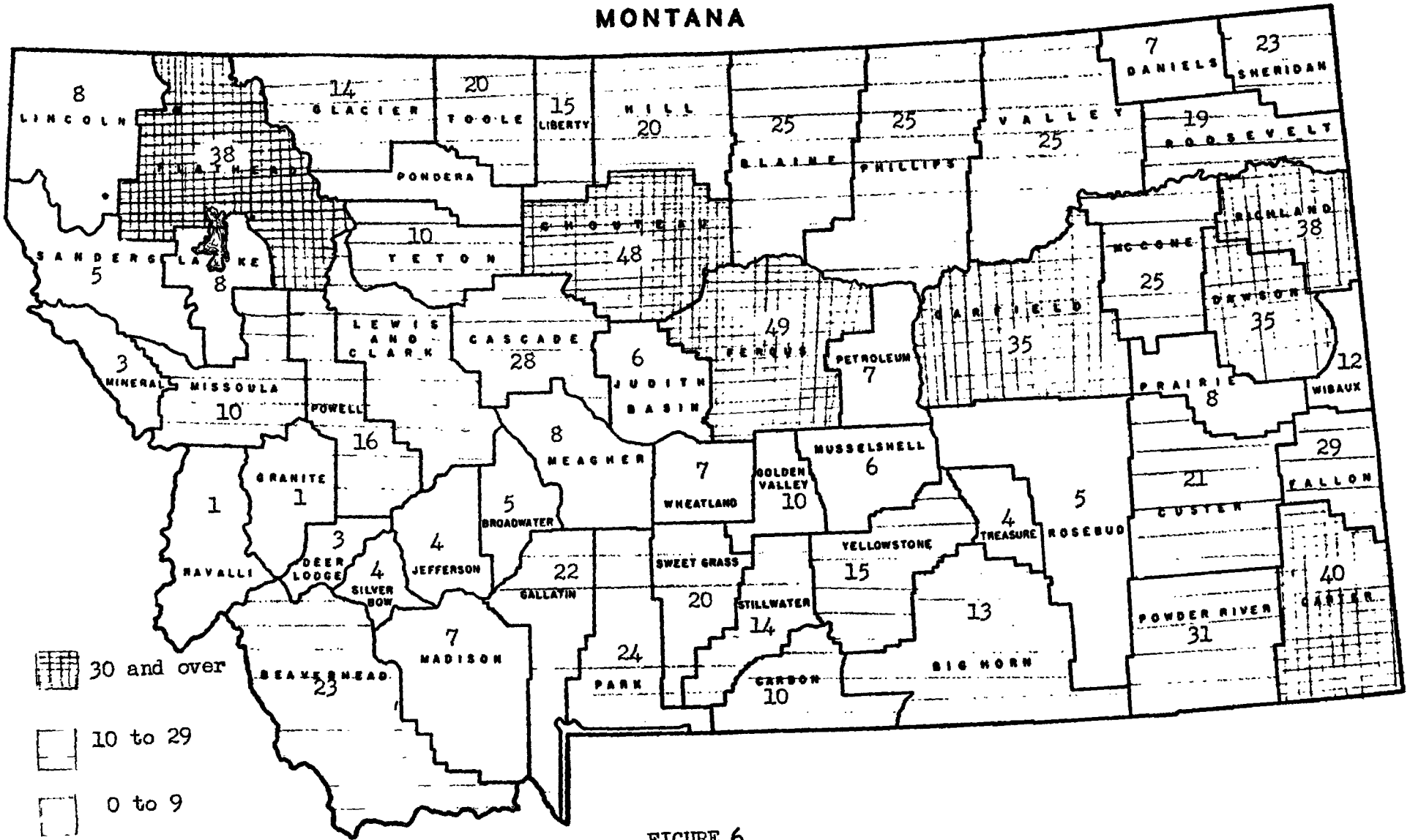


FIGURE 6

Number and Distribution of One and Two-Teacher Schools in Montana

large in size and rather evenly populated. An east-west strip through Central Montana plus the southeastern corner of the state contains the balance of territory where the one and two-teacher schools are most numerous. The reasons for this concentration of small rural schools are somewhat difficult to determine though sparsity of population plus transportation problems have, no doubt, contributed toward the relatively large number of one and two-teacher schools now operating in these areas.

These statistics reveal that Montana has decreased the number of one-teacher schools at a more rapid rate than has the other forty-seven states of our nation. This development has occurred in spite of the fact that three conditions necessitating the small rural school are prevalent throughout Montana: (1) great distances, (2) severe weather, and (3) scarcity of population. Too, annexation and consolidation of school districts have been activated on a voluntary basis; not through legislative requirement.

It is interesting to note that the percentage ratio of pupils attending two-teacher schools in relation to pupils in all public schools including elementary and high schools, is practically the same in Montana as for the other twenty-seven states reporting.

CHAPTER III

THE SELF-EVALUATION PROGRAM AND METHODS OF APPRAISING IT

I. THE PROGRAM

In conformity with the requirements of the accreditation law of 1951, the Self-Evaluation Program was initiated by the Montana State Department of Public Instruction. The philosophy upon which the program was based was that established by the Educational Policies Commission¹ just prior to World War II. As suggested by this publication, the following four general goals for education were accepted as applying to education in Montana:

Self-realization
Wholesome human relations
Civic responsibility
Economic efficiency

The philosophy of our form of government involves the four objectives of education listed above. Our Constitution places the power of government in the hands of "We, the people." Under such a form of government, self-appraisal is an important competency for a successful and useful citizen. The Self-Evaluation Manual lists the several major characteristics of effective evaluation:

¹Purposes of Education in American Democracy (A report prepared by the Educational Policies Commission. Washington: National Education Association of the United States and the American Association of School Administrators, 1938). p. 47.

1. It should be purposive, with the purposes understood by all.
2. It should be continuous and involve an analysis and readiness for each progressive step.
3. It should make use of reorganization and re-orientation in order to improve the quality of each educational experience.
4. It should be based upon specific criteria worked out in terms of the desired objectives.
5. It should provide an opportunity for all learners, either as individuals or as groups, to participate in both the evaluation and the planning. Understandings can best be achieved through active participation.
6. It should result in a feeling of satisfactory achievement both for the individual and for a group.

Thus, the Educational Policies Commission in re-evaluating American education has given to us as educators (school personnel, boardmembers, community residents) the opportunity and obligation to dedicate our efforts to those practices that will make our schools and communities training-grounds and workshops for children in a free nation, to say nothing of the in-service training it will give to us adults! It is not possible to have the best of opportunities for children and adults unless the community and the school realize that theirs is a cooperative enterprise in the interest of their own children and in the perpetuation of our kind of government!²

The program was designed to solicit the understanding, interest, and cooperation of parents, teachers, pupils, and school trustees toward a more vital educational program.

The foundation for a basic school program was established in terms of:

1. Curriculum, Teacher, Community
2. Methods of Instruction
3. Health and Safety
4. Instructional Supplies

²See Appendix A.

5. Library
6. Equipment
7. Building
8. Grounds³

A point system shown in the Evaluation Booklet, Appendix A, was used to indicate the relative importance of the items listed. While it was recognized that certain inequalities existed relative to points allowed, the schedule was set up in such a manner as to conform as much as possible with existing conditions. Critical teacher shortage and low taxing power were factors which greatly influenced possible accomplishment by the various school boards, communities, and school personnel.

Administration of the Program

The Self-Evaluation booklet was published and distributed in the fall of 1951 to all elementary classroom teachers, principals, district and county school administrators, and school trustees. It was also used as an outline for summer workshops for teachers in all the units of the University over a period of years.

It was intended that organizations of patrons within the community would be encouraged to secure copies of the booklet for the purpose of reading and discussing it as a part of group activities. The desired result was an informed citizenry in terms of what comprises a good educational

³
Ibid.

program. The practice of distributing copies of the Self-Evaluation Booklets to community groups, however, was followed in only a few cases.

In anticipation of the elementary school accreditation requirement, preliminary work had been done within the counties of the state in the field of rural school self-evaluation. Therefore, rural school personnel had some knowledge of the nature of the program when it was formally initiated in September, 1951.

At this time, state-wide and regional meetings were held with state department staff members and school administrators for the purpose of acquainting them with the program.⁴ These people were charged with the responsibility of initiating the program within the schools and communities under their respective jurisdictions. The degree of enthusiasm with which the program was initiated and carried on within the various schools and areas of the state varied according to the amount of understanding, interest, office and supervisory help, and leadership ability of the respective school administrators. Because many county and district superintendents were burdened with an overload of routine office duties and lacked adequate office help, leadership from this level was not as great as was hoped for. Factors such as road conditions, length of winters, weather, and degree of isolation

⁴See Appendix A.

of schools also played important roles in the progress of the program.

In addition to the Self-Evaluation Booklet⁵ and Manual,⁶ an effort was made by the State Department of Public Instruction to keep the philosophy and objectives of the program constantly before those responsible for its administration on the local level. The media used were workshops, group meetings, individual conferences, and bulletins.⁶

The booklet, A Study Guide for Eighth Graders,⁸ was distributed to every eighth grader, teacher, and county superintendent. It was designed to bring about a common understanding among students, teachers, and parents of the relationship between mastery of the basic skills and acceptable workmanship. It is a simple device to help teachers and students keep their goals constantly before them.

Purposeful Organization Enhances Guidance⁹ is one of the booklets that was distributed to every teacher and county superintendent in the state, and was used in every workshop to give background and meaning to the self-evaluation program.

Early in each calendar year, the Order Blank¹⁰ was

⁵See Appendix A.

⁶Ibid.

⁷Ibid.

⁸Ibid.

⁹Ibid.

¹⁰Ibid.

mailed to each county school administrator. A brief outline of procedures for administering the program was included as a reminder to administrators. As these blanks were returned to the state office, the Application for Accreditation¹¹ forms in triplicate for each school were supplied to the various county school administrators who distributed them to the individual schools for completion.

Due to the facts that the program was still new to many persons involved and that a lack of understanding still existed, a special communication sheet¹² was prepared and mailed during the spring of 1956 to all schools submitting substandard scores. The responses indicated appreciation for the interest and leniency shown by the accrediting agency (State Board of Education) and a willingness to cooperate in bringing substandard scores up to standard as quickly as possible.

This cooperative attitude on the part of schools and communities throughout the state is interpreted by the writer as a valuable factor in obtaining desirable working relationship among those whose educational aims and objectives are mutual. The following communications, which are typical of letters received during the spring of 1956, illustrate the attitudes of county superintendents and school trustees

¹¹ See Appendix A.

¹² Ibid.

toward the comments of the State Department regarding low scores:

From a County Superintendent

Thank you for your note regarding some of our rural schools that show scores below the required minimum in some areas of their evaluation.

In all of the schools in question I believe the minimums can easily be met. The reason the scores are below the minimum in some cases has been due to a lack of understanding of evaluating on certain items on the basis of how well an actual need is being met. Then too, I have always cautioned the teachers against over-scoring, because they could not then justify the need for certain improvements. Actually some of our most improved schools continue to receive the standard rating, as it does leave a continuing goal for all to work toward.

I will send detailed statements on each of these schools as soon as possible.

From a School Board Member

Please correct my school evaluation blank as indicated on the yellow sheet. The error was due to addition. I was sure I had more than the minimum score, as this is one of the nicest country schools in the county. I sanded the hardwood floors and varnished them myself and it is completely redecorated. We now have running water and plan for indoor toilets.

Thank you very much.

Additional replies are listed in the appendix.¹³

An examination of annual reports to the State Department of Public Instruction showing the status of each school in all eight sections or phases of school activities indicates that as the program developed participants grew in an

¹³See Appendix B.

understanding of what the program was and what it was designed to accomplish.

Two written descriptions--one from Flathead County,¹⁴ the other from Glacier County¹⁵--of self-evaluation program administration have been provided the office of the State Department of Public Instruction. Both are valuable in terms of procedures and results.

II. METHODS USED IN APPRAISING THE SELF-EVALUATION PROGRAM

Possible Methods of Appraisal

In selecting the methods to be used in appraising the Self-Evaluation program, two possibilities presented themselves: (1) direct observation of each school by the researcher, and (2) reports from other observers.

Visitation of each school by an outside evaluator or evaluators for the purpose of detecting changes resulting from the use of the self-evaluation form might have been the most valid method. It posed, however, almost insuperable obstacles. Because there were hundreds of schools involved in the study--most of them many miles apart--personal visitations would have required more time and money than were available to carry on this study. Furthermore, in order to have obtained an accurate picture of progress made, the evaluator or evaluators would have had to have first-hand knowledge of

ndix B.

the schools five years before the program was initiated. For these reasons, this method of evaluation seemed out of the question.

The second method would have required that persons close to the situation and who were familiar with the school in question both before and after the use of the self-evaluation program would make judgments with respect to changes which had taken place. This, of course, would necessitate using the judgments of many different individuals instead of the judgements of the same person or persons on each school involved. Furthermore, such a plan would call for judgments as to changes which had occurred during a period when the judges had not been making careful observations of changes that were occurring--they would not have known some years previously that they were to become evaluators of the program.

Despite these weaknesses, the decision was made that some sort of opinionnaire filled in by convenient observers would be used as the instrument for measuring the degree of success of the self-evaluation program. Two kinds of problems immediately arose with respect to the use of such an opinionnaire: (1) what kinds of questions should be asked, and (2) to whom should such questions be directed.

With respect to the kinds of questions to be asked, it was obvious that information had to be secured about the kinds of changes which had occurred in the schools and in

the communities during the period between 1951 and 1956. It appeared to the writer that the changes could be recorded best in terms of persons involved: trustees, parents, and pupils. Therefore, it was decided to ask such questions as the following, each of which pertains to the effect of the self-evaluation program:

1. To what extent have school trustees shown increased interest in their school and what it is trying to do?
2. To what extent have trustees shown an increased willingness to co-operate in carrying on this program?
3. To what extent have parents shown increased interest in the school and its program?
4. To what extent have parents shown an increased willingness to co-operate in carrying on in this program?
5. To what extent have parents shown an increased understanding of what the school is trying to do?
6. To what extent have pupils shown an increased interest in the school and its program?
7. To what extent have pupils shown an increased willingness to co-operate in carrying on this program?

8. To what extent have pupils shown an increased understanding of what the school is trying to do?

The writer also thought that opinions on each of the above questions would be more meaningful if each was supported by illustrations of the kinds of changes which the evaluator had noted.

It was also decided to ask for suggested changes in the self-evaluation program. The reasoning back of this was that the quality and intensity of changes would be some indication of the general reaction toward the self-evaluation program as carried on by the State Department of Public Instruction.

The second problem dealt with the question, to whom should the questions be directed? By the very nature of their work, county superintendents are closely associated with the small rural schools. In Montana, these persons are elected by popular ballot and are legally responsible for the general supervision of these schools. Montana school law points out the following duties of the county superintendent:

He shall visit every public school under his supervision at least once each official year, and oftener if he shall deem it necessary to increase its usefulness. He shall at such visits carefully observe the conditions of the school, the mental and moral instruction given; methods employed by the teacher in teaching, training, and drill, the teacher's ability, and progress of the pupils. He shall advise and direct the teacher in regard to the instruction, classification, government, and discipline of the school, and the course of study. He shall keep a record of such visits and by memoranda indicate

his judgment of the teacher's ability to teach and govern and the condition and progress of the school, which shall be open to inspection to any school trustee. During his visits to the schools of his county, the county superintendent shall consult with the trustees and clerks of all school districts upon all matters relating to the good and welfare of their schools, and shall instruct them, whenever necessary, in their duties relating to the reports to be made out by them and forwarded to him annually as the law requires.¹⁶

Thus, it would appear that the county superintendents would be as well or better qualified than anyone else to judge the effect of the self-evaluation program, provided they had been in office during the entire period during which the self-evaluation program had been carried on. For this reason, it was decided to involve only those county superintendents who had been in their present positions for a total of five years, including the period 1951-1956. Fourteen percent (8 out of 56) county superintendents were found to have served in their present positions for fifteen years or more; twenty-seven percent (15 out of 56), ten years or more; sixty-six percent (37 out of 56), five years or more. It was this group of thirty-seven that was chosen to participate in the self-evaluation survey which is included in this paper.

It should be noted also that county superintendents work closely with school trustees and with parents. As a group, these county superintendents were considered to be as well qualified as anyone else who could have been chosen to provide the necessary opinions with respect to the effect of

¹⁶School Laws of Montana, 1953, Chapter 15, Sec. 75-1509, p. 34.

the self-evaluation program on school trustees and parents.

The other persons chosen to receive questionnaires were the classroom teachers. Obviously, these could only include those classroom teachers who had been on the job for some time. None were asked to evaluate unless they had served continuously in their present positions for at least the last three years(1953-1956). It appeared to the writer that the classroom teacher who has daily, first-hand knowledge of the school, its program, and the community in which it functions, would provide an additional and reasonably reliable source of appraisal for the self-evaluation program.

Re-emphasis should be given to the fact that this kind of evaluation has definite weaknesses. The opinionnaire demands subjective evaluation, and one cannot be sure that the results are as valid as would be desirable. Nevertheless, this appeared to be the only method available to the researcher. She has borne in mind the fact that the results are merely indicative of trends and must be used with great caution.

CHAPTER IV

FINDINGS

Findings will be reported in terms of what county superintendents and classroom teachers felt had been accomplished during the initial five-year period (1951-56) of the self-evaluation program. Results have been reported in terms of interest-co-operation, and understanding, on the part of school trustees, parents of pupils, pupils, and teachers; in the school and what it is trying to do.

I. RATINGS BY COUNTY SUPERINTENDENTS

In May, 1956, questionnaires were sent out to thirty-seven county superintendents of schools who had served consecutively in their official positions for the period 1951-1956 or longer. Completed questionnaires were received from thirty-four of the above total, making a ninety percent return.

Effects of Program on School Trustees

Table I, page 30, shows that twenty-seven county superintendents of schools, or seventy-nine percent of those participating, reported that interest on the part of school trustees in the school and what it is trying to do was increased "a great deal" through the self-evaluation program; seven county superintendents or twenty-one percent, reported "some" increase

TABLE I

EFFECT OF SELF-EVALUATION PROGRAM ON SCHOOL TRUSTEES
AS RATED BY COUNTY SUPERINTENDENTS

| | Interest in school and what it is trying to do | | Willingness to cooperate in carrying on school program | |
|--------------|--|---------|--|---------|
| | No. | Percent | No. | Percent |
| A great deal | 27 | 79 | 28 | 82 |
| Some | 7 | 21 | 6 | 18 |
| Very little | 0 | 0 | 0 | 0 |
| None at all | 0 | 0 | 0 | 0 |

no county superintendent reported "very little" increase, or "none at all."

Twenty-eight county superintendents, or eighty-two percent, reported that willingness of school trustees to co-operate in carrying on the school program was increased "a great deal"; six, or eighteen percent, of those reporting believed that "some" increase in trustees' willingness to co-operate resulted from the program; no county superintendent reported a change of "very little" or "none at all."

In no instance did the reporting county superintendents register a complete lack of trustee interest in the school or willingness to co-operate in carrying on the school program. Instead, the reports of county superintendents suggested that the self-evaluation program had intensified trustee interest and had encouraged co-operation in carrying on the school program. The latter was possibly easier to evaluate, since trustee co-operation could be measured in terms of tangible results; e.g., the purchase by the trustees of a slide projector is tangible evidence, not only of interest, but of willingness to do something which requires co-operation.

Effect of Program on Parents of Pupils

According to Table II, page 32, seventeen county superintendents, or fifty percent of those participating, reported that interest on the parts of parents of pupils in the school and what it is trying to do had increased "a

TABLE II

EFFECT OF SELF-EVALUATION PROGRAM ON PARENTS, PUPILS, AND TEACHERS
AS RATED BY COUNTY SUPERINTENDENTS

| | | I n c r e a s e d | | | | | | | | | | | |
|-------------------|----------|--|------|-------------|-------------|--|------|-------------|-------------|---|------|-------------|-------------|
| | | Interest in school and what it is trying to do | | | | Willingness to cooperate in carrying on the school prog. | | | | Understanding of what the school is trying to | | | |
| | | A great deal | some | Very little | None at all | A great deal | some | Very little | None at all | A great deal | some | very little | None at all |
| Parents of Pupils | No. | 17 | 17 | 0 | 0 | 21 | 13 | 0 | 0 | 14 | 19 | 0 | 0 |
| | Per-cent | 50 | 50 | 0 | 0 | 62 | 38 | 0 | 0 | 41 | 56 | 0 | 0 |
| Pupils | No. | 16 | 17 | 0 | 0 | 15 | 17 | 1 | 0 | 13 | 20 | 0 | 0 |
| | Per-cent | 47 | 50 | 0 | 0 | 44 | 50 | 3 | 0 | 38 | 59 | 0 | 0 |
| Teachers | No. | 23 | 8 | 0 | 0 | 22 | 8 | 0 | 0 | 18 | 11 | 0 | 0 |
| | Per-cent | 68 | 24 | 0 | 0 | 65 | 24 | 0 | 0 | 53 | 32 | 0 | 0 |

Note: Where percentages do not total 100, certain answers on questionnaires were omitted.

great deal." The same number reported that "some" increase in interest had resulted from the self-evaluation program. No one reported increased interest as "very little" or "none at all."

Twenty-one, or sixty-two percent, believed that parents' willingness to co-operate in carrying on the school program was increased "a great deal." Thirteen, or thirty-eight percent, reported "some" increase in willingness to co-operate.

Fourteen county superintendents, or forty-one percent of those participating, believed that understanding on the part of parents of pupils as to what the school is trying to do was increased "a great deal"; nineteen, or fifty-six percent, reported "some" increase in understanding. No county superintendent reported an increase of "very little" or "none at all."

As was the case with the school trustees, willingness on the part of parents to co-operate in carrying on the school program received a slightly higher rating by a majority of county superintendents than either interest in or understanding of the school and what it is trying to do.

Effect of Program on Pupils

Table II also shows that sixteen county superintendents, or forty-seven percent of those reporting, believed that interest on the part of pupils in the school and what it is

trying to do was increased "a great deal." Seventeen county superintendents, or fifty percent, reported "some" increased interest. No county superintendent reported increased pupil interest to be "very little" or "none at all."

Fifteen county superintendents, or forty-four percent, reported that willingness of pupils to co-operate in carrying on the school program was increased "a great deal"; seventeen county superintendents, or fifty percent reported "some" increase; one reported "very little"; no county superintendent reported "none at all."

Thirteen county superintendents, or thirty-eight percent, reported that understanding on the part of pupils as to what the school is trying to do was increased "a great deal"; twenty-one county superintendents, or fifty-nine percent of those participating, reported "some" increase in pupil understanding; no county superintendent reported "very little" or "none at all" in terms of pupil understanding.

Effect of Program on Teachers

Table II further shows that twenty-three county superintendents, or sixty-eight percent of those participating, reported that teacher interest in the school and what it is trying to do was increased "a great deal." Eight county superintendents, or twenty-three percent, believed that there was "some" increase in teacher interest. No county superintendent listed "very little" interest or "none at all."

Twenty-two county superintendents, or sixty-five percent of those participating, reported that teacher willingness to co-operate in carrying on the school program was increased "a great deal." Eight county superintendents, or twenty-three percent, reported "some" increase in teacher co-operation. No county superintendent reported "very little" or "none at all" in terms of teacher co-operation.

Eighteen county superintendents, or fifty-three percent of those participating, reported that teacher understanding of what the school is trying to do increased "a great deal." Eleven, or thirty-two percent, believed that teacher understanding increased to "some" degree. No county superintendent reported "very little" or "none at all" in terms of teacher understanding.

Thus, as judged by county superintendents, teacher interest, co-operation, and understanding, in terms of the requirements of a good educational program, had been materially increased by the self-evaluation program.

In the opinion of the reporting county superintendents, in no case did the program fail to increase interest, co-operation, and understanding on the part of teachers in the educational program "a great deal" or to "some" extent.

Specific Improvements Listed

As has been suggested earlier in this paper, county superintendents were asked to support their ratings of the

effects of the self-evaluation program by citing specific instances. Table III, page 37, reports the frequency of mention of various kinds of improvements which seemed to county superintendents to indicate increased school trustee interest and co-operation. As may be seen in Table III, forty schools were cited by county superintendents as having benefitted from increased interest of school trustees as shown by improvements in teacher welfare and teacher quality. County superintendents cited ninety-one one-and two-teacher schools which were provided with more adequate supplies and instructional programs as a result of increased interest and activity of school trustees. Forty-one schools had, according to the county superintendents, received new buildings or additions to old buildings as a result of interest aroused by the self-evaluation program. General improvements (repairs and new equipment) were enjoyed by 160 schools listed by county superintendents. Sixty-four schools were named as benefitting through improved grounds and playground equipment.

The above figures were taken from twenty-four questionnaires received from county superintendents. Obviously, the validity of these figures may be questioned. It may be argued that the improvements suggested might have come despite the self-evaluation program. Nevertheless, these county superintendents indicated their belief that the changes they reported came about because of the self-evaluation program--that the

TABLE III

IMPROVEMENTS LISTED BY COUNTY SUPERINTENDENTS AS HAVING
RESULTED FROM ACCELERATED BOARD INTEREST AND
COOPERATION CAUSED BY THE SELF-EVALUATION
PROGRAM

| Classification of Improvements | No. of 1 and 2-Teacher Schools Cited |
|--|--------------------------------------|
| Interest in Teacher Welfare and Teacher Competencies | 40 |
| Supplies for Instructional Program | 91 |
| NEW Buildings or Additions | 41 |
| General Improvements-- Repairs, New Equipment | 160 |
| Improved Grounds and Playground Equipment | 64 |

demand for self-evaluation initiated and encouraged changes that might otherwise not have occurred.

II. GENERAL STATEMENTS BY COUNTY SUPERINTENDENTS REGARDING IMPROVEMENTS RESULTING FROM INCREASED TRUSTEE INTEREST

In addition to giving specific instances of improvements resulting from the self-evaluation program, fifteen of the thirty-four county superintendents proved general statements regarding increased interest and cooperation from school trustees. The following excerpts are representative of comments made by county superintendents.

Statements About School Trustees

May 30, 1956

Most of the improvement in this county has been in the physical and material needs of the school and I believe much of this has come about as the result of the developing concept that the school environment must be as attractive as possible if it is to attract and hold good teachers and achieve satisfactory results. This increased interest has not reached that point of understanding WHAT the school is trying to do but rather it is a realization that the school must have the proper tools if it is to accomplish its goals, whatever they may be.

In this respect I feel that the self-evaluation program has made a positive contribution by providing school boards and teachers with a specific guide in planning school improvements. . . . Trustees have donated many hours of labor and organized other volunteers to do much of the work in making such major improvements as interior remodeling, installation of plumbing, construction of teacherages, etc.

May 31, 1956

In general the Trustees have shown a willingness to cooperate with their teachers in carrying on the school program. All are willing to provide the best materials, books, and equipment that can be put into the budget.

May 31, 1956

All but two districts have modernized their schools. The two exceptions have plans under way. Better lighting has been installed. Reference books have been brought up to date. In most instances the trustees have called me in to make plans for improving conditions.

June 25, 1956

The trustees have been exceptionally good in trying to improve their school house and to make it comfortable for the children and the teacher. Extensive steps have been taken in the past five years to improve and maintain the building in every school district in the county. The walls and wood work have been painted, floors refinished; and blackboards in the two-room schools lowered for the primary grade children in the four two-room schools in the county.

May, 1956

It would be impossible to point out one school that has not done more for their school in the past five years than in ten or fifteen before the self-evaluation booklets were used.

June 7, 1956

Trustees cooperate with teachers in supplying equipment assisting in execution of field trips, and in general management of the schools. Teachers report that this program has speeded up the purchase of supplies and needed improvements and repairs.

Statements About Parents of Pupils

Few specific cases were cited as examples of improved relationships between school and parents. General statements were made, however, with respect to a majority of schools in the respective counties. Assistance with school activities and hobby clubs, donation or assistance in securing suitable items for schools, influencing board action in providing major improvements, greater interest in the instructional program--items such as these were mentioned by county superintendents as indications of improved parent-school relations resulting from the self-evaluation program. A more thorough understanding of parental attitude may be gained by reading the following comments from county superintendents:

June 1, 1956

There is a decided improvement in all rural schools in terms of attitudes of parents toward the school program of class work, school activities and projects.

June 5, 1956

Our Music Play-Day activities have been a county-wide affair. When the parents of from 400 to 600 children are providing transportation and a full day of their time it certainly is cooperation.

Interest in school exhibits at the County Fair is another indication.

Cooperation with teachers, and the unusually few complaints registered in the office are other marks of satisfaction.

Parents of pupils have shown their interest in the school and its program by being willing to pay higher taxes. Most of our third-class districts have had

special levies which I consider a "vote of confidence."

June 7, 1956

All of these questions go back to the same thing. The county superintendent must be "sold" on self-evaluation, she must "sell" the teacher, who in turn must "sell" the school board, the parents, and the pupils. If either the county superintendent or the teacher is not enthusiastic, very likely no one else in the district will be. In District _____ when funds are scarce, the mothers turn out to clean the school, wash windows, make new curtains, etc. The men of the community put up playground equipment, make repairs, cut grass, etc.

June 8, 1956

By parents attending the meetings called for the purpose of evaluating the school, they have become more interested and acquainted with the work and accomplishments in their own home district school and have seen and learned the needs of the school. They have helped plan and asked the trustees if certain equipment or changes could be made at that time. This has been true of every rural school district in _____ county.

June 23, 1956

Parents give a needed push to school boards in bettering the school plant. Many parents are on school boards and show their interest in a number of ways.

The above comments are representative of many which were submitted by reporting county superintendents. Such statements suggest that the schools have benefitted from increased parent interest as a result of the self-evaluation program.

Effective community participation in the educational program is often difficult to attain. As is suggested by the above statements, under the influence of the self-evaluation program wholesome community relations can be, and have been, developed.

III. RATINGS BY TEACHERS

On the basis of the number of one-and two-teacher schools within their respective counties, 469 teacher-questionnaires were sent to participating county superintendents who had served continuously during the three-year period 1953-56. No figures on the number of qualifying teachers in participating counties were available. The number of teacher-questionnaires returned was 129. Two county superintendents explained that their counties had no teachers who were eligible to participate in the survey.

Teachers were asked to judge the results of the self-evaluation program in terms of increased interest and participation of trustees, parents, and pupils. They were asked to substantiate their ratings with concrete examples of changes in the instructional program or in the school plant which resulted from accelerated board or community action, inspired by the self-evaluation program.

Effect of Program on School Trustees

Table IV shows that eighty-three teachers, or 64 percent of those participating in the survey, reported that

TABLE IV

EFFECT OF SELF EVALUATION PROGRAM ON SCHOOL TRUSTEES
AS RATED BY TEACHERS

| Interest in school and what it is trying to do | | Willingness to cooperate in carrying on the school program | |
|---|---------|---|---------|
| No. | Percent | No. | Percent |
| 83 | 64 | 86 | 67 |
| 38 | 30 | 37 | 29 |
| 4 | 3 | 4 | 3 |
| 4 | 3 | 2 | 1 |

interest on the part of the school trustees in the school and what it is trying to do increased "a great deal" as a result of the self-evaluation program.

Thirty-eight teachers, or 30 percent, reported "some" increase in interest; four teachers, or 3 percent, reported "very little" increase; and four teachers, no interest at all. In some cases the teacher explained that interest and co-operation from school trustees, parents, and pupils were one hundred percent before the self-evaluation program was initiated and, therefore, no increase was possible!

Eighty-six teachers, or 67 percent, reported "a great deal" of increased willingness on the part of school trustees to co-operate in carrying on the school program. Thirty-seven teachers, or 29 percent, reported "some" increase; four teachers listed "very little" increased co-operation from school trustees; and two teachers, "none at all" as a result of the program.

Thus, two-thirds of the teachers who participated in the survey believed that both interest in the school and co-operation in carrying on the school program on the part of trustees were greatly increased as a result of the self-evaluation program.

Effect of Program on Parents of Pupils

According to Table V, sixty-nine teachers, or 53 percent of those participating, reported that interest on the

TABLE V

**EFFECT OF SELF-EVALUATION PROGRAM ON PARENTS AND PUPILS
AS RATED BY TEACHERS**

| | | I n c r e a s e d | | | | | | | | | | | |
|-------------------------|--------------|--|------|-------------|-------------|--|------|-------------|-------------|---|------|-------------|-------------|
| | | Interest in school and what it is trying to do | | | | Willingness to cooperate in carrying on the school prog. | | | | Understanding of what the sch. is trying to do. | | | |
| | | A great deal | Some | Very little | None at all | A great deal | Some | Very little | None at all | A great deal | Some | Very little | None at all |
| Parents of Pupils | No. | 69 | 34 | 21 | 5 | 64 | 48 | 11 | 5 | 60 | 51 | 11 | 4 |
| | per- cent | 53 | 26 | 16 | 4 | 50 | 35 | 8 | 4 | 46 | 40 | 8 | 3 |
| Pupils | No. | 65 | 49 | 5 | 5 | 71 | 46 | 3 | 4 | 68 | 46 | 6 | 4 |
| | per- cent | 50 | 38 | 4 | 4 | 55 | 33 | 2 | 3 | 53 | 33 | 4 | 3 |

Note: Where percentages do not total 100, certain answers on questionnaires were omitted.

-45-

part of parents of pupils in the school and what it is trying to do increased "a great deal" as a result of the self-evaluation program. Thirty-four teachers, or 26 percent of teachers participating, reported "some" increase in interest of parents; twenty-one, or 16 percent listed "very little," and five teachers, or 4 percent, reported "none at all."

Sixty-four teachers, or 50 percent of those participating, reported that parental willingness to co-operate in carrying on the school program had increased "a great deal." Forty-eight teachers, or 35 percent, reported "some" increase; eleven teachers, or 8 percent, listed "very little" increase of parental willingness to co-operate; five teachers, or 4 percent, reported "none at all."

Sixty teachers, or 46 percent, reported that parental understanding of what the school was trying to do had increased "a great deal" on the part of parents of pupils. Fifty-one teachers, or 40 percent, listed "some" increase in understanding; eleven teachers, or 8 percent, reported "very little" increase; four teachers, or 3 percent, believed that no increase in parental understanding had resulted from the self-evaluation program.

Here again, a majority of participating teachers reported improved attitudes and increased understanding on the part of parents in terms of a good educational program as a result of the self-evaluation program.

Effect of Program on Pupils

Table V, also shows that sixty-five teachers, or 50 percent of those participating, reported "a great deal" of increase in pupil interest in the school and what it was trying to do. Forty-nine teachers, or 38 percent, reported "some" increase in pupil interest; five teachers, or 4 percent, believed the program resulted in "very little" increased pupil interest; and five teachers reported "none at all."

Seventy-one teachers, or 55 percent, reported "a great deal" of increased willingness on the part of pupils to cooperate in carrying on the school program. Forty-six teachers, or 33 percent, reported "some" increase in pupil co-operation. Three teachers, or 2 percent, reported "very little" increase; four teachers, or 3 percent reported no increase at all in terms of pupil co-operation.

Sixty-eight teachers, or 53 percent, reported "a great deal" of increased understanding on the part of pupils of what the school is trying to do. Forty-six teachers, or 33 percent, believed that there was "some" increase in pupil understanding; six teachers, or 4 percent, reported "very little" increase; and four teachers, "none at all."

Thus, over eighty-five percent of participating teachers judged the self-evaluation program to be beneficial to the educational programs of their respective schools in terms of pupil interest, co-operation, and understanding.

IV. GENERAL STATEMENTS BY TEACHERS REGARDING INCREASED
PUPIL-INTEREST, CO-OPERATION, AND UNDERSTANDING

To indicate further the improved attitudes on the part of pupils, the following comments taken from returned teacher questionnaires in June, 1956, are given:

By going over the evaluation book from time to time (the children) do learn more about what the school is trying to do. They are also made to feel that the responsibility of meeting these needs rests somewhat on them as pupils.

(The pupils have) a greater interest in social studies: better understanding of various businesses and industries in and near them by field trips and study. Added interest in community and state governments. A great deal more interest in our country and its relation to the rest of the world; much wider interest in neighboring countries and their problems. Personal pictures and slides are shared.

Increased interest in conservation (is evident).

Pupils have shared in responsibilities by accepting duties assigned to them cheerfully and by performing them well. They have become more aware of health practices such as sanitation, safety, manners and conduct during lunch period, and lighting, ventilation, and temperature control.

Through our "Citizenship Club" the pupils have learned and given practice to democratic living. They have learned how to conduct a meeting and have made their own rules of self-government. They have evaluated their own behavior and often prescribed their own punishment.

An attitude of conservation has been stimulated in regard to natural resources, playground equipment, school supplies and other school and personal property.

Children have become "library conscious" and besides

reading for fun they have developed a habit of reading for information and using reference books more often.

After studying the Foundation Program (Evaluation Booklet) the pupils showed increased willingness to co-operate in keeping the schoolhouse and grounds neat and clean. They took more interest in the library and its upkeep. They checked for more healthful conditions in the schoolroom.

When the children became aware of the necessity for doing things in the right way and for the mastering of certain essential skills they showed an eagerness to master these skills and to help the younger children.

What impressed me most has been my pupils' understanding of each other's troubles. They were always willing to help a friend in need. When a new pupil came in they carefully told him the rules and tried to help him get along easily. School property was classed as "ours" and treated accordingly with care and respect.

(Pupils) want their school to be superior so try to do the necessary things. They try to improve their writing, help take care of school property, enter wholeheartedly into special programs.

They have developed pride in their school, a pride in their work and a pride in their appearance.

(Our pupils) save chalk, handle recordings carefully. Cheerfully take turns sweeping after lunch. Use napkins, not spilling, conserving paper towels and toilet paper. (They are) very careful of new lavatories, sanded floor and sanded desks. We haven't a scratch on the desks in 3 years. They seem to know that money spent to fix something that is destroyed is money wasted.

Encouragement at home has led to interest at school.

Not all the increased interest may be attributed to the program of self-evaluation probably but again, by making teachers conscious of things that could be done, the interest has carried over to the youngsters.

Increased appreciation of efforts of parents, teachers, trustees and county and state school personnel is evident as the building program has progressed due in some part no doubt to our study and survey of problems and improvements with the guidance of the self-evaluation booklet.

We discuss the goals in the evaluation booklet often in our daily school program. It would do your heart good to see them attack a hard project and come out "tops."

(Our pupils have) a cheerful willingness to co-operate in the school program and all of its activities. One boy asked for his father's truck on Saturday, loaded gravel and fixed an all-weather walk at school voluntarily.

A great spirit for conservation of facilities has been developed. They (the pupils) realize certain standards for schools must be met.

They realize the taxpayers provide the money for schools, the trustees must channel it to the best interests of all pupils and the community, and that they will have to accept these responsibilities in their turn.

(Pupils) have organized a Citizenship Club the aim of which is to improve the standards of the school and community. They have purchased recordings, flags, books, aquarium, viewmaster, rhythm band equipment, art supplies, and physical education equipment--all purchased with money earned through an annual lunch and bake sale. Several of the boys installed a fence for flowers, repaired broken window panes, hauled ashes away. They have been overly anxious to keep the schoolyard neat and clean.

The above statements from teachers suggest attitudes

on the part of pupils which may be considered to be desirable goals in the educational program: (1) a sympathetic understanding of the other fellow's problems and a desire to help in their solution, (2) an appreciation of school supplies and equipment with a willingness to assist in their wise and careful use, (3) an awareness of the importance of the educational program and the pupils' responsibility toward its success. The teachers indicated that they believed these desirable attitudes had come about as a result of the self-evaluation program.

V. SPECIFIC WAYS IN WHICH THE SELF EVALUATION
PROGRAM HAS HELPED

In support of the opinions given in the questionnaires, teachers and county superintendents were requested to list specific ways in which the self-evaluation program had helped them to improve the educational program in their respective schools and counties.

From County School Superintendents

A majority of county superintendents mentioned the value of the self-evaluation booklet as a guide to use when visiting schools--a planned system of checking standards in the instructional program and in the physical plant. They also suggested that closer working relationships with trustees and the community were established by such personal contacts.

That co-operation between various agencies related to child and community welfare sometimes resulted in additional special services was also noted.

The following comments are typical:

The program has no limitation.

To list specific ways which the program has bettered the educational program of this county would be an endless task.

The self-evaluation program has helped me as county superintendent to improve the educational program of _____ county.

1. It has been a guide in all phases of education.
2. It has unified the county through a positive approach yet recognizing differences in the various communities.
3. Responsible ties have been shared with trustees, teachers, pupils, and parents making our work more effective.
4. It was my observation before we had this self-evaluation program many schools were in a run-down state because board members did not know what was needed. Too often teachers merely accepted conditions, equipment, books, etc. as they found them. This method of rating helped teachers to decide what to ask for by showing the need. The board members were glad to have something definite to guide them. County-wide activity resulted.

Every school has improved not only in equipment but also in scholastic standards, More people are aware of what our schools are doing.

We have fewer complaints about our rural children being unable to do high school work. High school children with delinquency tendencies have a low percentage from our good rural schools.

The self-evaluation program has unified many of our communities making for easier and more effective

democratic work in all schools. I believe that the "four objectives of American Education," (1) self-realization, (2) wholesome human relationships, (3) economic efficiency and (4) civic responsibility have been fairly well met.

Probably the greatest contribution of the self-evaluation program is general rather than specific, and that is the change in attitude of school trustees toward their schools.

The self-evaluation program has provided solid ground for making recommendations for school improvements, both in the area of educational philosophy and physical improvements.

It has helped increase the services of the office in those areas of the program that can by their nature best be provided on a county level. These have included the development of a library of over 1500 elementary level film strips with four sets of projection equipment for loan; a music library of over 300 records; a remedial reading library with over 100 books; audiometer; and a cumulative guidance folder starting upon school entry.

FROM TEACHERS

Specific ways in which the self-evaluation program had helped to improve the schools and its program were noted by many of the teachers who replied to the questionnaire.

Typical comments follow:

It has aroused the interest of the trustees and patrons. They are becoming aware of the school's aims and needs.

Two very important results of the self-evaluative program in this school has been the securing of instructional supplies and equipment. When I came to this school 4 years ago no supplies were on hand and they have now been built up a great deal.

It has served as a check on my teaching. . .The school board understands that there are standards to be met and cooperate accordingly.

I had taught this school in 1945-46 and my biggest desire had been to provide a drinking fountain using the running water which we had piped into the kitchen. However they had a crockery drinking fountain and cups which were considered better in the school board's estimation. Under the new program paper cups were required so I proved to them that in three years we would save the cost of a new fountain. We got the fountain.

The oil heater had to be filled with a bucket every night. This often splashed on the floor creating a bad odor. We couldn't leave the building over 24 hours without returning to refill the tank. So--using health and convenience as a springboard we got an electric pump and tank installed which keeps the building warm at all times.

The free running water made inside toilets possible, but the board thought the expense of building an addition for this would be too much. I proved that we could use the closet used as a storeroom. This was done and this winter was a pleasant one for us all.

Now that it is also the teachers' responsibility also to keep up the standard, it is much easier to get better equipment because the need besides being apparent is also shown in writing in comparison to other schools. In my estimation this foundation program has answered a need and should be continued. It has shifted the responsibility for a good school to the entire community.

The booklet, in my estimation, suggests and brings to mind many things we do not always think of, but when reminded of will try to improve on from year to year. Because the board of trustees examines the book, it gives them an idea also of what is expected to keep up a high standard.

VI. SUGGESTED CHANGES IN THE SELF-EVALUATION PROGRAM

With the end of the 1955-56 school year, the initial five-year period of the self-evaluation program was completed. In the questionnaires, teachers and county superintendents were invited to list any changes which they believed would result in a better evaluation program for future use.

A majority of county superintendents and teachers offered no suggestions for a change in the program. Five expressed definite satisfaction with it in its present form. Suggestions that were made for improvement included: more credit for teacher qualifications; greater pupil participation; a more simplified booklet; a space provided beside plans made for a record of actual achievement; more stress given to grounds and outhouses; recognition for a county exchange library; a required return blank regarding the program, due in September, as well as in April, to assure a start on the program early in the school year. Many mentioned the fact that items which do not pertain to their schools unjustifiably lowered their scores. Some pointed out that they could go no higher on the rating scale as they had already received credit for everything listed.

Several county superintendents offered detailed suggestions for combining or deleting items and for changes in point values. From one county the following plan was presented:

I would recommend making a study and revision of the

point values placed on the various items. I do not believe that the present values carry the proper relative weight nor do they give recognition to those districts that have made major and costly improvements.

I believe in the near future many of the rural schools will reach a point where the present point system will not provide recognition for additional improvements. Therefore I feel that provisions should be made for a continuing incentive for those schools that have already attained all of those things considered essential to a good modern school program.

From this point on the recognition could be based on levels of improvement with specific enrichment items required. The highest level of recognition could be given to those schools that go beyond meeting the minimum and enrichment levels and complete such major projects as new construction, remodeling, water systems, teachers' housing, etc.

Another county superintendent follows suggested changes with this summary:

All in all, I think the self-evaluation program for these five years has shown much progress. We do not have perfection, but grounds, buildings and equipment are greatly improved. The school can be good, even in less desirable surroundings.

It may be the opportune time to emphasize continued cooperation between home and school. A little tightening up on "methods of instruction" which is more a teacher responsibility. The teacher is being paid better, is better trained than five years ago, has better equipment, better working and living conditions. For in-service training, perhaps as county superintendent, I should give more time to emphasize better teaching services.

If copies of the present booklets are to be used for five more years, a new manual with corrections, deletions, additions, etc. would be an aid.

VI. SUMMARY AND INTERPRETATION OF FINDINGS

A high percentage of county school superintendents and a majority of teachers who participated in this survey reported "a great deal" of increased interest on the part of school trustees in the school and what it was trying to do. An even higher percentage of participating county superintendents and teachers reported "a great deal" of increase in the willingness of school trustees to cooperate in carrying on the school program. There was also general agreement among participants that the program had resulted in increased interest, cooperation, and understanding on the part of parents, teachers, and pupils as to what the school was trying to do.

County superintendents believed that the self-evaluation program had increased the awareness on the part of school trustees, of the importance of well-qualified teachers as well as the need for increased attention to teacher welfare. An increased understanding of the school and what it is trying to do clarified, in the minds of trustees, the role of a competent teacher and what ill effect her absence would have had on the success of the educational program.

That the greatest number of improvements cited concerned repairs and equipment is not surprising since it is this sort of improvement that is most easily seen. This is

also true of the classifications "supplies for instructional program" and "improved grounds and playground equipment"-- the two items listed next most frequently as areas in which increased interest of trustees was manifested.

The survey showed a higher rating by county superintendents of the results of the program in terms of increased interest and cooperation on the part of school trustees (approximately eighty percent reported "a great deal" of increase) than by classroom teachers (approximately sixty-five percent reported "a great deal" of increase). County superintendents reported that trustees' interest in the school and willingness to cooperate in carrying on the school program increased "a great deal" or "some" on the part of all trustees within the thirty-four counties reporting. Approximately six percent of the participating teachers believed that the attitude of school trustees was unaffected by the self-evaluation program.

Approximately the same pattern of agreement of county superintendents and teachers appeared on the self-evaluation program results concerning increased interest and understanding of parents. However, a much greater percentage of county superintendents than teachers reported "a great deal" of increased cooperation from parents.

Pupil response to the program was given a considerably higher rating by teachers than by county superintendents.

The above differences of opinion might be caused by

various factors. From the nature of their work, county superintendents have a broader view of the educational program and its relationship to the respective communities. On the other hand, teachers have a closer contact with pupils, parents, and patrons of the school district and may have a clearer view of community response to the local educational program. The participating county superintendents perhaps have a better understanding of the program than do teachers as a result of the workshops, group-meetings, and information bulletins which have been put into effect by the State Department of Public Instruction during the last five years in an effort to develop an enthusiasm for effective administration of the program on the part of school administrators.

Response from participants as to the value of the program was overwhelmingly in favor of its continuance. Teachers and county superintendents pointed to numerous cases in which improvements in school-community relationships resulted in greatly improved instructional programs as well as in more desirable buildings and grounds. Pride, on the part of pupils, trustees, and patrons resulted in the acquisition of needed school items as well as in the conservation of all school property. The importance of guidance given to school officials in the wise expenditure of the school budget was recognized. Appreciation was expressed for the many benefits which had resulted from the self-evaluation program.

CHAPTER V

SUMMARY, CONCLUSIONS, RECOMMENDATIONS

I. SUMMARY

This study has been an attempt to ascertain the results of five years of participation by one and two-teacher schools throughout Montana in a self-evaluation program. The program was initiated by the State Department of Public Instruction in September, 1951, as an accreditation instrument for elementary schools, in conformity with the requirements for receiving state funds as set up by the Montana State Legislature. The initial five-year period of the program ended with the completion of the 1955-1956 school year.

Included in the survey were those counties in which county superintendents of schools had served continuously for at least the last five years. Thirty-seven county superintendents in the fifty-six counties qualified. County superintendents in ninety percent of these counties responded by returning completed questionnaires.

Also participating were 129 classroom teachers in one and two-teacher rural schools who had served continuously in the same position for at least the last three years. Teacher participation was secured in twenty-eight

of the fifty-six counties in the state.

II. CONCLUSIONS

Included in the questionnaires which were sent to qualifying county superintendents and teachers were inquiries concerning the total educational picture in terms of growth in interest, cooperation, and understanding on the part of school trustees, parents of pupils, pupils, and teachers. It was recognized that questionnaire-replies were based on individual opinions and were necessarily subjective in nature. However, the use of opinionnaires from those who were most familiar with existing conditions in the various schools during the initial five years of participation in the self-evaluation program was considered to be the best appraisal method available.

County superintendents and teachers agreed that the self-evaluation program had resulted in "a great deal" of increased interest, cooperation, and understanding on the part of both school and community toward the educational program. Specific improvements resulting from the program were listed in the various areas of the total educational program. Desirable school-community relationships were reflected in numerous communications cited. An almost unanimous opinion was expressed as to the value of the program, together with a desire for its continuance. Suggestions for

improvement in the administration of the program were listed as follows:

1. Additional credit for teacher-qualifications
2. Greater pupil participation
3. A more simplified booklet
4. Space beside plans listed for a record of actual achievement
5. More points allowed for well-cared-for grounds and outhouses
6. Greater allowance for major improvements
7. Clarification of points allowed on the basis of meeting needs, which differ with the various schools involved
8. Blanks to be returned to State Department in September as well as in April to assure a start on the program early in the school year

III. RECOMMENDATIONS

Changes in the wording and procedures which were recommended and should be made at this time include:

1. September reports from schools to the State Department. This would facilitate an early start on the program by teachers, pupils, and board members.
2. Broader participation in the program by school trustees, pupils and parents. (In a few

counties this goal has already been achieved.)

3. Clarification and adjustment of points allowed.
4. Increased leadership from state and county levels.

By constitutional provision, Montana requires uniform educational opportunities for all of her youth. The importance of improving the educational program in rural areas is pointed out by Francis S. Chase:

Over half of the school age children in the United States are growing up on the farms and in the villages of rural America. The kind of education received by this large proportion of our citizenry is of vital importance to the nation, especially at a time when policy for education, as it is put into effect in America and the rest of the free world, may well determine the course of world history for the next thousand years. Any orderly review of the forces and factors that are playing upon the world today will document that fact.¹

Because the self-evaluation program appears to have been an effective influence for improvement in the educational program of schools included in this survey, the continuance of the program including periodic checks on achievement is recommended.

¹National Education Association of the United States, Rural Education--A Forward Look (1955 Yearbook. Washington D. C.: Department of Rural Education), pp. 82-83, citing address of Francis S. Chase, Chairman, Department of Education, University of Chicago, The Task Ahead in Achieving Equal Opportunity for All.

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APPENDIX A

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1951

Helena, Montana

State Department of Public Instruction



Basic to Accreditation

SELF-EVALUATION

Including

ELEMENTARY SCHOOLS OF MONTANA

For

A FOUNDATION PROGRAM

A FOUNDATION PROGRAM
for
ELEMENTARY SCHOOLS OF MONTANA
WHICH INCLUDES SELF-EVALUATION
To Be Used Jointly
BY TEACHERS, PUPILS, BOARD MEMBERS AND COMMUNITY

SCHOOL _____ DIST. NO. _____
P. O. ADDRESS _____ COUNTY _____
COUNTY SUPT. _____ ADDRESS _____
CITY SUPT. _____ ADDRESS _____
DISTRICT CLERK _____ ADDRESS _____

ENROLLMENT IN SCHOOL BY GRADES:

| School Year | 1st | 2nd | 3rd | 4th | 5th | 6th | 7th | 8th | Total | No. White | Indians | No. of Teachers |
|-------------|-----|-----|-----|-----|-----|-----|-----|-----|-------|-----------|---------|-----------------|
| 1951-52 | | | | | | | | | | | | |
| 1952-53 | | | | | | | | | | | | |
| 1953-54 | | | | | | | | | | | | |
| 1954-55 | | | | | | | | | | | | |
| 1955-56 | | | | | | | | | | | | |

SUMMARY OF EVALUATION

| SCORES MADE: | 1951-52 | 1952-53 | 1953-54 | 1954-55 | 1955-56 |
|---------------------------------------|---------|---------|---------|---------|---------|
| I. THE CURRICULUM, TEACHER, COMMUNITY | | | | | |
| II. METHODS OF INSTRUCTION | | | | | |
| III. HEALTH AND SAFETY | | | | | |
| IV. INSTRUCTIONAL SUPPLIES | | | | | |
| V. LIBRARY | | | | | |
| VI. EQUIPMENT | | | | | |
| VII. BUILDINGS | | | | | |
| VIII. GROUNDS | | | | | |
| TOTAL SCORE OF ALL SECTIONS | | | | | |

STATE OF MONTANA
DEPARTMENT OF PUBLIC INSTRUCTION
Helena, Montana
Mary M. Condon, Superintendent
Sept. 1951

FOREWORD

Since the 1951 Legislative Assembly amended Chapter 199, Sec. 2 of the 1949 laws to include accreditation of elementary schools as a prerequisite to receiving state funds, it became necessary for the State Department to set up criteria for such accreditation.

Three years ago a self-evaluation booklet was prepared for use of rural and graded schools in 3rd class districts. Where this self-evaluation idea has been thoughtfully applied, excellent results have been evident.

This bit of proof pointed the way to a revision of this booklet making it so inclusive that it could be used by all elementary schools to their advantage educationally, while it also will serve as an accrediting instrument.

In the preparation of this outline for a Foundation Program, with the added feature of self-evaluation, several purposes were kept in mind:

1. To set up tangible criteria for the use of school and lay people in determining the type of background that each elementary school should be giving to students that are promoted to Montana high schools.
2. To describe in some detail a brief word picture of an effective modern school plant and its relationship to the community.
3. To list essential instructional supplies, equipment, methods of instruction and curriculum improvement that will best promote the development of the child as an individual and as an important member of society.
4. To submit a plan comparable to the accrediting criteria used for high schools, which will encourage progressive planning over a period of five years.
5. To provide a guide for the use of teachers and administrators in staff meetings so as to arrive at a common understanding of goals, needs and assets and progress each year.

MARY M. CONDON

State Supt. Public Instruction

THE CURRICULUM, THE TEACHER AND THE COMMUNITY
THE SCHOOL IS A COOPERATIVE ENTERPRISE. Only as school boards, patrons, teachers and pupils work together can there be satisfactory results. It is becoming increasingly important that all have a common understanding of the objectives of present day education, of its importance in a democracy, and of the necessity for persistent effort to improve its contribution. Conditions listed below are related to this goal.

- *1. Teacher has a valid certificate.
- *2. Teacher has a contract.
- *3. School receives one additional point for each full quarter of advanced elementary training beyond high school up to and including M. A. degree.
- *4. School is in session 180 days or more.
- *5. Schools adequately supplied with current courses of study to the extent that they are conveniently available to all teachers.
- *6. Class procedures that originate by joint **planning** in the school room, to be continued outside the school room between hours of 9 and 4, are recognized by the board and the community as days taught. Such ventures may include **planned** science or social study field trips, a play day, a music festival, a youth fair in which all children participate importantly. Other similar educational activities approved by state department will be given credit.
- *7. Adults of the community and children work together in purposeful activity projects. Examples: 4-H Clubs, Camp Fire and Scout organizations, Sunday Schools, Craft Clubs and Science Clubs. An inventory of all such will be helpful.
- *8. Teachers and pupils are aware of the importance of local, state, and national government agencies as sources of information and help, and **make use** of their services either through bulletins and books and/or by inviting representatives to school for questioning, demonstrations or talks. Examples: Fish and Game Department, Forestry Department, Board of Health, State Extension Library, Missoula; Highway Patrol, City Council, County Library, and others of home address.
- *9. Pupils' letters requesting bulletins or service from above agencies are written in correct form, in ink, with penmanship, spelling and courtesy that is a **credit** to the child and the school, and is **countersigned** by the teacher.
- *10. Pupils' thank you notes, letters to friends who are ill, or to children in other schools reflect care, attention to correct usage and interest.
- *11. The Community **voluntary** organizations, such as Chamber of Commerce, P.T.A., farm groups, service clubs, churches, citizens' health committees, conservation organizations are coordinated for educational purposes. Examples: to establish a county library, to plan a special day program, to study and promote legislation for better schools, to provide wholesome recreation for youth, and to **promote improved community environment** for youth.

| Possible Score | Necessary Score 1st Year | YEARS | | | | |
|----------------|--------------------------|---------|---------|---------|---------|---------|
| | | '51-'52 | '52-'53 | '53-'54 | '54-'55 | '55-'56 |
| 3 | 3 | | | | | |
| 2 | 2 | | | | | |
| 15 | 6 | | | | | |
| 5 | 2 | | | | | |
| 5 | 5 | | | | | |
| 5 | 2 | | | | | |
| 10 | 4 | | | | | |
| 10 | 3 | | | | | |
| 3 | 1 | | | | | |
| 3 | 1 | | | | | |
| 10 | 2 | | | | | |

| | Possible Score | Necessary Score 1st Year | YEARS | | | | |
|---|----------------|--------------------------|-----------|-----------|-----------|-----------|-----------|
| | | | '51 - '52 | '52 - '53 | '53 - '54 | '54 - '55 | '55 - '56 |
| *12. The school co-operates with the community in promoting valuable projects. Examples: spring cleanup week, educational clinics, art exhibits, Red Cross swimming school, community concerts, fire prevention, conservation practices, such as using street waste-containers for disposing of candy wrappers, etc; also in a car or school bus using a sack for such purpose instead of throwing paper, etc. out of the windows. | 10 | 3 | | | | | |
| *13. School recreation facilities and school buildings are available to the patrons for cultural purposes with rules for use of same, which include attention to leaving buildings and equipment in good condition. | 2 | 2 | | | | | |
| 14. Free interchange of visits among parents and teachers. | 3 | | | | | | |
| 15. Planned work in guidance. | 10 | | | | | | |
| 16. Teachers and superintendent work together in adjusting the curriculum, calling in lay people if deemed advisable. | 5 | | | | | | |
| 17. A well planned accounting and auditing system for student activities funds is set up and used. | 10 | | | | | | |
| 18. Cooperative planning is done between the school and private music teachers or other special teachers for the benefit of all concerned in arranging time schedule for outside lessons. | 1 | | | | | | |
| *19. Cooperative time arrangements are made for dental appointments. (More hygiene is taught by having necessary work done than by reading about it.) | 2 | 2 | | | | | |
| TOTALS | 114 | 38 | | | | | |

**Plans for Maintaining and/or Improving this Section:
CURRICULUM. THE TEACHER AND THE COMMUNITY.**

Below list your plans for maintaining and/or improving this section or give reason for making no plans. This is a requirement and will net the school 5 points.

1951-52

| | |
|---|----------|
| Score for this section brought forward from preceding pages | _____ |
| Score for maintenance plans | _____ |
| TOTAL - - - - - | 5 |

1952-53

Score for this section brought forward from preceding pages _____
Score for maintenance plans _____ 5
TOTAL - - - - - _____

1953-54

Score for this section brought forward from preceding pages _____
Score for maintenance plans _____ 5
TOTAL - - - - - _____

1954-55

Score for this section brought forward from preceding pages _____
Score for maintenance plans _____ 5
TOTAL - - - - - _____

1955-56

Score for this section brought forward from preceding pages _____
Score for maintenance plans _____ 5
TOTAL - - - - - _____

METHODS OF INSTRUCTION

Our Montana Schools not only invite all pupils between 8 and 16 years to come to elementary schools, but compel them until they have completed the eighth grade. That our children may have the daily satisfaction of accomplishment, it is increasingly important for the children now, and for the future of our country, that methods of instruction shall make school experiences so vital that the children will feel their value and want to remain in school.

The following items are related to effective procedures:

A.

1. Class load for each teacher is limited to numbers consistent with possibility of effective results. (the following loads are desirable but are not arbitrary standards during these years of emergency.)
 (not more than 30 in grades above the third)
 (not more than 20 in primary grades)
 (not more than 20 in one-teacher rural schools)
- *2. Schedule of classes and work periods is planned for best economy of time, effort and educative value **and is posted.** See suggestions in **Purposeful Organization Enhances Guidance.**
- *3. Teachers and pupils of intermediate and upper grades **KNOW** what skills are being developed in the tool subjects: reading, language, spelling, penmanship, arithmetic.
- *4. Frequent checks are made to evaluate progress and to diagnose difficulties. (These should be both formal and informal).
- *5. Teachers and pupils understand **HOW TO APPLY STUDY SKILLS** to their content subjects and in their daily community living. Examples are:
 - a. Legible and careful penmanship within physical ability and speed of each child is expected in **all** written work. (For speed in various grades see Course of Study, page 44).
 - b. In **all** written assignments, punctuation, spelling, capitalization and correct usage are used **within standards to be expected from what has been taught.**
 - c. In **all** oral language, clear enunciation, correct pronunciation are stressed and being developed.
 - d. Arithmetic includes practical problems, graphs and charts which relate to school projects, community projects and reasonable research in the social studies.
- *6. Definite instruction and practice are given in principles and procedures of our democracy, which will include **aside from study of text books** the following:
 - a. Organization of a club through which children will learn:

| Possible Score | Necessary Score 1st Year | YEARS | | | | |
|----------------|--------------------------|---------|---------|---------|---------|---------|
| | | '51-'52 | '52-'53 | '53-'54 | '54-'55 | '55-'56 |
| 10 | | | | | | |
| 5 | 2 | | | | | |
| 25 | 25 | | | | | |
| 5 | 3 | | | | | |
| 5 | 3 | | | | | |
| 5 | 3 | | | | | |
| 5 | 3 | | | | | |
| 5 | 3 | | | | | |

| | Possible Score | Necessary Score 1st Year | YEARS | | | | |
|--|----------------|--------------------------|---------|---------|---------|---------|---------|
| | | | '51-'52 | '52-'53 | '53-'54 | '54-'55 | '55-'56 |
| (1) the meaning of majority rule | 5 | 2 | | | | | |
| (2) how to write a simple constitution | 2 | 1 | | | | | |
| (3) how to conduct and take part in a meeting | 5 | 2 | | | | | |
| (4) how to write minutes and read them accurately | 5 | 2 | | | | | |
| (5) that participation in community drives, projects, etc., can be decided upon and be planned in orderly fashion. | 5 | 2 | | | | | |
| b. Study and discussion of current events that pertain to world, nation, state and community as they correlate with text materials | 5 | 2 | | | | | |
| c. Opportunity given to pupils to help plan activities and projects within their understanding such as: (2 points for each of 5) | 10 | 4 | | | | | |
| field trips programs | | | | | | | |
| recess play menus | | | | | | | |
| experiments interviews, etc. | | | | | | | |
| *7. Instruction and practice are given to all children in physical education and recreation which shall include aside from formal instruction: | | | | | | | |
| a. Learning active and quiet games | 2 | 1 | | | | | |
| b. Planning entertainment for school parties | 2 | 1 | | | | | |
| c. Planning entertainment for home parties | 2 | 1 | | | | | |
| d. Recesses with free play which children themselves have planned. | 2 | 1 | | | | | |
| *8. School program is elastic enough to permit units of work where all grades may at times work together or where a picture may be shown or a speaker provided without upsetting the day's schedule. This can be done by dividing the day into blocks of time during which all grades regularly study the same subject fields. (See Purposeful Organization, page 24.) | 6 | 3 | | | | | |
| *9. Assignments in content subjects include use of art knowledge, music background, literature appreciation and community-living research. | 10 | 4 | | | | | |
| *10. Hobbies are encouraged through activity periods in art, social studies or any other field. | 4 | 2 | | | | | |
| *11. Teachers and pupils gather free and inexpensive materials for use in class projects and learn how to file them. | 2 | 2 | | | | | |
| *12. Community is used as a laboratory for field trips, interviews, materials. | 5 | 2 | | | | | |

| | Possible Score | Necessary Score 1st Year | YEARS | | | | |
|--|----------------|--------------------------|-----------|-----------|-----------|-----------|-----------|
| | | | '51 - '52 | '52 - '53 | '53 - '54 | '54 - '55 | '55 - '56 |
| 13. Visitors who can add real content and understanding to the problem under study are invited to speak, or instruct, or demonstrate. Such visitors might be a fireman, a forester, an artist, a county agent, a bee-keeper, a baker, a housewife, a pioneer, etc. | 5 | | | | | | |
| *14. Visual aids for enriched understanding made use of: flat pictures, museums, films, stereopticon views, maps, graphs, etc. | 10 | 5 | | | | | |
| 15. Teacher meets with other teachers to plan joint school events such as: play day; Thanksgiving program, song test, etc. | 3 | | | | | | |
| *16. Community government organizations are listed, their services understood according to age of children and in some cases visited by committees who in turn give reports to the class. One point is given for each with limit, 10 points. | | | | | | | |
| a. City Council e. Police Dept. | | | | | | | |
| b. Health Board f. Forestry Service | | | | | | | |
| c. Fire Dept. g. Extension office, etc. | 10 | 5 | | | | | |
| *17. Music program follows the L. S. C. R. I. pattern (2 points. for each) | | | | | | | |
| Listening Singing | | | | | | | |
| Creating Rhythm | 10 | 5 | | | | | |
| Instrumentation | | | | | | | |
| *18. A repertoire of at least 10 new songs is added each year. | 5 | 2 | | | | | |
| *19. Art instruction includes color, freehand drawing, design, lettering, crafts, appreciation and use of at least 5 media (materials.) | 10 | 2 | | | | | |
| *20. Knowledge and appreciation of art applied in various subject fields. | 5 | 1 | | | | | |
| *21. Family living is enriched by stressing: | | | | | | | |
| a. Courtesies during lunch periods | | | | | | | |
| b. Personal cleanliness and neatness | | | | | | | |
| c. Orderly care of desks and school property in general. | | | | | | | |
| d. Responsible attention to duties. | | | | | | | |
| e. Recognition of the value of health, art, music, etc., toward better homes. | 10 | 4 | | | | | |
| *22. Conservation-consciousness is growing in children with respect to their responsibility: | | | | | | | |
| a. In the care of school property. | 10 | 5 | | | | | |
| b. In preventing accidents at home, school and on the road. | 10 | 5 | | | | | |
| c. In learning the importance of our natural resources; their dwindling amounts; how to protect them and use them without waste. | 20 | 10 | | | | | |
| TOTALS | 245 | 118 | | | | | |

Plans for Maintaining and/or Improving Methods of Instruction

Please list under proper year your plans for maintaining and/or improving this section, or give reason for making no plans. This is a requirement and will net the school 5 points.

1951-52

Score for this section brought forward from preceding pages

Score for maintenance plans

TOTAL - - - - -

5

1952-53

Score for this section brought forward from preceding pages

Score for maintenance plans

TOTAL - - - - -

5

1953-54

Score for this section brought forward from preceding pages _____
Score for maintenance plans _____ 5
TOTAL - - - - - _____

1954-55

Score for this section brought forward from preceding pages _____
Score for maintenance plans _____ 5
TOTAL - - - - - _____

1955-56

Score for this section brought forward from preceding pages _____
Score for maintenance plans _____ 5
TOTAL - - - - - _____

HEALTH AND SAFETY

HEALTH, PHYSICAL EDUCATION, RECREATION AND SAFETY EDUCATION MUST BE PRACTICAL TO BE EFFECTIVE. The community, board, teachers and children all have places in this program, but in the school room and on the school grounds the children have a major part to play daily, in order that attitudes and habits of safety (and of mental and physical health) shall be developed.

Through the organization of the entire school program, consideration of the health (wholeness) of the children is of **paramount importance**. It will include not only a formal instructional plan; but activities and methods of instruction in **all** subject fields will so function as to enhance joy of achievement, emotional satisfaction, initiative, and willingness to assume responsibility. To assist in such functional plan of education, the teacher will need to evaluate the results by certain criteria:

1. Is joy in work and achievement being promoted?
2. Are children experiencing emotional satisfaction from better adjustments to their schoolmates in work and play?
3. Are initiative and mental freedom being developed, which come from understanding how to attack problems?
4. Are children increasingly eager to assume responsibility with others in promoting the general good?
5. Is the school environment contributing to a feeling of "hominess" and security? (See Purposeful Organization Enhances Guidance, page 5).

The following items are related to mental and physical health and safety.

- *1. **1950 Study Guide for Teachers for Montana Health Program** published by State Board of Health, Helena, is available for each elementary teacher.
- *2. Units of health-instruction outlined in the above named guide are taught and plans set up to practice such instruction.
- *3. Time is devoted daily to physical education and recreation in a varied and balanced program of instruction and activities such as games, relief exercises when tired or restless, folk dances, dramatization, etc.
- *4. Instruction in safety is included in health education followed by practice throughout the year.
- *5. Narcotic education is given definite attention and is integrated with the school program.
- *6. Cumulative health records are maintained and filed for reference in folders.
- *7. Teacher and children know and understand what correct seating is and make proper adjustments.
- *8. With help of pupil-committees, lighting, temperature and ventilation are adjusted.

| Possible Score | Necessary Score 1st Year | YEARS | | | | |
|----------------|--------------------------|---------|---------|---------|---------|---------|
| | | '51-'52 | '52-'53 | '53-'54 | '54-'55 | '55-'56 |
| 10 | 10 | | | | | |
| 5 | 2 | | | | | |
| 5 | 2 | | | | | |
| 5 | 2 | | | | | |
| 5 | 2 | | | | | |
| 5 | 5 | | | | | |
| 2 | 2 | | | | | |

- *9. Teacher and pupils study together during class periods items under **Grounds, Buildings, Equipment, Methods and Health and Safety.**
- 10. Time is provided for occasional planned conference of health-nurse and teacher.
- *11. Safety precautions and plans constitute part of **all** projects, such as field trips, picnics, play programs, etc.
- *12. Fire drills are given at least once a month.
- *13. Teacher and children check windows and screens at beginning of year and mark those that can be used as emergency exits.
- 14. School participates in the public safety and health program.
- *15. School Board checks stoves and furnaces for safe performance before school opens and periodically thereafter.
- 16. Stove pipes and chimneys are checked each fall and cleaned if necessary, by arrangement of board.
- *17. Directions for care and operation of the particular kind of stove in use, are given to the teacher at the beginning of the year by the board.
- *18. Flammable material such as **old** oil mops and cloths are stored in metal fireproof containers or destroyed.
- *19. School room is cleaned thoroughly at least three times each year—floors scrubbed, walls and furniture cleaned and windows washed, by special arrangement of the board.
- *20. The school room is swept daily with sweeping compound or dustless mop, by special arrangement between janitor or teacher and board.
- *21. Drinking water is accessible from well, cistern or other approved source.
- *22. Drinking fountain or cooler has a functioning angle jet and drain; or, covered jar has spigot and individual paper cups are furnished. Common drinking cups are prohibited.
- *23. Well-planned lunch periods for those who eat at school include courtesy, neat arrangement of lunch on covered desk or table, a clean-up after lunch. The period shall not be less than 20 minutes.
- *24. Ample hand-washing facilities are provided with running water from a faucet or from a pitcher.
- *25. Soap is furnished—liquid or powdered.
- *26. Paper towels are furnished.

| Possible Score | Necessary Score 1st Year | YEARS | | | | |
|----------------|--------------------------|---------|---------|---------|---------|---------|
| | | '51-'52 | '52-'53 | '53-'54 | '54-'55 | '55-'56 |
| 5 | 2 | | | | | |
| 10 | | | | | | |
| 5 | 2 | | | | | |
| 5 | 5 | | | | | |
| 2 | 2 | | | | | |
| 5 | | | | | | |
| 5 | 5 | | | | | |
| 5 | | | | | | |
| 10 | 10 | | | | | |
| 2 | 2 | | | | | |
| 10 | 10 | | | | | |
| 2 | 2 | | | | | |
| 10 | 10 | | | | | |
| 5 | 5 | | | | | |
| 10 | 10 | | | | | |
| 5 | 2 | | | | | |
| 1 | 1 | | | | | |
| 1 | 1 | | | | | |

| | Possible Score | Necessary Score 1st Year | YEARS | | | | |
|--|----------------|--------------------------|---------|---------|---------|---------|---------|
| | | | '51-'52 | '52-'53 | '53-'54 | '54-'55 | '55-'56 |
| *27. Pupils wash before they eat and after visit to the toilet. | 5 | 3 | | | | | |
| 28. Hot lunches for those who do not go home at noon are served at least through the cold weather. | 10 | | | | | | |
| 29. Hot lunch is served nine months. | 10 | | | | | | |
| *30. First aid kit is equipped and accessible. | 2 | 2 | | | | | |
| 31. Children know how to use the kit and know its value. | 5 | | | | | | |
| 32. Cot is placed and equipped so that it is easily available. | 5 | | | | | | |
| 33. School is organized for safety patrol duty. | 10 | | | | | | |
| *34. Pupils know bicycle rules and those who ride, practice them. | 5 | 5 | | | | | |
| *35. Pupils walk on highways facing traffic, and obey traffic rules in town. | 5 | 5 | | | | | |
| 36. Facilities for receiving and discharging pupils in school busses are adequate. | 10 | | | | | | |
| *37. Toilets, inspected daily by committee and reported to teacher, are kept clean and free from obscene marks, and supplied with toilet tissue. | 10 | 5 | | | | | |
| 38. School organizes for spring clean-up week. | 5 | | | | | | |
| *39. Waste paper and other trash are burned in an incinerator or a wood or coal stove. | 5 | 2 | | | | | |
| TOTALS _____ | 227 | 118 | | | | | |

Plans for Maintaining and/or Improving Health and Safety

Please list under proper year your plans for maintaining and/or improving this section, or give reason for making no plans. This is a requirement and will net the school 5 points.

1951-52

Score for this section brought forward from preceding pages _____
 Score for maintenance plans _____
 TOTAL _____

 5

1952-53

| | |
|---|-------|
| Score for this section brought forward from preceding pages | _____ |
| Score for maintenance plans | 5 |
| TOTAL - - - - - | _____ |

1953-54

| | |
|---|-------|
| Score for this section brought forward from preceding pages | _____ |
| Score for maintenance plans | 5 |
| TOTAL - - - - - | _____ |

1954-55

| | |
|---|-------|
| Score for this section brought forward from preceding pages | _____ |
| Score for maintenance plans | 5 |
| TOTAL - - - - - | _____ |

1955-56

| | |
|---|-------|
| Score for this section brought forward from preceding pages | _____ |
| Score for maintenance plans | 5 |
| TOTAL - - - - - | _____ |

INSTRUCTIONAL SUPPLIES

Instructional supplies are as necessary to successful work in schools as good tools are to effective performance by carpenters and modern equipment to workers in all fields. Such supplies include texts, maps, and other materials related to giving an understanding of the world of 1950. This means that especially in the area of science, geography, history and citizenship late copyrights are essential.

New discoveries about how different children learn, have brought important changes in readers and arithmetics also. Therefore, schools should be supplied with later copyrights than 1935 in these fields.

The following items are related to an effective school program:

1. Texts.
 - *a. Basic readers for grades 1 to 6 in the same series, supplying one book for each child.
 - *b. Teacher's manual for each reader in grades 1 to 6 inclusive used until values are understood.
 - *c. Accompanying work books for each child in first 3 grades.
 - *d. Supplementary readers for each grade (not necessarily one book for each child). It is recommended that these be chosen for variety in subject matter and to provide added material for different reading levels. Following is a list of minimum numbers recommended for each grade:
 - (1) 3 different complete series for 1st grade.
 - (2) 4 different complete series for 2nd grade.
 - (3) 4 different complete series for 3rd grade.
 - (4) 2 different complete series for 4th grade.
 - (5) 1 extra series for each grade above 4th.
 - e. Basic skills texts for 7th and 8th grades
 - f. Literature appreciation texts for 7th and 8th grades.
 - *g. Basic language texts in same series for each child in grades 4 to 8
 - *h. Basic arithmetic texts in one series for children in grades 3 and 8
 - i. Basic texts (one copy for each child) in social studies or history texts of same series for grades 4 - 6 inclusive. The copyright shall be 1946 or later.
 - j. Social studies or history basic texts for 7th and 8th grades of same series—copyright 1946 or later.
 - k. If geography is taught separately, in grades 5 to 7 or 8, basic texts shall be of same series in a copyright of 1946 or later.
1. If geography is **not** taught separately in grades 5 to 7 or 8, at least one or two complete geography series of late copyright shall be available to these grades for reference. (This does not mean one book for each child; but one or two sets of a series for distribution in these grades to provide added interest and care for individual differences in reading ability).

| Possible Score | Necessary Score 1st Year | YEARS | | | |
|----------------|--------------------------|-----------|-----------|-----------|-----------|
| | | '51 - '52 | '52 - '53 | '53 - '54 | '54 - '55 |
| 20 | 10 | | | | |
| 5 | 5 | | | | |
| 10 | 10 | | | | |
| 20 | 10 | | | | |
| 5 | | | | | |
| 5 | | | | | |
| 20 | 10 | | | | |
| 20 | 10 | | | | |
| 20 | | | | | |
| 10 | | | | | |
| 10 | | | | | |
| 10 | | | | | |

- *m. Basic civics texts of late copyright date for each 8th grader.
- *n. Supplementary copies of citizenship guidance and personality development material in sufficient number to be available to all 8th graders.
- *o. Basic elementary science texts of late copyright for 7th and 8th graders—one copy for each student.
- p. Elementary science readers for grades 3 to 6 inclusive in series of late copyright (1940 and preferably later). It is recommended that these be purchased in small numbers from two or three series, rather than in lots of one for each child in one series.
- *q. Health texts for grades 3 - 6 in series of late copyrights to be supplied in similar fashion as item p.
- r. Music texts
- 2. Maps and Charts. 10 points for each—in good condition and current. Starred maps required.)
 - a. *Montana
 - b. *United States
 - c. *North America
 - d. *South America
 - e. *Europe
 - f. *Asia
 - g. *Africa
 - h. global world map
 - i. large outline map of U. S.
 - j. large outline map of Montana
 - k. social studies maps or charts
 - l. elementary science maps or charts
- *3. Globe at least 10 inches in diameter and rolling freely on a base, for each room, fourth grade and above.
- *4. Elementary science home equipment (See page 118, 1946, Elementary Science Course of Study.)
- *5. Elementary Science collections (See page 422 of Elementary Course of Study, 1942.)
- *6. Properly ruled penmanship paper for children in grades 1 - 3.
- *7. Penmanship scale posted or conveniently filed (Can be purchased from both school supply companies.)
- *8. Penmanship model letters posted.
- *9. Several music supplementary song books. (2 points for each up to 5).
- *10. Art supplies: clay, poster paint essentials such as tempera or calcimine, long handled paint brushes, water colors, easles, colored pencils, art paper, etc., craft materials.

| Possible Score | Necessary Score 1st Year | YEARS | | | | |
|----------------|--------------------------|-----------|-----------|-----------|-----------|-----------|
| | | '51 - '52 | '52 - '53 | '53 - '54 | '54 - '55 | '55 - '56 |
| 10 | 10 | | | | | |
| 10 | 5 | | | | | |
| 10 | 5 | | | | | |
| 20 | | | | | | |
| 10 | 5 | | | | | |
| 10 | | | | | | |
| 70 | 35 | | | | | |
| 50 | | | | | | |
| 10 | 5 | | | | | |
| 10 | 5 | | | | | |
| 10 | 5 | | | | | |
| 5 | 5 | | | | | |
| 5 | 5 | | | | | |
| 5 | 5 | | | | | |
| 5 | 5 | | | | | |
| 10 | 4 | | | | | |
| 20 | 10 | | | | | |

| | Necessary Score 1st Year | Possible Score | YEARS | | | | |
|---|-----------------------------|-------------------|-----------|-----------|-----------|-----------|-----------|
| | | | '51 - '52 | '52 - '53 | '53 - '54 | '54 - '55 | '55 - '56 |
| *11. Collection of good pictures for study and enrichment of content subjects. | 10 | 2 | | | | | |
| 12. At least two simple frames (with glass) (can be home-made) into which above pictures can be inserted for change of environment in the room and renewed appreciation of pictures. | 5 | 5 | | | | | |
| *13. Visual aids in frequent use in any or all of the following types: exhibits, museums, pictures collected and classified for ready use; strip films and projector, stereopticon views and glasses. Films from State Library if practicable. (2 for each kind). | 20 | 6 | | | | | |
| *14. Primary supplies: clay, blocks, pegs, colored sticks, paste, blunt scissors, newsprint, boxes, work books, etc., (2 for each item). | 20 | 20 | | | | | |
| *15. Proper sized pencils for young children. (To prevent cramped finger movement). | 5 | 5 | | | | | |
| *16. Bulletin board in each room at least 5' x 4'. | 5 | 5 | | | | | |
| *17. Standardized tests supplied by county or district and profiles filed with cumulative health record in folders. | 10 | 10 | | | | | |
| 18. Wrapping paper (roll). | 5 | | | | | | |
| *19. Snellen chart. This can be borrowed from State Board of Health. | 5 | 5 | | | | | |
| *20. Attendance register. | 5 | 5 | | | | | |
| TOTAL SCORE FOR INSTRUCTIONAL SUPPLIES..... | 510 | 217 | | | | | |

Plans for Maintaining and/or Improving Instructional Supplies

Please list under proper year your plans for maintaining and/or improving this section, or give reason for making no plans. This is a requirement and will net the school 5 points.

1951-52

Score for this section brought forward from preceding pages
 Score for maintenance plans
 TOTAL - - - - -

5

1952-53

| | |
|---|-------|
| Score for this section brought forward from preceding pages | _____ |
| Score for maintenance plans | 5 |
| TOTAL - - - - - | _____ |

1953-54

| | |
|---|-------|
| Score for this section brought forward from preceding pages | _____ |
| Score for maintenance plans | 5 |
| TOTAL - - - - - | _____ |

1954-55

| | |
|---|-------|
| Score for this section brought forward from preceding pages | _____ |
| Score for maintenance plans | 5 |
| TOTAL - - - - - | _____ |

1955-56

| | |
|---|-------|
| Score for this section brought forward from preceding pages | _____ |
| Score for maintenance plans | 5 |
| TOTAL - - - - - | _____ |

LIBRARY

Introduction

The library of any school is a very vital part of the instructional program. It is, therefore, important that it consist of material that serves children of **all** ages and contributes to many and varied interests.

A. The total school library can be divided into three sections: the text book section, the reference section and the enrichment section.

1. **THE TEXT BOOK SECTION** is made up of basal and co-basal texts used daily in class work. These should be of **RECENT COPYRIGHT**, especially in fields of history, geography, citizenship and elementary science.
Supplementary readers usually have been placed with the text book section because they have been purchased in quantities sufficient to supply one book for each child for class use. It is recommended that **in the future, a greater variety** of such readers be purchased in smaller numbers. This will give more types of readers for the same money with better possibilities for individual differences in interests and abilities.
2. **THE REFERENCE SECTION** is made up of encyclopedias, atlases, dictionaries and bulletins on current interests such as conservation, safety, nutrition, etc.
Encyclopedias should be replaced every 10 years.
Atlases and almanacs of 1940 copyright are not reliable.
Dictionaries should be of the simplified type and supplied in sufficient numbers to make available one copy for every three children above the 3rd grade. In schools where 7th and 8th grade children attend there should be one unabridged dictionary.
Bulletins should be current. Magazines and newspapers are essential.
3. **THE ENRICHMENT SECTION** consists of general books in three different areas of interest: the social studies, natural science and special kinds of literature.
 - a. The books about **social studies** or general living make up about $\frac{1}{2}$ of the enrichment library and includes subject matter in history, geography, biography, citizenship, government, travel, transportation, industry, vocations, aviation, communities, homes, schools, holidays, sports and personality development.
 - b. The books about **natural science** make up about $\frac{1}{4}$ of this section and include subject matter about animals, plants, the earth, astronomy, conservation, inventions, machines, individual and public health.
 - c. The books in **special fields** of literature make up about $\frac{1}{4}$ of the enrichment section and include Mother Goose rhymes, fables, myths, Bible stories, poetry, humor, art, music, drama, fiction, essays.

B. RECOMMENDATIONS CONCERNING ENRICHMENT SECTION.

1. Size: THE MINIMUM number of books for effective service:
 - a. 60 books for enrollment of 12 or less
 - b. 5 books per child for enrollment of 12 - 62
 - c. 4 books per child for enrollment of 63 - 100
 - d. 3 books per child for enrollment of 120 or more.

N.B. In arriving at these figures, do not count single copies of old texts, reference books nor dictionaries.

2. Balance of types of books on basis of reading ability—It is recommended that for the present
 - a. 40% of the books be of reading-ability level for grades 1 to 3
 - b. 35% of the books be of reading-ability level for grades 4 to 6
 - c. 25% of the books be of reading-ability level for grades 7 to 9
3. Yearly Investment: Minimum of \$15 per teacher.
 - a. for children's magazines and newspapers
 - b. for enrichment books giving consideration to above balances depending on need.

4. Suggested sources from which new books may be selected.
 - a. bibliographies in current texts in language arts, social studies and elementary science.
 - b. **Books & Children** by Arbuthnot, Scott Foresman Co., Chicago, Ill.
 - c. **Children's Catalog**, H. H. Wilson Co., New York, N. Y.
(These two books should be in office of every superintendent.)
 - d. **Library list** provided by **State Reading Council**.
- N.B. **My Reading Design** (5c) is very helpful in organizing and choosing types of materials for a balanced library, as well as for motivating wide reading (Northern School Supply Co., Great Falls, Montana; Colburn School Supply Co., Billings, Montana.)
- C. Room Libraries: To facilitate better use of reference and enrichment books, material should be easily accessible to the children and teacher in each room. It is recommended that such material be made available from the general library to changing room libraries.

Organization and Care of Library

Unless a library is orderly and well organized, and pupils know how to use it and care for it, its value is largely lost. Items related to this follow:

A. PHYSICAL NEEDS.

- *1. Shelving and book cases are provided so that books need not be arranged in double rows.
- *2. Library kit for repairing (paste, scissors, mending tape, not Scotch, etc.) is accessible.
- *3. Large dictionary, because of its weight, is placed permanently on a table or desk to protect its binding and structure.
- *4. Encyclopedia is placed within easy reach for convenient use.
- *5. Bulletin rack or file is provided for magazines and bulletins. (In rural schools the file may be a box arranged with division cards.)
- *6. Shelf of professional books for teachers and parents is provided.
- *7. Books are arranged on shelves according to subject matter.
- *8. Books that cannot be repaired are removed from the library.

B. ACCOUNTING NEEDS.

- *1. Books are numbered, using a system understood by the children.
- *2. List of books purchased is kept up to date in an accession book—work to be done in ink or typed and kept on file.
- *3. Record is kept of books loaned, preferably by a card system.
- *4. Library books are approved by county or city superintendent before making purchases.

| Possible Score | Necessary Score 1st Year | YEARS | | | | |
|----------------|--------------------------|-----------|-----------|-----------|-----------|-----------|
| | | '51 - '52 | '52 - '53 | '53 - '54 | '54 - '55 | '55 - '56 |
| 10 | 5 | | | | | |
| 5 | | | | | | |
| 5 | 5 | | | | | |
| 2 | 2 | | | | | |
| 5 | 5 | | | | | |
| 10 | | | | | | |
| 10 | 10 | | | | | |
| 2 | 2 | | | | | |
| 10 | 10 | | | | | |
| 10 | 5 | | | | | |
| 5 | 5 | | | | | |
| 10 | 10 | | | | | |

C. CHILDREN'S NEEDS.

- *1. Children are taught how to find books in the library.
- *2. Children handle books carefully thru correct paging.
- *3. Children practice care of books by attention to clean hands.
- *4. Children in intermediate and upper grades are taught how to use index, table of contents, and cross references and practice this in the study of content subjects.
- 5. Upper grade children are taught how to issue books and act as assistant librarians when elected or appointed.
- *6. Free reading period is given **daily** for all children but not necessarily at the same time.
- 7. Traveling library or county, city or State Extension Library is used when needed.
- 8. Children are encouraged to do wider reading by some device similar to "My Reading Design" (See Library Introduction).

TOTAL SCORE FOR ORGANIZATION & CARE OF LIBRARY.....

LIBRARY INVENTORY

This device will help schools evaluate their libraries. In small schools where there is no special librarian, the inventory can be made by the students who are old enough, with the help of the teacher. This gives opportunity to become acquainted with the classifications and contents of books. It can be a valuable language art project.

Larger schools will need to adjust these plans to their individual needs and long time planning.

A. REFERENCE BOOKS.

- 1. Encyclopedia (Give Name) _____ has copyright date within past 10 years. YES__NO__
- 2. Other reference sets listed below are of relatively late copyright.
- 3. Atlas is of 1950 copyright date or later.
- 4. Unabridged dictionary is in good condition.
- *5. Dictionaries (simplified edition) supplied one for every 3 children above 3rd grade.

| Possible Score | Necessary Score 1st Year | YEARS | | | |
|----------------|--------------------------|---------|---------|---------|---------|
| | | '51-'52 | '52-'53 | '53-'54 | '54-'55 |
| 10 | 10 | | | | |
| 10 | 10 | | | | |
| 10 | 10 | | | | |
| 10 | 5 | | | | |
| 10 | | | | | |
| 10 | 5 | | | | |
| 5 | | | | | |
| 3 | | | | | |
| 152 | 99 | | | | |
| 20 | | | | | |
| 10 | | | | | |
| 10 | | | | | |
| 10 | 10 | | | | |

- *6. Bulletins (See Introduction A-3. 2 points for groups of 5). Number of bulletins of recent date _____
- *7. Magazines and newspapers. (2 points for each) List below or on attached sheet.

B. ENRICHMENT DIVISION (See Introduction 3-a)

- *1. Number of books in **social studies section** _____
(Do not count text books, old or new)
This approximates 1/2 of enrichment section
YES _____ NO _____
- *2. Number of books in **natural science section** _____
This approximates 1/4 of enrichment section
YES _____ NO _____
- *3. Number of books in special fields _____
This approximates 1/4 of enrichment section
YES _____ NO _____
- *4. Total number of books in enrichment section _____
This meets the minimum standard for Size (B-1) for our enrollment.
YES _____ NO _____
- *5. Number of books in this section suitable for children who have reading ability of 1st, 2nd & 3rd graders _____
Number of books in this section suitable for children who have reading ability of 4th, 5th & 6th graders _____
Number of books suitable for children who have reading ability of 7th, 8th and 9th graders _____
The balance in our library for different reading-ability groups approximately meets the standard B-2. YES _____ NO _____

N.B. It is important as a rule that material for free reading be a grade or two below the study type reading.

- *6. Amount spent for new books \$ _____
Magazines and papers \$ _____
This meets standard B-3 YES _____ NO _____
- *7. Each room is equipped with some basic reference material and changing groups of books for free reading for a **Room Library** YES _____ NO _____

- 8. Our school makes use of (County Library _____
(City Library _____
(State Extension Library _____

TOTAL SCORE FOR LIBRARY INVENTORY
TOTAL SCORE FOR ORGANIZATION AND CARE OF LIBRARY
GRAND TOTAL

| Possible Score | Necessary Score 1st Year | YEARS | | | | |
|----------------|--------------------------|-----------|-----------|-----------|-----------|-----------|
| | | '51 - '52 | '52 - '53 | '53 - '54 | '54 - '55 | '55 - '56 |
| 10 | 4 | | | | | |
| 20 | 6 | | | | | |
| 10 | 5 | | | | | |
| 10 | 5 | | | | | |
| 10 | 5 | | | | | |
| 10 | 5 | | | | | |
| 10 | 5 | | | | | |
| 10 | 5 | | | | | |
| 20 | 10 | | | | | |
| 20 | | | | | | |
| 190 | 60 | | | | | |
| 152 | 99 | | | | | |
| 342 | 159 | | | | | |

Plans for Maintaining and/or Improving Library

Please list under proper year your plans for maintaining and/or improving this section, or give reason for making no plans. This is a requirement and will net the school 5 points.

1951-52

Score for this section brought forward from preceding pages

Score for maintenance plans

TOTAL

5

1952-53

Score for this section brought forward from preceding pages

Score for maintenance plans

TOTAL

5

1953-54

Score for this section brought forward from preceding pages

Score for maintenance plans

5

TOTAL - - - - -

1954-55

Score for this section brought forward from preceding pages

Score for maintenance plans

5

TOTAL - - - - -

1955-56

Score for this section brought forward from preceding pages

Score for maintenance plans

5

TOTAL - - - - -

EQUIPMENT

Introduction

Effective production on farms and in industry depends to a great extent upon the use of modern equipment. Similarly effective results in school are related to modern equipment and improved ideas of adjustment for better lighting, seating, ventilation, etc. For instance:

1. Single seats that are adjustable and movable are preferred.
2. In one-teacher schools some of the blackboards should be 26 inches from the floor. If this is impractical there should be a movable platform for primary children.
3. Translucent, light colored shades of double roller type fastened at center of windows are recommended. Purchase of Venetian blinds is discouraged. Other **authorized** new types will be approved.

Items related to these considerations are:

1. Sufficient good single desks of suitable size for various children.
- *2. Desks arranged for best lighting with smallest desks placed nearest windows.
- *3. A good desk and chair for each teacher.
- *4. Good window-shades meeting above requirements.
- *5. Heating system in good repair, that meets requirements of State Board of Health. See Regulation 91.
6. Closed cupboard or room with shelves for orderly care of instructional supplies. (conservation).
7. Enough book cases to place all **library** books in single depth.
8. Enough book cases with doors to store all texts during summer months or a well constructed book room with open shelves.
- *9. Filing case for bulletins, seat work, records, etc. (Steel preferred, but good boxes will do provided they are equipped with file folders.)
10. Extra chair or chairs for visitors.
- *11. Clean 4' x 6' United States flag in good repair, displayed according to law.
12. A Montana flag in good repair flying under the Stars and Stripes.
13. Locked file for confidential records, cumulative records, etc.
14. Hot plate or stove.
15. Utensils and dishes enough for minimum lunch program.
- *16. Fire extinguisher approved by State Fire Inspector.
17. Primary table and chairs.

| Possible Score | Necessity Score 1st Year | YEARS | | | |
|----------------|--------------------------|---------|---------|---------|---------|
| | | '51-'52 | '52-'53 | '53-'54 | '54-'55 |
| | | | | | '55-'56 |
| 25 | | | | | |
| 20 | 20 | | | | |
| 10 | 10 | | | | |
| 20 | 10 | | | | |
| 25 | 25 | | | | |
| 20 | | | | | |
| 10 | | | | | |
| 10 | | | | | |
| 10 | | | | | |
| 5 | | | | | |
| 10 | 10 | | | | |
| 5 | | | | | |
| 20 | | | | | |
| 10 | | | | | |
| 10 | | | | | |
| 10 | 10 | | | | |
| 10 | | | | | |

| | Possible Score | Minimum Score 1st Year | YEARS | | | | |
|---|----------------|------------------------|-----------|-----------|-----------|-----------|-----------|
| | | | '51 - '52 | '52 - '53 | '53 - '54 | '54 - '55 | '55 - '56 |
| 18. Mirror in room near door placed at eye level of children. | 5 | | | | | | |
| *19. Good pencil sharpener. No credit unless it works well as a poor one destroys more pencils than the cost of a new one). | 10 | 10 | | | | | |
| *20. Waste paper basket. | 2 | 2 | | | | | |
| *21. Cleaning facilities such as brooms, mops, dust cloths, etc. | 10 | 5 | | | | | |
| *22. Door mats. | 5 | 5 | | | | | |
| *23. Accurate clock. | 5 | 5 | | | | | |
| 24. Reading table and chairs for older children. | 10 | | | | | | |
| 25. Chart case or map case. | 5 | | | | | | |
| 26. Telephone. | 5 | | | | | | |
| 27. Tools—at least three of the following: hammer, saw, file, chisel, brace and bit, screw driver, plane, square, coping saw, etc., with place to keep each tool. | 15 | | | | | | |
| 28. Scales for weighing children. | 10 | | | | | | |
| 29. Work bench. | 10 | | | | | | |
| *30. Movable platform for primary children if blackboard is placed too high. | 10 | 10 | | | | | |
| *31. Thermometer for the room. | 5 | 5 | | | | | |
| *32. Music equipment: Piano (10); Victrola (10); Radio (5); Records (10); various other instruments such as tonettes, flutes, etc. (5). (If teacher has her own Victrola school may get credit for one year.) | 40 | 20 | | | | | |
| *33. Playground equipment: basketball and stand football (10) volley ball and net baseball and bats (10) Other types of organized games (10) | 50 | 20 | | | | | |
| TOTAL SCORE FOR EQUIPMENT | 427 | 167 | | | | | |

Plans for Maintaining and/or Improving Equipment

Please list under proper year your plans for maintaining and/or improving this section, or give reason for making no plans. This is a requirement and will net the school 5 points.

1951-52

Score for this section brought forward from preceding pages _____
Score for maintenance plans _____ 5
TOTAL - - - - - _____

1952-53

Score for this section brought forward from preceding pages _____
Score for maintenance plans _____ 5
TOTAL - - - - - _____

1953-54

Score for this section brought forward from preceding pages _____
Score for maintenance plans _____ 5
TOTAL - - - - - _____

1954-55

Score for this section brought forward from preceding pages _____
Score for maintenance plans _____ 5
TOTAL - - - - - _____

1955-56

Score for this section brought forward from preceding pages _____
Score for maintenance plans _____ 5
TOTAL - - - - - _____

BUILDINGS

Districts planning to build new school houses or to remodel present buildings must have the plans approved by the State Department of Public Instruction and the State Board of Health. The colors best suited for interior decorating to insure satisfactory light and eye comfort are: ceiling—light ivory or cream; walls—light cream, buff or very light green. Toilets must meet sanitary requirements of the State Board of Health as outlined in Regulation 91.

A. CONSTRUCTION MUST BE IN GOOD REPAIR:

- *1. Foundation and/or basement are in condition to keep winter winds out.
- *2. Roofs of various buildings are water-tight.
- *3. Chimney is constructed to prevent smoke in the room.
- *4. Floors: wood floors are treated with preservatives such as a seal-coat. Asphalt tile or battle-ship linoleum covering are treated in such way that they are **not** slippery.
- *5. Stairways and steps are sturdy and firm.
- 6. Doors and locks for all buildings are working well.
- *7. Windows are whole and well puttied both in basement and on main floor.
- 8. Two windows can be opened from both top and bottom.
- 9. Screens are on windows that open.
- 10. In buildings where there are storm windows two are hinged.
- *11. In schools where the system of ventilation is by window adjustment, those windows that can be opened are provided with glass or wood window-boards to deflect air currents upwards.
- *12. Glass space in windows is sufficient to give at least 25 foot candles of natural light to all parts of the room. Where this is impossible, artificial light to supplement is recommended.
- *13. Light from windows is from left and back. See Regulation 91 of State Board of Health.
- *14. At least 20 square feet of classroom floor space is provided per pupil.
- *15. Shelves or cupboards are provided for lunch boxes in schools where children must bring their lunches.
- *16. Sufficient non-glare blackboards are provided in each room. (Shiny boards receive no credit)
- *17. Blackboards placed between windows are removed or tinted with light color.

| Possible Score | Minimum Score 1st Year | YEARS | | | | |
|----------------|------------------------|-----------|-----------|-----------|-----------|-----------|
| | | '51 - '52 | '52 - '53 | '53 - '54 | '54 - '55 | '55 - '56 |
| 20 | 20 | | | | | |
| 20 | 20 | | | | | |
| 20 | 20 | | | | | |
| 10 | 10 | | | | | |
| 20 | 20 | | | | | |
| 10 | | | | | | |
| 20 | 20 | | | | | |
| | | | | | | |
| 10 | 5 | | | | | |
| 20 | 10 | | | | | |
| 20 | 20 | | | | | |
| 20 | 15 | | | | | |
| 10 | 10 | | | | | |
| 20 | 20 | | | | | |
| 5 | 5 | | | | | |

- *18. Blackboards in primary rooms should be installed 26 inches from floor; for older children 30 inches.
- 19. Place provided for wash-stand and drinking fountain so that drainage and sanitation are assured.
- *20. Warm cloak-room or individual lockers are provided.
- *21. If cloak-rooms are used, sufficient hooks are placed at convenient heights.
- 22. Extra rooms and buildings are provided:
 - a. fuel-room or house (5); b. lunch room (5);
 - c. workshop (5); d. library alcove or room (5);
 - e. well house (5); f. garage (5);
 - g. teacherage (5);
- *23. Toilets meet health requirements:
 - *(1) Inside toilets are widely separated and distinctly marked for boys and girls.
 - *(2) Fly-proof outside vault pit-type privies shall be at least 25 feet separated and secluded by wooden screens.
 - *(3) In no case shall they be nearer than 50 feet to a well or cistern. (For other important details about this see Regulation 91 of State Board of Health.
 - *(4) Toilets are ventilated, lighted, painted and provided with toilet paper on racks.
 - *(5) Galvanized or enamel urinals are provided for boys and placed at proper heights for various sized children.
 - *(6) Toilets are at all times clean and free from marks.
- 24. Teacherage, if provided:
 - *(1) Is well constructed for warmth.
 - *(2) Is furnished for comfort.
 - *(3) Is easily heated and lighted.
- *25. School property is insured.

| Possible Score | Minimum Score 1st Year | YEARS | | | | |
|----------------|------------------------|---------|---------|---------|---------|---------|
| | | '51-'52 | '52-'53 | '53-'54 | '54-'55 | '55-'56 |
| 5 | 3 | | | | | |
| 10 | 5 | | | | | |
| 10 | | | | | | |
| 3 | 3 | | | | | |
| 35 | | | | | | |
| 5 | 5 | | | | | |
| 10 | 5 | | | | | |
| 20 | 20 | | | | | |
| 10 | 5 | | | | | |
| 10 | 5 | | | | | |
| 15 | 15 | | | | | |
| 10 | 5 | | | | | |
| 10 | 5 | | | | | |
| 10 | 5 | | | | | |
| 20 | 20 | | | | | |
| 408 | 296 | | | | | |

TOTAL SCORE FOR BUILDINGS

Plans for Maintaining and/or Improving Buildings

Please list under proper year your plans for maintaining and/or improving this section, or give reason for making no plans. This is a requirement and will net the school 5 points.

1951-52

Score for this section brought forward from preceding pages

Score for maintenance plans

TOTAL - - - - -

5

1952-53

Score for this section brought forward from preceding pages

Score for maintenance plans

TOTAL - - - - -

5

1953-54

Score for this section brought forward from preceding pages _____
Score for maintenance plans _____ 5
TOTAL - - - - - _____

1954-55

Score for this section brought forward from preceding pages _____
Score for maintenance plans _____ 5
TOTAL - - - - - _____

1955-56

Score for this section brought forward from preceding pages _____
Score for maintenance plans _____ 5
TOTAL - - - - - _____

GROUNDS

The school site as a rule should contain at least one acre for a small school. More space is needed for larger schools. The area of the playground should approximate 200 square feet per pupil. New sites must have approval of county superintendent and county health officer. (See school law). **Where it is desirable for protection** of school buildings and grounds from cattle, or for traffic safety, a fence shall be built. Where it is practicable to plant shrubbery and trees, they shall be so placed that they do not interfere with the playground. The following items are related to well planned and maintained grounds.

- *1. Site is well drained.
- *2. Site is well protected from traffic hazards by signs, fences and other provisions such as patrol troops or police protection.
- *3. Fence (if there is one) is in good repair.
- *4. If needed, a fence is provided.
5. All-weather walks are provided where needed. (Cement is preferred but not required). All must be in good repair.
- *6. Grounds are neat, free of hazards such as broken glass, stumps, boulders, weeds, refuse, etc.
7. Playground is arranged for good play program.
- *8. Water supply is furnished from city system, from well or from cistern constructed according to Board of Health specifications.
- *9. If water is stored in cistern it is maintained and filled according to Board of Health specifications.
- *10. Incinerator or receptacle for waste is anchored away from buildings. (An oil barrel serves well).
- *11. Flag pole is on the grounds or on the building with 4' x 6' flag flying during **all school days when weather permits.**
- *12. Deed of property is properly recorded in office of Clerk and Recorder.
13. Size of grounds meets above requirements.
14. Facilities for parking are adequate and located so as not to interfere with playground.
- *15. Shelter for saddle ponies, if such is needed, is so placed that danger from drainage to well is eliminated.
- *16. Adequate supply of bicycle racks are provided if such are needed.
17. Gate to yards is in good repair.
18. Shrubs, trees and flower beds, if it is practical to have them, are placed attractively, but off the play area.

| | Possible Score | Necessary Score 1st Year | YEARS | | | |
|---------------|----------------|-----------------------------|---------|---------|---------|---------|
| | | | '51-'52 | '52-'53 | '53-'54 | '54-'55 | '55-'56 |
| | 10 | 10 | | | | |
| | 10 | 5 | | | | |
| | 5 | 5 | | | | |
| | 5 | 5 | | | | |
| | 5 | | | | | |
| | 10 | 10 | | | | |
| | 10 | | | | | |
| | 20 | 20 | | | | |
| | | 10 | | | | |
| | 10 | 10 | | | | |
| | 10 | 10 | | | | |
| | 5 | 5 | | | | |
| | 10 | | | | | |
| | 10 | | | | | |
| | 10 | 10 | | | | |
| | 5 | 5 | | | | |
| | 5 | | | | | |
| | 10 | | | | | |
| TOTALS | 150 | 105 | | | | |

Plans for Maintaining and/or Improving Buildings

Please list under proper year your plans for maintaining and/or improving this section, or give reason for making no plans. This is a requirement and will net the school 5 points.

1951-52

Score for this section brought forward from preceding pages _____
Score for maintenance plans _____ 5
TOTAL - - - - - _____

1952-53

Score for this section brought forward from preceding pages _____
Score for maintenance plans _____ 5
TOTAL - - - - - _____

1953-54

Score for this section brought forward from preceding pages _____
Score for maintenance plans _____ 5
TOTAL - - - - - _____

1954-55

Score for this section brought forward from preceding pages _____
Score for maintenance plans _____ 5
TOTAL - - - - - _____

1955-56

Score for this section brought forward from preceding pages _____
Score for maintenance plans _____ 5
TOTAL - - - - - _____

M A N U A L
FOR
THE FOUNDATION PROGRAM
FOR
ELEMENTARY SCHOOLS OF MONTANA
INCLUDING
SELF-EVALUATION BASIC TO ACCREDITATION

1953

STATE DEPARTMENT OF PUBLIC INSTRUCTION

HELENA, MONTANA

MARY M. CONDON, STATE SUPERINTENDENT

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STATE DEPARTMENT OF PUBLIC INSTRUCTION
Helena, Montana

The 1953 Manual
for
THE FOUNDATION PROGRAM FOR ELEMENTARY SCHOOLS OF MONTANA

INCLUDING

SELF-EVALUATION BASIC TO ACCREDITATION

BASIC PHILOSOPHY OF THE ELEMENTARY SELF-EVALUATION PROGRAM

The self-evaluation plan suggested in the Elementary Foundation Program is based on the objectives established by the Educational Policies Commission. This Commission was appointed by the National Education Association just prior to World War II. Its obligation was to re-evaluate American Education and set up appropriate objectives for it which might perpetuate, strengthen and improve our form of government and our way of life. The report of this Commission suggested that American Education should be planned and organized in terms of four general goals:

Self-realization
Wholesome human relations
Civic responsibility
Economic efficiency

These objectives grew out of their conviction that American Education must be functional and do more than give lip service to the philosophy of our form of government. In this connection it is interesting to note that our Constitution does not say: "It is decreed" as did various documents of dictators during the Middle Ages. Instead, it says, "We the People do ordain and establish this constitution". Its purposes are dynamic. Its implementation is individual. It makes use of many transitive verbs which are words of action -

"to form a more perfect Union"
"to establish justice"
"to insure domestic tranquility" (peace at home)
"to provide common defense"
(against destructive elements of ignorance)
"to promote general welfare"
"to secure blessings of liberty to ourselves and posterity" (conservation of natural resources, human resources, cultural resources)

All of these purposes for action are related to the four objectives listed above. All point to a way of life for individuals and for groups. They involve the need for self-appraisal based on standards found in the culture of civilized people - standards such as the Ten Commandments and the Golden Rule.

When students, educators and communities are seen to be carrying out purposeful activities (mental and physical) with enthusiasm and in the spirit of harmony and consideration for others' rights, we can be sure that the purposes of education are becoming more meaningful to them. We can be quite certain too that the educators are realizing the several major characteristics of effective evaluation:

1. It should be purposive, with the purposes understood by all.
2. It should be continuous and involve an analysis and readiness for each progressive step.
3. It should make use of reorganization and re-orientation in order to improve the quality of each educational experience.
4. It should be based upon specific criteria worked out in terms of the desired objectives.
5. It should provide an opportunity for all learners, either as individuals or as groups, to participate in both the evaluation and the planning. Understandings can best be achieved through active participation.
6. It should result in a feeling of satisfactory achievement both for the individual and for a group.

One of the marks of an adult in the process of growing up is the skill of self-evaluation. This is perhaps the most difficult yet most important single accomplishment which an individual can achieve. Self-evaluation requires patience, objective and impartial analysis, and an understanding of the individual's place in his environment.

To accent the idea that evaluation is essential in all types of activities, attention is called to the fact that mastering the skills of the 3 R's is listed by the Commission as part of "Self-Realization". Thus educators and children, as they progress, are faced with the challenge and the need for setting up criteria for self-appraisal in reading, writing, spelling, written language, speech and listening.

Certainly such criteria would need to be purposive, continuous and specific. The question would often be asked "How are we doing?"

Thus, the Education Policies Commission in re-evaluating American education has given to us as educators (school personnel, board members, community residents) the opportunity and obligation to dedicate our efforts to those practices that will make our schools and communities training-grounds and workshops for children in a free nation, to say nothing of the in-service training it will give to us as adults! It is not possible to have the best of opportunities for children and adults unless the community and the school realize that theirs is a co-operative enterprise in the interest of their own children and in the perpetuation of our kind of government!

This then is the philosophy underlying the Self-Evaluation Booklet that has been prepared for use in Montana's elementary schools.

THE FOUR OBJECTIVES OF AMERICAN EDUCATION WITH INTERPRETATIONS

Educational Policies Commission of N.E.A. (1937)

I. SELF-REALIZATION

1. The Inquiring Mind (The educated person has an appetite for learning.)
2. Speech (The educated person can speak the mother tongue clearly.)
3. Reading (The educated person reads the mother tongue clearly.)
4. Writing (The educated person writes the mother tongue effectively.)

5. Number (The educated person solves his problems of counting and calculating.)
6. Sight & Hearing (The educated person is skilled in listening and observing.)
7. Health Knowledge (The educated person understands the basic fact concerning health and disease.)
8. Health Habits (The educated person protects his own health and that of his dependents.)
9. Public Health (The educated person works to improve the health of the community.)
10. Recreation (The educated person is participant and spectator in many sports and other pastimes.)
11. Intellectual Interests (The educated person has mental resources for the use of leisure.)
12. Esthetic Interests (The educated person appreciates beauty.)
13. Character (The educated person gives responsible direction to his own life.)

II. WHOLESOME HUMAN RELATIONSHIP

1. Respect for Humanity (The educated person puts human relationships first.)
2. Friendships (The educated person enjoys a rich, sincere, and varied social life.)
3. Cooperation (The educated person can work and play with others.)
4. Courtesy (The educated person observes the amenities of social behavior)
5. Appreciation of the Home (The educated person appreciates the family as a social institution.)
6. Conservation of the Home (The educated person conserves family ideals.)
7. Homemaking (The educated person is skilled in homemaking.)
8. Democracy in the Home (The educated person maintains democratic family relationships.)

III. ECONOMIC EFFICIENCY

1. Work (The educated producer knows the satisfaction of good workmanship.)
2. Occupational Information (The educated producer understands the requirements and opportunities for various jobs.)
3. Occupational Choice (The educated producer has selected his occupation.)
4. Occupational Efficiency (The educated producer succeeds in his chosen vocation.)
5. Occupational Adjustment (The educated producer maintains and improves his efficiency.)
6. Occupational Appreciation (The educated producer appreciates the social value of his work.)
7. Personal Economics (The educated consumer plans the economics of his own life. - he budgets.)

- 8. Consumer Judgment (The educated consumer develops standards for guiding his expenditures.)
- 9. Efficiency in Buying (The educated consumer is an informed and skillful buyer.)
- 10. Consumer Protection (The educated consumer takes appropriate measure to safeguard his own interests.)

IV. CIVIC RESPONSIBILITY

- 1. Social Justice (The educated citizen is sensitive to the disparities of human circumstance.)
- 2. Social Activity (The educated citizen acts to correct unsatisfactory conditions.)
- 3. Social Understanding (The educated citizen seeks to understand social structures and social processes.)
- 4. Critical Judgment (The educated citizen has defenses against propaganda.)
- 5. Tolerance (The educated citizen respects honest difference of opinion.)
- 6. Conservation (The educated citizen has a regard for the nation's resources.)
- 7. Social Applications of Science (The educated citizen measures advance of science by its contribution to the general welfare.)
- 8. World Citizenship (The educated citizen is a cooperating member of the world community.)
- 9. Law Observance (The educated citizen respects the law.)
- 10. Economic Literacy (The educated citizen is economically literate.)
- 11. Political Citizenship (The educated citizen accepts his civic duties.)
- 12. Devotion to Democracy (The educated citizen acts upon an un-answering loyalty to democratic ideals.)

DESCRIPTION OF THE SELF-EVALUATION BULLETIN

The bulletin is an inventory or a list of criteria by which to determine physical and instructional assets and needs of an effective school system. It is divided into eight sections and at the end of each section are five blank spaces for recording yearly plans for upkeep and/or improvements. Each such plan merits 5 extra points or a total of 40 points. These points have been included in the summary below in both columns.

IT IS A FIVE-YEAR PLAN

Since the purpose is progress from long time and continuous planning, the program will extend over a period of five years which began the fall of 1951.

WHO WILL HAVE COPIES OF THE BULLETIN?

- 1. Every elementary teacher
- 2. Every elementary principal
- 3. Every county and city superintendent
- 4. Every school district clerk for use of the board
- 5. Others interested such as P.T.A. members who may request them until the supply is depleted.

A SUMMARY OF THE SECTIONS AND POINTS

| Divisions: | : Possible Score : | Min. Score for Stand. Rating : | Approx. % for Stand. Rating : | Your Score : |
|---------------------------------------|--------------------|--------------------------------|-------------------------------|--------------|
| 1. The Curriculum, Teacher, Community | : 179 : | 67 : | 36% : | : |
| 2. Methods of Instruction | : 250 : | 123 : | 50% : | : |
| 3. Health and Safety | : 232 : | 123 : | 53% : | : |
| 4. Instructional Supplies | : 515 : | 222 : | 43% : | : |
| 5. Library | : 347 : | 164 : | 47% : | : |
| 6. Equipment | : 432 : | 182 : | 42% : | : |
| 7. Buildings | : 443 : | 301 : | 67% : | : |
| 8. Grounds | : 165 : | 110 : | 67% : | : |
| TOTAL SCORE OF ALL SECTIONS | : 2563 : | 1292 : | 50% : | : |

SUPERIOR AND STANDARD RATING

1. An application which shows a total of 80% of the possible score with no division falling below the percentages listed above, will receive a certificate of accreditation ranked as Superior.
2. An application which shows a total of at least 50% with no division falling below the percentages listed above will receive a certificate of accreditation ranked as Standard.
3. For those schools that will fall below the standard rating, certificates with symbols similar to those used for accrediting high schools have been adopted.

Applications showing totals below the 50% will be given letters of accreditation with one of two symbols.

A - Advised - This will indicate low points in one division.

W - Warned - This will indicate low points in more than one division.

COMPETITION BETWEEN SCHOOLS

The Department of Public Instruction is not interested in comparing one school with another. We are interested in seeing each school become conscious of its assets and strive for improvement where needs indicate the necessity for such plans and effort. This makes evaluation the educative process which the philosophy provides - self-evaluation and self-improvement.

WHAT ARE THE RESPONSIBILITIES OF THE COUNTY SUPERINTENDENTS, CITY SUPERINTENDENTS AND PRINCIPALS WITH REFERENCE TO THE SUCCESS OF THIS PROGRAM?

1. These administrators constitute the leadership; they give encouragement and inspiration to the teachers and pupils to use it purposefully.
2. They interpret its value thru staff meetings; they forestall negative attitudes. To this end, they carefully read the entire bulletin and recognize in the introductions to various sections a philosophy of vital education which includes a growing participation of the community.

3. They need to recognize that the program will net valuable results only as teachers are encouraged to see its values. Staff meetings where only one section or a part of a section is taken up for discussion at one time will show that in our schools many of these activities are already under way; that this is a convenient device for taking stock. To this end, it seems simplest to start with needs of the physical plant.

4. They will recognize and explain that this bulletin is merely giving direction to the education outlined in a known course of study and in a modern curriculum.

5. Being a five-year plan, it is not expected that a school with many needs will attain high rating during the early years of the program. The important result is that an awakening takes place to the need for longtime planning.

6. In a school which has already attained considerable excellence, there will be satisfaction in knowing that a standard has been introduced into the state for elementary schools. Plans can now be introduced on a state-wide basis for a more vital educational program.

WHO SHALL DO THE EVALUATING?

Since items for evaluation are listed in several varied fields, superintendents and teachers will need to use their judgment about who shall participate, aside from the staff. There are items where children should enter into the process because of the educative value of such items. There are others where this would not be good sense. In lower grade rooms pupil-participation will naturally be less than in middle and upper grades. Board participation is taken for granted through guidance of the Superintendent. It makes a good preliminary procedure for budget making.

It is important to realize that individual differences exist in schools and communities. Therefore, superintendents and teachers will profit by planning procedures for which there is readiness.

TWO VIEWPOINTS OF SELF-EVALUATION

1. If the viewpoint is superficial the bulletin is used as a rating sheet to be checked by one or two people to meet the demands for state equalization. This results in deadening red tape. The educative process has been eliminated.

2. If the viewpoint is professional, the bulletin becomes a practical means for leading school staffs, the children and the community to a clearer realization of what constitutes a functioning school program. It will result in stimulating experiences that will reveal to all participants the reasons that schools need the items listed.

WHAT IS THE NATURE OF THE PROFESSIONAL VIEWPOINT?

Environment has significant bearing on how and why children learn. If school grounds, buildings and equipment are planned, developed and chosen to enhance health, comfort, sanitation, safety and beauty children and teachers are being given maximum opportunity to progress. If children, teachers, boards and communities are given opportunity to evaluate these in terms of what they do for children, how they are paid for and how, by wise use they may be conserved, we are educating children for responsible citizenship now and in the future, and adults for the same plus economic efficiency. Would such evaluation make our

youth, who will soon be board members, more sensitive to school needs and values?

The sections dealing with the instructional supplies, library, methods of instruction and conditions related to health and safety are replete with items that are related to choice of books, maps, visual aids; with practical ideas for learning the ways of democracy by doing and by research. Items stressing the need for considering individual differences in teaching the 3 R's to all children and stimulating activities for applying the skills of these basic learnings give fine opportunity for interpreting modern schools to teachers themselves and to critical patrons.

The section on the Curriculum, Teacher and Community opens the door of the school to the community and widens the horizon of school experiences for children by listing a number of activities in progress that are often overlooked by both the community and the schools as valuable educative projects.

Evaluating schools in this way contributes daily to a better understanding of the four objectives mentioned earlier.

Thus there are influences at work silently and otherwise, deliberately and incidentally that are developing the children:

- physically
- intellectually
- emotionally
- socially
- spiritually

The school district which embraces the school plant and the community is the smallest governmental unit in our democratic-republic; yet it is often the one unit least understood and least appreciated - just taken for granted.

The Self-Evaluation bulletin used professionally has been in several instances a veritable alarm clock! Through its use many Montana children, teachers and communities have begun to grow in their sensitivity to the good things about them. This has lead to appreciation and, with this change within, has come creative action. This is true learning.

HOW CAN ITEMS IN BULLETIN BE INCLUDED IN ASSIGNMENTS?

1. Wherever measurements of rooms, windows, school grounds, etc., are required, arithmetic assignments can include such practical problems. This fits well into requirements in 8th Grade Guide.
2. Where there is need for arriving at the cost of materials, 8th graders can learn in a vital way how to determine the number of mills needed to pay for such equipment.
3. The library section gives ample opportunity to learn library skills assigned as language projects.
4. Many references are made to resource people. County agents, for instance, or conservation directors could be invited to guide a field trip with excellent results.
5. The enumeration of several skills and attitudes listed in the instructional supplies and health and methods sections, can profitably be utilized throughout the year as a device for measuring progress in health and safety, reading etc.

6. Use of the chart will reveal many possibilities.

HOW CAN SUPERINTENDENTS AND TEACHERS WATCH AND CHECK CHILDREN'S PERFORMANCES IN SUCH ITEMS AS #27, #34 and #35 on page 14?

Since the whole idea of this self-evaluation list is to accent S E L F - examination, out of it should grow an increasing number of class periods where children and teachers together develop lists of items for self-criticism in subject matter growth, in performance of committee duties, in attitudes and citizenship tasks. (We have seen notable examples of this in several schools.)

Such lists can be posted and referred to in pupil-teacher group conferences dedicated to the question "How Are We Doing?"

Such procedure results in advancing the maturity of children by giving them the satisfaction of participating. Through this also comes understanding, appreciation and responsible action - all part of critical thinking.

This changes rating from adult dictation to adult guidance, resulting in helpful support towards self-appraisal and good judgment.

WHAT DO THE STARRED ITEMS SIGNIFY?

All items, starred or otherwise, may be evaluated. We are suggesting, however, that schools ranking low in standards will do well to limit their efforts to the starred items before attempting others. Certainly, there is no objection to including those that are not starred if such schools happen to have fulfilled the conditions of these items. The possible score given in column 1 includes all items starred and unstarred. The necessary score in column 2 represents the score for which to strive in each section this year. This is to encourage a balanced program of improvement rather than specialization in only one or two of the sections. We are thinking of the children; not of the total score. Naturally, some schools will surpass the minimum score in certain physical features.

If unstarred items are completely met, take full credit. If partly fulfilled, take credit that can be justified in eyes of children. Let them help where this is sensible.

WHY ARE THERE NOT SEPARATE EVALUATION BLANKS FOR RURAL AND GRADED SCHOOLS?

The budget did not permit two publications. Since there are more than 1,100 one and two-room rural schools and less than 200 graded systems it seemed best at this time to list items that pertain to both in essence but to rurals in specifics, as the adjustments in the more modern buildings can more easily be made.

Throughout the years, courses of study and other guides have been prepared accenting grade lines. Rural teachers with many grades have found it necessary to make adjustments. Temporarily, this has been reversed.

The following adjustments will care for some of the major difficulties:

1. All items referring to janitorial service such as daily care of buildings, periodic cleaning, care of stoves, directions to teachers about use of stoves, etc., must be treated separately in all rural schools. In graded schools where a janitor is responsible for all of these details, supervision by the superintendent and evaluation of the same are still necessary. Such systems should take all the credits that pertain to this phase of school needs wherever they may appear in various sections if the general quality of service and facilities merit high rating.

2. All items that refer to windows and ventilation on page 30 and all items pertaining to toilets on page 31 have been listed separately as they must be in school buildings where inconveniences of frontier life still exist. All items referring to special buildings and rooms on page 31 and other obvious items that may not be mentioned here are also listed separately. These may seem out of place for rating more modern buildings; but this discrepancy is overcome by taking credit in the following ways:

a. Since all of the items concerning ventilation have been included in architectural planning, modern schools will take all of the credits for these items. Our town pupils will have a fuller appreciation of what goes into modern planning by such an explanation and this should be part of the rating value. A health class could well be used for such purpose.

b. All of the items concerning toilets except #6 are also included in architectural planning and should be so rated and so understood.

c. Credits for item 24 on page 31 should receive credit if either of the following situations receive attention:

- (1) Teacherage or teacherages are provided that are comfortable.
- (2) Superintendent and board scout the community for comfortable living quarters for teachers, making it known to the community that the need is urgent and fulfillment important as a community service to attract valuable teachers.

MUST EACH SCHOOL FLY A MONTANA FLAG?

No. This is not starred. These flags are very expensive and spending money for one should not take precedence over other essential needs. Possibly this can serve as a suggestion for a community organization project.

FOLLOWING ARE A FEW EXPLANATIONS OF ITEMS IN THE BULLETIN THAT MAY NEED CLARIFYING:

Pages 4 and 5, items:

#1. A valid certificate is one that has been issued by authority of the State Department of Public Instruction. This includes a county emergency.

#3. In a school of more than one teacher this figure is arrived at by adding all quarter-hour credits earned by the teachers and dividing by the number of teachers. The purpose of this is to give recognition to advanced work rather than to degrees only, and to encourage boards to elect teachers who have higher educational qualifications. Please change points for this item as follows:

Give five points instead of one for each full quarter of advanced teacher-training beyond high school up to and including M.A. degree. This changes the "possible score" to 75 and the "necessary score" to 30. Thus, the ~~percentage is not changed.~~

#6. Field trips for social studies and science are important; but not unless there has been careful PLANNING. Field trips, to be of real value, should ~~meet at least~~ some of the following qualities:

1. Is there a real reason for taking the trip?
2. Do all of the children know the reason?
3. Did children have some part in making the plans including safety, deciding on a good guide, time limits, note taking, etc.?
4. Is the trip preceded by a discussion about conduct and courtesy when it includes a visit to a public place?
5. If the group is fairly large, are arrangements made to divide into smaller groups with pupil-leaders?
6. Is the trip followed by evaluation and further plans for study or research in the schoolroom?

(This is an excellent guide: "Methods & Activities in Elementary School Science", Elough & Huggett, Dryden Press, 31 West 54th Street, New York, New York)

#14, 15 and 16. These are not starred because at this time it is not practical for all schools to undertake these projects.

#17. In a few schools where money is being handled by children supervised accounting is an important feature. For this reason 10 points are given. A periodic report to the Board is suggested. Change totals on page 5 from 114 to 179 and in next column from 38 to 67.

Page 7, item:

#2. Purposeful Organization Enhances Guidance is a printed bulletin which is distributed to school people on request from this department.

Pages 12, 13 and 14, items:

#6. Cumulative Health Record forms are supplied by the State Board of Health, Helena. Write for them. Numbers 15, 16, 17, 18, 19, 20, 21, 22, 25, 26, 30 and 36 are references that need Board action.

Page 18, items:

#16. Bulletin board of celotex can be cut to fit any available space, even narrow places between doors.

#17. Standardized tests for rural schools should be given county-wide for rural schools. It is suggested that, preferably, they be given each spring to the student body. Where new children enter without any records, it is wise to give the children tests when they enter also.

#20. The attendance registers on sale at various depositories have a number of features that need adjustment - notably the daily program.

HOW ABOUT LIBRARY RATING?

The items suggested in that section pertain particularly to small libraries. In graded schools where little has been done, this will be of some help as a beginning. In schools where librarians are engaged and the elementary library is included with the high school, it may give an impetus to checking for grade level materials and also for percentages of types of materials. Several superintendents have said that this very weakness has been revealed.

Just as in architectural plans for building needs, credits are given for the details listed, so the details mentioned as important in a simple library shall be given full credit in a well developed modern library.

On page 21, near the top of the page, reference is made to "My Reading Design". We have been notified that the Supply Companies now must charge 15¢ for these. We believe that posting these for reference will be helpful, but hope that children can continue use of individual "Reading Designs".

On page 23 - Enrichment Section:

1. Social Studies. Count 1 copy of all old social study texts as listed in 3a, page 20, and one copy each new supplementary texts in same fields.
2. Natural Science. Count 1 copy of each old elementary science reader and health books in all grades and other fields listed on page 20,3b; also, 1 copy of new supplementary series in these fields.

Pages 26, 27, items:

#5. Regulation 91 is a short bulletin about certain physical needs of school buildings. This can be secured from the State Board of Health.

#8. Books stored in open cases during summer months can be protected by thumbtacking wrapping paper over the front of the case to protect books from dust.

#9. 10 points should be entered in column listing "necessary score", making a total at bottom of page 27 of 177 instead of 167.

#33. There is considerable evidence of poor care of this equipment, because no one is held responsible for placing it under cover; also, no particular place is provided for its storage.

Page 30, items:

#8, #9 and #10 should show 10 points for each, entered in the "Possible Score" column, making a total at bottom of page 31 of 438.

#16. Too many blackboards are shiny. This can be remedied by applying a coat of black or PREFERABLY green paint. When dry, the surface should be filled with soft chalk by rubbing the broad side of the chalk over the board. Then rub this chalk into the surface with vigorous use of a wool eraser. Wipe the excess chalk dust off with an outing flannel cloth or a chamois. Chamois erasers are available. This leaves the board a soft grey or green. NEVER wash these boards. Nightly cleaning can be done with above named flannel or chamois, or chamois eraser. Do not apply oil of any kind to the cloth. It ruins the surface. Also, thumb tacks should never be used on boards; neither should Scotch tape.

Page 34, items:

#8. In a few schools, the teacher has to bring her own water. This is a Board obligation.

#9. If water can be furnished only by cistern construction, be sure that specifications are secured from State Board of Health.

#10. An incinerator is very important where there is no wood or coal stove to burn waste. If the oil barrel used for this purpose has a small opening or draft at the bottom it will be more effective.

#12. Many titles have been cleared the past two years by student committees. This is a good civics project for an eighth grade committee when visiting the county seat.

WHAT CONSTITUTES A SCHOOL UNIT FOR EVALUATION?

In elementary systems where there are several buildings, each building shall be evaluated separately.

Every rural school shall be evaluated separately.

OF WHAT IMPORTANCE IS THE BULLETIN TO BOARD MEMBERS?

It gives a check list which will make budget planning more purposeful and understanding of school needs more constructive.

- a. for the physical plant, it sets standards for buildings and types of supplies that are best suited to educational needs. It also makes provisions for maintenance, which is a responsibility of students as well as board members. This recognition by school people as well as boards is wholesome.
- b. for the instructional program, the bulletin's list of needs will mean much to board understanding of supplies requested.

Many items, viz. #15, 16, 17, 18, 19, 20, 21, 22, 25, 26, 30, and 36, under Health and Safety are the sole responsibility of board members. In this day of many new types of heating, these are of paramount importance. Many schools have lately burned as a result of not understanding need for care of these stoves.

HOW CAN A BUILDING COMPOSITE BE MADE FROM EVALUATIONS OF SEVERAL TEACHERS?

Towards the end of the year, the various teachers in the building will pool their own estimates of the various sections and the group will arrive at a compromise estimate to be entered into the superintendent's or principal's booklet. This will reflect the school as a whole. Let us say that the primary grades are very well supplied with instructional materials but that the 7th and 8th grades have histories and geographies dated 1930, which is not acceptable. The composite score in the administrator's evaluation booklet will be a compromise figure.

Since all the school profits by the physical conditions of the halls, toilet room, grounds, etc., the score for these will likely have been determined by the group also.

HOW CAN A BUILDING PLANNED FOR A LIMITED NUMBER OF GRADES BE EVALUATED AND BE EXPECTED TO GET A FAIR RATING?

Check all of those items that directly or indirectly affect the environment of children generally, physically and culturally.

In systems where such buildings have been built, superintendents, principals, teachers and other personnel are selected who have the good judgment to make wise adjustments, and an explanatory note to the Board of Education will be helpful in their understanding of the situation. Better arrangements are being contemplated.

SINCE ALL TEACHERS ARE REGISTERED IN OFFICE OF CERTIFICATION CLERK, WHY REQUIRE
DUPLICATE INFORMATION ON ACCREDITATION BLANK?

1. For ready reference it is important to have such information in the Mitchell Building files as it is time consuming to go from one building to another.

2. All of the teachers' names and certification status attached to the applications give more meaningful records for each school when presented to the Board of Education.

SHOULD EVALUATION BE DONE BY STATE PERSONNEL?

Some educators suggest that evaluation should be made by state personnel. Aside from being physically impossible, this is not in keeping with good practices of democratic living. Keeping the four objectives of education in mind, the evaluation must increasingly be done by the learners and the instructors jointly and often. The children will thus be encouraged to judge the practical value of their school experiences and use care and thoughtfulness in the use of the physical plant.

State Personnel will continue to visit whenever possible and, in a general way, they will get impressions favorable or adverse; but the true evaluation must be done by those on the job.

Since the initial work of setting up new files, and since all necessary printed forms are now on hand, the State Department will be in position to give prompt attention to returns.

VERY IMPORTANT

All self-evaluation booklets shall be collected at the end of the school year as follows:

1. Each county superintendent shall require from all rural teachers their completed booklets before delivering their warrants and this manual. These shall be stored for redistribution next fall.

2. In graded schools this task will be the responsibility of the city superintendents and/or their principals.

3. Supplies that are essential for completion of rating:

- a. One direction sheet and three application blanks shall be in the hands of every rural teacher. (These have been delivered to county superintendents.)
- b. One direction sheet and three application blanks shall be in the hands of every grade school superintendent and of every principal in his system.

4. Disposition of application blanks:

- a. All teachers in one and two-room schools shall mail three application blanks to the county superintendent who will, on or before June 1, relay one copy to the State Board of Education at Helena, one to the clerk and keep one for office files.

- b. Every superintendent of 3rd class graded schools will, on or before June 1, mail two application blanks for each school to the county superintendent and retain one for his files.
- c. The county superintendent in turn will forward one for each building to the State Board of Education at Helena and retain one for the county files.
- d. Every superintendent of 1st and 2nd class districts will, not later than June 15, mail one application for each building to the State Board of Education at Helena. He will send one copy to the county superintendent and retain one for his own files. This date is later because several of these schools remain in session after June 1.

THE NEW MANUAL

This Manual has been prepared in sufficient quantity to be distributed to all elementary teachers, principals and superintendents. The material in it will apply to the present bulletin now and during the next three years. Further need for adjustments will be cared for in supplements.

DISTRIBUTION OF BULLETINS AND MANUALS

Each September, the bulletin belonging to each rural school or grade room, and a copy of this manual shall be delivered for use throughout the year.

Each county superintendent shall distribute them to the rural teachers and the city superintendents and/or principals shall distribute them to town and city teachers.

From the philosophy presented throughout this Manual, as well as from suggestions for application, explanations of adaption, and the chart, it will be clear that county superintendents, through visits, bulletins and teachers' meetings, will be reminding and assisting their rural teachers about the use of this bulletin during the entire year. Only then can this material be effective as in-service training.

Similarly, administrators in graded systems will find need for staff meetings and conferences throughout the year to acquaint teachers with the use and practical value of this type of evaluative material.

A SUMMARY

1. Every elementary teacher in Montana is supplied in September with a Self-Evaluation Bulletin and a Manual.
2. Throughout the year these bulletins are referred to for planning and evaluating.
3. In the spring, applications (3 in number) are prepared and delivered by June 1.
4. At the close of the school year, all Evaluation bulletins and Manuals are stored in a central office for the summer:
 - (a) rural school bulletins in the county superintendent's office.
 - (b) town and city school bulletins in the office of the superintendent or principal.

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A STUDY GUIDE
for
EIGHTH GRADERS



State Department of Public Instruction

Helena, Montana

1953

MCKEE  PRINT

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FOREWORD

TO THE EIGHTH GRADERS OF MONTANA

This is your last year in the grades. It is a very important year. There is no other school where you can learn the skills that you are expected to have when you enter high school, so this should be a year in which you and your teacher are surveying what you have learned the past seven years, brushing up on weak spots and setting up good attitudes toward those with whom you work.

Maybe some of you have felt all your progress has depended on your teachers. This is true to some extent but a great deal depends upon your interest and effort, too.

This bulletin is written to help you and your teachers to make the most of this year through your regular classes and through spending extra time in improving your written and oral work, your arithmetic skills and your reading.

It has been written:

1. to help you make the survey mentioned above.
2. to give a few hints about what you yourself can do to improve your skills and understandings in the 3 R's in addition to the help you get from your teacher.
3. to help you get better acquainted with your own community. Your community is a miniature of the nation; so if you understand your home town, learn to appreciate it and work in it you will learn how to take your important place in any community, in the state and in the nation.
4. to give you new opportunities to judge your own work and take note of your own improvement.

There is no other country where **every** person is so important.

This is a bulletin of self-help. It really is a short course of study. The only person who can sleep for you is yourself. Just so, the only person who can do your improving for you is yourself.

We hope that you and your teacher find this bulletin helpful this year and will enjoy checking on your improvement.

Good Luck!

MARY M. CONDON
State Superintendent
of Public Instruction

HOW IMPORTANT ARE EIGHTH GRADERS?

You are a part of about 7,000 Montana eighth graders who are helping to make good homes, good schools, good communities, a good Montana and a good United States. You are very important. You belong to the group known in our Constitution as "We, the People."

"We, the People of the United States, in Order to
form a more perfect Union
establish Justice
insure domestic Tranquility
provide for the common Defense
promote the general Welfare, and
secure the Blessings of Liberty to
ourselves and our Posterity,
do ordain and establish this Constitution of the United States of America."

This, as you know, is the **Preamble** to our **Constitution** and in it are given the six reasons for writing that constitution. They are important reasons and they are directions for you to **do** things—not to read and talk about **only**.

If the people ("We the People") which include eighth graders, learn what these directions mean and then obey them in our daily work and fun, what happy homes, schools and communities we shall have! This must be our first and constant effort toward doing away with war—toward winning the peace.

During the same year that the Constitution was written, another important document was also written. This document, the Ordinance of 1787, provided that scholols should be established all over the country so that all of the people could understand these six reasons. We can say then that our schools are set up for the same six reasons that our governing document, the Constitution, was established.

We learn in school to read, write, figure, think, decide and act so that we may better understand the reasons or purposes of our kind of government, and can fill our important places in maintaining and preserving the homes and freedoms that our pioneers worked so hard to establish.

There isn't a work or recreation project where every moment's thought and action does not in some way either help or hinder one or more and sometimes all of the six purposes. For instance, the practice of good sportsmanship in games, co-operation in caring for the home, the school and the community property; courtesy, courage and kindness in dealing with each other, certainly **promote the general welfare, help to establish justice and further domestic tranquility (peace at home.)**

Just think what such influence by 7,000 Montana teen-agers can bring about for making a "More Perfect Union!"

The rewards from careful work, just consideration for other people, good study habits, and willing co-operation in good projects are just as sure and unfailing as is the fact that 2 and 2 are 4.

Again, careless work, poorly prepared assignments, selfish and uncooperative attitudes retard and help to destroy peace, justice and liberty just as certainly as your arithmetic solution fails if you insist that 2 and 2 are 5.

This **Guide** should help you to be more and more effective as skilled workers and as "Makers of the Flag." Possibly a good selection with which to start the year's literature study might be Franklin Lane's "Makers of the Flag."

NEEDS OF WORKERS UNDER OUR KIND OF GOVERNMENT ARE TOOLS OF LEARNING

"We, the people" are workers; and as workers; we need tools. Each person chooses the kind of tools that will be most helpful to him in his particular work; but in our kind of government all workers, regardless of the kind of work they choose for a living, must **first** become skillful in using the **tools of learning: READING, WRITING, LANGUAGE, SPELLING AND ARITHMETIC.** How, otherwise can they continue to understand and act wisely in their community, state and national voting since this is a government "of the people by the people and for the people?"

READING IS THE MOST IMPORTANT OF THESE TOOLS

Reading, which includes **several skills**, is the most important tool of learning. It is the key to all past learning and much present learning. The particular skills you need will depend upon whether you are reading for information or for fun.

The kind of subject matter that gives information, we call **work-type** material; and the kind that is read for fun, we call **recreational** material. Of course, the latter is the easier and can be read with more speed.

EXAMPLES OF WORK-TYPE MATERIAL

Work-type reading material includes subject matter found in history, geography, civics, and elementary science, as well as in reference books like encyclopedias and atlases. These subjects are often called **content subjects** because through them you learn facts and understandings (get content) about yourself and your surroundings; also, what your place is as a worker in your community, state and nation. Thus, you learn to study, and to think, and to apply.

To get these good results you need to read **carefully, thoughtfully** and usually more **slowly**, often taking notes.

WORK-TYPE SKILLS

Are you a good reader of work-type material? These are some proofs. You have been learning some of these ever since you entered the first grade.

1. Can you give the main topic of a paragraph?
2. Can you arrange the main topics of several paragraphs into an outline?
3. Can you give the general topic of a whole selection?
3. Can you follow written directions for doing a particular piece of work, such as performing an experiment, making an article from a pattern, working an arithmetic problem, etc.?
5. Can you form conclusions from facts that you have read?
6. Do you get mental pictures of what you read?
7. Is your vocabulary growing from use of context clues, from use of the dictionary and from study of various content subjects?
8. Can you skim? (See page 6.)
9. Can you read maps? Graphs?

If you can prove to yourself and to your teacher and county superintendent that you can use these skills in ordinary reading material, you will do good high school work without too much trouble.

EXAMPLES OF RECREATIONAL READING

Recreational reading is done for several reasons: for entertainment and fun, for interest in hobbies, to satisfy curiosity about certain things that you may have seen or heard. There are thousands of interesting books written about hundreds of subjects, but all can be classified into three groups: natural science, social science and special types of literature. Each of these divisions has a great number of sub-topics, such as:

- | | |
|--|--|
| 1. Natural Science animal stories plant life the earth, stars and universe scientific discoveries | 2. Social Science biographies our country other lands travel communication home and school holidays occupations |
| 3. Special Types of Literature fairy tales, myths, folk stories adventure, mystery, detective drama and poetry religion and Bible stories | |

Are you becoming a better reader of recreational-type materials? These are some proofs:

1. Do you enjoy reading books in at least one of the above groups?
2. Are you beginning to read stories and articles in several of the above kinds of literature? (**My Reading Design** offers a good plan for library reading. Many girls and boys are using it. It can be bought for a small sum and may last several years. The address is: Northern School Supply Company, Great Falls—Colburn School Supply Company, Billings.)
3. Is your recreational reading making your content subjects more interesting?
4. Is your vocabulary growing? An important result of both work-type and recreational reading is that it increases your vocabulary—(knowledge and use of more words). You often figure out what a word means from its place in a sentence. (You get a clue, a hint—from its context—its relation to other words in the sentence.)
5. Are you increasing your speed in silent reading?

SKIMMING

If you are hunting for just one date or one name, or one particular sentence on a page you move your eyes over the page to find it. Thus you are skimming. This is the kind of reading you do to find a name or word in an index, in a dictionary or in a telephone directory. It is also the kind of reading you do in scanning newspaper headlines.

SILENT READING SPEED

Most of your reading is done silently, and can be done with more speed than oral reading. Some people learn to read silently with great speed. It is possible for all to increase their speed some.

Your teacher will give you **at least** three speed tests this year in September, January and May, but you can test yourself oftener if you wish. The best material to begin with is a story which is rather easy to read. It should be a story you have not seen before.

1. On a piece of paper write the exact time you begin.
2. Read 3 or 4 paragraphs.
3. Write the time you stopped and determine the number of minutes you read.
4. Review mentally what you remember. If you do not recall anything, you need not count words as you really did **not** read.
5. If you do remember, count the words and divide by the number of minutes that you read. This is your speed per minute.

A good practice is to read interesting easy new material about ten minutes **every day** with as concentrated attention as you can, and always review mentally what you have read. After a month or so you can test yourself again for speed and you likely will find some improvement. (For speed standards see 1942 Course of Study, page 44.)

ORAL READING

Is oral reading important? Yes, it is, and should not be neglected. Oral reading must take for granted an audience situation and the audience must be able to hear, and understand the reader, and is helped if the reader can also be seen. In upper grades it is often a phase of the language program.

Situations that call for oral reading:

1. Club meetings for reading of minutes and committee reports.
2. Entertainment for children and/or for ill friends.
3. Reports in content class periods.
4. Radio reports and talks which must be read.
5. Choral reading in various rituals.

Important features to consider:

1. Good posture whether sitting or standing.
2. Careful preparation of material to be read. Practice as you would a musical selection.
3. Voice control.
4. Enunciation.
5. Pronunciation.
6. Interpretation.
7. Speed. Oral reading should, of course, be slower than silent reading.

LANGUAGE IS A TOOL

You will always have to talk or write to let others know your thoughts. To do this in such a way that others will understand you easily and will be glad to hear you, it is important to learn the skills of this tool. This is a list of some of the ways to **speak** every day. Do you know how to:

1. telephone courteously?
2. introduce friends?
3. interview a person? For example, a pioneer about early experiences; a county officer about a record?
4. take part in business meeting of a club?
5. make a report? For example, about an interview; what you have read on a subject?
6. direct people how to get to places? For example, to town; to school; to the courthouse?
7. take part in a conversation or discussion without interrupting? (Most of these are discussed in your language book. Look in the index for helps. Many will be discussed in class. **Listen** carefully.)

When you do any of the things listed above, do you know how to:

1. control your voice?
2. enunciate clearly?
3. speak and answer courteously?
4. use grammatical English?

There are many very important needs for **writing** your thoughts, too, and always will be. Here is a list:

1. how to write a business letter briefly and courteously.
2. how to write personal letters.
3. how to address an envelope.
4. how to write different kinds of courtesy notes, such as thank-you, sympathy and congratulation notes; informal invitations.
5. how to write the minutes of a club meeting.
6. how to make an outline.
7. how to check your own paper before handing it in.
8. how to make a bibliography.
9. how to take notes as you read.
10. how to write a good paragraph.

Besides knowing **how** to express yourself in these ways, do you do these things:

1. Write legibly? (See page 10.)
2. Spell correctly or use the dictionary when in doubt?
3. Make use of your grammar:
 - a. to make clear sentences?
 - b. to capitalize correctly?
 - c. to punctuate correctly?
4. Follow the pattern for good written form outlined on middle of page 11, under "Directions for Penmanship Samples."

SPELLING IS A TOOL

WHAT YOU LEARN IN SPELLING THIS YEAR YOU WILL USE AS LONG AS YOU LIVE.

Some find spelling easy; others find it hard; but everyone can improve if he is interested and sets up an orderly plan for helping himself. Your teacher cannot learn for you. She can help you learn more easily.

Here is the first list of words to attack. It has the 220 words known as Dolch's List. This makes up **one-half** to **three-fourths** of **all the words** found in any material that you read. They look easy, and yet many eighth graders misspell them in their written work. Check yourself honestly. Have a classmate dictate them to you. If you miss **any**, begin work for self-improvement. If you do not miss any, go on to the next hurdle. In any case, whenever you have mastered this list, use it for a check in all of your written work.

Hurdle No. 1, Dolch's List.

| | | | | | | | |
|---------|-------|-------|--------|--------|--------|----------|--------|
| a | but | find | his | make | play | start | use |
| about | buy | first | hold | many | please | stop | |
| after | by | five | hot | may | pull | | very |
| again | | fly | how | me | pretty | take | walk |
| all | | for | hurt | much | put | tell | want |
| always | call | found | | must | | ten | warm |
| am | came | four | I | my | ran | thank | was |
| an | can | from | if | myself | read | that | wash |
| and | carry | full | in | | red | the | we |
| any | clean | funny | into | never | ride | their | well |
| are | cold | | is | new | round | them | went |
| around | come | | its | no | right | then | were |
| as | could | | jump | not | run | there | what |
| ask | cut | | just | now | | these | when |
| at | | gave | go | | said | they | where |
| ate | did | get | keep | off | saw | think | which |
| away | do | give | kind | of | say | this | white |
| | does | go | know | old | see | those | who |
| be | done | got | | on | seven | three | why |
| because | don't | green | laugh | once | shall | to | will |
| been | down | grow | let | one | she | today | wish |
| before | draw | | light | only | show | together | with |
| best | drink | had | like | open | sing | too | work |
| better | | has | little | our | sit | try | would |
| big | eat | have | live | or | six | two | write |
| black | eight | he | long | out | sleep | | |
| blue | every | help | look | over | small | under | yellow |
| both | fall | her | | own | some | up | yes |
| bring | far | here | | | so | upon | you |
| brown | fast | him | made | pick | soon | us | your |

Hurdle No. 2. Jones' 100 Demons.

The list below is often called the 100 demons. Many adults miss these. Many eighth graders spelled them correctly at the end of the 7th grade. Check yourself and find out how much you need to do. Look for the trouble spots in each and go to work. You can master these demons before the end of the year. We expect you to. Your teacher will give them as tests occasionally too. She will also help you find the trouble spots if you need help. Use this list as a check list in your written work.

| | | | | | | |
|-----------|---------|----------|--------|----------|----------|-----------|
| ache | choose | February | knew | piece | their | Wednesday |
| again | color | forty | know | | there | week |
| always | coming | friend | | raise | they | where |
| among | cough | | laid | read | though | whether |
| answer | could | grammar | loose | ready | through | which |
| any | country | guess | lose | | tired | whole |
| | | | | said | to-night | women |
| beginning | dear | half | making | says | too | won't |
| been | doctor | having | many | seems | trouble | would |
| believe | does | hear | meant | separate | truly | write |
| blue | done | heard | minute | shoes | Tuesday | writing |
| break | don't | here | much | since | two | wrote |
| built | | hoarse | | some | | |
| business | | hour | | straight | used | |
| busy | early | | none | sugar | | |
| buy | easy | instead | | sure | very | |
| | enough | | often | | | |
| can't | every | just | once | tear | wear | |

Hurdle No. 3

Everybody needs to refer to the dictionary; but some people who find spelling hard must refer to it oftener for spelling than others. If you are one of these, the habit is important. See page 12 for dictionary skills.

Hurdle No. 4

Every subject has its own particular vocabulary. Examples in arithmetic are **quotient**, **decimal**, **perimeter**, etc., and in geography they are **strait**, **penninsula** and important proper names. (Most of these are spelled as they sound.)

Keep a note book all year ("My Own Speller") in which you write the new words from various subjects as they are introduced. This note book will be valuable to you in high school. Naturally you also learn the definitions.

If you find spelling easy and you have made all the other hurdles, try these. At least 25% of eighth grade students miss these. **As a rule, this test should not be attempted by those who find spelling hard and have not mastered the first two hurdles.** Students who intend to take stenography should work on these. They are not as hard as they look because they are phonetic. They are spelled as they sound; but you need to look up some rules about doubling consonants and about syllable divisions.

ONE HUNDRED FIFTY-NINE JUNIOR HIGH SCHOOL SPELLING DEMONS*

| | | | | |
|-------------|----------------|----------------|---------------|-----------|
| absolutely | acknowledging | affectionate | appearance | ascertain |
| acceptable | acknowledgment | affectionately | appreciation | assuring |
| accepted | acquaintance | all right | approximately | attaching |
| accommodate | acquainted | American | arrangement | authority |
| acknowledge | advisable | apparently | arrangements | awfully |

| | | | | |
|----------------|--------------|----------------|----------------|-----------------|
| based | definite | immediately | originally | representatives |
| basis | definitely | inconvenience | | requirements |
| basketball | Dept. | inconvenienced | | response |
| bearing | determine | | parcel post | ridiculous |
| benefit | determined | inquiry | partial | |
| bulletin | dining | inst. | passed | satisfactorily |
| bureau | disappoint | | planning | schedule |
| | disappointed | judgment | permanent | Sec. |
| | doesn't | | personally | Semester |
| | dormitory | lading | possibility | sense |
| campaign | Dr. | literature | practically | separate |
| cancel | duly | | preferred | sincerely |
| canceled | | memorandum | principle | specified |
| cancellation | edition | mere | principles | spirits |
| capacity | equipped | minimum | prior | sufficient |
| catalog | especially | mortgage | privilege | superintendent |
| catalogs | exceedingly | mutual | probably | |
| clothes | excellent | | psychology | temporary |
| committee | executive | naturally | | thorough |
| communication | exhausted | necessarily | quantity | thoroughly |
| community | existence | necessary | | transferred |
| company's | extension | necessity | receipt | |
| completely | extremely | No. | receipts | ult. |
| conscience | | occasion | recommend | undoubtedly |
| considerably | financial | occasionally | recommendation | unfortunately |
| convenience | | occurred | recommended | unnecessary |
| convenient | good-bye | omitted | referred | usually |
| cooperation | government | opportunities | referring | |
| cordially | grateful | opportunity | regretting | warrant |
| correspondence | guarantee | original | remittance | |
| courtesy | guardian | | representative | |
| criticism | | | | |

* These words are those reported as missed by at least twenty-five per cent of eighth grade students. Taken from 5th year book Dept. of Superintendence.

WRITING IS A TOOL

Writing is important for two reasons:

1. To help you remember your own thoughts.
2. To give your thoughts to other people.

To save their time in reading what you write, it is courteous to make your writing clear and neat—legible.

What makes writing legible?—(easy to read.)

1. All letters are correctly formed.
2. Small letters are the same height and are about $\frac{1}{2}$ as high as the tall letters b, f, h, k and l. (A good word to practice on is **commencement**.)
3. T's are crossed and i's dotted.
4. Words are separated about the width of one letter. Sentences are separated about the width of two letters.
5. Slant is in the direction which the reader's eyes move.
6. All capital letters are of the same height.
7. The following combinations give considerable trouble: oa, oc, ok, on, os, ot, ov, ow, oy; ba and any other letter following b, v and w; also, gh and ay. Check your writing on this point.

PENMANSHIP SPEED

Eighth graders should be able to write **legibly** at a speed of 70 to 75 letters a minute. All may not accomplish this; but if you work at it you can **improve**. Even two minutes daily outside of your general writing period will be valuable. Occasionally compare your writing with the Handwriting Scale on your wall.

Speed has no value unless your writing is clear. Here is a way you can test your speed. Your teacher will give you these tests occasionally; but you can take them oftener if you are interested and you should be.

1. Choose a simple selection or sentence and keep on writing it over and over for **exactly** two minutes.
2. Count the letters you wrote in this time and divide by two. This is your speed per minute **provided of course that your writing is easily read**. If it isn't, you are writing **too fast**. Remember, that even if you scribble while you are taking notes, written assignments should always be carefully done, and transfer of scribbled notes to a note book should also reflect neatness and care.

DIRECTIONS FOR PENMANSHIP SAMPLES

A practical way of measuring your progress is to write a series of samples—possibly one each month, and file for later comparison. Use a selection of about 40 words that have no spelling difficulties. If the Preamble to the Constitution is chosen, be sure that the words are spelled correctly.

1. Write your name and grade in the upper right-hand corner of the paper.
2. Underneath your name write the date.
3. On the first line, write "Penmanship Sample."
4. Skip one line.
5. Leave a margin at the left of the paper of 1 inch and at the right about the same.

(These directions for a properly written paper have been taken from the latest Freshman Course of Study in English.)

ARITHMETIC IS A TOOL

Most high school students are handicapped because they have not learned the very simplest arithmetic processes. You will be tested on these basic questions:

1. Can you read whole numbers?
2. Do you know the addition combinations without counting on your fingers?
3. Do you know the multiplication facts up to 12?
4. Have you mastered the long division process with two and three places in the divisor?
5. Do you know how to add, subtract, multiply and divide fractions?
6. Can you change mixed numbers to fractions?
7. Can you add, subtract, multiply and divide decimals?
8. Are you sure that you know where to place the decimal point in these processes?
9. Can you change decimals to fractions? To per cent?
10. Can you change per cent to decimals?
11. Complete these equivalents; **prove** them and memorize them.

| | fractions | decimals | per cents | fractions | decimals | per cents |
|-------|-----------------|----------|-----------|----------------|-----------------|-----------|
| Exam. | $\frac{1}{2} =$ | .5 | or | 50% | $\frac{1}{8} =$ | ..... |
| | $\frac{1}{4}$ | ..... |  | $\frac{3}{8}$ | ..... | ..... |
| | $\frac{1}{3}$ | ..... |  | $1\frac{1}{2}$ | ..... | ..... |
| | $\frac{1}{5}$ | ..... |  | $\frac{5}{8}$ | ..... | ..... |
| | $\frac{2}{3}$ | ..... |  | $1\frac{1}{4}$ | ..... | ..... |
| | $\frac{7}{8}$ | ..... |  | $\frac{3}{4}$ | ..... | ..... |

Do you know these tables of measurement:

| | | | |
|--------------------|-------------------|---------------|---------------------|
| linear? square? | cubic? liquid? | dry? time? | avoirdupois weight? |
|--------------------|-------------------|---------------|---------------------|

Do you know how to:

1. endorse a check?
2. write a receipt?
3. make out a deposit slip?
4. write a check and fill out the stub?
5. make a statement of goods sold?

Here is a good scheme for practicing multiplication:

1. write all the numbers to 12, out of order at the top of a page like this:
10. 3, 7, 12, 8, 2, 1, 9, 4, 11, 5, 6

Lay another page right under these figures and write the answers as you multiply each by some one multiplier, for instance by 7. Now fold the answers on your second page under and use another multiplier.

You may have other devices that are better; but make a habit of self-drill for improvement. If you know the processes mentioned above you will be a good eighth grader and you will enjoy high school mathematics.

Do not forget to keep a vocabulary list from arithmetic in "My Own Speller." (See page 9.)

DO YOU KNOW HOW TO READ ARITHMETIC FOR PROBLEM SOLVING?

Read carefully. Every word is important. Think through these steps:

1. What facts are told in the problem?
2. What question is asked?
3. How will you get the results?
4. If the problem has more than one step, what are hidden questions?
5. What must you do to answer each?
6. If at first you must **write** the answers to these questions, do so. Later it will become a habit of thinking.

THE DICTIONARY IS A TOOL How To Use It

Below is a review of what you have learned in the lower grades about using the dictionary plus a few new skills. Check yourself carefully and then set about to improve in speed and understanding. You no doubt will need some help from your teacher; but most of it you can do alone. Be sure that the dictionary becomes a valuable tool to you this year. For some of the work you will refer to the large dictionary. This is a good practice before going to high school.

FOR SPEED

1. Do you know your alphabet **well**? Can you begin with any letter and go on? Do you know the letters immediately **preceding** any given letter?
2. Do you know which third or fourth of the dictionary to turn to in searching for a word?
3. Do you know how to make use of the two guide words?
4. Do you know how to alphabetize words according to the first letter? The first two letters? The first three letters?

FOR UNDERSTANDING

1. Do you know how to interpret for pronunciation the phonetic spelling that in parenthesis follows each word?
2. Do you know how to interpret the heavy and light accent marks in a word?
3. Do you know that words sometimes have two pronunciations? Which one is preferred?
4. Do you know that **diacritical** marks over vowels are explained at the bottom of each page?

5. Do you know how to interpret these markings?
6. Do you know where to find pronouncing sections for names in geography? biography? Bible? Christian names?
7. Do you know how to interpret the syllabication of a word so that in your written paragraphs when you must divide a word at the end of a line, you can find out where to make the division? **This is very important.**
8. Do you know how to select the meaning that will fit the context in which the word is used?
9. Do you know how to find and use synonyms?
10. Do you know how to find and use antonyms?
11. Do you know how to interpret the abbreviations which show what part of speech a word is?
12. Do you know where to find the sections that give abbreviations of words? Meaning of foreign words and phrases?

BOOKS ARE TOOLS

It is important to know the make-up of a book, as each part is important to the reader. These are the parts of a book and their values:

1. The **title page**—(a) On the front side you will find the title of the book, the name of the author or authors and near the bottom of this page, the publishers and their address or addresses. (b) On the back of the title page you will find the copyright date. If you are reading a science article, it is important to know that the date is very recent. Why?
2. The **foreword** or **preface**—This states the reason the author has written the **book**. If you read it you will understand better what is said in the book.
3. **Table of Contents**—This is an outline of the book given as titles of chapters, sections or units. From this you get a bird's-eye view of the whole book before you read it. Maybe you want to read only part of the book. Table of contents will help you decide.
4. **Index**—This is an alphabetized arrangement of all information in the book and is very convenient if you are arranging a bibliography for any topic, or if you wish to find information about some particular topic.
5. **Glossary**—This is not found in all books—It is a dictionary of unusual words in the book in which it is given.
6. **Foot notes**—These are often found in reference books. Small numbers in the text refer to small numbers at the bottom of the page, followed by important explanations. These should be read.
7. **Bibliographies**—These are often found in reference books and text books. They are lists of books that are related to the same material that is in the book you are using. From these lists you will find in the library other very interesting and valuable reading. You should learn to make your own bibliographies on various topics. Some of these books are recreational reading.

KINDS OF BOOKS

In some libraries most books are texts and reference books which you need to know how to use. You also need to know what kind of information you can expect to get from them. **Your teacher will help you to master these skills.**

1. **Encyclopedias**—(Copyrights in these should be fairly recent. A 1928 copyright has little value for you today; especially in science, geography and history.)
2. **World Almanacs**—These are **annual** references so the copyright must always be for the current year.
3. **Atlases**—These are books containing maps and short descriptions of important places. (Copyright should be recent, certainly since the last war.)

4. **Anthologies**—These contain choice selections of literature and their authors. (Recent copyrights are not important.)
5. **Text books**—(Histories, geographies, civics and elementary science books should have copyright dates of 1946 or later.) Older books are valuable reference if they are used with basic texts of late copyrights.

USE OF LIBRARY

1. Know the rules of your own library and its cataloging.
2. If you have a county library, learn how to use it. This could be initiated with a field trip to the library.
3. If you need further service, borrow books from the State Extension Library at the University, Missoula, Montana. Your obligation is to pay return postage and, of course, take good care of the book. Schools can get 20 or 30 books at one time with the privilege of keeping them for several weeks. Individuals may also borrow books in the same manner.

HOW TO HANDLE BOOKS (Conservation)

1. How to open a new book.
 - a. **Never** break back the covers; but follow the next few instructions.
 - b. Be sure that your hands are clean.
 - c. Hold the **back** of the book on the desk.
 - d. Lay down the two covers and press on them near their joining to the book itself.
 - e. Now lay down two or three pages on each side and each time smooth them down with your finger tips near the back of the book, until all have been folded down.
 - f. Your book is now ready for use.

THE CONTENT SUBJECTS AND YOUR COMMUNITIES

Through the study of history, geography, civics and elementary science, you become acquainted with and interested in your surroundings **far away**; but often fail to associate these facts and understandings with conditions in your own communities.

Your school district, town and county are the smallest divisions of our form of government and also the smallest units of geography. You live in these day after day and year after year and **yet they are often the least discussed, and often very poorly understood and little appreciated.** This likely comes from the fact that nothing about them is found in the books that you study. Therefore, a good habit to form as you read your books in the content subjects is to ask yourself and others this question, "How does this fit **our** community, school or home?"

In elementary science, for instance, does it seem sensible to read about plant and animal life in many parts of the world and take no notice of what you have at home? To read about plans for good water supply in Los Angeles and know nothing about the plans in your own community?

This information must be found by observing, listening, questioning, reading newspapers, pamphlets and magazines and bringing them into class discussions.

To make elementary science, history, geography, health and civics classes alive and interesting, your teacher and you will want to include such applications in regular class work all year. You will also likely take a few field trips. Some of you will also go out to interview various people.

KNOW YOUR SURROUNDINGS

Every wide-awake person ought to be acquainted with his surroundings. The better you know your community, the better you will like it. The better you like it, the more willing you are to help make it better.

Here are some suggestions that may help you know more about your own home district, community and county.

ABOUT YOUR SCHOOL DISTRICT:

1. Give the name, number and class of the school district in which your school is located. (1st class districts have 8000 or more people; 2nd class districts have from 1000 to 8000 people; 3rd class districts have less than 1000 people.)
2. Give distances of districts each way.
3. Give size in **approximate** number of square miles.
4. Taxable valuation of the district.....; levy.....
5. Number of school in the district.....; elementary.....; high.....
6. School Board members—how selected—when? Duties.
7. Enrollment in the district..... In your room.....
8. Number of grades in your room.....
9. Number of buses serving school children.....
10. Nationalities represented in your room.....
11. Games played at recess.....
12. Name of your school club.....
13. Name of your county superintendent.....
14. Name of your city superintendent.....
15. Other information to be given in Self-Evaluation blank.

ABOUT YOUR TOWN OR TRADING CENTER:

1. Is it incorporated? Why?
2. What form of government is used? Your civics texts explain different kinds.
3. If there is a mayor, what is his name?
4. 1950 population.
5. Did it grow since 1940?..... Why?.....
6. Located on what railroad?.....
7. On what highway?.....
8. Does it have an airport?.....For what air route or routes?.....
9. Near what river or lake?.....
10. What is its altitude? A railroad time table in your library would be helpful for this information.
11. When was it first settled?
12. How old is it?
13. Names of notable pioneers, authors, musicians, artists or statesmen who have lived there or are living there now.
14. What nationalities are rather heavily represented?
15. What races?
16. Most important industries?
17. Number of churches?
18. Theatres?

19. Name of newspaper or papers circulated?
20. Library?
21. Playgrounds or parks?
22. Federal agencies such as Post Office, Indian Service, Forest Service, etc?
23. **Voluntary** agencies that are working for good of community, such as service clubs, women's clubs, Chamber of Commerce, etc.?
24. Taxable valuation?
25. What is your city tax levy? What is it used for?
26. Most common recreation for adults?
27. For children after school hours?
28. Safety provisions, list of.....
29. Safety hazards, list of.....

ABOUT YOUR COUNTY:

1. Size: Approximate distance each way. Approximate number of square miles in it.
Population in 1950.....; in 1940..... How do you account for the change?
 3. County seat and other towns.
 4. Names of railroads, highways and air lines, if any.
 5. Number of air miles you are from Seattle..... Berlin.....
Moscow..... Tokio..... Rio de Janeiro.....
 6. Date of organization; circumstances, if possible.
 7. Most important industries. Are they of any importance to other states or nations? Of what importance are they to your community?
 8. Names of county commissioners.
 9. Taxable valuation, amount of money realized from 1 mill of tax. With this information, can you figure how much money would be due on property worth \$15,000?
 10. Season when most of your moisture falls. About how many inches annually? How is this determined?
 11. Length of growing season.
 12. Rivers
 - Lakes
 - Mountains
 - Buttes
 - Prairies
 - Parks
 13. Where is the county library, if any?
 14. Where is Health Department located? Who works there?
 15. Fair grounds.
 16. Conservation provisions for wild life
 17. Conservation provisions for soil
 18. Conservation provisions for forests
- } Do you have organizations in your county
} spreading news about this conservation?

19. Do you know the names and important information about the common growing things in your county? Trees, flowers, grasses and weeds, wild animals, birds and insects?
20. Do you know the organizations in your county that are working for conservation and can give help or literature about it?

Then, there are the **conveniences** of our **modern living**. Many of these conveniences and services we take for granted. We would miss them greatly if they were taken from us. Why not find out something about how we got them? Are they free? What is so valuable about them? When, in about ten or fifteen years you will have something to say and do about them, will you eliminate any? This list is for your convenience to think about and discuss during various classes.

- | | |
|---|------------------------------------|
| 1. roads | 14. bridges |
| 2. street lamps | 15. telephones |
| 3. sewage disposal | 16. radio |
| 4. schools | 17. Weather Bureau forecasting |
| 5. water | 18. school bus service |
| 6. home lights | 19. highway patrol |
| 7. police protection | 20. state and national law making |
| 8. records of sales of property | 21. fire protection |
| 9. care of streets, such as daily sweeping and sprinkling | 22. fire insurance |
| 10. census information | 23. city traffic signs |
| 11. help in better farming methods | 24. road traffic signs |
| 12. rural electrification | 25. inspection of foods |
| 13. weed cutting along the highway | 26. national, state and city parks |

N. B. This can be a very interesting project for the whole year and the years in high school, too. About what period of history brought the greatest number of new inventions?

KEEPING FIT FOR GOOD WORK IS YOUR JOB

To do good work at any time, it is important to be well physically and mentally. You have learned many things about this; but do you practice what you have learned? This is **your** responsibility. Your teacher and parents can not eat, sleep, nor think for you!

1. Know what the 7 basic foods are and discipline yourself to eat balanced sensible meals.
2. Avoid lunches of pie, cokes and candy bars.
3. Be sure that you eat breakfast
4. Sleep long enough to feel rested—not less than 8 or 9 hours. This means that you will need to go to bed rather early.
5. Dress for the weather.
6. Learn to enjoy working and playing with others.
7. Have good fun.
8. Ask for help when you need it.
9. Admit your mistakes.
10. Do a good turn every day. (A boy scout rule.)
11. Cultivate a hobby.

A FEW POINTERS ON GOOD STUDY HABITS

1. **Listen** carefully to assignments. Take notes if necessary.
2. Clear your desk except for the tools you need such as a dictionary and other reference books.
3. See that the light is correct.
4. List the things you have to do and then attack one thing at a time.
5. Keep an orderly notebook of assignments, outlines and summaries which can be reviewed easily.
6. If you are only a fair reader, you can set about improving yourself. You can also find books with the necessary material which have fewer reading difficulties.

SOME POINTERS ON GOOD WORKMANSHIP

1. All work handed in is **neat**.
2. Equipment and books are kept in order.
3. Written work can be read easily.
4. Work is checked for mistakes before handing in.
5. Assignments are completed **on time**.
6. Eighth graders should use pen and ink for written assignments.
7. The form of written work should be the same as the penmanship sample described on page 11.

SOME POINTERS ON SCHOOL CITIZENSHIP

1. Desks, other furniture and equipment are given same care as in a good home.
2. Supplies, such as paper, toilet supplies, chalk, etc., are used without waste. This is being fair to yourself and to your parents who pay for these things with their taxes.
3. Responsibility is taken for placing things where they belong.
4. Books are handled with care.
5. Quiet is maintained during school hours so that others are not disturbed.

A CHECK LIST FOR 7th and 8th GRADERS FOR TEACHERS

I. THE LANGUAGE ARTS

Reading

1. Understands what he reads.
2. Reads silently at satisfactory rate.
3. Is growing in ability to read orally.
4. Shows growth in library reading as to variety and number of good books read.

Language

1. Speaks distinctly and in pleasing tone of voice.
2. Expresses ideas clearly with good sentences.
3. Knows how to telephone courteously.
4. Is growing in ability to speak from notes or without.

5. Takes part in discussions without interrupting.
6. Is growing in paragraph writing and ability to make outlines.
7. Is growing in writing various kinds of notes and letters correctly and courteously.
8. Is correcting grammatical mistakes such as "He done it."
9. Is mastering the simplest grammar rules.
10. Is growing in ability to take part in business meetings of clubs, such as placing motions, presiding, writing minutes, etc.

Spelling

1. Is improving in spelling in all written work within level of grade.
2. Seeks meaning and use of new words.
3. Is learning how to use the dictionary daily.
4. Keeps a spelling list of words from other subjects.

Penmanship

1. Shows improvement in writing legibly and freely in all written assignments.
2. Practices writing carefully every day and hands in one practice page.
3. Knows what his speed of writing should be and does not exceed it until his work meets grade standard.
4. Is learning how to check his own writing.
N. B. If you are improving in any of the above 4, you are improving in all, because they are so closely related.

II. THE FINE ARTS

Music

1. Uses his singing voice with confidence and pleasure.
2. Listens to good music with discrimination and enjoyment.
3. Responds to different kinds of music through appropriate bodily movement.
4. Chooses songs and recorded music to enrich his content subjects.
5. Pronounces the names of composers correctly and does research to learn about their lives and some of the music they have written.

Art

1. Enjoys expressing his ideas and feelings through painting, drawing, poster making, designing, and constructing with various materials and tools.
2. Grows in his awareness of the beauty in nature and man-made things.
3. Learns that art includes order and cleanliness in dress, housekeeping, and all written work.
4. Develops a reliance in his own taste and judgment in making choices.
5. Grows in his appreciation of fine paintings and other works of art which are a part of our cultural heritage.

III. MATHEMATICS

Arithmetic

1. Is mastering the number facts for his grade and reviews those of other grades.
2. Is growing in ability to apply numbers to his own problems.
3. Works accurately and neatly.
4. Can prove his work.
5. Is growing in speed of computation. This takes practice.
6. Is mastering the **vocabulary** both in understanding and spelling in each new unit.
7. Is growing in ability to read and solve problems.

IV. SOCIAL STUDIES

Geography

1. Takes part thoughtfully in class discussions.
2. Brings pictures, current information, exhibits, etc., pertinent to the subject.
3. Is learning to respect, understand and have good will towards people in other lands.
4. Is learning to understand the effects of geography on industries, and on the way people live.
5. Is learning more and more to think about causes and effects and apply them to the community—for instance, the position of mountains, the latitude, altitude, winds, etc. How do they effect your community?
6. Is learning how the airplane has changed our thinking about distance, time, transportation, relations with other nations, jobs, etc.
7. Is learning how to read maps: mercator, global, relief, weather. Also graphs and charts.
8. Is learning common names for land and water forms and examples of each. (Spelling of these is usually phonetic.)
9. Is learning where the most important natural resources are found in great quantity throughout the world.
10. Is learning why great cities have developed where they are.

History

Is improving in ability:

1. to gather facts from more than one source, and listing books used, i. e., making your own bibliography.
2. to associate the geography of countries with their histories.
3. to listen carefully during discussions and ask good questions.
4. to work with topics rather than by page-to-page assignments.
5. to work with others in small groups.
6. to link the present with the past.
7. to appreciate what peoples of the past have given to us and that it took a long time and effort.
8. to understand that in order to keep these heritages, we must learn how to practice the "Golden Rule."
9. to see that history is being made now in each community, state and nation.
10. to work with a time line.

11. to make reports on—contributions that inventors, statesmen, writers, musicians, teachers, labor leaders and others have made toward the progress of the world.
12. to think of the progress in other countries at the same period that the United States has been growing.
13. to understand that everything we have in music, art, science and literature is related to history in some way.
14. is becoming interested in the history of the community and the school.
15. brings current information, pictures, exhibits, etc., to the classroom.
16. is becoming interested in reading biographies for free reading.

Civics

Is learning:

1. to see that citizenship is doing what you know should be done for the good of others and for yourself.
2. to assume responsibilities in club activities, field trips, community experiences, care of school property and in playground activities.
3. how dependent people are upon each other in community, state, nation and world.
4. to understand that the world can progress only through earnest effort and attitudes of cooperation and good sportsmanship.
5. the facts and values of community government, state and national.
6. to appreciate that the many services of government must be paid for by parents and must be safeguarded by careful use.
7. to be interested and well-informed about local government of his community and its services.
8. to appreciate what our form of government means to individuals and to the world.
9. to see that the Preamble to the Constitution should be used as a measuring stick for the citizenship of each person, school and community.
How am I or we, helping by the way we work and play,
 - a. to form a more perfect union?
 - b. to establish justice?
 - c. to insure peace at home?
 - d. to provide for the common defense?
 - e. to promote the general welfare?
 - f. to secure the blessing of liberty to ourselves and our posterity?
10. to understand that by carelessness in the schoolroom, community, forests, etc., you are raising taxes for your parents.
11. to take pride in your own school and community by listing values in it that are often taken for granted and not noticed. Make use of the Self-Evaluation blank for this.

Science

1. Is growing in appreciation of natural surroundings.
2. Is learning how to set up experiments and to draw conclusions from them.
3. Takes good care of equipment.
4. Writes careful neat reports of experiments and field trips.
5. Is learning how to plan purposeful field trips.
6. Is growing in understanding of the why, where, and how of conservation of: school property, clothing, food, soil, forest, water and wild life.
7. Is learning that conservation means wise use of all resources—not hoarding.
8. Is learning that man can control his environment by intelligence.

Health, Physical Education and Personality Development

1. Is learning basic facts about the structure and functions of the body; its needs as to nutrition, posture, sleep, personal hygiene, mental and preventive measures.
2. Is improving practices as result of this knowledge in eating habits, grooming, light, heat and temperature conditions and consideration for others.
3. Is practicing the safety rules taught about the home, the school and the highways; and can meet emergencies with first-aid.
4. Is learning such facts about narcotics and alcohol that their true nature is understood.
5. Is learning to understand himself and the satisfaction of adjusting to family and out-of-home social living, and is beginning to plan for future work and recreation.
6. Is growing in ability to accept constructive criticism and to apply self-control and consideration for others in co-operative work and play—in being a good sport.
7. Is learning the need for public sanitation and other preventive measures as well as personal responsibility in co-operating with public agencies for these purposes.

THE PORTFOLIO—WHAT IS IT AND WHY?

The State Department of Public Instruction recommends the portfolio project again. The form is **not** important. It may be a large envelope, a box, a file or just a loose-leaf notebook.

Its purpose is to provide an orderly way of assembling pieces of work that you and your teacher have evaluated as samples of your work at that time for comparison with what you may do later. It may also be chosen for its value as information to you in various subjects. Your superintendent or teacher and you may decide on a number of things that this department will not dictate.

The portfolio will, of course, be yours; but should be used for examination by your parents and the county superintendent. It will be a device for you to systematically file and preserve your paragraphs, maps, reports, tests, drawings, etc.

When the year is at an end you must transfer a number of paragraphs and proofs of accomplishments to a file which will be sent to the high school of your choice.

THE HIGH SCHOOL FOLDER —WHAT SHALL IT INCLUDE?

1. A copy of your report card (To be supplied by teacher or superintendent.)
2. A cumulative health record (To be supplied by teacher or superintendent.)
3. A profile of a standardized test given as directed by the local superintendent, county superintendent or principal. (To be supplied by superintendent or county superintendent.)
4. A statement by teacher or superintendent concerning any exceptional accomplishment. Examples: ability to draw or model; sing or play. A sample of art might be helpful.
5. Three samples of penmanship, written in September, January and May (To be supplied by teacher.)
6. "My Auto-Biography." This shall not be longer than 300 words. Enclosing a snap-shot will make it more valuable.
7. A paragraph of not more than six sentences on:

"My Two Most Important Reasons for Using the Dictionary."

or

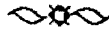
"How the Guide Words Help My Speed in Dictionary Use."

8. A paragraph of not less than six nor more than eight sentences using this topic sentence " 'My Own Speller' has made me more conscious of the special vocabulary that is found in each subject." In this paragraph you might mention the subjects from which you have recorded words throughout the year and from which subjects you have learned the most new words. Possibly you may explain whether a new habit has been developed and whether interest is more keen.
9. A report on a science experiment, using this pattern.
 - a. the purpose
 - b. materials used
 - c. description of process, including a statement of the time it took to get results. For example, if you planted seeds you would take note of the days before they sprouted
 - d. conclusion—statement of results

If you prefer you may give a report on a field trip using a similar pattern.

10. A short paragraph on "I have A Hobby."
 11. A bibliography that you made or helped to make for a history or social studies unit. This might include encyclopedias, books on music, science, biography, other texts, historic novels, films, etc. Be sure that authors and copyright dates are included.
 12. A list of books that you have read this year. This should be countersigned by your teacher.
 13. One page giving the following information in complete sentences:
 - a. Your speed in penmanship
 - b. The dates you completed spelling hurdles 1 and 2
 - c. Whether or not you mastered the 159 Junior High School Spelling Demons
 - d. If not, give the reason
 - e. Your five favorite songs
 - f. Your two favorite subjects in school
 - g. The current event or newspaper you read in school.
 15. In three complete sentences tell whether you worked on the district, community and county projects from the Guide as a unit or incidentally during social studies periods.
- N. B. All work included in the high school folders must be done in ink and, preferably on paper about 8½"x11". All directions are given in the Study Guide. Be sure to date your papers as these materials will be collected all year. The last papers should show improvement over earlier ones. It should be understood that county superintendents and/or city superintendents may make further demands throughout the year. Certainly teacher-made tests should be given as units or parts of units are completed. Some of these might well be included in each child's portfolio, but such demands should come from local authority.

**Purposeful Organization
Of Schools Enhances
Guidance**



**A GUIDANCE BULLETIN FOR TEACHERS
IN ELEMENTARY SCHOOLS**



**State Department of Public Instruction
Helena, Montana**

Mary M. Condon, Superintendent

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INTRODUCTION

The Elementary class room is the **Home** room for the children enrolled. As a rule, these children remain within its walls most of the time from nine o'clock in the morning until four in the afternoon, with one teacher. They are there for the purpose of benefit to their minds, to their emotions, to their bodies, and to their spiritual and social well-being.

Thus our elementary teachers, in addition to being instructors in the 3 R's are guidance directors all day long. This has always been true, still is and always will be.

This bulletin, "Purposeful Organization Enhances Guidance," has been prepared especially to assist these classroom teachers in pointing out reasonable and vital ways through which instruction and guidance may result simultaneously.

Some of the details may seem to belong to a **general** course of study or manual—not in a guidance bulletin. Such details have been added purposely for convenient reference because they are so intimately related to guidance.

The bibliography is brief. The books have been selected for their readability and practical view points. They cover a variety of fields, each of which is important to the balanced development of children.

The nine values listed on page 7 as essential to such development can be considered the goals of Montana's elementary guidance program.

Lilian L. Peterson
State Rural Supervisor

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FOREWORD

I know a person who has about twenty-two years of education together with degrees in Medicine, Law, Divinity and in several other fields. I know another who has only a high school education, but is doing more to develop his own talents and is a more valuable citizen than the first man.

The difference between these two persons is that the latter has had a more purposeful organization to his education and his aims in life. A "quantity" of education does not assure a successful person or a successful life. Education is a part of life and growth and must be organized; hence, we talk of guidance as a great factor in the organization of our educational program in order to give purpose to what we teach.

To compartmentalize all subject fields has a tendency to place all of the stress on subject matter, often to the detriment of developing a balanced child personality.

Since the aims of our education are to help unfold the possibilities of each child for his own good and for the good of society, and since we know better than ever before that children react with definite emotions to their environment as well as to direct instruction, the importance of providing wholesome environment and stimulating experiences cannot be overestimated.

I hope that all teachers will conscientiously study this guide and use the many sign posts given in order that the pupil will not merely have "book larnin" but will have an opportunity for organized and purposeful development for successful living.

Mary M. Condon
State Superintendent
of Public Instruction
Helena, Montana

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GUIDANCE — WHAT IS IT?

Guidance is the soul of teaching. It is the type of instruction that helps children to accept their problems and to attack them with understanding, interest and confidence. Because in the elementary field so many problems are related to the mastery of the skills of learning and how to be acceptable members of a group, teaching and guidance go hand-in-hand — one cannot be separated from the other. Therefore, the classroom teacher is inescapably vital in promoting and carrying through a guidance program whether there is a guidance director or not. She guides all day long.

Two Aspects of Guidance

A guidance program is constructive and therefore preventive. It is also therapeutic and therefore concerned with discovering deviations from the normal. Both are important and continually overlap. It is unthinkable that school procedure can ignore either; but it is possible that guidance planning can be so well done that the preventive angle will anticipate problems before they develop. Such planning involves a knowledge of how children grow and develop—their likenesses and differences—their strengths and weaknesses. It also involves an understanding of proven methods of instruction particularly in reading, and of what a curriculum and a school environment should include. These are all positive factors in fulfilling the four objectives of learning for our children:

Self-realization
Wholesome human relations
Economic efficiency
Responsible citizenship

(On page 25 will be found an analysis of these objectives. Teachers should refer to them often.)

AN OVERVIEW OF FACTS TO CONSIDER

General Statement

All children have basically the same innate desires and interests, and a school curriculum and schedule should be planned to capitalize on such **likenesses**. This will forestall innumerable problems.

Children are also **different**. Because of such differences, another plan must be superimposed on the basic plan. This plan will be one of adjustment.

How Are Children Alike?

1. They are curious and remain curious if they are given the opportunity to find answers.
2. They **like** to make use of their knowledge in various ways.
3. They like to make plans within their own abilities.

4. They like to work if they know how.
5. They get joy from success.
6. One success inspires them to work toward another.
7. They like to feel welcome in their work and play.
8. They like the security of orderly surroundings.
9. They are proud of well-kept, orderly and beautiful school rooms and like to have friends and parents visit.
10. Children like to **help** in projects of improvement and routine duties. They do not like to be mere on-lookers.
11. Young children and slow-learning children understand, reason and think far beyond their ability to read.
12. Children like tests and various other forms of evaluation **if** they are ready for them.
13. Children like stunts, active games, dramatizations and rhythmic activities.
14. Their span of interest lengthens as they grow older.
15. Children learn best by doing.
16. Children learn from **deliberate** teaching **and** from **incidental** teaching.
17. Children like their teachers if their teachers like them and show an interest in their welfare.
18. Children appreciate and respond to justice.

How Are Children Different?

1. Some children are blessed with all the assets for consistent progress.
2. Some children have various handicaps.
 - a. Physically (vision, hearing, speech, lack of clothing, food, sleep)
 - b. Emotionally (from poor home conditions; unhappy school or community experiences; various fears and superstitions)
 - c. Mentally:
 - (1) abilities in limited areas not understood by adults.
 - (2) lack of native ability for traditional scholastic effort.
 - (3) unusual ways of gaining concepts.
 - a. Some children learn easily through symbols
 - b. Some children learn best by hearing
 - c. Some children learn best by touch
 - d. Some children learn best by combination of all.

WHAT GENERAL VALUES SHOULD EIGHT YEARS OF EXPERIENCE IN OUR ELEMENTARY SCHOOLS UNFOLD TO OUR CHILDREN?

1. Growth in sense of **security**.
2. Daily experience in **joy of achievement** from effort put forth as individuals and as members of a group.
3. Deepening understanding through daily **practice** as well as study, that **democratic living** gives freedom only as **self-control** guides each child to consider his neighbors as well as himself; a growing appreciation of the purposes of our government as outlined in the Preamble to the Constitution of the United States.
4. Ever-increasing knowledge of **how to study**.
5. Appreciation of beauty in environment, in literature, fine arts and crafts.
6. Deepening sensitivity to the values of **their own community**, its resources, its people and their services; the dignity of work.
7. Growth in realizing that **conservation** means wise use of good things and includes study of plans to care for our bodies, our property and our natural resources.
8. Growth in understanding what **recreation** is.
9. Increasing ability to evaluate their own efforts in work and play and to welcome the **evaluation of others**.

These nine values point to the balanced development that is the heritage of American children under the Declaration of Independence. Such balance—physical, intellectual, emotional, spiritual, social—leads to responsible citizenship and economic efficiency. But how can elementary schools lay the foundation for such results?

Begin Where the Children Are

Because children are **alike** in the many fundamental ways mentioned, the simplest road to their self-realization is to plan a school environment and instructional activities on basis of these **likenesses** for deliberate and incidental teaching. The incidental learning will come through an environment—an **atmosphere** of friendliness, security and stimulation; the deliberate teaching, through planned units of instruction.

A DYNAMIC PROGRAM IS ESSENTIAL

For an action program, the suggested details on the following pages will contribute to desirable child growth. These suggestions are not arbitrary nor complete; but it is important to realize that the nine values or goals run as a thread of unity through them and consistent use of them will bring good results.

To Make Children Feel Secure

1. Beauty, order, comfort, interest, systematic procedure, participating children, a friendly teacher, are vital factors.
2. The teacher's voice is important. See **Speech**, pages 23 and 24.
3. The seats and desks are adjusted **during school time** early in the year for physical comfort and health (see page 21, items 1-4).
4. The work schedule is posted and followed.
5. The room is so arranged that it is easy to keep orderly—a place for everything.
6. Consideration for others is evidenced by moving about the room quietly, on tip toe.
7. Teacher does not sacrifice understanding for speed.
8. The teacher and children plan jointly how to perform routine duties such as adjusting light, ventilation, watering plants, distributing materials, etc.
9. Freedom of speech is controlled by courtesy—no interruption—during class discussions, or free time.
10. The lunch period is happy; but courteous.
11. The library is well arranged for orderly use of books.
12. The schedule is so arranged that field trips, resource visitors, movies, etc., can be included without disrupting the program of the day. See **Program**, page 28.
13. Field trips, interviews and similar activities are preceded by joint planning and followed by evaluations and further plans.
14. The children are encouraged to bring and arrange flowers, contribute articles for the museum, for the bulletin board, for decoration, etc.
15. Visual aids are used generously.
16. Teacher has individual friendly visits with children who have special problems.
17. Recreation is considered important and fun; is jointly planned and varied.

To Help Children Feel Successful

1. They must experience the **joy** of achievement to a reasonable degree **from effort put forth**.
2. Interest is stimulated in each child, for self-improvement, not competition, and Standards are set by which he may judge his own work.
3. Teacher and parents are conscious of the fact that all children will not succeed equally well in scholarship attainments and do not grow at the same rate; but all have places to fill **effectively** if recognition is given to the dignity of any type of work that is needed in the world. All ventures result in development:

- ... physically ... socially ... emotionally ... intellectually ... spiritually.
4. Teacher studies cumulative charts and diagnostic tests as well as his own observations to learn how best to help children in the five areas mentioned above.
 5. Children's special talents are given recognition.
 6. Individual assignments are suited to the ability of the child. Teachers take note of reading weaknesses and strengths; and teach the special reading skills that belong to each subject.
 7. Recognition of differences in children are reflected in plans for activities that give opportunity for self-expression to **all**. Choral reading, art, music, class discussions, telephone assignments, interviews—all are valuable opportunities.
 8. Children participate in planning where subject matter is such that real thinking can be done. Examples: planning menus, morning exercises, a party, arrangement of room, routine duty assignments, etc.
 9. **Frequent joint self-evaluations** are valuable to give each child a feeling of growth in social behavior, study habits, attention to room duties, accomplishments in work, interest in playground, growth in self-control, care of property, personal hygiene.
 10. Recognition is given of even slight improvement and accomplishments in work done.
 11. Opportunities are given daily for brief summaries of various class discussions or progress of various projects.
 12. Visual aids are used generously.
 13. Holiday programs are planned and carried out by the children through symposiums, panels, visual aids, dramatizations, or other suitable means.

To Develop An Understanding of Free Government

1. The school government and general working conditions are established that will interpret and give practice to democratic living.
2. A school club is functioning through which following learnings are developing:
 - a. how to conduct a meeting
 - b. how to make and pass motions
 - c. how to speak clearly (see page 23)
 - d. how to write minutes
 - e. that decisions made by a majority vote should be obeyed
 - f. how to write a simple constitution
3. Group or committee work in certain classes includes planning for both individual and social behavior

- which must be understood as it may effect the development of leadership and "followship."
4. Through civics, history and geography, appreciations of the past and present are applied to local situations.
 5. Inventories of government agencies that affect things done in school, home and communities are important as continuing assignments. (A continuing assignment is one that is kept in mind for a long time and about which pupils may get added information by keeping eyes and ears open outside of school as well as inside. Reports may be given at any time during the year.)
 6. Children are given opportunity to interpret their own work and activities, also that of school, in terms of purposes given in the Preamble to the Constitution. Examples: Consideration for others who are studying, helps to "promote the general welfare." Obeying rules of a game "establishes justice;" working together in harmony to accomplish a good thing "perfects union."
 7. Children are alerted to see that harmony in the school results from cooperation, willing work, fair play, etc., and that such attitudes must be each person's responsibility in "Winning the Peace."
 8. Children are led to recognize through group work and organized play that freedom and license are very different; that self-control will preserve freedoms while license will destroy them.
 9. Recognition of holidays with appreciative programs prepared by children is stimulating.
 10. In middle and upper grades work out a **simple** time chart of freedom to begin developing a concept of the thousands of years it has taken to win our freedoms.
 11. Listening to radio programs such as the Cavalcade of America is valuable.
 12. Current news is used in social studies classes.
 13. Children are given frequent opportunity to sing songs of national appreciation.

To Develop Skills of Study

1. Individual physical differences receive fair consideration (see pages 18-23).
2. Teachers and children recognize that it is important to learn certain study skills and that each subject has specific skills of learning. (See Manuals for readers in lower and middle grades.)
3. The skills of reading, arithmetic, language, spelling and penmanship are taught deliberately on scheduled time, **and incidentally** through all content sub-

jects.* (Content subjects are those subjects that give information about various topics: History, geography, civics, etc., are content subjects.)

4. Children are taught how to use books and the value of each part of a book: Its table of contents, index, copyright date, preface, etc.
5. Children are led to see that the language arts serve several purposes and that each purpose calls for a specific kind of skill and speed.
6. Children are learning to appreciate the value of these skills and are given practice in each of the following:
 - a. reading for information
 - b. reading for directions
 - c. reading for fun and inspiration
 - d. listening for information
 - e. listening for directions
 - f. listening for fun and inspiration
 - g. writing to inform
 - h. writing to keep in touch with friends and relations
 - i. speaking to inform, to entertain
 - j. figuring for personal needs, for business needs
7. Children are taught how to use a library and the different classification of books there are, as well as how to use each. (Self-Evaluation blank will be helpful.)
8. By tests and observation, strengths and weaknesses of children are discovered, and assignments for adjustments are made accordingly. (See pages 17-18.)
9. Assignments are given to challenge children with high ability intellectually.
10. Bibliography is referred to for helpful materials.
Page 26.
11. Children are beginning to make their own bibliographies.

To Develop Appreciation of Common Things

Appreciation of common things about us leads to enjoyment and spontaneous thoughtful action, which in turn help children to become more "sensitive to their surroundings." As teachers, we should help children to understand:

1. Social value of their own work; of everybody's work.
2. True values of home and family by becoming conscious of the:
 - a. Unselfish things done by parents, such as providing well-cooked and balanced meals, maintaining clean and orderly homes, attention to clothing needs, making plans for recreation.
 - b. Children's responsibility for assisting in the care of property and in keeping orderly homes; for

- happiness of parents in being thoughtful, considerate and helpful; for courteous relationship between brothers and sisters and willingness to help in care of younger children in family.
3. Value of neighbors by recognizing the:
 - a. Kind and helpful things done in normal times and times of need.
 - b. Contributions from other countries, such as art, music, discoveries, attitudes and habits of conservation, thrift, respect, love of home.
 - c. Companionship of neighbors that brings fun and entertainment.
 4. Services of our elected officers on all levels of government by discussing:
 - a. How we would get on without such services.
 - b. Which conditions about the home, school and community have protection and benefit from services of such officers.
 - c. The importance of making appreciative remarks rather than negative criticism. (Pupils need this and so do officials, for our country's welfare.)
 - d. Constructive criticism courteously given should be encouraged.
 5. Folklore of local, state and national communities through:
 - a. Exhibits of early-day articles, stories of past, pageants of community, play days, music festivals, etc.
 - b. Units of history enriched by music, art, literature, films, choral readings, declamations, pioneers' stories.
 6. That beauty is always at hand to enjoy:
 - a. In nature: sunsets, moonlight, stars, clouds, landscapes, bright sunshine, budding spring, brilliant autumns, color variety and graceful action of birds, animals and plant life.
 - b. In and around the home—its cleanliness, order, color combinations, consideration for each other, hospitality, and many enjoyable activities.
 7. That everything in the universe points to **invariable** laws, therefore, there must be a Supreme Creator.

To Promote In Children An Understanding Of The Community.

The Local Community is the smallest division of a democratic republic such as we have. It is here that children find ways of understanding the values of our greater government through observation, discussion and practice. Their loyalties to and desires for useful citizenship begin here. Teachers have great opportunities for developing attitudes, desires, practical planning procedures, appreciation and a fund of necessary information about community values. Ideas listed below are given to suggest the scope; but

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not all of the details of community understanding. Any community at any time in any country can be analyzed through 12 kinds of activities. The analysis below has been adjusted from Dr. Edward Olsen's list in his "Community and School." Apply this to your own community. It will stimulate interest.

1. Appreciating the past in local, state, national and world scope.
2. Exchanging ideas by speech or writing.
3. Protecting life and health—safety rules, water and sewage provisions, etc.
4. Making a living—(How many ways in your community?)
5. Making use of natural and human resources (conservation).
6. Improving family living.
7. Providing education through schools, lecture courses, films, magazines, etc.
8. Adjusting to people in work and play.
9. Meeting spiritual needs in churches, Sunday Schools, literature, etc.
10. Sharing in responsibilities by accepting duties in service clubs, clean-up days, drives, serving as officers for the common good.
11. Taking part in recreation and promoting it for all.
12. Enjoying beauty through trips, exhibits, pictures, parks, music.

Related to such acquaintance are several interesting activities, which can grow out of any subject field.

1. Planned field trips.
2. Planned interviews.
3. Reports from good programs—radio or otherwise.
4. Inventories in each or any of the twelve divisions.
5. Discussions of how money is raised for several items.
6. Information about levies for town, school districts, etc., also valuations.
7. How conservation is related to this.
8. Gathering data for school or community history.

How do each of these activities in a community help to fulfill the six purposes of the Constitution?

1. To **Form** a more perfect Union.
2. To **Establish** Justice.
3. To **Insure** domestic tranquility.
4. To **Provide** common defense.
5. To **Promote** general welfare.
6. To **Secure** blessings of liberty to ourselves and our posterity.

To Stimulate Attitudes of Conservation

Conservation is an attitude of mind just as honesty, justice, kindness, and courtesy are. It is closely related to consideration for rights and privileges of others. The following items belong to an understanding and practice of such conservation.

1. Plans by children and teacher about how to use and care for school property: grounds, playground equipment, out-buildings, toilet, books. This will mean that changing committees will be at work all year.
2. Plans by children and teacher to set up a program centering about health through rotating committee personnel:
 - a. **for lunch procedure**, which will include lunch box storage, menu planning, social and mannerly atmosphere, disposal of left-overs, length of period.
 - b. **for sanitation**, to include plans for time-saving and effective hand-washing before eating; for inspection, reports and care of toilets; for courtesy and system in use of drinking fountain, etc.
 - c. **for ventilation, temperature and lighting control** and any other experiences that will cause **all** to become aware of the fact that **health practices** are important for each individual and for groups.
 - d. **for safety** on the road, the street, on the farm, in the home and on the school grounds. Safety is closely related to consideration for others and habits of order, system and courtesy. Several sets of rules will result from this, made by children and teacher in group discussions.
 - e. **for understanding** why laws are made to govern these needs.
3. Plans by children and teacher to become responsibly acquainted with the five natural resources: soil, water, forests, minerals and wild life of the community, state, nation and world through:
(See guide on Conservation.)
 - a. interviews with soil conservation directors, county agents, etc.
 - b. field trips to areas that will show conservation need and/or practices.
 - c. resource people coming from conservation agencies, visitors from other countries.
 - d. books, magazines and bulletins, radio, newspapers, taking note of the many pictures and articles on conservation in these materials.
 - e. visual aids such as flat pictures, films and slides.
 - f. units in various subjects, particularly in elementary science, history, geography and civics.
4. Plans by teacher and children to become conscious of the relation between care of property (private and public) and taxation in the local community through
 - a. listing services paid by taxation: sidewalks, garbage disposal, records, forest protection, roads, etc.
 - b. getting facts and figures about valuation and tax levies: School budgets and parents' tax notices.

- c. learning that several taxing districts overlap—grade school, high school, city, etc.
- d. learning that taxes are paid by the parents.

To Plan Recreation for Personality Development.

Often the harmony of a school is upset by neglecting to plan for recreation. Relaxation, fun and satisfaction that come from an interesting and stimulating program are important for personality development as well as for a happy atmosphere.

Plans related to such a program **may** include:

1. Games at recess.
 - a. A repertoire of active and quiet games that can be used at home or at school without the use of apparatus.
 - b. Organized games using various kinds of balls and other necessary equipment for Spring and Fall recreation.
 - c. Games patterned after **Authors** made by children as an outgrowth of history and geography classes often add interest to recess during stormy weather.
 - d. Stunts learned in physical education classes add much to party fun or recess relaxation.
2. Hobbies for leisure time at home or during recesses.
 - a. Making things that may be an outgrowth of elementary science such as a telephone, radio, terrarium, insect cage, model airplane, etc.
 - b. Making things that might be suggested by history or geography study such as dressing dolls in historic costume, making small hats used in different periods; making dioramas, cycloramas or peep boxes of various countries or historic events.
 - c. Making collection and/or scrap books of stamps, of music projects. Making various articles suggested in study of art or family living.
 - d. Cultivating friends from other states or countries through correspondence (pen pals).
3. Parties and programs.
 - a. Occasional pupil-planned parties either at home or at school for in-door fun.
 - b. Occasional picnics.
 - c. Pupil-planned opening exercises and special day programs.
4. Music and literature repertoires for program or party use as outgrowth of class work.
 - a. Rhythm bands, tonette bands, folk dances, choruses and choral readings, declamations, dialogues, humorous readings.
 - b. Free-reading or library period when children may read books and magazines of their own

choice from the school library. (The Extension Library at the University, Missoula, loans boxes of books to all rural schools and individuals for the asking, and the payment of return postage.)

To Impress the Importance of Self-Evaluation—How Are We Doing?

To make the school experiences which are planned for our children worth the time and place given to them in the curriculum, evaluation of results must be an integral part. Furthermore, to insure the greatest value, **children must have a share in judging their own progress.**

To the end that self-evaluation shall be **possible** and **practical**, certain steps are important:

1. Teacher and pupils must be aware of the purposeful outcomes that should result concerning:
 - a. attitudes to be developed.
 - b. study skills and other work skills that are essential.
 - c. habits to be practiced and further developed.
 - d. information and understandings that are useful for now and later.
 - e. value of such aids as films, records, radio, etc.
2. Evaluation must be **continuous** and **satisfying**. This may be done by informal discussions in which children are encouraged to express their feelings about how they are doing and what they think could be planned further; also, about their opinions of their own services done individually or in committee concerning:
 - a. room duties
 - b. personal care
 - c. use of books, paper and equipment (conservation)
 - d. safety precaution—on street and road, in play, etc.
 - e. care of school property and around community—stressing Hallow-eeen
 - f. playing by rules
3. Evaluation should include inventories of school and community. These are in reality appreciation lists and will include proper use of each item:
 - a. modern services and conveniences that all enjoy and take for granted such as:

| | |
|---|--|
| <ol style="list-style-type: none">(1) electric lights(2) lighted streets(3) good roads(4) schools(5) sidewalks(6) telephones(7) radio, etc. | Such inventories and discussions would be incidental to units in social studies or in straight history, geography or civics classes. |
|---|--|

- b. freedoms we enjoy in this country and how we can help to keep them.
- 4. Evaluation should include judicious use of standardized tests to arrive at an estimate of progress in subject mastery and also to uncover points of weakness. (See topics below)

The use of the Self-Evaluation Blank throughout the year can be helpful as a guide if it is referred to by teacher and children when it applies to what is being done.

EVALUATION SHOULD LEAVE AN IMPRESSION AND UNDERSTANDING THAT CHECKING FOR IMPROVEMENT IS THE SURE ROAD TO SUCCESS IN ANY THING WE DO OR WILL DO.

Testing Is Part Of Every School Program

Testing is one important activity in any school program. Its value, however, depends upon the use made of the results. Test scores in standardized tests must be used with care. The score is not a dot on a line. It indicates an area of achievement, or points to an area where understandings should be developed. The chances are that a test score does not represent the best work that a pupil can do.

Read The Manuals

Manuals that accompany tests **are very important** and teachers should study them carefully before giving the tests, in order to understand what is being tested, how to give the test and how to interpret the scores. If the teacher takes the test herself before administering it, she will profit greatly; so will the pupils.

Types of Standardized Tests and Their Purposes

1. **Scholastic aptitude tests**, often referred to as intelligence tests, are given so that teachers may have a better idea of learning abilities of the children. Interpreting the ranges of these scores is helpful in deciding what to do for children in the various groups. Too often they have served to classify children and then limit their progress by false concepts of what they can or cannot do.

a. **Scores of 90-110** belong to the largest group of children. These children learn readily and effectively with careful teaching, if the program is well balanced with silent study, oral teaching, visual aids, purposeful activities, clear assignments and frequent teacher-pupil evaluation.

b. **Scores of 80-90** indicate slow thinkers. These children will work well with the average group but will need more help in seeing through **abstract** ideas. This they can get from fellow students, more visual aids, more related things to do, and more careful teacher-direction.

c. **Scores above 110** indicate to the teacher that such children **must be given opportunities that will keep them working to capacity**. Such scores do not necessarily mean that these children are better thinkers, but that they catch and remember ideas from

their wider reading and experiences. These children will profit by vital projects which call for making their own original plans.

2. **Achievement tests** which are usually also diagnostic are given for two reasons: to learn the attainment of children with reference to an established norm at a given time, and to reveal the skills in which individual children are lacking. Of the two, the second is by far the more important because it points to the type of program that shall follow: It may be one of **re-teaching the whole group** or of providing more individual help for some. **IT SHOULD POINT TO A MORE ALERT SCRUTINY OF CAUSES OF FAILURES. IF THE WHOLE GROUP IS LOW, THE TEACHER MUST ANALYZE HER METHODS. IF A FEW ARE LOW, WHAT ARE THE INDIVIDUAL DIFFERENCES?**

3. **Reading-readiness tests** for beginners in the first grade, are valuable for evaluating each child's strengths and/or weaknesses. From these findings, the teacher can better determine how to plan a program of readiness for teaching reading.

Facts Not Revealed By Tests

It is important for teachers to realize that those traits that cannot be tested, such as perseverance, diligence, patience, indolence, impatience are important too, and can be discovered only by observation. A SLOW THINKER (80-90) WHO IS INDUSTRIOUS AND PERSISTENT WITH HELPS SUCH AS MENTIONED ABOVE MAY BECOME MORE EFFECTIVE AS A CITIZEN THAN AN IMPATIENT, IMPULSIVE, BRILLIANT STUDENT (111-120) IF SUCH STUDENT IS NOT HELPED TO SEE THE VALUE OF EFFORT.

VISION AND HEARING

Good Vision and Hearing are essential to effective learning. How can a teacher know that a child is or is not handicapped by faulty vision or hearing? (Refer to the 1950 **Guide For Teachers For Montana School Health Program**. This should be in every school. The Board can purchase it from the State Board of Health, Helena.)

Vision

To stress the relationship between vision and purposeful organization, attention is here called to child behavior that teachers need to understand, and to the Snellen Vision Test given with other vision information on pages 129 to 144 of the book named above.

Behavior list for children with eye trouble as given by The National Society for the Prevention of Blindness:

- a. Attempts to brush away blur; rubs eyes frequently; frowns.
- b. Stumbles or trips over small objects.
- c. Blinks more than usual, cries often, or is irritable when doing close work.
- d. Holds books or small objects close to eyes.
- e. Shuts or covers one eye, tilts or thrusts head forward when looking at objects.

- f. Has difficulty in reading or in other school work requiring close use of the eyes.
- g. Is uninterested in distant objects or unable to participate in games such as playing ball.
- h. Holds body tense or screws up face either for distant or for close work.
- i. Is sensitive to light.
- j. Is unable to distinguish colors.

Appearance

Red-rimmed, encrusted, or swollen eyelids
Repeated styes
Water or red eyes
Crossed eyes

Complaints

Dizziness Following Close Eye Work
Headaches Following Close Eye Work
Nausea Following Close Eye Work
Blurred or double vision

Snellen Vision Test

- 1. Materials needed:
 - a. Snellen E. Chart*
 - b. Three cover cards* (to cover sections of Chart not in use).
 - c. Three window cards through which to expose single symbol at a time during test.
 - d. Large symbol E mounted on cardboard for teaching use of symbol E.
 - e. Small cards or folded paper to cover the eye that is not being tested.
 - f. Yardstick for measuring distance, 20 feet from Chart. Snellen Charts are drawn to an exact scale for use at 20 feet.
 - g. Light meter. There should be at least 10 foot candles of light evenly diffused on the Chart. Glare, shadow and inadequate lighting handicap even those with normal sight.

*(These can be secured from the Montana State Board of Health or the National Society for the Prevention of Blindness.)

2. Method of Testing (Test each pupil individually)

- a. Mark line 20 feet distant from Chart.
- b. Adjust height of Chart **for each individual** so that 20 foot line on Chart is on level with eyes of individual being tested.
- c. Be sure pupil understands procedure.
- d. Pupil stands on 20 foot line.
- e. Pupil covers eye not being tested. Folded paper or card is placed obliquely over eye.
- f. Pupil keeps both eyes open during test.
- g. If pupil wears glasses, test first with glasses on, then without glasses. This provides an opportunity for pupil to do his best on the first test.

- h. Test right eye first, then left eye, then both eyes together. Use these window cards to expose one symbol at a time. Keep other symbols covered. This prevents memorizing and makes it possible to focus attention on one symbol at a time.
 - i. Young children give indication by pointing; older children state direction; "up-down-left-or right."
 - j. If pupil is suspected of having poor vision, begin test at top of Chart; otherwise, begin with 50 foot line and continue through 20 foot line. It is not necessary to test beyond 20 foot line. Note that the number of the line is directly above the line of symbols.
 - k. Show one vertical and one horizontal symbol on a line and move to next. In the last line read correctly or, in the 20 foot line, use all four symbols.
 - l. Encourage pupil to do his best, but do not permit strain. Evidences of strain are:
 1. Thrusting head forward
 2. Tilting head
 3. Eyes watering
 4. Frowning or scowling
 5. Puckering face
 6. Closing one or both eyes during test
 7. Excessive blinking
 - m. Reading three out of four symbols is considered satisfactory. Record results in fraction form. The numerator is 20. This is the distance in feet from the Chart. The **denominator is the number of the last line read correctly.** 20/20 means the pupil at 20 feet from the Chart was able to read the 20 foot line on the Chart. 20/200 means that the pupil at 20 feet from the Chart was only able to read the 200-foot line on the Chart. Record the score for each eye; that is, R. 20/20; L. 20/50.
3. **Refer such information to parents or agencies** which have authority to diagnose and correct.

HOW CAN THE ENVIRONMENT BE ADJUSTED TO PREVENT EYE STRAIN AND HELP THOSE WHO HAVE WEAKNESSES?

1. There should be:
 - a. As much daylight from windows as possible, supplemented by artificial light.
 - b. 25 foot candles on all desks, tables, chalkboards and other work places in classrooms.
 - c. 35 foot candles on desks and work space where fine detail work is done.
 - d. 35 foot candles on desks and chalk boards in classrooms for partially seeing children.
 - e. 10 foot candles in toilet rooms.
 - f. 5 foot candles in hallways, corridors, stairways and at exits.
2. To avoid glare and to bring light from behind left shoulder, desks should be turned at an angle of about 90 degrees away from window.

3. Re-finish blackboards that "shine."
4. Shades should be of neutral medium light color of double roller type at window's center.
5. Ceilings should have high reflection factor obtained by use of white dull finish. Upper walls should be light color and wall area below window sills moderately dark. Desk tops should be fairly light (tan, gray or neutral) and a dull finish.

SEATING

Correct seating is related to both physical and mental health. Vision is affected by the placement of a seat with reference to lighting. Posture is affected by long periods of remaining in the same position. Discomfort detracts from ability to concentrate on the work in hand. Four features related to good seating are listed:

1. The **seat** should be low enough so that the pupil can put both his feet on the floor comfortably when his body is pushed fully back in the chair. Pupils should never be allowed to sit where their feet cannot touch the floor.
2. The thighs should be in a horizontal position so that there is no pressure or strain under the knees.
3. Desks should be adjusted so that when the pupil sits in an upright position, he can place his arms on the desk without raising his shoulders because the desk is too high or has to curve forward because the desk is too low.
4. The space between the desk and chair should allow ample room so that the legs will not be cramped. They should not be so far apart that he cannot sit in a proper position. It is **generally** recommended that the edge of the desk overlap the edge of the chair one inch.

Hearing

Attention to children's ability to hear is also related to purposeful organization. See Teachers Guide, pp. 33-44. Teachers need to be alert to:

1. **Behavior that might indicate deafness.**
 - a. Child looks at your lips
 - b. Child needs frequent repetition
 - c. Child says that he is deaf
 - d. Child tires easily
 - e. Child talks much during informal periods to cover his difficulty
 - f. Child has monotonous tone of voice—does not enunciate clearly
 - g. Child is disinterested—withdraws from group.
 - h. Child turns head for benefit of weak ear
 - i. Child has poor scholarship
 - j. Child does not join the group

- 2. Physical symptoms which the teacher may see:
 - a. discharging ears
 - b. earaches
 - c. cotton in ears
 - d. frequent colds and sore throat
 - e. mouth breather
 - f. scar of mastoid
 - g. record on cumulative sheet
 - h. whisper test.

THE WHISPER TEST

The Whisper Test is a practical method of screening for those who have deficient hearing. An entire classroom can be checked at the same time.

While the test is being given, the children remain at their desks and face the front of the room while the entire test is being given. The reason for this is to produce as nearly as possible the normal classroom environment. Below is an outline of how to give this test.

- (1) Each pupil should have a piece of paper and a pencil.
- (2) Have the pupil mark off his paper into four columns. At the top of the first column write the word "Front;" at the top of the second column "Left Side;" third column, "Back;" and the fourth column "Right Side." Like this:

| Front | L. Side | Back | R. Side |
|-------|---------|------|---------|
| | | | |

- (3) Explain to the pupils that you will whisper **four** numbers from 1 to 10 to be written in each column. The first group of four numbers you will give from the front of the classroom, the second group from the left side of the room, the third group from the back, and the last group from the right side.
- (4) Explain to the pupils that they are to write down the numbers in the column corresponding to your position in the classroom.
- (5) The tester should have arranged her groups of numbers before she starts to administer the test, for example:

| Front | L. Side | Back | R. Side |
|-------|---------|------|---------|
| 2 | 3 | 5 | 10 |
| 5 | 8 | 1 | 2 |
| 1 | 6 | 9 | 5 |
| 4 | 10 | 3 | 3 |

- (6) The tester should stand in front of the room, cover her face with a book and whisper the numbers that have

been selected to give from that position. Allow the pupils enough time to write the first number down before giving the next. The reason for the holding of a book in front of the face is so they will not have a chance to lip-read.

- (7) Next the tester goes to the left side of the classroom and whispers the four numbers selected to be given from that position.
- (8) Follow the same procedure and give the numbers from the back of the room and then from the right side of the room.
- (3) Collect their papers and check against your chart.

The results cannot be converted into any elaborate calculations, but they can be interpreted to determine whether or not the pupils heard you from the four positions in the classroom.

If the pupil seated near the back failed to hear the first group of numbers given from the front but heard all of them when you were at the back of the room, then it is wise to place that child near the front of the classroom.

If a child seated near the right side of the room got all the numbers correct when you were on that side, but could not get the group of numbers given from the left, then perhaps he would profit by being placed near the front.

Be sure to check further with the pupils that missed several of the numbers and endeavor to find out in which ear they have the most hearing. If a child has more hearing in one than the other, then place him in the front to one side so his better ear will be toward most of the pupils. Sometimes the child's hearing loss seems to be about the same in both ears; then it is wise to place him in the center-front of the room.

SPEECH

Speech is becoming more important for all people than it has ever been. More and more work for improvement in the home, school, church, business, local community, state, nation and world is being done through group planning and action. To **contribute effectively** to such improvement, ability to speak well is a need for responsible citizenship.

SOME SPECIFIC REASONS WHY ATTENTION TO SPEECH IS IMPORTANT

1. Speech constitutes 90% of all communication: conversation, interviews, discussions, reports and person to person intercourse by telephone and radio.
2. One-fourth to one-sixth of school population has defective speech, (Bachus).
3. Most poor speech is due to carelessness and lack of attention. It can be corrected in elementary schools beginning with grade one and includes enunciation, pronunciation, inflection and voice.

4. Careful speech is related to courtesy or consideration for others in that the speaker should make it easy for others to understand.
5. Good speech is an important achievement in self-realization and ties up importantly with all of the other educational objectives: wholesome human relations, civic responsibility and economic efficiency.
6. Correct speech gives people self confidence and a sense of security.
7. Correct speech is important in all types of vocations.

WHAT TEACHERS CAN DO ABOUT DEVELOPING GOOD SPEECH

1. Each teacher should watch his own speech and VOICE—Teachers with harsh, strained voices often make children nervous and irritable, which detracts from good environment.
2. If possible get tape recordings of children's voices for their own evaluation and correction; also the teacher's.
3. Incorporate experiences into the curriculum which will include discussions, telephone conversations, etc., which will create a sensitivity to the difference between good and poor speech.
4. Teach phonics and be deliberate in showing how the tongue, lips, teeth and voice are used to make the sounds. (See "Talking Time" in Bibliog.)
5. Read poems for various types of listening reactions.
6. Realize that good speech and good singing habits are the same.
7. Encourage story-telling and dramatization in which the audience situation calls for clear speech and well-modulated voice.
8. Make good use of choral speaking or reading.
9. Build a repertoire of poems memorized.
10. Motivate geography or other content subjects with the use of a microphone. (Children like to give travel stories, news stories, etc., over an imaginary "mike" and the device seems to result in clearer speech.)
11. Plan socio-dramas in connection with content subject.
12. During club meetings, stress need for careful speech in reading minutes, making motions, discussing motions and in all of the chairman's general work as presiding officer.
13. Buy the book on speech listed in the bibliography at end of the bulletin and use it.

THE FOUR OBJECTIVES OF AMERICAN EDUCATION WITH INTERPRETATIONS

Educational Policies Commission of N.E.A. (1937)

I. SELF-REALIZATION.

1. **The Inquiring Mind.** (The educated person has an appetite for learning)
2. **Speech.** (The educated person can speak the mother tongue clearly)
3. **Reading** (The educated person reads the mother tongue clearly)
4. **Writing.** (The educated person writes the mother tongue effectively)
5. **Number** (The educated person solves his problems of counting and calculating)
6. **Sight and Hearing.** (The educated person is skilled in listening and observing)
7. **Health Knowledge.** (The educated person understands the basic facts concerning health and disease)
8. **Health Habits.** (The educated person protects his own health and that of his dependents)
9. **Public Health.** (The educated person works to improve the health of the community)
10. **Recreation.** (The educated person is participant and spectator in many sports and other pastimes)
11. **Intellectual Interests.** (The educated person has mental resources for the use of leisure)
12. **Esthetic Interests.** (The educated person appreciates beauty)
13. **Character.** (The educated person gives responsible direction to his own life)

II. WHOLESOME HUMAN RELATIONSHIP

1. **Respect for Humanity.** (The educated person puts human relationships first)
2. **Friendships.** (The educated person enjoys a rich, sincere, and varied social life)
3. **Cooperation.** (The educated person can work and play with others)
4. **Courtesy.** (The educated person observes the amenities of social behavior)
5. **Appreciation of the Home.** (The educated person appreciates the family as a social institution)
6. **Conservation of the Home.** (The educated person conserves family ideals)
7. **Homemaking.** (The educated person is skilled in home-making)
8. **Democracy in the Home.** (The educated person maintains democratic family relationships)

III. ECONOMIC EFFICIENCY.

1. **Work.** (The educated producer knows the satisfaction of good workmanship)
2. **Occupational Information.** (The educated producer understands the requirements and opportunities for various jobs)
3. **Occupational Choice.** (The educated producer has selected his occupation)
4. **Occupational Efficiency.** (The educated producer succeeds in his chosen vocation)
5. **Occupational Adjustment.** (The educated producer maintains and improves his efficiency)
6. **Occupational Appreciation.** (The educated producer appreciates the social value of his work)
7. **Personal Economics.** (The educated consumer plans the economics of his own life—he budgets)
8. **Consumer Judgment.** (The educated consumer develops standards for guiding his expenditures)
9. **Efficiency in Buying.** (The educated consumer is an informed and skillful buyer)
10. **Consumer Protection.** (The educated consumer takes appropriate measure to safeguard his own interests)

IV. CIVIC RESPONSIBILITY

1. **Social Justice.** (The educated citizen is sensitive to the disparities of human circumstances)
2. **Social Activity.** (The educated citizen acts to correct unsatisfactory conditions)
3. **Social Understanding.** (The educated citizen seeks to understand social structures and social processes)
4. **Critical Judgment.** (The educated citizen has defense against propaganda)
5. **Tolerance.** (The educated citizen respects honest difference of opinion)
6. **Conservation.** (The educated citizen has a regard for the nation's resources)
7. **Social Applications of Science.** (The educated citizen measures advance of science by its contribution to the general welfare)
8. **World Citizenship.** (The educated citizen is a cooperating member of the world community)
9. **Law Observance.** (The educated citizen respects the law)
10. **Economic Literacy.** (The educated citizen is economically literate)
11. **Political Citizenship.** (The educated citizen accepts his civic duties)
12. **Devotion to Democracy.** (The educated citizen acts upon an unswerving loyalty to democratic ideals)

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4. Div. Research & Guidance, Office of Los Angeles Co. Supt. of Schools . . . GUIDANCE HANDBOOK FOR ELEMENTARY SCHOOLS . . . California Test Bureau, 5916 Hollywood Blvd., Los Angeles 28, Calif., 1949.
5. Jenkins et al . . . THESE ARE YOUR CHILDREN . . . Scott, Foresman & Co., Chicago . . . 1949. (Very practical and helpful in understanding young children.)
6. Bullis & O'Malley . . . HUMAN RELATIONS IN THE CLASSROOM . . . Humbleton Co., Inc., Wilmington, Delaware. 1947. (True stories to be read to children for purpose of bringing out discussions about how common emotional problems are solved.)
7. Adams, Gray, Reese . . . TEACHING CHILDREN HOW TO READ . . . Ronald Press, New York, N. Y. (See Chap. 12 for Reading in Social Studies).

8. Fernald, Grace . . . REMEDIAL TECHNIQUES IN BASIC SCHOOL SUBJECTS . . . McGraw-Hill Book Co., New York. 1943. (This is particularly helpful for those who learn thru touch — called Kinesthetic Method — Helps reading and spelling.)
9. Alsen, Edw . . . SCHOOL & COMMUNITY . . . Prentice-Hall, Inc., San Francisco, Calif. (Excellent for showing how teachers can interpret communities to children and adults.)
10. Neilsen & Van Hagen . . . PHYSICAL EDUCATION IN THE ELEMENTARY SCHOOLS . . . A. S. Barnes Co., New York, N. Y. 1946.
11. Kirkland . . . HOW TO BUILD A UNIT OF WORK . . . U. S. Government Printing Office, Wash., D. C., 15c. (Practical and brief. Teachers should own it.)
12. THE TEACHER OF THE SOCIAL STUDIES, Jack Allen, Editor 1952 Yearbook. Nat'l. Council for the Social Studies, 1201 Sixteen St. N. W., Wash. 6, D. C.
13. Goslin, Anderson, Krug et al . . . ORGANIZING THE ELEMENTARY SCHOOL FOR LIVING AND LEARNING. A.S.C.D. of N.E.A., 1201 16th Street, N. W., Washington 6, D. C. 1947.
14. Science Research Associates . . . LIFE ADJUSTMENT PAMPHLETS . . . (Ask for elementary material) . . . Science Research Associates, 228 S. Wabash Ave., Chicago 4, Illinois.
15. Blough & Hugget . . . ELEMENTARY SCIENCE & HOW TO TEACH IT . . . 1951. Dryden Press, New York. (Practical—not technical—numerous experiments planned with home-equipment—clear descriptions of planned field trips—rich in conservation material—Usable with any series of texts.)

PROGRAM MAKING

Program making for all schools is important, but for rural schools it is paramount. Following are highlights on this topic:

Objectives in program making:

1. to give children systematic and efficient study habits
2. to give longer periods
3. to save time
4. to enhance integration of subject matter
5. to enhance possibilities for educative activities
6. to enhance possibilities for supervision
7. to be ready for emergency demands

Procedures that help attain such objectives:

1. Estimate allotment of time by the week rather than by the day
2. Decide on the number of periods each week
3. Estimate daily time for subject fields
4. Have all grades working in the same subject fields during allotted time
5. Arrange related subjects together so far as possible

A SUGGESTED WEEKLY TIME ALLOTMENT

| Subjects | Weekly Time | Daily Time | No. of Periods |
|----------------------------------|-------------|------------|----------------|
| Opening Routines | 50 | 10 | 5 |
| Arithmetic | 225 | 45 | 5 |
| Art | 75 | .... | 1 |
| El. Science | 300 | 75 | 4 |
| Language | 200 | 40 | 5 |
| Music | 100 | 20 | 5 |
| Reading | 200 | 40 | 5 |
| Social Studies | 350 | 70 | 5 |
| Spelling) | | | |
| Writing) | 150 | 30 | 5 |
| | 1650 | 330 | 40 |
| Noon & 2 recesses of 15 min..... | 450 | 90 | 5 |
| | 2100 | 420 | 45 |

A SUGGESTED PROGRAM FOR RURAL SCHOOLS

N. B. This is not a dictated program, but merely a plan of procedure for your help in making your own schedule. Please note that the social studies and elementary science periods are long enough to permit allotment of time for units of related work in each.

| Time | Min. | Monday | Tuesday | Wednesday | Thursday | Friday |
|-------------|------|--|--------------------|--------------------|--------------------|--------------------|
| 9:00- 9:10 | 10 | OPENING ROUTINE EACH DAY: | | | | |
| 9:10- 9:50 | 40 | Reading | Reading | Reading | Reading | Reading |
| 9:50-10:30 | 40 | Language | Language | Language | Language | Language |
| 10:45-11:30 | 45 | Arithmetic | Arithmetic | Arithmetic | Arithmetic | Arithmetic |
| 11:30-12:00 | 30 | Spelling & Writing | Spelling & Writing | Spelling & Writing | Spelling & Writing | Spelling & Writing |
| 1:00- 2:10 | 70 | SOCIAL STUDIES: GEOG., HIST., CIVICS, CURRENT EVENTS, COMMUNITY UNDERSTANDING. | | | | |
| 2:10- 2:30 | 20 | Music | Music | Music | Music | Music |
| 2:45- 4:00 | 75 | ELEMENTARY SCIENCE MADE UP OF UNITS ON HEALTH, SAFETY, PHYSICAL EDUCATION, FAMILY LIVING, PRINCIPLES OF LIVING THINGS, CONSERVATION, RESPONSIBILITIES BELONGING TO THE USE OF MODERN CONVENIENCES. | | | | |

INTRODUCTION

In the preparation of the Foundation Program for one and two-room rural schools, six purposes were kept in mind:

1. To give a brief word picture of an effective, modern school.
2. To clarify Montana's definition of rural schools.
3. To review briefly the essentials of a wholesome school environment.
4. To list essential instructional supplies, equipment and methods of instruction.
5. To enumerate a few conditions that will clarify the position of the modern school as an agency of the community, and the position of the community as a resource or workshop of learning and understanding for the school. (It is important that this RELATIONSHIP become increasingly clear to teachers, pupils and patrons.)
6. To submit a plan that will make it possible to promote progressive planning OVER A PERIOD OF FIVE YEARS.

HOW SCHOOL DISTRICTS ARE CLASSIFIED IN MONTANA.

The laws of Montana authorize three types of school districts on the basis of population:

1. First class districts have 8,000 or more people (largest cities.)
2. Second class districts have from 1,000 to 8,000 people (most of the remaining cities.)
3. Third class districts have less than 1,000 people. (small towns and open country areas).

WHAT IS A RURAL SCHOOL IN MONTANA?

In the East, a rural school is one that has an enrollment of 2,500 children or less, but this definition is not generally accepted in Montana.

FOR THE PURPOSE OF GIVING MORE HELP TO THE ONE AND TWO-ROOM SCHOOLS OF THE STATE, THE DEPARTMENT OF PUBLIC INSTRUCTION WILL CONSIDER SCHOOLS RURAL THAT HAVE LESS THAN THREE TEACHERS WHETHER THEY ARE IN SMALL TOWNS OR IN THE OPEN COUNTRY.

VALUES OF THE SELF-EVALUATION BLANK.

1. IT CAN BE USED AS A GUIDE:
 - a. For in-service training through regular meetings called by the county superintendent for rural teachers.
 - b. For arriving at a common understanding of goals by teachers, county superintendents, pupils, school boards and the public.
 - c. For an inventory of physical assets and needs TO BE FOLLOWED BY A PLAN FOR UPKEEP AND IMPROVEMENT.
 - d. For a wedge to make the schools more vital to children through purposeful activities and thinking.

2. PROGRESS FROM USE OF THIS GUIDE SHOULD BEGIN NOW AND CONTINUE STEADILY:
 - a. THE IMPORTANT FIRST STEP IS TO BEGIN THE EVALUATION JOINTLY WITH THE PUPILS AND TAKE NOTE THAT EVERY ITEM IS RELATED TO CLASS WORK.
 - b. An important outcome is that the section on Maintenance following each division shall set forth plans for action.
 - c. It is not expected that all schools will reach the same goals any one year.
 - d. Five years hence should show marked progress for all.

WHY SHOULD SCHOOLS STRIVE FOR SUPERIOR RATING?

1. To provide surroundings for children that will:
 - a. Encourage practice in healthful living.
 - b. Develop habits of order and care of property.
 - c. Stimulate curiosity concerning the world about them, including the local community.
 - d. Enhance consideration for others.
 - e. Promote wholesome recreation.
2. To provide a program of instruction that will equip students with:
 - a. SKILLS and LEARNINGS for effective use of language and numbers in daily living.
 - b. A background of STUDY HABITS for continuing further formal education.
 - c. An appreciation and understanding of our form of government by consciously applying the purposes of our CONSTITUTION to school and community activities.
3. To give board members, community, teachers and pupils all over the state, yearly, proof of what value there is in co-operative effort; and that the State of Montana is interested in its children.
4. To give to the state proof that the CO-OPERATIVE effort and interest of local agencies and schools are such that STATE EQUALIZATION IS JUSTIFIED. Chapter 199, Section 2 of the 1949 Laws, as amended by Chapter 107, 1951 Session Laws, provides that distribution of state funds will be based on accreditation of schools. Such accreditation standards for one and two-room rural schools are found in this Foundation and Self-Evaluation program.

STATE DEPARTMENT OF PUBLIC INSTRUCTION

HELENA, MONTANA

December 1, 1949

TO: COUNTY SUPERINTENDENTS for distribution to rural teachers
SUPERINTENDENTS and PRINCIPALS of 3rd CLASS DISTRICTS for
distribution or relay to their elementary teachers.

FROM: Lilian L. Peterson, State Rural Supervisor

APPROVED BY: Mary M. Condon, State Superintendent of Public Instruction

SUBJECT OF
BULLETIN Self-Evaluation

THE FIVE YEAR PLAN

Last year a five-year plan for school improvement was initiated through the use of the "Self-Evaluation" blank as a measuring stick.

Many schools throughout the state have reported good results, and many have reached the goal set for the first year--127 points. Other surpassed this standard and many did not reach it. The goal was made low purposely for the first year to encourage all schools to make an effort. Now we must look forward to progressive steps for improvement.

HOW SHALL SCHOOLS RETAIN THE SUPERIOR CERTIFICATE EARNED IN
1949, AND QUALIFY FOR 1950 RATING?

1. Children and teacher together shall re-evaluate each of the 127 or more points earned last year.
2. They shall make plans to retain last year's standards of the items checked in sections A and B.
3. These plans shall be summarized for each of the eight C sections, which will give the school eight extra points. This ruling is to help children realize that what has been established can be theirs only by effort of upkeep and improvement--a practice in democratic citizenship.
4. They shall plan to earn 13 other points chosen at random from sections A or from sections A and B.
5. The total score required for 1950 superior rating is 146 points--13 points for new projects and 8 for plans of upkeep.

IF A SCHOOL DID NOT QUALIFY FOR SUPERIOR RATING IN 1949WHAT ARE THE REQUIREMENTS FOR IT IN 1950?

It shall present the same number of points as last year--127, and shall follow the directions of last year. These are given below.

| | Possible Score | Total Score | Scores required for 1948-1949 | Total score required |
|---|---------------------|----------------|----------------------------------|-------------------------|
| I. Grounds | Section A-10 points | | Section A- 7 points | |
| | " B- 6 " | | " B- 2 " | |
| | " C- 1 " | 17 | " C- 1 " | 10 |
| II. Building | Section A-16 points | | Section A-14 points | |
| | " B-11 " | | " B- 3 " | |
| | " C- 1 " | 23 | " C- 1 " | 18 |
| III. Equipment | Section A-23 points | | Section A-15 points | |
| | " B- 8 " | | " B- 3 " | |
| | " C- 1 " | 32 | " C- 1 " | 19 |
| IV. Instructional Supplies | " A-25 " | | " A-20 " | |
| | " B-11 " | | " B- 3 " | |
| | " C- 1 " | 37 | " C- 1 " | 24 |
| V. Health and Safety | " A-31 " | | " A-20 " | |
| | " B- 6 " | | " B- 2 " | |
| | " C- 1 " | 38 | " C- 1 " | 23 |
| VI. Library | " A-18 " | | " A-10 " | |
| | " B-11 " | | " B- 3 " | |
| | " C- 1 " | 30 | " C- 1 " | 14 |
| VII. Curriculum, Teacher. (Must include items 1,2,3 and 10) | " A-10 " | | " A- 6 " | |
| | " B- 7 " | | " B- 2 " | |
| | " C- 1 " | 13 | " C- 1 " | 9 |
| VIII. Methods of Instruction | " A-10 " | | " A- 6 " | |
| | " B- 8 " | | " B- 3 " | |
| | " C- 1 " | 19 | " C- 1 " | 10 |
| All Items - GRAND TOTAL | | 219 | | 127 |

WHAT ARE THE REQUIREMENTS FOR A SCHOOL THAT FULFILLED

THE FIVE YEAR GOAL LAST YEAR?

Schools that have already attained the final goal must re-evaluate their schools and present plans under sections C for maintenance. No school can ever reach a place where yearly evaluation of all points will not be necessary.

THE SELF EVALUATION BLANK IS AN AID TO INTERPRET

A MODERN SCHOOL

The Self-Evaluation blank has been planned to encourage modern school practices in democratic living while children are attaining skills of learning. It is divided into eight sections:

- | | |
|---------------------------|--|
| 1. Grounds | 5. Health and Safety |
| 2. Buildings | 6. Library |
| 3. Equipment | 7. The Curriculum, Teacher and Community |
| 4. Instructional Supplies | 8. Methods of Instruction |

Each of these sections has an important introductory statement which superintendents should encourage teachers and children to read carefully. Each section has three divisions--A, B, and C.

The A divisions list items that should be found in all effective modern schools.

The B divisions list items that may be desirable, and from which limited choices may be made. All are not required.

The C divisions call for specific planning. These are musts. Such plans will be proof that children and teachers have done thinking which will result in one of two things, or both:

1. They have found a way to co-operatively care for property.
2. They have found a way to improve conditions.

Such planning and work are not separate from the daily instruction and activities; they are part of it.

EXAMPLES OF HOW AND WHEN THE EVALUATION BLANK MAY BE
INCORPORATED INTO DAILY SCHOOL PROGRAM THROUGHOUT THE YEAR

Arithmetic:

1. Assign problems that will include measurement of school grounds to check size requirements or fencing needs in blank.
2. Measure distance between well and toilets.
3. Lay out proper baseball field.
4. Measure size of classroom to determine floor space needs; cubic contents, window space, etc.

Civics:

1. Assign sections of the blank for class discussion and planning.
2. Committees may be appointed to get description of school property from court house.
3. Club should be organized for parliamentary practice and purposeful discussion about local problems.
4. School should be organized for fire drills; for planning better emergency exits, etc.
5. Pupils gather materials about government and voluntary agencies of citizenship and file properly for reference.
6. Schools that organize for care of property are giving opportunity for practising conservation which helps children to overcome habits of carelessness.

Language:

1. Write paragraphs (correctly) summarizing C plans, experiments performed, field trip results, etc.
2. Committees may be sent to interview county agents, pioneers, etc.

Health:

1. The items listed really constitute a practical course of study in health, which can motivate work throughout the year.

Other subjects such as geography, art, history, etc., can be vitalized through the use of this blank as teachers and pupils become conscious of the relationship between book information and the community resources and needs.

Make it habitual to apply subject matter found in books to the school and community, thus teachers and children become increasingly sensitive to assets and needs of communities and grow in appreciation.

HOW CAN THIS BLANK BE USED IN A MULTIPLE TEACHER SYSTEM?

Until an adjusted rating card can be planned, 3rd class district schools in small towns can make use of the present Self-Evaluation blank as suggested in this bulletin. Many did last year. Those who did, used the following procedure:

1. Each teacher evaluated her own room insofar as it was applicable to the age group in it.
2. Through staff meetings a composite was arrived at. In some schools pupil representatives were invited. The total picture of the grounds, buildings, equipment, supplies, etc., brought about excellent interest and considerable planning for improvement.

More details about application blanks and state examinations will be sent at a later date.

STATE DEPARTMENT OF PUBLIC INSTRUCTION

HELENA, MONTANA

September 15, 1950

TO: 1. COUNTY SUPERINTENDENTS for distribution to rural teachers.
2. SUPERINTENDENTS of 3rd CLASS DISTRICTS for distribution or relay to their elementary teachers.
3. SUPERINTENDENTS of 2nd and 1st CLASS DISTRICTS for distribution or relay to their rural teachers.

FROM: LILLIAN L. PETERSON, State Rural Supervisor

APPROVED BY: MARY M. CONDON, State Superintendent of Public Instruction.

SUBJECT OF BULLETIN: RATING--SELF-EVALUATION; STATE EXAMINATIONS

THE FIVE-YEAR PLAN

The five-year plan for school improvement using the "Self-Evaluation" blank as a measuring stick was initiated in 1948-49. The goal for a superior rating was set low (127 points) purposely to encourage schools in their rehabilitation effort after World War II. A goodly number reached the goal. Some surpassed it; but many did not reach it.

We are now entering the third year of the project, and this year we shall expect a report from every school. All may not succeed in fulfilling the 1st year goal; but we shall wish to know what effort is being put forth.

Because of lack of filing space and assistance here, we shall ask that only booklets from substandard schools be forwarded to the state office this spring. All other schools will please make their application for superior rating on the single sheet blanks, properly signed by a representative of pupils, principal or superintendent, representatives of the board and the county superintendent, together with a written report by a pupil giving some of the outstanding things that have been done.

PURPOSE OF THE SELF-EVALUATION BLANK

The Self-Evaluation blank was set up to encourage modern school practices of democratic living while children are attaining skills of learning.

Only as school boards, patrons, faculties and pupils work together can such results be attained. A common understanding of the objectives of present day education, of its importance in a democracy, and of the necessity for persistent effort to improve its contribution, is becoming increasingly important. The conditions set forth in the "Self-Evaluation" blank are related to this goal.

It is a guide to be used in connection with class work and school improvement all year. It is NOT merely a rating card. Its real value will be more evident than ever before since the reward of exemption from state examinations has been removed.

STATE EXAMINATIONS ELIMINATED

At their meeting September 11, 1950, the State Board of Education passed a resolution eliminating state examinations. This was done in the interest of better educational practices. What effect will this have upon local interest in superior rating?

The environment of a superior-rated school is an educational asset to which all children in Montana are entitled. Careful study of the "Self-Evaluation" measuring stick will prove this. Those communities that have earned their rating, realize its value to the whole community as well as to the children.

In the minds of many, state examinations have been a detriment to good school practices since they did not test the child's whole learning. Being relieved of these there should now be a renewed interest in real education.

SUBSTITUTE REQUIREMENTS

In a separate bulletin which has been addressed to 8th graders, is an outline of substitute requirements. This has been devised with a number of things in mind.

1. It will stress the use of the Self-Evaluation blank.
2. It will give the teacher moral support
 - a. in maintaining an orderly schedule of work for teaching skills in various subjects and insisting on their daily practice. (See p. 17 Self-Evaluation blank, items 2, 3, 4 and 5.)
 - b. In planning activity projects (See p. 17, item 6 and p. 15, item 4.)
 - c. in working more closely with the community (See p. 18, item 8 at top of page and 8 at bottom of page.)
3. It will give the pupils
 - a. a new sense of responsibility for self-analysis effort and self-directed improvement. (See p. 17, items 5 and 6.)
 - b. an overall picture of what should be done during the 8th year both as a student and as a responsible community citizen.
 - c. a realization that the Self-Evaluation blank is a guide to be used all year, not only the week before application for rating. (See p. 2, B at bottom of page.)
4. It will prove to Board and Patrons
 - a. that your school is functioning.
 - b. that the environment created by the adults of the community is a vital part of the education of the children.
 - c. that the items asked for in the blank are necessary for education--not to meet a rating. A plate from the State Department is a merit badge.

We believe that the elimination of state examinations and the experimental substitute will open the way for greatly improved educational practices in the elementary schools of Montana.

SUGGESTIONS FOR GETTING UNDER WAY WITH
STUDENT PORTFOLIOS

1. Get a box or a file in which to keep the folders alphabetically arranged.
2. Plan a uniform arrangement for all papers--placement of name, school, date title, margin. Suggest that it not be folded.
3. Provide yourself with a notebook for checking completed work.
4. The individual attendance report is a good project. Help the children to plan such a report on one sheet of paper with reasons for absence and tardiness to be recorded on the back. (This could be an art project of careful drawing of lines.)
5. The Community Questionnaire can be incorporated into history, civics and other subject assignments. You will notice that it is expected that it will be accumulated thruout the year.
6. For directions about reading tests of speed see Course of Study, p. 44.
7. The 1942 Course of Study has much valuable material for fulfilling the requirements. All teachers and superintendents will profit by reading or discussing at staff meetings pp. 9-25; also the general suggestions for each subject field.

RATING

HOW SHALL SCHOOLS RETAIN THE SUPERIOR RATING EARNED IN 1949-50

1. The points earned previously shall be re-evaluated by the teacher and pupils thruout the year as class or club projects.
2. They shall make plans to retain last year's standards in all items.
3. These plans shall be summarized for each of the Q sections, which will give the school 8 extra points. This ruling is to stress upkeep; but more especially to help children realize that what has been established can be theirs only by effort and improvement--a practical lesson in democratic citizenship. These summaries can be assignments for both civics and language.
4. There will be no other point demands for third-year ratings in 1950-51.
5. If any additional improvements have been made that are not listed in the blank, each shall receive 1 point.

HOW SHALL A SCHOOL
THAT EARNED ITS FIRST 127 POINTS LAST YEAR (1949-1950)
RETAIN SUPERIOR RATING FOR 1950-51?

It must earn 13 additional points and present 8 summaries as outlined in each section C of the Self-Evaluation Blank.

These 13 points may be distributed thruout the 8 divisions and need not be restricted to items listed; for instance if a victrola or records or a frigidaire has been added, each will merit 1 point. List these between the lines.

HOW CAN A SCHOOL EARN ITS FIRST SUPERIOR RATING IN 1950-51?

It must show proof of 127 points with the balance outlined below.

| | | Possible Score | Total Score | Scores required for 1948-1949 | Total score required |
|--|---------------------|-------------------|----------------|----------------------------------|-------------------------|
| I. Grounds | Section A-10 points | | | Section A- 7 points | |
| | " B- 6 " | | | " B- 2 " | |
| | " C- 1 " | 17 | | " C- 1 " | 10 |
| II. Building | " A-16 " | | | " A-14 " | |
| | " B-11 " | | | " B- 3 " | |
| | " C- 1 " | 28 | | " C- 1 " | 18 |
| III. Equipment | " A-23 " | | | " A-15 " | |
| | " B- 8 " | | | " B- 3 " | |
| | " C- 1 " | 32 | | " C- 1 " | 19 |
| IV. Instructional Supplies | " A-25 " | | | " A-20 " | |
| | " B-11 " | | | " B- 3 " | |
| | " C- 1 " | 37 | | " C- 1 " | 24 |
| V. Health and Safety | " A-31 " | | | " A-20 " | |
| | " B- 6 " | | | " B- 2 " | |
| | " C- 1 " | 38 | | " C- 1 " | 23 |
| VI. Library | " A-18 " | | | " A-10 " | |
| | " B-11 " | | | " B- 3 " | |
| | " C- 1 " | 30 | | " C- 1 " | 14 |
| VII. Curriculum, Teacher (Must include items 1,2,3 and 10) | " A-10 " | | | " A- 6 " | |
| | " B- 7 " | | | " B- 2 " | |
| | " C- 1 " | 18 | | " C- 1 " | 9 |
| VIII. Methods of Instruction | " A-10 " | | | " A- 6 " | |
| | " B- 8 " | | | " B- 3 " | |
| | " C- 1 " | 19 | | " C- 1 " | 10 |
| All items & GRAND TOTAL | | | 219 | | 127 |

HOW CAN THIS BLANK BE USED IN A MULTIPLE-TEACHER SYSTEM?

Until an adjusted rating card can be planned, 3rd class district schools in small towns can make use of the present Self-Evaluation blank as suggested in this bulletin. Many did last year. Those who did, used the following procedure:

1. Each teacher evaluated her own room insofar as it was applicable to the age group in it.
2. Through staff meetings a composite was arrived at. In some schools pupil representatives were invited. The total picture of the grounds, buildings, equipment, supplies, etc., brought about excellent interest and considerable planning for improvement.

Summary: For schools in second and third year of the evaluation program there must be 148 points of which 8 must be summaries of sections C. For schools in first year of program there must be 127 points including 8 summaries of sections C.

EXAMPLES OF HOW AND WHEN THE EVALUATION BLANK MAY BE
INCORPORATED INTO DAILY SCHOOL PROGRAM THROUGHOUT THE YEAR

Arithmetic:

1. Assign problems that will include measurement of school grounds to check size requirements or fencing needs in blank.
2. Measure distance between well and toilets.
3. Lay out proper baseball field.
4. Measure size of classroom to determine floor space needs; cubic contents, window space, etc.

Civics:

1. Assign sections of the blank for class discussion and planning.
2. A committee may be appointed to get description of school property from the court house.
3. Club should be organized for parliamentary practice and purposeful discussion about local problems.
4. School should be organized for fire drills; for planning better emergency exits, etc.
5. Pupils gather materials about government and voluntary agencies of citizenship and file properly for reference.
6. Schools that organize for care of property are giving opportunity for practising conservation which helps children to overcome habits of carelessness.

Language:

1. Write paragraphs (correctly) summarizing C plans, experiments performed, field trip results, etc.
2. Committees may be sent to interview county agents, pioneers, etc.

Health:

1. The items listed really constitute a practical course of study in health, which can motivate work throughout the year.

Other subjects such as geography, art, history, etc., can be vitalized through the use of this blank as teachers and pupils become conscious of the relationship between book information and the community resources and needs.

Make it habitual to apply subject matter found in books to the school and community, thus teachers and children become increasingly sensitive to assets and needs of communities and grow in appreciation.

Please notice that these suggested applications fit into the new substitute requirements for 8th grade examinations.

STATE DEPARTMENT OF PUBLIC INSTRUCTION
Helena, Montana

ACCREDITING INFORMATION FOR 1954 - 1955

There will be no changes in requirements this year. A few minor adjustments to the figures in the Evaluation Booklets are enumerated here which will explain the summary scores below:

1. On page 4, item 3, give five points instead of one for each full quarter of advanced teacher-training beyond high school up to and including M.A. degree. This changes the "possible Score" to 75 and the "necessary score" to 30. Thus, the percentage is not changed.
2. On page 26, item 9, ten points should be entered in column listing "necessary score", making a total at bottom of page 27 of 177.
3. On page 30, items 8, 9 and 10, should show 10 points for each, entered in the "possible score" column, making a total at bottom of page 31 of 438.
4. Following each division are blank pages for entering plans for maintenance and/or improvements, including this statement: "This is a requirement and will net the school 5 points." The total of 8 such plans will net the school 40 points.

SUMMARY OF 1954 - 1955 SCORES

| | Possible <u>Score</u> | Minimum <u>Score</u> | Approx. Percent <u>Required</u> |
|--|--------------------------|-------------------------|------------------------------------|
| 1. The Curriculum, Teacher and Community | 179 | 67 | 36% |
| 2. Methods | 250 | 123 | 50% |
| 3. Health and Safety | 232 | 123 | 53% |
| 4. Instructional Supplies | 515 | 222 | 43% |
| 5. Library | 347 | 164 | 47% |
| 6. Equipment | 432 | 182 | 42% |
| 7. Buildings | 443 | 301 | 67% |
| 8. Grounds | 165 | 110 | 67% |
| | <u>2563</u> | <u>1292</u> | <u>50%</u> |

Applications showing grand totals:

1. meriting 50% with scores in each division not falling below figures in second column, will receive Standard rating.
2. approximating 80% with scores in each division not falling below figures in second column, will receive Superior rating.
3. falling below 50% will be given letters of accreditation with various symbols:
 - A - Advised - This will indicate violation of one of the eight divisions.
 - W - Warned - This will indicate violation of more than one division.
 - P - Probationary - This will apply to schools violating several divisions or continuing to violate a second or third year the warning of a previous year.
 - FP - Final Probation - This will apply to State Accreditation in cases of violation of long standing, or to those cases in which the status of the school will be determined the following year. The school must make definite improvement in order to receive consideration for another year.

ORDER BLANK
APPLICATION FOR ACCREDITATION
(1955-56)

PLEASE ORDER FOR YOUR ENTIRE COUNTY

Number of forms needed:
(3 copies per school)

For larger schools (4-room minimum) _____

For 1, 2, and 3 room schools _____

County Superintendent of Schools

Address

Date

A SUMMARY (Manual, page 14)

1. Every elementary teacher in Montana is supplied in September with a Self-Evaluation bulletin and a Manual.
2. Throughout the year these bulletins are referred to for planning and evaluating.
3. In the spring, applications (3 in number) are prepared and delivered to the county superintendent, who files one, sends one to the State Department, and one to the school clerk.
4. At the close of the school year, all Evaluation bulletins and Manuals are stored in a central office for the summer:
 - (a) rural school bulletins in the county superintendent's office.
 - (b) town and city school bulletins in the office of the superintendent or principal.

APPLICATIONS ARE DUE APRIL 15, 1956.

STATE DEPARTMENT OF PUBLIC INSTRUCTION

Helena, Montana

195__ - 195__ Application for Accreditation of Montana Elementary Schools

School System _____ Name of Building _____ Dist. No. _____

First Class Second Class Third Class with Supt. Third Class Rural

P. O. ADDRESS _____ COUNTY _____

COUNTY SUPT. _____ CITY SUPT. _____

DIST. CLERK _____ ADDRESS _____

Enrollment in School By Grades

| 1st | 2nd | 3rd | 4th | 5th | 6th | 7th | 8th | TOTAL | No. Classrooms in Building | No. Teachers in Building |
|-----|-----|-----|-----|-----|-----|-----|-----|-------|----------------------------|--------------------------|
| | | | | | | | | | | |

SUMMARY OF EVALUATION

| Divisions: | Possible Score | Min. Score for Standard Rating | Approx. % for Standard Rating | Your Score |
|---------------------------------------|----------------|--------------------------------|-------------------------------|------------|
| 1. The Curriculum, Teacher, Community | 179 | 67 | 36% | |
| 2. Methods of Instruction | 250 | 123 | 50% | |
| 3. Health and Safety | 232 | 123 | 53% | |
| 4. Instructional Supplies | 515 | 222 | 43% | |
| 5. Library | 347 | 164 | 47% | |
| 6. Equipment | 432 | 182 | 42% | |
| 7. Buildings | 443 | 301 | 67% | |
| 8. Grounds | 165 | 110 | 67% | |
| TOTAL SCORE OF ALL SECTIONS | 2563 | 1292 | 50% | |

This space reserved for rating and comments by State Board of Education.

TO THE STATE BOARD OF EDUCATION, HELENA, MONTANA: We hereby respectfully submit application for accreditation of our school for 195__ - 195__. The pupils, faculty, superintendent and board have had part in carefully analyzing the assets and needs of this school and have tabulated the results and set forth plans for improvements and/or maintenance in the sections following the various units.

Teacher Representative

Elementary Principal or Superintendent

Representative of Pupils

Clerk of Board

County Superintendent of Schools

Date: _____, 195__

PLEASE BE SURE TO LIST TEACHERS ON REVERSE SIDE

(over)

STATE OF MONTANA
Department of Public Instruction
Helena, Montana

_____ School Dist. No. _____ County _____

Before issuing final 195__-195__-accreditation to your school, we should like to point out that your score for:

| <u>SECTION</u> | <u>YOUR SCORE</u> | <u>MINIMUM SCORE</u> |
|----------------|-------------------|----------------------|
|----------------|-------------------|----------------------|

is (are) below minimum requirements. Very possibly you have improvements in mind which may be taken care of within the near future, bringing the necessary extra points to the sectional scores listed above. If you wish to raise your score by making additional improvements within the next few weeks, please let us know by June 1 that work has been done or purchase made.

Your cooperation with this important program is greatly appreciated.

Signature: _____
Rural School Supervisor

Date: _____



State of Montana

DEPARTMENT OF PUBLIC INSTRUCTION

THIS Is to Certify, that the

_____ School, District No. _____, County _____

by the joint evaluation of its Faculty, Student Body, School Board, and
Community has judged its rating to be

For the Year Ending June 30, 19____.

Approved by the State Board of Education

May W. C.
Superintendent of Public Education

STATE OF MONTANA
Department of Public Instruction
Helena, Montana

CERTIFICATE OF ACCREDITATION WITH _____ STATUS FOR YEAR ENDING 1/30/56

_____ School District No. _____ County _____

By the joint evaluation of representatives from your teaching staff, pupils, school board, community and administrator, the following checked item(s) is (are) rated below the minimum score for accreditation:

| <u>Section</u> | <u>Your Score</u> | <u>Required Score</u> |
|----------------|-------------------|-----------------------|
|----------------|-------------------|-----------------------|

This study, when combined with your list of needs, will enable you to make plans for your school for the next few years. You are doubtless aware of needs for adjustment for the immediate future, but the over-all picture indicates your sincere effort and interest in better schools. Please feel free to call on us for assistance.

APPROVED BY STATE BOARD OF EDUCATION

Mary M. Condon

Superintendent of Public Instruction

N.B. Please send a very brief statement of your present plans for improvement. If there is a possibility that the school may be discontinued soon, please indicate that. This information will be filed with your present application. It will give us valuable information towards a better understanding of your problems.

IMPORTANCE OF EVALUATION FILE

One of the most helpful files in the State Rural School Office is the one on self-evaluation of schools. As you know, frequent visitation of elementary classrooms throughout our huge state is an impossibility. As a substitute, the application for accreditation sheets report in general the kind of schools you have; their strengths and their weaknesses; names; position and certification of teachers; number of grades and enrollment of each. It really is an up-to-date birds-eye view of the elementary schools of Montana. Truly this program is valuable on a state as well as a local level. How fortunate that the legislators who voted for its enactment into law realized its importance.

It is our impression that in some cases this program is neglected until late in the school term. The result is that long tedious hours of overtime are put in by one or two persons in preparing the application form. The boys and girls have no part in the program which prevents them from becoming familiar with such things as what the school has and what it needs; from having a part in planning improvements; from realizing that schools cost the taxpayers (including their parents and neighbors) money and from knowing how much each mill will bring, in the way of school revenue.

The Manual explains that this should be a continuous, integrated program. We strongly urge that these points be stressed at the first teachers' meeting in each county. Be sure that each classroom's evaluation booklet and Manual are available to the incoming teacher. We know that many of you are already following this practice.¹

¹State Department of Public Instruction Bulletin, August, 1954.

APPLICATION FOR ACCREDITATION BLANKS DISTRIBUTED

The State Department of Public Instruction is now filling orders for the application forms pertinent to the accreditation of Montana Elementary Schools, as requests arrive from the various counties.

Figures listed in the Self-Evaluation Manual, 1953; page 5, will be used until the end of the 1955-1956 school term. A revised booklet is expected to be completed by September, 1956.

As stated in the Manual, page 6, if used professionally, this booklet becomes a "practical means for leading school staffs, the children and the community to a clearer realization of what constitutes a functioning school program." Simply stated, it provides a list of items necessary for a good school together with that which your individual school has. Comparison of the two lists gives a clear picture of improvements needed in your school as well as cause for pride in those areas well developed. The underlying educational philosophy of this program warrants the careful consideration of all Montana educators.

One copy of the application blanks now being distributed is to be returned to the state office on or before June 1 by schools in 3rd class districts and by June 15 from 1st and 2nd class districts. (These dates were later changed to April 15.)²

²State Department of Public Instruction, Montanagram, March, 1955.

APPLICATIONS FOR ACCREDITATION RECEIVED

The State Rural School Office is glad to report that almost 100 per cent of applications for accreditation in the elementary school rating program have been received at this time.

The steady improvement which this program has brought to hundreds of Montana Schools is remarkable. It has provided educators, trustees, and patrons authentic and available reference of what should be expected in the way of school plant, equipment, curricula and community relationships. In other words, it presents a clear picture of the goals, needs, assets, and yearly progress of each school. It is hoped that local groups and agencies will become both interested and informed as to the standing of their respective school - making of it a cooperative community-school enterprise. Quoting from the 1953 Self-Evaluation Manual:

Environment has significant bearing on how and why children learn. If school grounds, buildings and equipment are planned, developed and chosen to enhance health, comfort, sanitation, safety and beauty, children and teachers are being given maximum opportunity to progress. If children, teachers, boards and communities are given opportunities to evaluate these in terms of what they do for children, how they are paid for and how, by wise use they may be conserved, we are educating children for responsible citizenship now and in the future, and adults for the same plus economic efficiency. Would such evaluation make our youth, who will soon be board members, more sensitive to school needs and values? . . . Such procedure results in advancing the maturity of children by giving them the satisfaction of participating. Through this also comes understanding, appreciation and responsible action - all part of critical thinking.

It is greatly to be desired that this program be continuously integrated into the regular school program. If left until the last few weeks of school, it places a definite hardship on one or two persons and in addition fails to present an accurate picture of the school in question.

It has been necessary to return many applications because they are incomplete. The most common omissions concern:

- Signatures
- Enrollments
- Certification
- Rating Scores

Your careful cooperation in this matter is earnestly solicited.³

³State Department of Public Instruction, Montanagram,
February, 1956.

ANNUAL MEETING OF COUNTY SCHOOL SUPERINTENDENTS

.....

As the initial five-year period for the self-evaluation program is nearing completion, one session of the conference was devoted to viewing past, present and future procedures and policies for the accreditation of one, two and three-room schools. By an informal poll, the group expressed enthusiastic endorsement of the program, and offered helpful suggestions for its continuance. Adopted policies for the next five-year period will be distributed and publicized before the beginning of the 1956-57 school year. This discussion included only small schools. The larger schools (4-room minimum) will continue to use the revised mimeographed booklet through 1956-57.⁴

.....

⁴State Department of Public Instruction, Montanagram, March, 1956.

SELF-EVALUATION PROGRAM FOR ELEMENTARY SCHOOLS

With the close of the 1955-56 school year, we come to the end of the initial stage of self-evaluation for Montana Elementary Schools. The resulting improvement to our curriculum and to our school plants is most commendable. For larger school systems, a temporary revision of the self-evaluation booklet is now being used on a trial basis, with further changes planned before final printing. The application forms for this booklet will be available soon.

For one, two, and three-room schools, we hope to make such changes in the present booklet as are needed for the next five-year period. It would seem wise to arrange to make use of the extensive supply of these booklets which we have on hand. One session of the April, 1956 Conference of County Superintendents is scheduled for listing recommended changes of this booklet.⁵

⁵State Department of Public Instruction, Montanagram, May, 1956.

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MONTANA STATE DEPARTMENT OF PUBLIC INSTRUCTION

Helena, Montana

* * * *

EVALUATION OF ELEMENTARY SCHOOLS

1954-55

| School Districts | Superior | Standard | not issued | Total |
|------------------|----------|----------|------------|-------|
| 1st Class | 69 | 17 | | 86 |
| 2nd Class | 115 | 20 | | 135 |
| 3rd Class | 89 | 24 | | 113 |
| Rural | 498 | 477 | 7 | 982 |

* * * * *

Changes in Rating During Year

| | <u>Superior</u> | <u>Standard</u> | <u>Sub-Stand.</u> | <u>Total</u> |
|------------------------|-------------------|-------------------|-------------------|------------------|
| 1954-55 | 771 | 538 | 7 | 1316 |
| 1953-54 | <u>614</u> | <u>740</u> | <u>14</u> | <u>1368</u> |
| Changes During Year | 157 (increase) | 202 (decrease) | 7 (decrease) | 52 (decrease) |

* * * * *

While the self-evaluation figures which have been sent in to the state office have not always been 100% accurate, the increased number of superior schools as indicated above conforms with the greatly improved conditions which may be observed during school visitations.

This program is continuing and can be a definite guide to higher standards. Where professionally used, it has had outstanding results through its use by Montana children, teachers, and communities.

1-10-56-110

ELEMENTARY SCHOOLS OF MONTANA
1954-55

Public Schools

Enrollment:

| | |
|---------------------------------|-------|
| 1st, 2nd, and 3rd Class Schools | 74709 |
| Rural Schools | 13791 |
| TOTAL | 88500 |

Recapitulation:

| | |
|------------------------|-------|
| Total Number Reporting | 1316 |
| Total Number Teachers | 4158½ |
| Total Enrollment | 88500 |

Private Schools

| | |
|------------------------|------------------------------|
| Total Number Reporting | 27 (24 Superior; 3 Standard) |
| Total Number Teachers | 178 |
| Total Enrollment | 6271 |

(These totals were taken from schools which reported to this office with 1954-55 applications for accreditation.)

Montana Schools
1954-55

| COUNTY | No. 1st Class | No. 2nd Class | No. 3rd Class | No. Rural | No. SUPERIOR | No. STANDARD | No. Schools not issued certificates | TOTAL No. of schools reporting |
|------------|------------------|------------------|------------------|-----------|-----------------|-----------------|--|--------------------------------------|
| PRIVATE | | | | | 24 | 3 | | 27 |
| BEAVERHEAD | | 2 | 1 | 23 | 17 | 9 | | 26 |
| BIG HORN | | 4 | 1 | 12 | 11 | 6 | | 17 |
| BLAINE | | 3 | 2 | 28 | 21 | 12 | | 33 |
| BROADWATER | | 1 | 1 | 4 | 5 | 1 | | 6 |
| CARBON | | 4 | 4 | 14 | 16 | 6 | | 22 |
| CARTER | | 1 | | 38 | 3 | 32 | 4 | 39 |
| CASCADE | 13 | | 5 | 30 | 41 | 7 | | 48 |
| CHOUTEAU | | 4 | 7 | 43 | 46 | 8 | | 54 |
| CUSTER | 3 | | 3 | 21 | 15 | 12 | | 27 |
| DANIELS | | 1 | 2 | 9 | 5 | 7 | | 12 |
| DAWSON | | 3 | 1 | 45 | 14 | 34 | 1 | 49 |
| DEER LODGE | 5 | | | 2 | 5 | 2 | | 7 |
| FALLON | | 1 | 1 | 27 | 10 | 19 | | 29 |
| FERGUS | | 4 | 6 | 48 | 33 | 25 | | 58 |
| FLATHEAD | 5 | 8 | 3 | 38 | 53 | 0 | 1 | 54 |

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Montana Schools
1954-55

| COUNTY | No. 1st Class | No. 2nd Class | No. 3rd Class | No. Rural | No. SUPERIOR | No. STANDARD | No. Schools not issued certificates | TOTAL No. of schools reporting |
|---------------|------------------|------------------|------------------|-----------|-----------------|-----------------|--|--------------------------------------|
| GALLATIN | 6 | 2 | 2 | 27 | 19 | 18 | | 37 |
| GARFIELD | | 1 | | 32 | 4 | 29 | | 33 |
| GLACIER | | 4 | | 15 | 10 | 9 | | 19 |
| GOLDEN VALLEY | | | 2 | 12 | 7 | 7 | | 14 |
| GRANITE | | 1 | 1 | 2 | 4 | 0 | | 4 |
| HILL | 1 | 4 | 6 | 20 | 23 | 8 | | 31 |
| JEFFERSON | | 1 | 2 | 5 | 4 | 4 | | 8 |
| JUDITH BASIN | | | 4 | 7 | 10 | 1 | | 11 |
| LAKE | | 7 | 1 | 9 | 14 | 3 | | 17 |
| LEWIS & CLARK | 8 | 1 | 2 | 13 | 17 | 7 | | 24 |
| LIBERTY | | 2 | 1 | 16 | 8 | 11 | | 19 |
| LINCOLN | | 6 | 1 | 10 | 10 | 7 | | 17 |
| MADISON | | 2 | 2 | 9 | 8 | 5 | | 13 |
| McCONE | | | 1 | 30 | 8 | 23 | | 31 |
| MEAGHER | | 2 | | 8 | 2 | 8 | | 10 |
| MINERAL | | | 4 | 2 | 5 | 1 | | 6 |
| MISSOULA | 12 | 1 | 4 | 11 | 23 | 5 | | 28 |

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Montana Schools
1954-55

| COUNTY | No. 1st Class | No. 2nd Class | No. 3rd Class | No. Rural | No. SUPERIOR | No. STANDARD | No. Schools not issued certificates | TOTAL No. of schools reporting |
|--------------|------------------|------------------|------------------|-----------|-----------------|-----------------|--|--------------------------------------|
| MUSSELSHELL | | 1 | 3 | 6 | 4 | 6 | | 10 |
| PARK | | 6 | 3 | 25 | 24 | 10 | | 34 |
| PETROLEUM | | | 1 | 6 | 4 | 3 | | 7 |
| PHILLIPS | | 2 | 3 | 27 | 15 | 17 | | 32 |
| PONDERA | | 4 | 1 | 20 | 21 | 4 | | 25 |
| POWDER RIVER | | | 1 | 32 | 10 | 23 | | 33 |
| POWELL | | 3 | | 17 | 11 | 9 | | 20 |
| PRAIRIE | | 1 | | 8 | 5 | 4 | | 9 |
| RAVALLI | | 7 | 2 | 3 | 9 | 3 | | 12 |
| RICHLAND | | 3 | 2 | 37 | 19 | 23 | | 42 |
| ROOSEVELT | | 6 | 2 | 14 | 16 | 6 | | 22 |
| ROSEBUD | | 1 | 5 | 6 | 7 | 4 | 1 | 12 |
| SANDERS | | 4 | 2 | 7 | 11 | 2 | | 13 |
| SHERIDAN | | 2 | 4 | 24 | 14 | 16 | | 30 |
| SILVER BOW | 17 | | | 5 | 11 | 11 | | 22 |
| STILLWATER | | 1 | 4 | 16 | 19 | 2 | | 21 |
| SWEET GRASS | | 1 | | 22 | 7 | 16 | | 23 |

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Montana Schools
1954-55

| COUNTY | No. 1st Class | No. 2nd Class | No. 3rd Class | No. Rural | No. SUPERIOR | No. STANDARD | No. Schools not issued certificates | TOTAL No. of school reporting |
|----------------|------------------|------------------|------------------|-----------|-----------------|-----------------|--|-------------------------------------|
| TETON | | 2 | 2 | 13 | 14 | 3 | | 17 |
| TOOLE | | 4 | 2 | 19 | 21 | 4 | | 25 |
| TREASURE | | 1 | | 4 | 2 | 3 | | 5 |
| VALLEY | | 5 | 2 | 24 | 16 | 15 | | 31 |
| WHEATLAND | | 1 | 1 | 5 | 4 | 3 | | 7 |
| WIBAUX | | 1 | | 13 | 5 | 9 | | 14 |
| YELLOWSTONE | 16 | 9 | 3 | 19 | 31 | 16 | | 47 |
| TOTAL. | 86 | 135 | 113 | 982 | 795 | 541 | 7 | 1343 |

| | | | |
|------|--|------|---------------------------------|
| 86 | 1st Class Schools | 795 | SUPERIOR Schools |
| 135 | 2nd Class Schools | 541 | STANDARD Schools |
| 113 | 3rd Class Schools | 7 | Schools not issued certificates |
| 975 | Rural Schools which were issued certificates | 1343 | |
| / | Rural Schools which were not issued certificates | | |
| 27 | Private Schools | | |
| 1343 | | | |

MONTANA STATE DEPARTMENT OF PUBLIC INSTRUCTION

Helena, Montana

* * * *

EVALUATION OF ELEMENTARY SCHOOLS

1955-56

| School Districts | Superior | Standard | Accredited | Advised | Warned | Total No. Reporting |
|------------------|----------|----------|------------|---------|--------|---------------------|
| 1st Class | 3 | | 88 | | | 91 |
| 2nd Class | 5 | | 129 | | | 134 |
| 3rd Class | 16 | | 90 | | 1 | 107 |
| Rural | 648 | 112 | 9 | 27 | 160 | 956 |
| Private | 3 | 1 | 21 | | 1 | 26 |

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Minimum standard requirements were increased for 1955-56, the final year of the initial period of the self-evaluation program. As a result of this action, many schools made needed improvements to meet the increased requirement and some received sub-standard rating, as revealed by the above evaluation summary.

The designated "Superior" or "Standard" ratings which have previously been used for all elementary schools have been changed for the rating of schools with four or more teachers to "Accredited" or "non-Accredited". The rating change was initiated with the use of the revised evaluation booklet in September, 1955. It is hoped that quality of services provided by the school will be stressed rather than a superficial symbol of rating.

The second period of the self-evaluation program for elementary schools will begin with the 1956-57 school year.

ELEMENTARY SCHOOLS OF MONTANA
1955 - 56

Public Schools

Enrollment:

| | |
|---------------------------------|-------|
| 1st, 2nd, and 3rd Class Schools | 76788 |
| Rural Schools | 13509 |
| TOTAL | 90297 |

Recapitulation:

| | |
|----------------------------------|-------|
| Total Number Reporting (Schools) | 1314 |
| Total Number Teachers | 4179 |
| Total Enrollment | 90297 |

Private Schools

| | |
|----------------------------------|------|
| Total Number Reporting (Schools) | 26 |
| Total Number Teachers | 164 |
| Total Enrollment | 6004 |

(These totals were taken from schools which reported to this office with 1955-56 applications for accreditation.)

MONTANA SCHOOLS
- 1955 - 1956 -

| COUNTY | No. 1st Class | No. 2nd Class | No. 3rd Class | No. Rural | No. Superior | No. Standard | No. Accredited | No. Advised | No. Warned | TOTAL number of Schools Reporting |
|------------|---------------|---------------|---------------|-----------|--------------|--------------|----------------|-------------|------------|-----------------------------------|
| BEAVERHEAD | | 1 | 1 | 22 | 11 | | 2 | 4 | 7 | 24 |
| BIG HORN | | 4 | 1 | 12 | 11 | 1 | 5 | | | 17 |
| BLAINE | | 3 | 2 | 28 | 23 | 2 | 4 | | 4 | 33 |
| BROADWATER | | 1 | 1 | 4 | 2 | 3 | 1 | | | 6 |
| CARBON | | 4 | 4 | 11 | 9 | | 8 | | 2 | 19 |
| CARTER | | 1 | | 38 | 3 | 11 | 1 | 2 | 22 | 39 |
| CASCADE | 13 | 2 | 5 | 30 | 29 | 1 | 19 | | 1 | 50 |
| CHOUTEAU | | 4 | 1 | 48 | 48 | | 5 | | | 53 |
| CUSTER | 3 | | 3 | 21 | 9 | 10 | 6 | | 2 | 27 |
| DANIELS | | 1 | 2 | 8 | 7 | 1 | 3 | | | 11 |
| DAWSON | | 3 | 1 | 45 | 20 | 12 | 4 | | 13 | 49 |
| DEER LODGE | 5 | | | 2 | 1 | | 5 | | 1 | 7 |
| FALLON | | 1 | 1 | 26 | 13 | 6 | 2 | | 7 | 28 |
| FERGUS | | 4 | 6 | 47 | 40 | 7 | 7 | | 3 | 57 |
| FLATHEAD | 6 | 9 | 3 | 38 | 41 | | 15 | | | 56 |
| GALLATIN | 6 | 2 | 2 | 25 | 15 | 3 | 10 | | 7 | 35 |

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MONTANA SCHOOLS
1955 - 1956

| COUNTY | No. 1st Class | No. 2nd Class | No. 3rd Class | No. Rural | No. Superior | No. Standard | No. Accredited | No. Advised | No. Warned | TOTAL number of Schools Reportin |
|---------------|---------------|---------------|---------------|-----------|--------------|--------------|----------------|-------------|------------|----------------------------------|
| GARFIELD | | 1 | | 31 | 21 | | 1 | | 10 | 32 |
| GLACIER | | 4 | | 14 | 6 | 1 | 4 | | 7 | 18 |
| GOLDEN VALLEY | | | 2 | 10 | 5 | 3 | 2 | | 2 | 12 |
| GRANITE | | 1 | 1 | 2 | 2 | | 2 | | | 4 |
| HILL | 1 | 4 | 6 | 20 | 20 | | 11 | | | 31 |
| JEFFERSON | | 1 | 2 | 5 | 6 | | 2 | | | 8 |
| JUDITH BASIN | | | 4 | 7 | 7 | 1 | 3 | | | 11 |
| LAKE | | 7 | 1 | 9 | 8 | | 8 | | 1 | 17 |
| LEWIS & CLARK | 8 | 1 | 2 | 12 | 11 | | 11 | | 1 | 23 |
| LIBERTY | | 1 | 1 | 17 | 15 | 2 | 2 | | | 19 |
| LINCOLN | | 6 | 1 | 11 | 9 | 1 | 7 | | 1 | 18 |
| MADISON | | 2 | 2 | 9 | 5 | 2 | 3 | | 3 | 13 |
| McCONE | | | 1 | 26 | 10 | 7 | 1 | | 9 | 27 |
| MEAGHER | | | 1 | 5 | 5 | | 1 | | | 6 |
| MINERAL | | | 4 | 2 | 3 | | 3 | | | 6 |
| MISSOULA | 14 | 1 | 4 | 11 | 9 | | 17 | | 4 | 30 |

1
205
1

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MONTANA SCHOOLS
1955 - 1956

| COUNTY | No. 1st Class | No. 2nd Class | No. 3rd Class | No. Rural | No. Superior | No. Standard | No. Accredited | No. Advised | No. Warned | TOTAL number of Schools Reporting |
|--------------|---------------|---------------|---------------|-----------|--------------|--------------|----------------|-------------|------------|-----------------------------------|
| MUSSELSHELL | | 1 | 3 | 6 | 4 | 2 | 4 | | | 10 |
| PARK | | 6 | 3 | 25 | 20 | 1 | 9 | | 4 | 34 |
| PETROLEUM | | | 1 | 7 | 3 | 1 | 1 | | 3 | 8 |
| PHILLIPS | | 2 | 3 | 25 | 14 | 6 | 4 | | 6 | 30 |
| PONDERA | | 4 | 2 | 19 | 15 | | 6 | 2 | 2 | 25 |
| POWDER RIVER | | | 1 | 31 | 19 | 4 | 1 | 3 | 5 | 32 |
| POWELL | | 3 | | 17 | 5 | | 3 | 7 | 5 | 20 |
| PRAIRIE | | 2 | | 10 | 6 | 1 | 3 | | 2 | 12 |
| RAVALLI | | 7 | 2 | 3 | 1 | | 10 | | 1 | 12 |
| RICHLAND | | 2 | 2 | 33 | 26 | 4 | 4 | | 3 | 37 |
| ROOSEVELT | | 6 | 2 | 13 | 9 | | 8 | | 4 | 21 |
| ROSEBUD | | 1 | 4 | 7 | 7 | | 5 | | | 12 |
| SANDERS | | 3 | 2 | 7 | 5 | | 7 | | | 12 |
| SHERIDAN | | 2 | 4 | 23 | 18 | 1 | 6 | | 2 | 29 |
| SILVER BOW | 17 | | | 5 | 5 | | 17 | | | 22 |
| STILLWATER | | 1 | 4 | 15 | 15 | | 4 | | 1 | 20 |

1206

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MONTANA SCHOOLS
 1955 - 1956

| COUNTY | No. 1st Class | No. 2nd Class | No. 3rd Class | No. Rural | No. Superior | No. Standard | No. Accredited | No. Advised | No. Warned | TOTAL number of Schools Reporting |
|-------------|---------------------------|---------------|---------------|-----------|--------------|--------------|----------------|-------------|------------|-----------------------------------|
| SWEET GRASS | | 1 | | 21 | 7 | 8 | 1 | | 6 | 22 |
| TETON | | 2 | 2 | 13 | 12 | | 5 | | | 17 |
| TOOLE | | 4 | 2 | 20 | 15 | 2 | 7 | | 2 | 26 |
| TREASURE | | 1 | | 3 | 3 | | 1 | | | 4 |
| VALLEY | | 5 | 2 | 24 | 9 | 1 | 7 | 9 | 5 | 31 |
| WHEATLAND | | 1 | 1 | 5 | 5 | | 1 | | 1 | 7 |
| WIBAUX | | 1 | | 13 | 5 | 7 | 1 | | 1 | 14 |
| YELLOWSTONE | 18 | 9 | 3 | 17 | 20 | | 26 | | 1 | 47 |
| PRIVATE | -----26 unclassified----- | | | | 3 | 1 | 21 | | 1 | 26 |

1
 207

1st Class Schools -- 91
 2nd Class Schools -- 134
 3rd Class Schools -- 107
 Rural Schools ----- 956
 Private Schools ---- 26
 TOTAL----- 1314
 plus 2 rural summer
 schools not reported 2
1316

Superior Schools ---- 675
 Standard Schools ---- 113
 Accredited Schools -- 337
 Advised Schools ----- 27
 Warned Schools ----- 162
 TOTAL----- 1314
 plus 2 rural summer
 schools not reported 2
1316

APPENDIX B

Administration of the program in Flathead County
County Superintendent, Miss Lulu Barnard

SCHOOL OFFICIALS AND HEALTH EDUCATORS VISIT THE BIRCH GROVE
SCHOOL TO OBSERVE AN EVALUATION OF THE SCHOOL

Since the first week in October the rural schools of Flathead County have been in the process of being re-evaluated under the new, self-Evaluation blank released by the State Department of Education this fall.

The time schedule for the visit of patrons, schoolboard members and county superintendent with the teacher and pupils was sent out to each school in the September bulletin issued by the county superintendent's office. These visits to the schools have revealed many interesting and unusual ways in which the various communities have taken an active interest in creating a superior school in their respective districts.

Among the outstanding values of the evaluation blank are:

- (1) It serves as a guide for arriving at a common understanding of the goals by teachers, pupils, school boards, the patrons and the county superintendent.
- (2) Guide for an inventory of physical assets and needs to be followed by a plan for upkeep and improvement.
- (3) For a wedge to make the schools more vital to children through the purposeful activities and thinking.
- (4) It is done jointly with the pupils.
- (5) It is a PLAN FOR ACTION.
- (6) It is a five-year plan whereby every school shall reach the goal of an effective, modern school, where pupils practice democratic living while attaining the skills of learning. It is divided into eight parts:
 - (1) Grounds
 - (2) Building
 - (3) Equipment
 - (4) Instructional Supplies
 - (5) Health and Safety
 - (6) Library
 - (7) The Curriculum, Teacher and Community
 - (8) Methods of Instruction

Mrs. Lilian Peterson, State Rural Supervisor, who prepared the Self-Evaluation blank being used throughout the state, accompanied Miss Barnard on the scheduled visit to the Birch Grove School. Mrs. Rose Graham teaches the Birch Grove School

Miss K. Elizabeth Anderson, Director of Health Education from the State Board of Health, Miss Inga Hoem, Health Consultant, and Miss Evelyn Rohm, Health Consultant from Denver, Colorado, were also present. The three members of the school board and the clerk and their wives were present, as were also the parents of the children, about twenty-five guests.

After listening to class procedure for an hour, Miss Barnard took over all grades in this one-room school into one big class. Children, parents and supervisors indicated a keen interest in the financial study of the district. At the noon intermission, the ladies spread out a bountiful dinner which the children especially enjoyed. The evaluation takes about four hours of intensive concentration on the part of the pupils.

Among the outstanding impressions noted by the supervisors were:

- (1) The way in which the school citizenship club "Birch Grove Elves" revealed their initiative, responsibility and democratic method of doing things, as
 - a. Hostess to visitors
 - b. Leadership at recess time
 - c. Pupils had used fair premium and dues to buy a good scales for the school
 - d. Assisted women with the dinner
 - e. General co-operation among pupils and with the teacher
 - f. Sending water to the State Board of Health for testing
- (2) Interest of the patrons in the evaluation by the pupils.
- (3) When the light meter was used in measuring the lighting pupils and patrons were amazed what little effect artificial lighting had and that poor artificial lights were of little effect.
- (4) How the board had lightened the room by use of light walls, ceiling and woodwork.
- (5) The leveling of the grounds by use of a bulldozer.
- (6) The evidence of learning outside the usual textbook.
- (7) The pupils enjoyment in their work as evidenced by "The Shoemaker Dance" and their choral reading class.

After the close of the evaluation, the consultants, supervisor, and board members were called upon.

Miss Rohm asked, "Is this kind of education usual where parents, children, schoolboard, consultants, county superintendent are all learning together and sharing information

and experiences? This has been a thrilling experience for me - to actually see a rural community in action."

"I was particularly impressed with the close co-operation between the teacher and pupils and the teacher and parents. Too, I was impressed with the fact that the youngsters from the fourth grade through the eighth grade maintained an alert, intense interest throughout the entire meeting which lasted late into the afternoon. They were learning with the parents and other adults by actually participating in all the activities of the meeting," said Inga A. Hoem.

Miss Anderson, Director of Health Education, was impressed by the application of health principles. "You can't have a good health program in a school unless you have a good educational program," she said. "Because we are developing this in our schools, the need for further public health facilities can readily follow."

Mr. Bibb, member of the board, expressed his appreciation of the meeting. "This is the first time I've been to school in forty years. I have certainly learned a lot. We are trying to give the children of this district the best in facilities and supplies. We have a teacher who is doing fine work and we appreciate the interest she takes in this community and in our school."

Miss Lulu Barnard, County Superintendent, asked Mrs. Peterson to address the class and the visitors. Quote: "This day's work at Birch Grove has shown in a very real way that children from grades one to eight think and understand far beyond what adults usually expect of them. Their quick insight into needs of the physical plan and the general program was again and again proved by various of the nineteen children who offered suggestions of how they themselves could maintain or improve conditions. Such recognition and acceptance of responsibility on the part of children is indeed heartening. It points to the fact that a program of activities based on local understandable needs, makes school life important and living. It leads to practical use of their arithmetic, language, reading, spelling and writing. Miss Barnard's presentation of budgets and taxes was as keenly listened to by the sixth, seventh and eighth graders as it was by the visiting patrons and board members. When some requests were interpreted in terms of mill to be levied there followed discussions of whether it was wisdom to consider such requests. Children, visitors and the county superintendent joined in wise decisions about two or three such considerations. In my estimation this is true education as it leads to thinking that is constructive; to a consideration of good for all. This is true appreciation which leads to self control; a very important discipline in democratic living. Repeatedly Miss Barnard made the statement that in al

evaluation common sense must be used. It is certainly an inspiration to see the interest of the community as it has been shown today in remaining in constant serious study for a whole day and the alert response of the children reflects in an unusual way the functional vital program of education that must have been presented in this school."

Mrs. Peterson also told the children that when the application for superior rating is filed with the State Department that one child chosen by the school will sign the application blank as well as a member of the board, a member of the community, the clerk and the county superintendent.

Birch Grove School was rated a superior school. Some of the goals to be reached in the next four years will probably be installation of an inside drinking fountain, completion of interior decoration, installation of better lights, and a teacherage.

Board members at Birch Grove are, Ernest Everett, chairman, R. H. Bibb and Marion Coverdell, and Earl Fritz, clerk.

Many such evaluation meetings have been held throughout the county with like results.

Grace B. Trethewey
Route 1
Kalispell

RURAL SCHOOL PROGRESS

Montana's rural schools are launched upon their third year of self-analysis and self-evaluation under a system prepared by Mrs. Lillian Peterson, the supervisor of rural schools in this state.

Blanks were prepared in bulletin form, stating the purposes, the values and the standards that may be attained for every rural school by cooperation. The enlistment of the pupils in cooperation with teachers, school boards, community and county superintendent is a basic first requirement.

Remarkable progress has been made in Flathead County in the short time this plan has been in operation. Committees make critical examination of the buildings, equipment and surroundings and list the shortcomings with a view to planning the most-needed improvements each year. The pupils in one school were unanimous in voting a good and convenient water supply as first on their list of needs.

Requirements are listed under such headings as grounds, buildings, equipment, instructional supplies, health and safety, library, methods of instruction, and "the curriculum, the teacher and the community." Each has an extensive list of standards that are the aim of each school and are used as a basis of judging progress.

Every school aims at a "superior" rating and must have a substantial total of credits under the various headings in order to rate. Naturally, many of these are unattainable without the help of the community.

Parents and civic groups in the neighborhood are moving up front and lending definite support. School boards are removing mountains and proving their faith in the ability of their schools to progress to the required attainments. An astonishing interest and ability are brought out in the part the youngsters play when given a hand in analyzing and planning.

Almost every school in the county has numerous improvements to its credit. Neater, more hazard-free playgrounds, traffic signs for safety, better and more convenient water supply, safe and sanitary waste disposal, better walks, proper recording of property deed, parking facilities, bicycle racks or saddle pony shelter, and, in some cases landscaping, are being provided. Safer, more attractive, sanitary and convenient buildings, with properly placed, screened and valted privies that are kept clean and free from marks are being

furnished. Fresh air in classrooms is a must.

Teachers are yearly coming in for greater consideration. Teacherage, garage and other comforts and conveniences are considered indispensable. Electric lights and appliances, new and more comfortable furniture are becoming a part of the emoluments of those patient pedagogs. An increasing number of schools are being provided with phones, which must be a satisfaction to all concerned.

The principles of democracy are inculcated by definite instruction and by membership in citizenship clubs. The study of current world events as well as those of our nation, state and the more immediate community enable the young student to understand and play a creditable part in shaping his world.

One pupil reports for his school that "We have faithfully kept all our points earned last year. The improvements we promised last year to make have been completed." Several declared their intention to live up to "good habits, high ideals and right attitudes."

All this trend to improvements is very gratifying to the county superintendent and her fellow workers in office who have stood by to help and encourage in any way they could.

THE PROGRAM AS ADMINISTERED IN GLACIER COUNTY

LAURA JANE TAFT, SUPERINTENDENT

A RURAL COMMUNITY AND ITS SCHOOL

Montana law requires that every elementary school must be accredited to be eligible for state equalization funds, such accreditation to be based upon criteria as set forth in a self-evaluation booklet. To use this booklet solely as a rating device to meet the requirements of the law is both superficial and ineffective, but to use it as it was carefully planned to be used, it opens the doors of the school to the community and greatly extends the experiences of both the children and the adults. As an example of the latter, let me briefly describe what happened in one community in Glacier County.

The Red River School District is adjacent to Canada and peopled with long-established, dry-land wheat farmers and cattle raisers. These families of Scandavian descent took up their homesteads around 1910-11. They have weathered the poor years and have been very prosperous the past few years. They are hard-working, intelligent people who take advantage of new farm machinery and new methods of farming as they develop. Since the REA went through a few years ago, they have modernized their homes and the women enjoy the conveniences of automatic washers, dryers, ironers and dish washers.

Not only have they enjoyed prosperity individually but as a school district, Oil and gas developments plus acquisition of another district through the process of abandonment, have contributed to a tax base with a valuation of over a million dollars as compared to ninety-four thousand in 1948.

From the time the country was settled in 1910, the district has maintained a small one-teacher school and there is every reason to believe they will continue to need this school for many years to come. Distance and weather prohibit transportation by bus. The population is stable (the young folks either stay or return to the home place) so that there is always an elementary enrollment of from ten to sixteen pupils. Nearly every parent and grandparent attended this school and most of the men have served on the school board at some time.

The school has always been kept in a good state of repair but until a few months ago there had been no major improvements nor changes with the exception of the installation of an oil-type heater and electric lights. In every

other respect it was typical of the traditional school-house, vintage of 1910. Fresh water was delivered daily in a five gallon cream can by one of the families. The one acre playground was fenced but of such uneven terrain that it was unsuitable for any games. The only level ground was near the school and in the vicinity of the two little out-houses--there were no walks, no playground equipment, no indoor playroom other than the classroom. The teachers accommodations included cooking facilities in one 4'x6' corner and sleeping quarters in another 4'x6' unheated corner. A roll-away bed made it possible for her to enjoy the warmth of the schoolroom heater on cold nights.

The district had the prestige of a superior school under the rating system that Montana used until 1948. At this time new criteria was supplied by the self-evaluation booklet which was revised in 1951 and is now the basis for accreditation established by law as a prerequisite to receive state funds. The need of the state equalization funds did not concern this wealthy district but the loss of the prestige of the superior rating did !

The self-evaluation plan sets forth the essentials of an effective modern school with provision for a five-year plan of progressive improvement. It is a guide requiring the cooperation of the board, patrons, children, and teacher to be most practical and effective. Through this guide the parents and community realized that although their school was well-kept and the teacher well qualified, it was as incapable of meeting the requirements of a modern educational program as a fine pair of horses and a shiny surrey would be of meeting the demands of modern transportation. This realization resulted in a series of community meetings called for the purpose of studying the requirements now necessary for a superior rating. The whole community was soon involved in a new educational experience. Answers must be found for these questions:

1. What is a modern school?
2. What are the standards and specifications?
3. What is the cost?
4. What are we willing to pay?
5. What is the legal procedure?

Probably for the first time in its existence, the community felt a need for help and counsel. Letters to the State Department of Public Instruction and the State Board of Health, interviews and consultations with the County Attorney, County Librarian, County Board of Health, County Superintendent of Schools and an architect pointed the way. The choice lay between an entirely new building which the area could well afford and a remodelling and modernization of the old but sturdy structure.

Outside opinion was definite and unanimous that a new building was the best solution. The community, prideful of past records of excellence, but averse to drastic change, voted to modernize.

The result is delightful. The original structure has been converted into one large classroom area. Ceilings were lowered, the entire floor surfaced with sanitary, easy to clean linoleum tile, walls and woodwork painted in cheerful and harmonious colors--a pleasant place of study for the children and an attractive, spacious place of meeting for the community.

The new addition includes a modern, comfortable three-room teacherage, a separate library room and in the basement, a large indoor play area. There is a fine central heating system, excellent lighting, indoor toilets and lavatories with hot and cold running water.

This is offered for your consideration as an outstanding example of the benefits that can accrue to a community through a coordination of efforts. The fact that a new building was possible, financially, and that the expert advice was disregarded, is of small moment when we evaluate the rewards of their experience in terms of human values.

Earlier there was little shared concern. Now with the solving of the problem of their school, there is renewed social relationships, common understandings, mutual trust--all developed through the free exchange of ideas. Too, the area has learned that the many representatives of various agencies in the state and the county were eager to help them. They have learned to work together; to communicate, congregate, cooperate and thus to coordinate their efforts.

LETTERS FROM ADMINISTRATORS

You may recall that in a spare moment at _____ that I talked with you about a new rating for some of the schools in _____ county. I had not gone over with these schools in their ratings, and felt that a failure to take credit for points (such as bicycle racks where all children ride bus) accounted for their low scores.

After returning, I visited again the _____ School and the _____ District School. I had been over rather carefully the _____ School and felt that their rating was not too much in error.

The _____ School was actually deficient in too many items--such as an outside flag, no fire extinguishers, satisfactory toilet facilities. I did not feel justified in any change of rating, but did write their Board of Trustees suggesting changes.

_____ School presented a different situation. I went over the items of the Evaluation Booklet with the trustees and teachers, and where items that should have been claimed were not, we changed them. The inspection should have good effects, particularly on the new member. They saw items that could be improved, and intend to get the job done.

However, the school does actually measure up now. I feel that they are entitled to the Superior Rating, and therefore request a review by the State Department. A copy of the revised Application form is enclosed.

Enclosed are the forms you sent me to check of which we made a copy of each which I am sending you. Please return one set when you are through with them. I thought you might prefer the typewritten one. (Individual comments were made on each form).

(Answer)

Thank you for the information given about self-evaluation scores in your county. Enclosed are your copies. I kept the original ones, as I had made some notations on them concerning last year's scores.

As you requested, I discussed the problem of _____ with Mr. Bergen. Inasmuch as the new school will not be ready until the latter part of the school year in 1957, we

believe they should be "Advised" for present conditions, and sent a letter of congratulations on the lovely new school and grounds they are preparing. This will clearly point up the importance of improvements being made.

At _____, I believe the need is being met under Section 4, if they are obtaining needed supplies. However, Section V is below minimum, so we will issue an "Advised" rating with suggestions for improving the Library.

_____ is being "Warned" because of sub-standard scores, which will point up needed improvements to be made next year. The _____ is also being "Warned." The rest of the sub-standard scores have been brought up to minimum. Certificates and rating letters will be sent as soon as our new supply is received.

If you have further suggestions, please let me know.

Re: _____ School score - Section 4 - Instructional Sup.
- Library

On checking the evaluation booklet of this schools I find that this teacher, too, has failed in Section 4 to take credit for those things which do not apply to her particular school instead of penalizing herself for their lack. The addition of these points would bring Section 4 up to a satisfactory score of 386.

In the Library Section her school should be allowed more credit than she has claimed due to the fact that this school regularly takes out book supplies which come to the _____ County Library from the Extension Library at Missoula. Operating on a low budget (due to small enrollment) the school has not been able to buy many books, but has made good use of the Extension Library books, as I mentioned. Since these additional books have been used, I would suggest that the shortage in points in this suggestion be considered as made up by this library service provided. While the books are not in the school's library permanently, they have been available to the children. I believe the school may rightly claim credit for the minimum 260 points.

Re: _____ Score - Section 4 - Instructional Supplies

I have checked the _____ evaluation booklet and find that this teacher has penalized herself for not providing specified materials to grades which she does not teach. We

were told at one time to take credit for things which do not apply to a particular school. This school is really satisfactorily supplied except with the line of maps--their are old. The teacher has made arrangements with the board to order new maps for the coming year and some of them may be expected to be on hand before June 1. In view of these things I would recommend that this school be given a score of 386 instead of the 357 which was reported.

Thank you Mrs. Moore, for giving me an opportunity to review these scores before they are made official.

I have checked the schools as fairly as I would know how the judge. _____ has a new principal this year who has not taught for a number of years which probably accounts for the confusion. There are so many details that it is hard for some to find their way at first. I shall check with him at the beginning of the new term and see if we can do better next time.

Thank you for sending the note about _____ School. I went over the rating booklet yesterday with the teachers and we had no trouble bringing the Library score to the minimum. The teacher, I believe, was just too careful and afraid to claim enough points. I am sure that this school is easily entitled to a standard rating.

This school house was moved last year. It is in a relatively poor district. They have come up considerably in the past year and are working to make it a better school. In another year or so I am confident they will meet the standards.

We are returning the enclosed forms to your office. Thank you for sending them to us. . . .

We are asking the trustees of each district concerned to come to the office before budget time to make definite plans for improvement of their libraries and other areas.

Thanks again.

_____ Board has already ordered supplies which in both Instructional Supplies and Equipment raises their score in each case a couple of points above the minimum required.

_____ Teacher reported that in each case where the score was too low the board got busy and did necessary work to raise the points or made out an order and purchased the necessary supplies to make up the shortage.

_____ Sec. 5 - Library - Bought unabridged dictionary, 10 points; stand, 5 points; magazine for library, 3 points. Sec. 6 - Equipment - Purchased a fire extinguisher, a basket ball and tools which made up the points needed there.

_____ Sec. 4 - Instructional Supplies - Purchased clay and scissors which adds 4 points; Purchased 8th grade texts needed for next year which adds 5 points.

_____ Sec. 5 - Library - Made a bulletin rack, which raises the score the necessary five points.

When the teacher and I went over the Booklet we found that the clerk had made a mistake in adding the points under Health and Safety and that they should have had 192 points instead of the number reported.

Thank you, Mrs. Moore. I am sure these schools have been rated very conscientiously and I do not believe we have to worry about stretching these few points. I'm sorry I didn't catch them before the applications were submitted.

I have written to the trustees and hope they do something before June 15. If not, they deserve warnings. On the others I felt that I could in all fairness recommend that they be raised.

I am very, very weary - am glad the end is in sight!
I mean end of school!!!

Under the first division, Curriculum, Teachers, and Community, I feel that the school took more credit than they deserved since the community has not co-operated as they should have and there has been friction within the faculty which has stimulated the whole trouble.

Most of it can be attributed to petty jealousy of mothers who were former teachers and were not hired by the trustees to teach in the system. In turn the school was not big enough for their children so they transferred them to _____ instead of working out their own problems in their own community. The trustees co-operate with this office and are for a good school.

Therefore, I recommend that the school rating be changed from a "Superior" rating to a "Standard" rating.

It might be a good idea to send a warning letter to _____ and _____ on the library score. I have checked on their expenditures and although they had budgeted for library this has not been spent.

Three of the enclosed accreditation reports are below the minimum score for standard rating, however, there is an improvement over last year. By the end of the 1956-57 school term I hope we are able to have all standard ratings.

One of the districts has not reported. I expect it any day and will forward same upon arrival.

On Mother's Day the members of the board at _____ made some cupboards for the Library and last week I brought out some books, so I believe it is all right to raise the score on the Library. The swing was repaired at that time so I have added four points to Health.

I have written to the trustees of _____ suggesting that they increase their equipment to the extent necessary in order for them to receive accreditation.

I scarcely know what to advise regarding this _____ rural school which is in the _____ District. It does not merit even a Standard rating this year. I do not know where Supt. _____ located _____ who taught there. She was hired late in the fall, or after other schools had opened. I asked Mrs. Schmidt to investigate the certification of _____ when I was in Helena at the Administrators' meeting.

The patrons have been very non-cooperative this year, and previous years likewise but it may be they have reason to be dissatisfied after a series of "types of teachers." It is such a "chain of events" I can scarcely cover facts in the case. I may be in Helena soon and will try to see you then.

I sometimes feel the only solution is to close the school and end the neighborhood feud at least as far as the teacher and school children are concerned.

Because of tests, portfolios, and graduation for eighth grade, I've just found time to amend these applications in accordance with your letter of May 9. As you see, the different figures tell quite another story. I'm so glad, because the teachers and the board members really do try to improve.

Until I had been to the meeting in Helena, I did not understand some of the self-evaluation procedures. I am sure I didn't give the teachers enough help with them or go over them carefully enough. I am raising the scores and clipping on each the reasons. Sorry I caused this extra work.

I have your letter of May 9 in regard to the accreditation of the _____ School in our district. In checking this section in instructional supplies I find the greatest need is in elementary science maps or charts. I will see what should be purchased and have them ordered by June 1. This purchase, together with increased primary supplies, should raise the score above the minimum.

Thank you for your letter.

Your letter of May 9 at hand. We are ordering the following for our Equipment Section to bring it up to minimum score: 1 fire extinguisher - 3 section platforms for primary class - set of window shades - 1 work bench.

We are ordering \$50.00 worth of library books. We hope that will bring this section up to standard, or the minimum of .324.

Thank you for bringing this to our attention.

The _____ School now has a new set of playground equipment, the school has been painted and a propane heater, electric lights, new chimney, wallboard, and new windows installed. All other incidentals are being taken care of right away. Please raise our score because we have made many good improvements.

School District _____ of _____ County has acquired the following equipment to supplement our score in Section 6 of the evaluation booklet: Fire extinguisher, utensils for hot lunch, bathroom scales, workbench, additional tools.

I hope this additional equipment will bring our score up to meet the requirements.

I am returning the sheets you sent me recently in regard to the fact that each of these schools is below the minimum score.

We had to cut down on expenses this past year, due to the fact that we were forced to raise our teachers' salaries, after our budget had been set. This seemed the most important thing, since we were able to secure qualified teachers for all of our 4 schools.

_____, which has not been issued a standard rating so far, is a very small school in a very isolated community, but it has been maintained for the benefit of two families who needed it very much. In a year or two there will be no more pupils to go there, so the trustees did not feel like putting out any more expense than was necessary. There will be 4 pupils to attend there next year, two 7th graders and two 4th graders. We hope you will bear with us this school for the time being.

I do not know what equipment is needed at _____ but I will take the matter up with Mr. _____, the trustee who looks after that school at our next meeting.

There is one thing we plan to do for all three schools and that is put up safety signs on the road. These signs have already been purchased for _____ and when put up, perhaps they will raise the score the 10 points necessary for minimum.

Another thing we plan to do this coming year is to

improve the libraries in all the schools. We introduced the Reader's Digest Readers into all our schools the past year and the teachers were very much pleased with them. One thing we have done at considerable expense, and that is, kept our textbooks up to date.

I hope I have been of service in explaining our plans for the schools for the coming year. We are doing our best, in view of the fact that we feel the schedule of improvements set up by the state department was not meant for our small, isolated rural schools. It is based on improvements which we can never hope to attain.

(Answer)

Thank you for your letter of May 28. We are happy to know that you have raised salaries and have qualified teachers for all of your schools. Safety signs, improved library facilities and up-to-date textbooks also are very important.

Your situation at _____ is understandable. It would be unwise to make major improvements under the circumstances. While this school cannot be issued standard certification, we shall not withhold state financial aid with conditions such as they are.

It appears that it will be necessary to issue a "Warning" certificate also, to _____ this year. Time will be allowed for improvement before placing this school on final probation.

The evaluation booklet you are using was designed for rural schools. There has been a revised edition prepared for the larger school systems. Montana School Law provides for a uniform system of education throughout the state. We have over 1,000 small rural schools with approximately 12,000 children in attendance. The legislators have required good educational opportunities for these children as well as for those in larger school systems.

If you have further questions on this matter, please let me know.

We have a notice from you that our score for section 5 and 6 of our evaluation for accrediting our school is below the minimum score required and that we have the materials on

hand or have started the work by June 10th that we would be eligible for our 1955-56 accreditation. This material is on hand at the present time and the work will begin in the near future. I am not sure as to when the work will be completed, but will progress as fast as possible. The extent of these improvements will not be completely determined until the work is finished but will meet or be above the minimum score required.

We have hesitated on this matter for we have been faced with the problem of consolidation due to the scarcity of rural teachers. This problem we hope will be alleviated in the not too distant future.

(Answer)

Thank you for your letter of June 5 regarding needed improvements to your school. We are glad to know that material has been provided and work will start soon. I hope that the project will be completed in time for the opening of school this fall.

Your certificate of accreditation will be issued as soon as we receive our new supply after July 1.

I went out to _____ and checked the last two items. The teacher, being new, did not give herself credit in many places that she should. For example, shrubs, trees, bicycle racks, walks, site--all given no credit. Actually the school is a lot better than she thought in comparison to other rural schools.

LETTERS FROM PUPILS CONCERNING SCHOOL IMPROVEMENTS

April 5, 1956

Dear

I am a pupil of _____ School which is in _____ county. We have twenty pupils in our school this year. Our teacher's name is _____. I am in grade seven. In this letter I will tell you about some of the improvements we have made in the last five years.

One thing we got was some new playground equipment. We go a slide, four teeter-totters, and giant strides. This makes it more enjoyable and more fun to play outdoors. We also got two basketballs, two basketball hoops, baseballs and bats.

We got new book cases in the back of the room and this improves the appearance of our school.

One big improvement was the painting of the walls and wood work in the kitchen. The ladies club paid for the paint and the men of the community did the work. This really improved the looks of the kitchen. The same year we got new curtains for the kitchen.

We got new tops on all of the tables and a new cover on the piano bench.

The Schoolboard also bought us a set of new encyclopedia and dictionaries. This is very useful for reference and to look up different words.

One big improvement was a new desk and chair for the teacher. This makes it a lot more comfortable for her. We also got new primary chairs which help the little children to do better work.

We got many new records which we enjoy a lot, especially on the cold winter days. We have some square dance records and some that we listen to.

Some of the biggest and nicest improvements we have made are the new sink, drinking fountain, hot and cold running water and a soap container. This helps to keep the children clean and healthy. We also got a big plate-glass mirror over the sink.

A big improvement to the outside of our school was the painting of the school house, barn and toilets. We also got a new white fence around our school yard.

The school board fixed some new steps on our porch. This makes the porch safer and improves the looks of it. We got new door mats too. This helps to keep some of the mud and dirt out of the schoolroom.

Each year we put Floor Tite varnish on our floors. This makes the floor look better and is better for the wood.

We have a new telephone in our school. This is very useful in case of sickness and is very handy for the parents at different times.

We got new stage curtains a couple of years ago. They make it lots nicer to give programs. We got some new benches too. They also help for programs.

Our teacher has brought out the movie projector from Miss _____ office. Some of the films are very educational. She also gets library books from the County Library.

We bought a new Montana map. This helps with our map work.

We have some new pictures for our room too.

One big improvement will be the indoor toilets. They are not installed as yet, but the fixtures are bought. They will make it more pleasant for the children.

Something that has made our school a lot safer is the fire extinguisher.

We have our school club. We decide different problems and have a meeting every two weeks.

The school board put in new chalk trays. They are very handy.

We got a nice new flag. It is a lot bigger than the old one.

We got quite a number of smaller items such as: brooms, wastebaskets, clock, pencil sharpener, and band instruments. These all help make our school more pleasant, too.

The pupils of our school have all enjoyed these many improvements and many thanks should be given to the school board members, the community, and the teacher for all of these wonderful improvements.

Sincerely yours,

April 6, 1956

Dear

I'm a student of _____ and I'm in the eighth grade. I have been here all eight years so I'd like to tell you about the improvements that have taken place in the last five years.

Five years ago our school was only a one room school, one teacher, and twenty five pupils and now there are two rooms, two teachers and forty pupils. We have had many improvements in our school room. About the first thing was tile that was put on the walls of our room. When we had one room there was a teacherage. The men took that out and made another room. We took the big bookcase out of that hall and put it down in the basement. Later they made a supply room in which we put the extra books, bookcase and our extra construction paper, paste, writing and art paper. Some other improvements in our room are getting the piano fixed which helped us in our music. The phonograph helps us in our music also. The Montana map has helped us a lot in our Montana study. Our new South American map also helps us. Our movie projector, which the "mother Club" got for us has helped us in our social studies. This year the school board got us a movie screen which helps better than a sheet. The new dark green shades help make it darker so we can see the movies better. Mr. _____, our teacher, made a cabinet for the movie projector and it also helps us in our school store where we keep tablets, erasers, pencils, and candy. It also saves lots of writing! Our new lights help us and books help us a lot in studies, too. We have new dictionaries and reference books. In our library we put an index, which helps! Our telephone helps us find out things we don't know. Our new desks, new flooring and new black boards have also improved our room. Some other new improvements are: waste baskets, pencil sharpener, teachers desk, glove, bulletin-board and our blackboards painted green. The bulletin board helps us quite a bit because we can put notices on it. If we forget we can refresh our memories which quite a few of us have to do, once in a while! When we got our study tables and folding chairs it helped us during our classes. At times our minds wondered. The paints, paper, and art books we got helped us a lot in art. It made art more interesting. Another interesting improvement was some magazines. We get the Boys' Life, and Girls' magazines. Once in a while a stray catalogue winds up here. Then we have fun making plans for the future. (Ha) Mr. _____ also made a cupboard in the school room for us. This is _____ handy for paints, in use, paper and spare books.

When we got our new oil furnace we got to take the wood

out of the basement and got ping pong, darts and we had more room to play. We also put in a work bench and got tools and the boys made a tool chest as a project. The tools come in handy on our art projects.

In the halls we have had many improvements, too. We have had a kitchen put in our hall, which comes in handy after parties or for a hot lunch. We also had sinks put in which help when we fall in the mud or something of that sort. We also got a mirror to put above the sink. In the halls we got paper towel holders.

Next to our room the school board built a porch. In the porch we kept magazines such as the Post, Look, Life, and Farm Journal. We also keep our brooms, dust-pans, sprayer and any cleaning material. It helps keep our school neat and clean.

Outside we have had many improvements. I'll start with the toilets which we painted and put signs on them. The boys had to put a new front on theirs. The school board put up a basket-ball court for us and a backstop on our baseball diamond. We got new bats and balls and a new basket ball. We got a merry-go-round which we all enjoy very much, especially right after lunch. One year they put a new fence up and made two extra gates for us. They do come in handy when we're in a hurry! We also got a new flag and flag pole. The bicycle racks come in handy in the fall and spring. For safety and; "fast drivers," the school board put up school safety signs. We also got a new door and lock in the front of the school. One year a few of the men went together and helped paint, shingle and fix up the outside of the school. It looks very nice and we enjoy it. We have had to put a few new windows, too. Either they get in the way, or the ball does!

We are making a garden in front and going to put trees there, too.

The best improvement was when we got our tumbling mats. The girls started a "tumbling team" and we tumble for almost all the school parties. The name of the tumbling team is "Tumbling, Tumble Weeds."

That is all the improvements I can think of now, and believe me, we enjoy them all.

Sincerely yours,

May 16, 1956

In the past five years we have had so many successful improvements, our county superintendent, _____ suggested we write and tell you what this five year evaluation plan has done to help our school.

From 1951 to 1956 these are the improvements which have taken place: a new furnace; green (black) boards installed, a new drainage system, indoor bathrooms, a water fountain, playground leveled, new fence around playground; new floors, pencil sharpner, new desk chair, move projector, a clock; wate basket, new well was dug, movie curtains and screen, florescent lights, parking space cleared, storm windows set on, a teacherage, a new davino and sofa chair, a sink for teacherage, up to date 'xtbooks, school house painted, new globe, a bell rope and flag chain, filing cabinet, soap dispensers, phonograph, and song books.

We feel this program has helped our school very much, because if we hadn't had it, we wouldn't have gotten so many new improvements.

This 5 year program has made all the people of the district more interested in the school and has helped to bring the school and parents closer together.

In the future years if a program similiar to this one is used, it will be for the good of the schools.

We would sincerely like to thank the founders of this five-year program.

Yours very sincerely,

APPENDIX C

Name _____ Date _____

County _____ P. O. Address _____

RESULTS OF FIVE YEARS' PARTICIPATION IN A FOUNDATION PROGRAM FOR ELEMENTARY
SCHOOLS OF MONTANA INCLUDING SELF-EVALUATION BASIC TO ACCREDITATION.

Nature of Study: An effort is being made to study the state-wide results of the self-evaluation program on the one and two-room schools of Montana. You, as a Montana County Superintendent of Schools during the five-year period from September, 1951 to June, 1956, can make a valuable contribution by giving us your opinion on matters referred to below. Frank and honest answers are necessary if the study is to be worthwhile. You may be sure that this information will be held in the strictest of confidence and will appear in print only in such a way that no embarrassment will result. Please return this form at your earliest convenience.

An important objective of the SELF-EVALUATION program has been to set forth the great need for a common understanding by school board members, parents, teachers, and pupils about what our schools should do toward providing basic education to all children in a free nation. The following is a very brief summary of this program:

Modern instructional supplies (texts in all subject fields, maps, and various visual aids) must be available.

Essential equipment related to proper storage of books, materials and equipment should be provided and used in orderly fashion by teacher and pupils.

The following health, safety and conservation conditions should be provided and used properly and economically:

- efficient heating and ventilation
- adequate lighting
- comfortable seating
- adequate water supply
- sanitary toilet facilities
- planned grounds free from safety hazards

A study program of the elementary subjects should include instruction and plans for care of school property, practice of safety rules, knowledge about geography, government and conservation of local district and county -
- the smallest divisions of our American democracy.

IN ANSWERING EACH OF THE FOLLOWING QUESTIONS, KEEP IN MIND THAT YOU ARE CONSIDERING THE FIVE-YEAR PERIOD DURING WHICH THE SELF-EVALUATION PROGRAM HAS BEEN IN OPERATION. If additional space is needed, please use back of sheets.

1. To what extent have school trustees shown increased interest in their school and what it is trying to do?
- | | |
|-----------------------|--------------------------------|
| a. _____ a great deal | c. _____ very little |
| b. _____ some | d. _____ none at all (comment) |

If you do see improvement in this respect, list several examples. Please mention schools by name and district number.

2. To what extent have trustees shown an increased willingness to co-operate with you in carrying on the school program?

a. _____ a great deal

b. _____ some

c. _____ very little

d. _____ none at all (comment)

If you do see improvement in this respect, list several examples. Please mention schools by name and district number.

3. To what extent have parents of pupils shown increased interest in the school and its program?

a. _____ a great deal

b. _____ some

c. _____ very little

d. _____ none at all (comment)

If you do see improvement in this respect, list several examples. Please mention schools by name and district number.

4. To what extent have parents shown an increased willingness to co-operate with you in carrying on the school program?

a. _____ a great deal

b. _____ some

c. _____ very little

d. _____ none at all (comment)

If you do see improvement in this respect, list several examples. Please mention schools by name and district number.

5. To what extent have parents of pupils shown increased understanding of what the school is trying to do?

a. _____ a great deal
b. _____ some

c. _____ very little
d. _____ none at all (comment)

If you do see improvement in this respect, list several examples. Please mention schools by name and district number.

6. To what extent have pupils shown increased interest in the school and its program?

a. _____ a great deal
b. _____ some

c. _____ very little
d. _____ none at all (comment)

If you do see improvement in this respect list several examples. Please mention schools by name and district number.

7. To what extent have pupils shown an increased willingness to co-operate with their teachers in carrying on the school program?

a. _____ a great deal

b. _____ some

c. _____ very little

d. _____ none at all (comment)

If you do see improvement in this respect, list several examples. Please mention schools by name and district number.

8. To what extent have pupils shown increased understanding of what the school is trying to do?

a. _____ a great deal

b. _____ some

c. _____ very little

d. _____ none at all (comment)

If you do see improvement in this respect, list several examples. Please mention schools by name and district number.

9. To what extent have teachers shown increased interest in the school and its program?

a. _____ a great deal

b. _____ some

c. _____ very little

d. _____ none at all (comment)

If you do see improvement in this respect, list several examples. Please mention schools by name and district number.

10. To what extent have teachers shown an increased willingness to co-operate with you in carrying on the school program?

a. _____ a great deal

b. _____ some

c. _____ very little

d. _____ none at all (comment)

If you do see improvement in this respect, list several examples. Please mention schools by name and district number.

11. To what extent have teachers shown increased understanding of what the school is trying to do?

a. _____ a great deal

b. _____ some

c. _____ very little

d. _____ none at all (comment)

If you do see improvement in this respect, list several examples. Please mention schools by name and district number.

12. Below list SPECIFIC ways (if any) in which the self-evaluation program has helped you as a County Superintendent to improve the educational program of your county. List these in order of their importance.

13. With the end of the 1955-56 school year, the initial 5-year period of the program is completed. What changes, if any, would you wish to have made in wording or procedures for the next evaluation period?

Name _____ Date _____
 School _____ County _____
 P. O. Address _____

RESULTS OF THREE YEARS' PARTICIPATION IN A FOUNDATION PROGRAM FOR ELEMENTARY
 SCHOOLS OF MONTANA INCLUDING SELF-EVALUATION BASIC TO ACCREDITATION

Nature of Study: An effort is being made to get a rather definite view of the state-wide results of the self-evaluation program on the one and two-room schools of Montana. You, as a Montana Classroom Teacher, during the school year 1955-56, can make a valuable contribution by giving us your opinion on matters referred to below. You may be sure that this information will be held in the strictest of confidence and will appear in print only in such a way that your anonymity will be completely assured.

Only teachers and county superintendents who have been located in the same position for several years are being asked to participate. Therefore, it is highly important that you return this communication at your earliest opportunity. Please give it careful consideration.

An important objective of the self-evaluation program has been to increase the interest in, understanding of, and attitude toward the school in the community. A comparison of conditions existing three years ago and that of the present time is what is wanted in the questions below:

1. To what extent have school trustees shown increased interest in their school and what it is trying to do?

| | |
|-----------------------|----------------------|
| a. _____ a great deal | c. _____ very little |
| b. _____ some | d. _____ none at all |

If you do see improvement list several examples.

2. To what extent have trustees shown an increased willingness to co-operate with you in carrying on the school program?

| | |
|-----------------------|----------------------|
| a. _____ a great deal | c. _____ very little |
| b. _____ some | d. _____ none at all |

If you do see improvement list several examples.

3. To what extent have parents of pupils shown increased interest in the school and its program?

a. _____ a great deal

c. _____ very little

b. _____ some

d. _____ none at all

If you do see improvement list several examples.

4. To what extent have parents shown an increased willingness to co-operate with you in carrying on the school program?

a. _____ a great deal

c. _____ very little

b. _____ some

d. _____ none at all

If you do see improvement list several examples.

5. To what extent have parents of pupils shown increased understanding of what the school is trying to do?

a. _____ a great deal

c. _____ very little

b. _____ some

d. _____ none at all

If you do see improvement list several examples.

STATE DEPARTMENT OF PUBLIC INSTRUCTION

Helena, Montana

May 10, 1956

TO: County Superintendents of Schools
FROM: Winnafern Moore, Rural School Supervisor
RE: Self-Evaluation Survey

It seems desirable to find out as accurately as possible what results have been accomplished from our initial five-year participation in the self-evaluation program in Montana schools.

This survey will include only:

1. Teachers in one and two room schools who have remained in the same location for at least the last three school years.
2. Counties in which the county school superintendent has been in office for at least the last five years.

Will you please distribute the inclosed questionnaires to those teachers in your county who qualify. Request that they hand them in to you with the end-of-term reports. If you need additional forms, let me know. If you have extras please return to me as soon as possible.

I should like to have the completed form returned as soon after school is out as possible. Thank you very much for this assistance.

STATE DEPARTMENT OF PUBLIC INSTRUCTION

Helena, Montana

July 2, 1956

TO: County Superintendents of Schools
FROM: Winnafern Moore, Rural School Supervisor
RE: Self-Evaluation Survey

This is to let you know that the questionnaire regarding the Self-Evaluation Program which was mailed to you on May 12 has not yet been returned. If your reply is to be of any value in the survey which I am now making, it must reach me not later than July 10.

Your cooperation will be very much appreciated.