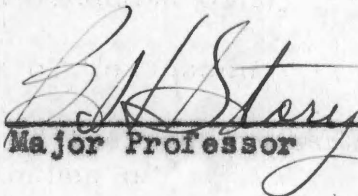


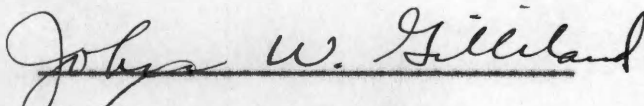
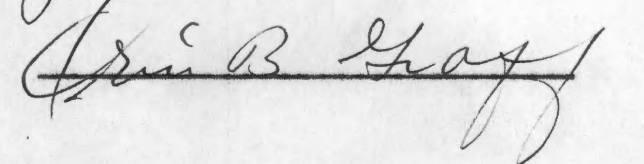
August 1, 1950

To the Committee on Graduate Study:

I am submitting to you a thesis written by Helen Ruth Hopper entitled "A Study of the Objectives of the Teachers of the Etowah City School System in Relation to Actual Classroom Activities and the Total School Program." I recommend that it be accepted for twelve quarter hours of credit in partial fulfillment of the requirements for the degree of Master of Science, with a major in Educational Administration and Supervision.


Major Professor

We have read this thesis
and recommend its acceptance:

Accepted for the Committee


Dean of the Graduate School

**A STUDY OF THE OBJECTIVES OF THE TEACHERS OF
THE ETOWAH CITY SCHOOL SYSTEM IN RELATION TO
ACTUAL CLASSROOM ACTIVITIES AND
THE TOTAL SCHOOL PROGRAM**

A THESIS

**Submitted to
The Committee on Graduate Study
of
The University of Tennessee
in
Partial Fulfillment of the Requirements
for the degree of
Master of Science**

by

Helen Ruth Hopper

August 1950

DRIVERS CREST

ACKNOWLEDGMENT

The development of this thesis was made possible through the contributions of many, and the writer wishes to express appreciation to all of those who have cooperated and have given assistance.

First, the writer wishes to express appreciation to the State Department of Education for the privilege of working in the Supervisors' In-Service Training Program. The writer also wishes to express sincere appreciation to the University of Tennessee College of Education, Department of Educational Administration and Supervision for the understanding, encouragement, and helpfulness received from the staff members. Special acknowledgment is made to Dr. Truman Pierce and to Dr. Bascom Story for their help toward the preparation of this thesis and for their advice concerning the supervisory program of the Etowah City Schools.

Acknowledgment is made of the contributions of the teachers of the Etowah City Schools. Without their interest and help this thesis could not have been prepared. The writer also wishes to express to the Superintendent of the Etowah City Schools appreciation for the splendid spirit of understanding which characterized the encouragement and assistance given to the writer.

To each of the other ten participants in Group II of the Supervisors' In-Service Training Program, the writer wishes to express appreciation for their contributions and for the sharing of experiences by each member of the group.

H. R. H.



TABLE OF CONTENTS

CHAPTER	PAGE
I. INTRODUCTION	1
Definition of the problem	1
Importance of study and the uses to be made	4
Sources of information and data and procedure used	6
Organization for presentation	8
II. THE COMMUNITY, THE SCHOOL SYSTEM, THE STAFF .	10
The community	10
Description of the school system	21
Analysis of the school staff	23
Summary of table	25
III. OBJECTIVES	28
Stated objectives of the teachers	28
Analysis	43
IV. COMPARISON OF OBJECTIVES	46
Grades 1, 2, 3	46
Activities to accomplish objectives	51
Grades 4, 5	54
Activities to accomplish objectives	57

CHAPTER

PAGE

IV. (continued)

Grades 6, 7, 8 60

Activities to accomplish objectives 63

Formulation of objectives 68

V. IMPLICATIONS FOR FUTURE IMPROVEMENTS 72

BIBLIOGRAPHY 84

LIST OF TABLES

TABLE	PAGE
I. Professional and Personal Data Concerning Teachers in the Etowah City School System 1949-50	24
II. Frequency With Which Objectives Were Stated by Teachers of Grades 1, 2, 3	48
III. Frequency With Which Objectives Were Stated by Teachers of Grades 4, 5	55
IV. Frequency With Which Objectives Were Stated by Teachers of Grades 6, 7, 8	61
V. Objectives As They Occur In One Or More Grades According to Grouping	67
VI. Data from Answers Given by Eighth Grade Children About What They Had Gained in Eight Years of School	69

CHAPTER I

INTRODUCTION

Definition of the Problem

Supervisors of instruction in the State of Tennessee are necessarily concerned with improving instruction given to the children of the state. This means, of course, that they are directly concerned with the teaching personnel and what the personnel teach.

The writer has been in supervision for only two years; however, she has some very definite ideas concerning the approach to supervision. One of these ideas is indirectly responsible for this study. That idea is the belief that to improve a school program you must first know what teachers think they are trying to do and how they are going about accomplishing this.

Often it is much easier to talk of doing something than to actually do something--as is said "Easier said than done." It is important in education to examine what is being done in light of what is being attempted. To evaluate in this manner is to find a basis on which to begin improvements.

In this study, the problem is to make a comparison between what the teachers in the Etowah City School System say they are trying to do and actual classroom practices. This will in no way be an effort to criticize or belittle any teacher. Rather, this study will be made in an effort to help the supervisor and the classroom teacher better understand what they are trying to do, how they are doing what they are trying to do, and how improvements may be made in the school program.

In connection with this problem it is necessary to make some explanation of how the need for this study came to light.

For the sake of a clearer understanding, the writer would like to mention here the Supervisors' In-Service Training Program sponsored by the State Department of Education and the University of Tennessee. This program provides for work during two summer sessions at the University and work during one school year under leadership from the University and from the State Department. This program was established to help improve supervision in the State of Tennessee. The writer feels very fortunate to have been given the opportunity to participate in Group II of this program.

The summer of 1949 was her first summer of work in the program at the University, and she had one year of supervision behind her. There was a feeling of insecurity in what she was trying to do; however, during that summer's work knowledge and understanding were gained from the other supervisors in the group that could not have been gained in any other way. The writer also gained confidence in what she was trying to do in her work. Through her association with this group and with her advisor a feeling that she was going in the right direction was gained, and she was able to establish more clearly in her mind her own philosophy.

As this first summer's work progressed, she began to realize the importance of actually doing what you believe is right in education. She realized, too, that so many times in education, as well as in other fields, it is easy to say you believe one thing because it sounds good, and then when you find yourself on the job it is easier to do another thing--as sometimes happens in the classroom. She felt that since she had a small situation in which to work, she was afforded the opportunity to examine with the teachers in her system what they said they were trying to do in light of what they were actually practicing in the classrooms.

Importance of Study and the Uses to be Made

Methods of teaching and classroom practices are changed when philosophies are changed--that is, when philosophies are examined and developed. It is one thing to state a philosophy and quite another thing to really understand the statements. Only through understanding and honest belief can a philosophy be practiced. Through this study the writer believes the teachers in the Etowah City Schools can develop a better understanding of their own philosophies and through an understanding will be able to broaden their own philosophies and will be able to improve classroom practices. She feels that the teachers are anxious to improve, but they must feel that they are working in the right direction and understand the way they are working.

Helping teachers to help children is an important task, and with this task goes a very grave responsibility. The approach to helping teachers is necessarily of concern because as the teacher is influenced so the child is influenced; therefore, as the teacher needs to understand the child and what they are trying to accomplish so the supervisor needs to understand the teacher and what she is trying to do with the child. Making this study and using it is a step in the direction not only of letting the supervisor know what is

being done but to help the teacher better understand what she is doing, how she is doing, and how to improve. The writer does not mean to say that teachers do not know what they are doing, though it is sometimes easy to continue what someone before you has started without questioning the validity of it. This is especially true if what is being done has been accepted by those concerned.

It is hoped that this study has been made in such a manner that every teacher has benefited. It has not been a study of the teachers of the Etowah City School System but rather a study with the teachers. Information concerning the objectives of the teachers has been used as a basis for classroom observations. Then these objectives plus observations were used as a basis for conferring and planning with the teachers. It is hoped that this study will give a fairly clear picture of the program of education in the Etowah City Schools. It is hoped, too, that this study will make it possible to make some improvements "right here right now." The results should furnish a basis for future planning for improvements for the school system.

Sources of Information and Data and Procedures Used

In making this study, the first step was that of determining what the teachers in the system felt they were trying to do. The writer was not sure just how she should do this, and her first attempt in securing this information was not very successful. This is shown in the following paragraphs.

The day before the Etowah City Schools opened for registration in September 1949 all the teachers in the system met for a conference. At this meeting, the writer told of her summer's experiences at the University. Then as a means of finding out what the teachers felt important for the school system to do this year, she asked for replies from all the teachers to the following question: "What do you think the City School System of Etowah should do for the children of Etowah?" This question was given to the teachers with very little comment concerning the kinds of answers they might give.

Some of the replies to this question were concerned entirely with the physical equipment the teachers felt they needed to aid them in their teaching. Other replies were concerned with what the teachers felt should happen to boys and girls in the Etowah City Schools.

The writer is not sure that too much time or thought was given to some of the replies received, and she is not sure the question was understood by all the teachers; however, the major purpose being to get a picture of what the teachers felt the function of the schools should be and this purpose being partially defeated in the replies received to the question, she then decided to ask all the teachers to make a copy of the objectives that they keep in their school registers. These objectives are stated later in this study.

The next step seemed to be to explain to the teachers some of the plans for this study. Through faculty meetings explanations were made to the teachers that the job of a supervising teacher was that of helping them to do better whatever they were trying to do. Then it was explained to them that the writer would use their objectives as a basis for observation and that she would like to visit in their classrooms and then plan for conferences. She explained that during these conferences she would like for them to talk together about what he or she is trying to accomplish, how he or she is going about accomplishing it and ways in which he or she might be able to improve what is being done.

The writer explained to the teachers that she felt this might be one of the best possible ways for her to help them. She also suggested that in this manner it might be possible to determine what the entire school system is trying to do. None of the teachers objected to this plan; some of them thought that it was a good plan; some of them were more or less indifferent. However, the response to this plan for the most part was favorable.

After introducing the plan to the teachers in the above manner, the sources of information that could be used for this study and how what already had been collected could be tied in with the study were considered. The sources decided upon were statements by the teachers of the objectives they had set up for the year, data that could be collected through observation in the classrooms, the comments and statements made by the teachers as the writer worked with them, and the actual classroom activities that the teachers carry on as they teach the children. As this study advanced another kind of information seemed necessary. This information was concerned with how the teachers formulated their objectives.

Organization for Presentation

Thus far in this chapter, the writer has attempted to

give a definition of the problem, explain the importance of the study and the uses to be made of it, and the sources of information and data that will be used. In the remaining chapters the community of Etowah will be described. Such factors as the geographical conditions, economic conditions, social conditions, and political conditions will be presented. A description of the Etowah City School System and an analysis of the Etowah City School staff will be given. Then the stated objectives of the teachers in the system as stated by the teachers are presented, together with an analysis of these objectives. A comparison between the stated objectives of the teachers and the actual classroom practices and procedures will then be made. This comparison will be made from classified objectives as explained in Chapter IV. In the last chapter, an attempt will be made to show the weaknesses in the school program. This will be done by noting the objectives which the teachers are not meeting with their classroom activities. Implications for strengthening these weaknesses will be indicated.

CHAPTER II

THE COMMUNITY, THE SCHOOL SYSTEM, THE STAFF

The Community

Etowah is located sixty miles south of Knoxville and 135 miles north of Atlanta in McMinn County of East Tennessee. It is on U. S. Highway 411, connecting with Highway No. 30. Etowah is adjacent to the Cherokee National Forest, famous for wild bear hunts, bear and deer hunting, and only sixteen miles from the great Tellico Fishing Area. The terminal of the Knoxville-Atlanta division of the L. & N. Railroad is in Etowah.

The population of Etowah (1947) is 5,000, and the population for the county (1947) is 35,000. Three per cent of this population is Negro.

The general types of employment in Etowah are farming, textile manufacturing and railroading. The industries in Etowah are: Sport Wear Sales Corporation--boys' and children's hosiery, Miller-Smith Company--hosiery, Morgan Manufacturing Company--work shirts and pants, Brown Brothers Milling Company--flour, East Side Milling Company--cornmeal,

feeds, J. W. Trew & Sons--flour, feeds, Jolly Manufacturing Company--children's and infants' outer wear, Etowah Coca-Cola Bottling Company--Coca-Cola, Etowah Foundry--stove parts, farm machinery. The raw materials of Etowah are oak, pine and poplar timber. The minerals are iron and copper, and the chief agricultural products are corn and wheat.

There are three different sources of transportation in Etowah--railroad, bus service, truck service. The L. & N. Railroad makes available a pick-up service; the Tennessee Coach Company and the Newton Bus Line affords bus services. There are three truck lines through Etowah, this being the headquarters for one truck line.

The TVA and Etowah Utilities Department supply the power for Etowah with standard TVA rates. The water comes from the various wells and springs surrounding Etowah. The daily pumping capacity is 750,000 gallons. Etowah has four coal yards, proposed natural gas distribution, butane gas and the Dockery Gas Company. Industrial fuel is brought into Etowah in tank car lots by truck and by rail. Etowah has storm and sanitary sewers, an electric disposal plant and facilities available to industrial users.

Etowah has Southern Bell Telephone services and the Western Union Telegraph service. These services are open

daily to the public from 7:30 a.m. to 9:30 p.m.

The City Government of Etowah is composed of a Mayor and Commission. There are five commissioners with the position of mayor falling to the one who receives the most votes in the election. The city charter was established in 1909. There are zoning ordinances. The city has a uniformed police force, one police car, five regular firemen, fifteen volunteer firemen, and three fire engines. There are three school board members. They are elected by popular vote with one of the city commissioners as the commissioner of education.

Etowah has one bank with resources over \$1,000,000.

The trading facilities of Etowah consist of department stores, grocery stores, drug stores, hardware stores, jewelry stores, and gift shops. Some of the other services offered to the people of Etowah are: general contractor and foundry services, machine and automotive repair services, carpenter services, plumbing and tin shops, laundry and dry cleaner services, tailors, studios, and ambulance service. Etowah also has a weekly newspaper, The Etowah Enterprise.

In Etowah there are two hotels with fifty rooms. One of these hotels is a Grade A hotel. There are five restaurants in Etowah. Two of them are Grade A restaurants.

The recreation is somewhat limited in Etowah. There

is a high school athletic field, a high school gymnasium, one theater, one swimming pool--open only in the summer, a city recreation program partially supervised during the summer, and a bowling alley.

Etowah is fortunate to have a great many churches with their various church organizations. There are five Baptist churches, three Methodist churches, one Presbyterian church, one Episcopal church, two Christian churches, one Church of God, one Church of Christ, and one Catholic church.

There are three school buildings in Etowah--the grammar school, grades 1-5; junior high school, grades 6-8; the high school, grades 9-12. The high school is a county school while the lower grades are city schools, and they are under different administrative groups. There is also a public library in the city.

The business district of Etowah lies along the highway. On one side of the highway lies the railroad. The L. & N. Railroad owns this property from city limit to city limit, and there are no business houses on this property with the exception of several filling stations.

Along the railroad tracks there is a row of "section" houses that are owned by the railroad. These houses are

occupied by the men and their families who are employed on the "section gang." The "section gang" is made up of men who repair and fix the properties of the railroad. These houses are sturdy structures but are not very pretty because of the dark color that is typical of houses of this type. Generally, the yards are fairly well kept, but the furnishings of the houses are poor, and the conveniences are limited. This is a low income group of people.

The row of "section houses" is only one of the economic divisions of the people of Etowah. There are others. They are Bivens Town, Cooley Town, North Etowah, Todds Park, Peck Town, and then there is a section that is given no particular name. Because of its location the writer will call this section the Middle section. The divisions have been designated economic divisions because of the writer's own understanding of this community.

Bivens Town is a section where the people have gardens and live stock and in a small sense bring farming into the community. This section lies to the south of Etowah and the people are variously employed. The homes are average--possibly below--in comfort, and the income is moderate with a good deal of their food being raised at home.

Cooley Town, to the north, is a section of about four or five streets of from two to three blocks each. This section seems to drop from its surroundings into what we might harshly but yet justly call the slums. By this the writer means shacks, dirty yards, dirty children, the general appearance of ignorance and "don't care" attitude.

May the writer indicate here that she is trying to picture separately the parts of Etowah that come to make the whole community, and when she speaks of Etowah she is including the whole community of Etowah not just from city limit to city limit.

North Etowah will be mentioned next because it seems more or less to surround Cooley Town. The income of this group is moderate; therefore, the homes are moderate. The employment of this group is varied. This section is on the opposite side of the community from Bevins Town but might be compared with it. The difference is that in North Etowah less gardening is done, and this section is more thickly populated.

The next section is called Todds Park. The name seems to indicate even to an outsider that this would be the section where the people of the highest economic and social standing would live. It may be that the writer's feeling about this

is due to the fact that this name is so familiar to her and that she recognizes immediately what the name implies. In this section some of the homes are the very nicest homes in Etowah. Most all the homes in this section are well above the average and are well furnished with all modern conveniences. The children from this section seem to have a more cultured background. This section lies between the Bevins Town section and the Middle section. It is about four blocks wide and eight or ten blocks long. The occupations represented by the people of this section are business owners and railroad men.

The Middle section of Etowah is about eight blocks long and eight blocks wide and is located between Todds Park and North Etowah. The people of this section have good, steady incomes, nice homes and modern conveniences. Their occupations are varied--clerks, managers, mill supervisors, business owners, stenographers, and others.

Peck Town is the last section to be discussed. This section could be compared to Bevins Town except that it is a smaller section and lies to the west of Todds Park.

The writer would like to sum up what she has said about the sections of Etowah. It seems that there are about four economic sections. They are, the above average, the

average, the low, and the very low. Geographically, the above average and the average sections lie in the center of Etowah, and the low and very low groups live on the outskirts. It is interesting to note that this is the reverse of what is generally found in large cities.

The writer, as the attendance teacher, has been taken into some of the homes of the low and very low standards, and she can say that there are certainly conditions in Etowah that she did not realize existed. There are homes in Etowah that would well fit in the slums of any large city. Needless to say these homes are the homes that have to be visited because of attendance problems. Generally speaking, these homes are the homes that produce not only attendance problems, but health problems, social problems, mental problems, and emotional problems. Here certainly is a situation where an educational leader might well do some excellent leading.

In speaking of these economic groups the writer would like to say that for the most part Etowah has pretty, well kept homes and from these homes come some of the finest children. If the writer has seemed to dwell on the subject of the very low income group, it is because this problem--even though it constitutes only a small section of our city--is close to her heart. Something needs to be done and if

the problem can not be met directly at the present through education, a great deal can be done to remove this situation in the future.

In Etowah there is a city school PTA, and there is also a high school PTA. There are several other organizations in Etowah. They are: Lions Club, VFW, American Legion, American Legion Auxiliary, Chamber of Commerce, Eastern Star, Garden Club, and Masonic Lodge. These organizations have various projects and provide welfare benefits to many of the needy.

The city of Etowah has Girls' Scout and Boys' Scout organizations. The activities of these groups are varied. They include art, music, crafts, hiking, dramatics and others. The Girl Scouts were organized in 1948. Two parents of the community started the organization. It is limited to a small number of girls. The girls meet in one of the churches, but the boys have a lodge. The boys have been organized much longer than the girls. They are led by one of the city's civic leaders. There is no doubt about the benefits received from these organizations, but these benefits are unfortunately available to only a few.

In Etowah there are three social groups. They come from the above average and the average economic groups as

one social group. The low income group makes up another social group, and the very low makes up the third social group. As a matter of explanation, it might be added that there is little difference in the above average and average economic groups. Actually the difference in the well being of these groups is that the very low income group drops way below the living standards of the other two groups. This group is the welfare problem group and presents various other problems to the community. Health is probably one of the greatest of these.

These social groups that have been mentioned generally carry through from childhood into later life. However, each year the barriers are breaking, and the community is reaching greater unity with an improved community the goal. From the very low group come the children who "do not fit" as the saying goes. Many of them are retarded mentally and physically. These children are not able to take advantage of the opportunities that are offered to them. Because of limited facilities the schools have not been able to set up programs for these children. Because of their disabilities in some respects the real abilities of these children are sometimes overlooked--but it should be said here that many of the teachers are doing excellent jobs of fitting their

school programs to these children.

At present there are no particular controlling forces in the city of Etowah either political or otherwise--however, at other times there have been such forces. The writer can make no assumptions as to what this has meant to the community as far as social, economic, religious or educational conditions are concerned because she does not know. It is certainly probable that these forces did have their effects.

To some extent the places where leadership could be and needs to be used have already been shown. The writer feels that there are several things that could be and should be done in an effort to improve the community of Etowah. The two school systems of Etowah should be more closely related. The public should be awakened to the conditions of the very low social and economic groups, and the word awakened is used because the writer was not aware of these lowest conditions until she began work as an attendance teacher. She now wonders how many people know that these conditions actually exist. Through cooperation of the various organizations and institutions in the city much could be done to improve these conditions of the very low standards of living. There are people who feel that these conditions will always exist, but the writer doubts this. However, if people

continue to think that these conditions are actually supposed to exist then it seems that the best way to get at this problem would be to start with the people who are of such an opinion. Now the question is how? With time, patience, and a lot of working together it can be done. A closer relationship between the schools, churches, civic and social organizations, business men, parents and the youth is needed. Citizens need to feel their responsibility to their community. Sooner or later this can and will be accomplished through intelligent leadership and cooperation.

It might be noted here that the information concerning the community of Etowah was secured from the Chamber of Commerce, and the assumptions that have been made are from the writer's own observations and from talking with various people in the community.

Description of the School System

In the Etowah City School System there are two school plants. One plant houses the children who are in grades one through five. The other plant houses children in grades six through eight. In referring to the two schools the writer will call one the lower grades school, indicating the plant

housing children in grades one through five, and the upper grades school, indicating the plant housing children in grades six through eight.

The lower grades school has a principal who teaches the fifth grade for a half day and is freed the rest of the day for other duties. This principal has eleven full-time classroom teachers and one half-time classroom teacher under his leadership. The principal of the upper grades school teaches full time and has five full-time classroom teachers and one half-time librarian under her leadership.

The City School System also has a half-time music teacher who is paid entirely by the city. This teacher divides her time between the two schools.

There is a full-time janitor for each school. The school lunch program maintains three cooks for the lower grades school lunch room and two cooks for the upper grades lunch room.

The superintendent of the Etowah City Schools is employed by the three members of the city board of education as are the teachers, principals, and supervisor. The supervisor is also the attendance teacher. The superintendent makes recommendations to the board of education concerning

election and placement of the school personnel.

The superintendent is paid for twelve months, the supervisor-attendance teacher is paid for ten months, and the principals and teachers for nine months.

The three school board members for the city of Etowah are elected by popular vote. They are elected for staggered terms. The city also has a commissioner of education who is elected every two years by popular vote.

Analysis of the School Staff

In analyzing the staff of the Etowah City Schools, Table I has been presented on page 24 showing the following: certification of the teachers; degrees held; number of years of teaching experience; number of years of college work; number of years taught in this system; date the teacher last attended school; residence, and marital status. The teachers will be numbered 1 through 20, with no reference to grade or placement.

TABLE I

PROFESSIONAL AND PERSONAL DATA CONCERNING TEACHERS IN THE
ETOWAH CITY SCHOOL SYSTEM 1949-50

Teacher	Certificate	Degree Held	No. Years Exper.	No. Years College Work	No. Years In This System	Date Last Attended School	Residence	Marital Status
I	Permanent Professional		28	3½	26	1949-50	Etowah	Single
II	Permanent Professional		9	3	5	1949	Etowah	Single
III	Permanent Professional		15½	2	10½	1949	Etowah	Married
IV	Permanent Professional		5	3	4	1949	Etowah	Single
V	Permanent Professional		9	2	16	1949-50	Etowah	Married
VI	Permanent Professional	B.S.	7	4½	2	1949	Etowah	Married
VII	Permanent Professional		10	3	2	1949-50	Etowah	Married
VIII	Permanent Professional		4	2	4	1945	Etowah	Single
IX	Permanent Professional		22	3	8	1949	Etowah	Single
X	Permanent Professional		9	2	3	1948	Etowah	Married
XI	Permanent Professional		16	2	4	1945	Etowah	Married
XII	Permanent Professional		18	3	16	1949-50	Etowah	Married
XIII	Temporary		3	2½	3	1940	Etowah	Married
XIV	Permanent Professional		22	2	6	1945	Etowah	Married
XV	Permanent Professional		18	3½	16	1949-50	Etowah	Single
XVI	Permanent Professional		9	2	4	1949-50	Etowah	Married
XVII	Permanent Professional	A.B.	10	4	4	1937	Etowah	Married
XVIII	Permanent Professional		7	3	4	1942-43	Etowah	Married
XIX	Permanent Professional		7½	2 3/4	5	1949-50	Etowah	Married
XX	Permit		5	3	2	1932	Benton*	Married

*Benton, Tennessee is twelve miles from Etowah in another county.

Summary of Table

Of the twenty teachers all except two have permanent professional certificates, but only two hold degrees. The number of years of experience range from three to twenty-eight years, the average being ten and one-fifth years. The number years of college work ranges from two to four and one-half years, the average being two and four-fifths years. The number of years taught in this system ranges from two to twenty-six years, the average being six and five-eighths years. The last year the teachers have done college work ranges from 1932 to workshops in 1950. Sixteen of the twenty teachers have attended college or done workshop work in the last five years. Nineteen of the twenty teachers make their home in Etowah. Fourteen of the twenty teachers are married. Eleven of the twenty teachers have participated in some kind of college training programs during 1949-50.

In considering this table from the standpoint of the two schools, it has been found that two of the teachers in the lower grades school hold degrees, and none of the teachers in the upper grades school hold degrees. One teacher in the upper grades school teaches on a permit. The other permit teacher teaches in both schools. Experience of

the teachers in the lower grades school ranges from four to twenty-two years and in the upper grades school from three to twenty-eight years. The college training for the teachers of the lower grades school ranges from two to four and one-half years and for the teachers of the upper grades school from two to three and one-half years. The years spent in the Etowah City School System range from two to sixteen years for the teachers of the lower grades school and from three to twenty-six years for the teachers of the upper grades school. The last years that the teachers of the lower grades school attended college ranges from 1937 to 1950 and for the teachers of the upper grades school from 1940 to 1950. Four of the twelve teachers of the lower grades school are not married, and two of the six teachers of the upper grades school are not married.

These figures do not include the two teachers who teach in both schools except where specifically mentioned. Both these teachers are married; one makes her home in Etowah; one has not been to school since 1932, but the other attended school in 1950; one has spent two years in this system and the other five years; one has three years of college training and the other has two and three-fourths years; one has seven and one-half years teaching experience

and the other has five years. Neither of these teachers have degrees.

One of the important indications from this analysis is the fact that in spite of families and permanent professional certificates the teachers in this system are working toward better preparation for their duties as teachers.

CHAPTER III

OBJECTIVES

Stated Objectives of the Teachers

The following pages contain the objectives as stated by each teacher in the Etowah City School System. The answer to the question, "What do you think the Etowah City School System should do for the children of Etowah?" has also been stated with the teachers' objectives. This has been done so that the relationship between the answers to the question and the objectives may be noted by the reader.

There are twenty teachers in this school system; therefore, twenty sets of objectives and twenty sets of answers to the above stated question have been given. These objectives and answers have been numbered from one through twenty with no reference made to any teacher or to any grade; however, these numbers correspond to the numbers used in the table in the previous chapter. The answers and the objectives are stated as nearly as possible as the teachers stated them.

In the final pages of this chapter an analysis of these objectives has been made. The similarity and

differences in the objectives of different teachers have been noted. These objectives have also been analyzed in regard to the findings of A Study of Tennessee's Program of Public Education, published by the State Department of Education, 1948. Implications for helping teachers to more clearly define objectives and to broaden objectives have been noted.

I.

Answer to question: Develop natural skills. Develop and maintain good health and physical fitness. Teach good citizenship and safety. Develop an appreciation for the beauty in art and nature. Teach children to learn the proper use of leisure time. To develop ethical values. To think rationally, to express themselves clearly, and to read and listen understandingly. To live together as a group helping each other by sharing their ideas. To supply play ground equipment.

Objectives:

1. Develop natural skills.
2. Develop and maintain good health and physical fitness.
3. To be good citizens.
4. Develop an appreciation for the beauty in art and nature.
5. To learn the proper use of leisure time.
6. To develop ethical values.
7. To think rationally, to express themselves clearly, and to read and listen with understanding.

8. To learn how to live together as a group, helping each other by sharing ideas.
9. To take most of the blame when most of my class makes poor marks on a test.

II.

Answer to question: I think the schools of Etowah should give more training in how to meet real-life situations, rather than just learning so many facts from books. If children don't know how to apply the facts and skills they learn, then that knowledge is of very little value to them. We need more material to work with--children need an opportunity to express themselves, and we give them very few opportunities to do so. I think we should provide a gym or large room for physical education and recreation after school hours. We should provide more opportunities for parents to take part in our activities. A weekly planned recreation program for adults of the community might be planned if we had the necessary facilities. In this way we might foster a better cooperation between school, community, and home. Until the parents take more interest in our schools we won't be able to secure the things we need so badly. I think the schools, homes and community should work together to help our boys and girls become healthy, happy, useful adults. I think we should have this one aim in mind when planning our work.

Objectives:

1. Arithmetic--an adequate knowledge of fundamental skills and concrete experiences in applying these skills to problems met in every day living.
2. English, spelling--everyday use of correct grammar and spelling, not only in school but at all times.
3. History and geography--to understand what history has contributed to our present day civilization and to compare our way of living with other nations, past and present; to understand how nations are dependent upon each other.

4. Art--to create a desire in children to express themselves through art and to give them an opportunity for experiences in as many different art materials as possible.
5. Health, physical education--to learn as much as possible about health and put into practice that knowledge in home, school and community. To develop good sportsmanship.
6. To help children learn to live together, helping each other; to develop a sense of responsibility toward home, school, church and community; to be honest, dependable citizens, to learn to make their own decisions; above all, to try to give them such training as will fit them to solve problems they will face in their daily living.

III.

Answer to question: Audio-visual education--sound projector, good lighting system, junior high girls a sewing machine, playground equipment, shop for junior high boys.

Objectives:

1. To lead the children, so that they may feel an individual responsibility as to behavior and leadership.
2. A pride in our work.
3. That all individuals are equal.
4. That every child has the ability to do some kind of task well.
5. To lead rather than force.
6. Arithmetic skills in fundamentals.
7. Spelling usage in every subject.
8. English improved--spoken and written.

IV.

Answer to question: Prepare them to take their places in and contribute to an ever changing society--equip them with the fundamental principles of good living toward a happier life within themselves as well as with others.

Objectives:

1. To train the children for a democratic way of living. To be able to take his place in a group and help and share with each other.
2. To learn more about what goes on in the world by developing wider interests in all things.
3. To be creative--to see with his own eyes, think with his own mind and work with his own hands to find new and different ways of doing things.
4. To become responsible and efficient--to realize that he belongs--in family, in the school group, community and world.
5. To be healthy and realize the importance of good health.
6. To teach enough fundamentals that they may be able to speak correctly, read understandingly and write well.

V.

Answer to question: The teachers should teach courtesy, honesty, self confidence and many things. One thing I would personally like to see, would be an art teacher. To me, an art teacher would be more important than a music teacher--since I can do more with music. Of course, we need another classroom and another teacher this year. Also our cafeteria could be larger. An auditorium would be wonderful. More supplies and equipment for the primary grades are badly needed. I would like to have a fund for buying writing paper to keep in my room and distribute to the children when needed instead of them having their own tablets.

Objectives:

1. To win the love and respect of the children in my care.
2. Teach honesty, self reliance, unselfishness, and all the other characteristics which make up a good citizen.
3. Each child learn to mix with other children.
4. To teach them to be considerate of others.
5. Respect adults as well as other children.
6. To create a desire for art.
7. Learn simple rote songs.
8. To teach children to be able to read fluently and have a desire to read. To teach them to be able to understand what they read.
9. Teach children to write well.
10. To teach children to count and write numbers by 1, 2, 5 and 10.
11. To teach children to repeat and recognize names of the days of the week, months of the year.
12. To teach them to work addition and subtraction combinations through 10.
13. To teach them to solve easy reasoning problems and easy numbers using dollars and cents.
14. To teach them to tell time by the hour and half hour.
15. To teach health.

VI.

Answer to question: We should provide a continuity of experience for the child so that he may meet and solve

the problems which are appropriate to his maturity level, his past experiences, and his purposes. If we provide a well balanced program, the pupils should develop certain definite understanding, attitudes, habits, and skills at the different grade levels. To let our tool subjects act as means and not as ends of education.

Objectives:

1. To win the respect of all my students.
2. To teach the students the necessity of playing together, working together and really living together-- in other words, teach the democratic way of life.
3. To bring out all the creative powers or potentialities within a child that is possible.
4. To stress the "Golden Rule" and show the importance of this rule.
5. To give each individual child all possible encouragement that I can.
6. To create a feeling of responsibility that they owe to each other.
7. To create an atmosphere of happiness and contentment in the school room.
8. To teach the basic subjects so that the students can apply it to our everyday life.
9. To help each student discover and understand his personal needs and interests in relation to his environment.
10. To know each parent personally.
11. Provide an opportunity for all my students to develop an appreciation for the beauty in art, music, literature.

VII.

Answer to question: I think the City School System of Etowah should educate the children of Etowah with the idea of preparing each child to become a citizen in his own community; to teach him to become a healthy citizen and to be able to take his place in life. I think they should learn early in their school life to be a good citizen.

Objectives:

1. To teach all required work for the third grade with the pupils' needs in mind at all times.
2. To teach citizenship and health in connection with all subjects.
3. To teach the boys and girls how to work and play together.
4. To teach them to appreciate the better things of life, especially the beauties of nature and animal life.
5. To consider the individual child and his home life in all his work.

VIII.

Answer to question: Should help develop intellectual ability and good study habits. Teach moral habits such as fairness and honesty. Develop social skills. Teach health skills and safety. Develop attitudes and appreciation. Provide opportunities to create, to lead and follow.

Objectives:

1. Read all second grade books available.
2. Ability to comprehend sentences, phrases and paragraphs.
3. Ability to read and tell a story--second grade level.
4. Ability to understand period, comma, and question mark.

5. Have an understanding of capital letters.
6. Ability to take directions.
7. Ability to express self freely.
8. Ability to count and write to 100 by 1, 2, 5, and 10.
9. To know simple addition and subtraction number combinations--ability to tell time.
10. Have an idea of weight--comprehend inch and dozen. Conception of difference between smallest and biggest, etc.
11. Complete second grade spelling book.
12. Know the importance of being clean and healthy.
13. Have the opportunity to create.
14. Learn to appreciate art and music.
15. Show politeness and courtesy toward one another.
16. To learn to live, work, and play together.

IX.

Answer to question: I think that the City School System of Etowah should give the best training in citizenship that is possible. If a child is taught to be honest, deal fairly with his playmates and teachers he will become a citizen in later life that our school will be proud of.

Objectives:

1. To instruct my pupils to the best of my ability.
2. I hope that at the end of the school year the larger part of my students will have mastered the fundamentals that are expected of the children of fourth grade level. This is of paramount importance, because if each grade is mastered as a student goes along the other grades just fall in line.

3. The children in my class, who at the beginning of school were not of fourth grade level, I hope to see accomplish a year's work.
4. The main objective for every child really is "a year's progress."

X.

Answer to question: I think the fundamentals--reading, writing, and arithmetic should be stressed throughout the grammar and junior high grades. At all times we should be interested in teaching children how to get along with one another and how to respect the rights of others. They should be taught the spirit of democracy. We should strive to build stronger bodies by stressing proper nutrition, health rules, and interest in public health. Children should learn something of the soil and how to conserve it. They should have an elementary knowledge of history, science, and geography. If the teachers of Etowah schools are able to put over these things to the students, then they have contributed much to the future of Etowah.

Objectives:

1. To create an atmosphere of happiness and contentment in the schoolroom.
2. Have children learn to share their experiences.
3. To make reading my most concern, making it a happy experience for the child, showing him that from the printed page he might gain information and entertainment for himself.
4. I shall endeavor to teach art, writing, spelling, language, and number work in an interesting way, letting each daily experience be a happy one for the child.
5. I want to be ready at all times to give encouragement, praise, and help. It is my desire to have children know how to cooperative and get along happily together.

XI.

Answer to question: Sound projector for visual education. Gymnasium in junior high. Workshop for the boys. More playground equipment.

Objectives:

1. To acquire a better and clearer understanding in U. S. History, parts of speech in English, fundamentals and percentage in arithmetic, and to cover all work prescribed by the State Department of Education.
2. To help develop their natural skills.
3. To help them to learn to think for themselves and read with understanding.
4. To acquire the proper use of leisure time.

XII.

Answer to question: The City School System of Etowah should prepare the individual child to be able to participate in life as a whole so that he may be a benefit to society and also derive a personal satisfaction. The school should be sufficiently flexible to be able to readjust its program for the good of the child in the changing community.

Objectives:

1. To create in each child a desire to learn and develop his abilities in order that he may live a well rounded life.
2. To teach each child to think for himself so that he will be able to learn from his text books and outside materials.
3. To arouse in the child a love for school and a desire for an education.
4. Most important of all I want to build principles of citizenship.

XIII.

Answer to question: Provide room inside for physical education on rainy days. Also have course in manual training for boys to balance girls' home economics.

Objectives:

1. Making sure of arithmetic.
2. Citizenship--appreciating a democracy.
3. Spelling goals.
4. Modern ways to health.
5. English--parts of speech--prose and poetry, reading good literature.
6. A better and clearer understanding of Tennessee history.
7. Physical education--physical fitness and above all, good sportsmanship.

XIV.

Answer to question: Give them a good background for honesty, self-reliance, confidence in themselves, a desire for the best education obtainable, respect for their fellow students, healthful and a useful life.

Objectives:

1. Teach honesty, self-confidence, self-reliance, respect for others, health and safety.
2. To develop a desire for the best education obtainable, or within their reach.
3. To help the children master standards for the first grade in reading, writing, and number work, with social studies added.
4. To lay a foundation for a happy and useful life.

XV.

Answer to question: I think we should teach the children in our school to work and mix with each other. We should teach them the appreciation of nature, the out-of-doors, and music. We should teach them health, courtesy, cleanliness, unselfishness, and self-confidence.

Objectives:

1. To teach the children to read for pleasure.
2. Teach the children to work and mix with each other.
3. Teach them cleanliness, health, good manners, and self-confidence.
4. Teach them to appreciate nature, the out-of-doors, and music.

XVI.

Answer to question: Teach them to be good citizens--meaning by that to live together in harmony and peace. To learn to live and be happy by keeping the mind and body healthy. This I think should be taught along with the basic subjects. No one can be at his very best as a citizen if his mind and body are not sound and healthy.

Objectives:

1. The first few weeks will be spent in getting acquainted with the children. I want to know each child personally; his habits in work and play, at home and at school; his health habits; his environment; his level and speed of learning; in fact everything I can learn about the child will help me to be a better teacher for that child.
2. I want to meet each of the parents and discuss the child's progress and problems with them.
3. I want to teach good citizenship. I want each child to learn how to get along with others in work and in play;

how to give and take; and how to share what we have, whether it be toys, equipment, or ideas.

4. I will try to teach each child on his own level and speed of learning. We will follow the state schedule for the third grade as much as possible.
5. I will try in every way to have my pupils ready for fourth grade work next year.

XVII.

Answer to question: Provide playground equipment; teach citizenship--how to play and work together in harmony.

Objectives:

1. Remember I'm teaching a child--not a book. Since I have several underprivileged children I definitely need to implant a desire to grow in body, in mind, and to become a real citizen of our school, country, and God's world. It is a challenge to be met with the best possible methods of teaching, as well as a sincere interest in the character growth of these children. Citizenship will be emphasized. I shall try to cover the books outlined by the state and follow a regular program as nearly as possible. However, I shall deviate from it when I discover the needs of my children call for such.

XVIII.

Answer to question: Develop personalities. Thorough knowledge of subject matter according to grade level.

Objectives:

1. Plan lessons each day that will stimulate the pupil to think, speak, and write correctly in various situations which he meets daily, not only in the classroom but outside as well.

2. Plan for individual differences.
 - a. Guides for independent work.
 - b. Correlate outside experiences in relation to classroom work.

XIX.

Answer to question: Not only provide a sound academic background for high school, but also a cultural background comparable to the more progressive schools.

Objectives:

1. To teach pupils rather than subjects.
2. An intensive study of the fundamental skills as the need is found in every subject.
3. The democratic way of life to be put into practice.
4. To strive toward an ideal state of physical and mental health.
5. Try to teach the children to think for themselves.
6. Encourage creative thinking by doing.

XX.

Answer to question: Develop good citizens, teach children to get along together, teach children ethical values, teach children to express themselves creatively through art, music, drama, etc., teach the fundamental skills.

Objectives:

1. To stimulate an interest in music and a desire to have a better knowledge and appreciation of music heard on the radio, and in church, or everywhere in general.

Analysis

In stating their objectives nine of the twenty teachers mentioned specifically subject matter, four mentioned fundamentals, eighteen made general statements of objectives and twelve combined some of the above mentioned. Two of these teachers mentioned preparing children for the next grade; one stated that she wanted the children to complete the required work; one mentioned completing specific books; and one stated she wanted the children to master standards for her specific grade.

For a clearer understanding of what each teacher is contributing to the children in this system, it might be of real importance for all the teachers to study together each set of objectives thereby defining for themselves what they are doing in relation to what the other teachers are doing.

In the answers to the question, "What do you think the Etowah City School System should do for the children of Etowah?," sixteen of the teachers made general statements concerning the total school program and six of them made statements concerning teaching aids or school building improvements. This may not be of particular importance, but to the writer it indicates that a common understanding of the function of the school system should be developed.

From A Study of Tennessee's Program of Public Education
there are six points that the people of the state felt were
the most important responsibilities of the schools in
Tennessee. They are:

1. Competency In the Use of the Fundamentals of Learning and Communication.
2. Satisfactory Relationship With Others.
3. Adequate Health - Physical and Mental.
4. Sound Guides For Personal Living.
5. Civic Skills.
6. Vocational Competency.¹

In studying the objectives of the teachers, it has been found that nineteen of the twenty mentioned in one way or another the fundamentals--the teacher who did not mention it is the public school music teacher. The nineteen who mentioned the fundamentals did so in different ways. Some of them simply mentioned fundamentals. Others made such statements as: To teach children to learn from text books, to complete required work, to follow state schedule, to cover required books, to master standards for specific grades, or

¹State Department of Education, A Study of Tennessee's Program of Public Education (Nashville, Tennessee: State Department, 1948).

to emphasize reading. This indicates to the writer that an understanding of the fundamentals is of importance to these teachers. In answering the question that has previously been mentioned, six of the teachers mentioned fundamentals.

From the objectives, the writer found that ten teachers mentioned satisfactory relationships and in answering the question seven mentioned satisfactory relationships. In considering health ten mentioned it in their objectives and eight in their answers. Fifteen mentioned sound guides for personal living in objectives and twelve in the answers. Civic skills were mentioned in eleven sets of the objectives and in nine of the answers. Vocational competency was not mentioned in the objectives or answers. This is probably due to the fact that this is only for grades 1-8; however, some of the children who complete the eighth grade do not continue their formal education. Possibly some experiences should be provided to help these children become vocationally competent.

The differences found in the answers to the questions and the objectives again indicate that a study of what each teacher is doing in relation to the total school program is important.

CHAPTER IV

COMPARISON OF OBJECTIVES

In the previous chapter all the objectives of the teachers have been stated with no reference to teachers or grades and have been compared or analyzed accordingly. However, in order to take a look at this school system as a whole and to look more carefully at what is going on in the eight grades of this system, the objectives have been combined into three groups: primary, grades 1, 2, 3; intermediate, grades 4, 5; upper, grades 6, 7, 8. This particular division was made because grades 1 through 5 are housed in one building and grades 6, 7, 8 are housed in another building.

Grades 1, 2, 3

In grades 1, 2, 3 of the Etowah City School System there are eight teachers--two for the first grade, three for the second grade, and three for the third grade. From the stated objectives of these teachers it has been found that the form for stating them varies in several ways. Some have stated their objectives in general terms of what they would

like to accomplish with their group of children; some have mentioned the kind of atmosphere they would like to have in their classroom; some have mentioned the relationship of the child, the teacher and the parent; some have mentioned specific skills they hope to help the children acquire, and some have combined the above.

In an attempt to determine just what the teachers are trying to accomplish, Table II, page 48, has been presented. This table shows the frequency with which certain things are mentioned in the objectives. In this table some rewording of objectives has been done in order to make the table have more meaning for the reader.

In analyzing the table there are several things that seem to be of importance. There are six points that are emphasized by at least one teacher in all three grades. They are "to teach children to live together and share with each other," "to teach children to read well and tell stories," "to teach children to write well," "to let children be creative," "to teach children something about health and safety," "to teach children to appreciate such things as art, nature and music."

From the writer's knowledge of the situation she has classified these objectives in an attempt to explain them

TABLE II

FREQUENCY WITH WHICH OBJECTIVES WERE STATED BY
TEACHERS OF GRADES 1, 2, 3

Objectives	Grade		
	1	2	3
To develop good character traits	2	2	
To develop wider interests			1
To help children find their place and become responsible and efficient			1
To win the love and respect of the children . . .			1
To teach children to live together and share . . .	2	3	3
To teach children to read well and tell stories .	2	3	1
To teach children to spell correctly		2	
To teach children to write well	2	2	1
To help children to understand and use numbers correctly	2	2	
To teach children to speak correctly			1
To let children be creative	1	1	1
To teach children to take directions		1	
To teach children to name the days of the week, months of the year	1		
To teach children to tell time	1		
To develop a desire for an education	1		
To master standards for a particular grade or to teach required work or to prepare the children for the next grade	1		2
To lay a foundation for a happy and useful life .	1		
To teach children to respect others	2		
To teach children about health and safety	2	2	2
To teach children grammar		2	
To help children develop an appreciation of art, music, nature	1	2	1
To create an atmosphere of happiness and content- ment		1	
To consider the individual child			2
To develop principles of citizenship			2
To know the parents personally			2

more clearly and so that she may combine under special headings some of the objectives that have similar meanings though are worded differently. Too, from the table one might get the impression that some of the objectives occur in only one or two incidents when really the meanings are the same.

After combining these, an attempt has been made to consider some of the activities that are performed in the classrooms in relation to the objective. The objectives have been classified into eight main objectives that seem to cover what the teachers say they are trying to do. They are:

1. Develop character traits.
2. To teach children the importance of health and safety.
3. To teach children to appreciate such things as art, nature, music.
4. To let children be creative.
5. To help children develop civic skills and learn to live together and share with each other.
6. To teach children such fundamentals as are needed to help them become efficient and to help them develop wider interest.

7. To create an atmosphere of happiness and win the love and respect of the children.

8. To develop a good relationship between parent, teacher and child.

The above classification has been made on the assumption that the writer is familiar with the work of the teachers, and she believes that the eight points mentioned are what these teachers mean by their objectives. All of the teachers have not mentioned all of these eight points as they now read, but these are the things that seem from the stated objectives and from what the writer has observed to be the points most emphasized in grades 1, 2, 3.

It might be well to note here that "citizenship" and "teaching children to live together and share with each other" were listed separately on the preceding table. In the next several pages the objectives are listed with some of the ways teachers go about accomplishing them, and in the listing, "citizenship" and "teaching children to live together and share with each other" are listed under one heading. Other similar combinations may be noted also.

Activities to Accomplish Objectives

1. To develop character traits. To help the children develop character traits some of the teachers tell or read stories that emphasize character. Devotional periods are provided sometime during the day. The teachers sometimes conduct these periods, and the children sometimes have their own programs for their devotional. They repeat verses from the Bible and have a prayer--their own prayer or one they have learned. Before lunch each day the children or the teachers ask a blessing. One teacher stresses the Golden Rule by letting her children wear Golden Gloves. As the children say the Golden Rule they put on the Gloves and wear them until they disobey the Rule
2. To teach children the importance of health and safety. All of the children who eat lunch in the school lunch room wash their hands before lunch. After lunch there is a rest period. Some of the teachers play records at this time to help the children relax. The children make health and safety posters to display in their rooms and in the lunch room. They also study about the care of their bodies, and some of the rooms keep cleanliness charts. School and home menus are studied by some groups. In the first grade a health clinic was held by the County Health Department this year, and some of the children participated in a dental clinic. The proper use of the playground equipment is explained to the children, and they have two play periods each day. These play periods are partially supervised. The children also learn health and safety songs and see movies concerning health and safety.
3. To teach children to appreciate such things as art, music, nature. The children learn to sing songs and to do rhythm steps, listen to records and sometimes paint and draw to music. The public school music teacher teaches songs and simple facts concerning music to the children. She also utilizes records and workbooks. There is also a rhythm band to which the children may belong. In all of the rooms

paints, crayons, finger paint, clay, and other art materials are used--sometimes in connection with some particular phase of work and sometimes for enjoyment. In some of the rooms the children have turtles, gold fish and snails, and they learn to care for them. Sometimes the children bring their pets to school for a day or so. Only a few of the rooms utilize field trips for nature study, but some of the rooms have plants of their own to care for.

4. To let the children be creative.

In these three grades all of the children are given some opportunity to be creative. More and more the teachers are throwing away patterns and giving the children the encouragement and stimulation it takes for them to be creative. Most of the work thus far has been done with crayons and paints; however, some clay, weaving, block printing, paper cutting, and puppetry has been done. The teachers have just this year realized how to let the children be creative, and it is now growing from paint and the like into all the work the children do so that the children are doing their own work rather than doing things because someone else thought it should be done that way.

5. To help children develop civic skills and learn to live together and share with each other.

The children in some of the rooms are given the opportunity to set their own standards of conduct, with the consideration of how "I" want to be treated. In some rooms the children have the responsibility of keeping the room orderly and for making displays and for caring for supplies or anything that belongs to their room. In one room the children select a host or hostess for each week to take care of the visitors. In one room the desks and aisles are given names of streets and avenues so that the children have their own community in their room. These children learn to share experiences through "telling periods" when the children are given an opportunity and are encouraged to tell about things they have experienced. Most of the teachers have a special period for this; however, this telling experience goes on all through the day as different experiences occur. These children also have an opportunity to share materials. The materials are

distributed so that one child must share with his neighbor in order for everyone to have the right things with which to work. The children sometimes work in small groups for reading or painting, then at another time the entire group plays a game or sings a song. In these rooms the children have freedom to do other things such as work with clay, paint or read when they have finished a project and have extra time. In only a few of the rooms is there any real planning for activities by the children. Some of the teachers feel the children are not yet ready to do their own planning.

6. To teach the children such fundamentals as are needed to help them become efficient and to help them develop wider interest.

In these grades the teachers teach the fundamentals through oral reading in groups; pleasure reading periods; word, phrase, and number flash cards; drill with numbers and spelling words; games with numbers and words; writing lessons when the children do copy work; writing lessons when the children do their own composition; story telling periods; written number problems from text books.

7. To develop an atmosphere of happiness and help the children find their places in the school group, home group and community.

Through a pleasing, friendly manner these teachers try to help the children be friendly and happy. The teachers try to make the rooms attractive and pleasant by keeping the room properly ventilated, by using attractive pictures, and by keeping growing plants and flowers in the rooms. With a sincere attitude and by showing their love for the children with a smile and a touch of the hand and a kind word, these teachers try to help the children find their place and feel that they belong. Through giving the children an opportunity for accomplishment the teachers help the children develop a feeling of security.

8. To develop a good relationship between parent, child, teacher.

The teachers first of all try to learn all about each child that they can. Through parent group conferences the teachers explain their program of work for the year to the parents. Through individual conferences and

personal contacts with the parents the teachers develop a better understanding of as many children as possible. The parent group conferences are planned; however, there is very little planning for individual parent conferences.

Grades 4, 5

For the fourth grade there are two full time teachers, and for the fifth grade there are two half time teachers and one full time teacher. One of the half time teachers is the principal for grades 1-5 and is relieved for half the day by the other half time teacher who is the librarian for grades 6, 7, 8.

The objectives of these teachers will be considered in the same manner as were the objectives of the teachers of grades 1, 2, 3. The objectives of these teachers have been stated by the teachers in about the same manner as for grades 1, 2, 3, except that no mention is made of any specific subject matter.

Table III, page 55, shows the frequency with which certain things occur in the objectives as the teachers stated them. The writer has taken the liberty of again rewording for better understanding of the table.

TABLE III

FREQUENCY WITH WHICH OBJECTIVES WERE STATED BY
TEACHERS OF GRADES 4, 5

Objectives	Grade	
	4	5
Character growth	1	
To develop principles of citizenship	1	
To cover books outlined by the state	1	
To help children master the fundamentals for a specific grade	1	
To help children make a year's progress	1	
To win the respect of the students		1
To help children develop good physical and mental health		1
To teach children the necessity of playing and living together		2
To develop creative powers within the children . . .		2
To stress the Golden Rule		1
To give each child encouragement		1
To create a happy and contented atmosphere		1
To teach children to think, speak, write correctly .		3
To help the children see their personal needs . . .		1
To know each parent		1
To develop an appreciation for art, music, literature		1
To create a feeling or responsibility in the children		1

From a close look at the table it has been found that there are only three things that seem to be stressed by both grades 4 and 5. They are:

1. Character growth, including stressing the Golden Rule.

2. Citizenship, including teaching children the necessity of playing together and teaching children the democratic way of life.

3. To stress the fundamentals so that children speak, think and write correctly, including to cover books outlined by the state or to master fundamentals for a specific grade or make a year's progress.

The remaining nine points are mentioned by only fifth grade teachers.

Again in order to look more directly and in an effort to more clearly define the objectives, the writer has classified them under special headings. This has been done by interpreting what the teachers mean by their statements.

There are eight objectives in this classification. They are:

1. Character growth.

2. Citizenship.

3. To teach the children the fundamentals.

4. To create a happy atmosphere in the classroom with

consideration for each child and to help develop a feeling of responsibility and win the respect of the students.

5. To help the children strive for a state of good mental and physical health.

6. To develop creative powers in the children.

7. To know each parent personally and to understand and help each child understand his personal needs.

8. To help the children develop an appreciation of art, music, literature.

Activities to Accomplish Objectives

1. Character growth.

The teachers use devotional periods for reading the Bible, for prayer, and for Bible stories to help the children grow in character. Character stories are sometimes read or told by the teacher or by the children. A blessing is asked by teachers or children before lunch each day. The Golden Rule is explained to the children through discussions, and when a particular occasion arises the attention of the children is called to the Rule. In one class, when the children have a disagreement, the teacher asks that those involved close their eyes and think through the situation.

2. Citizenship.

In developing good citizens these teachers let the children do some group work in art and on projects related to their work. In some cases the children plan their own work as for the project "Let's Look at Etowah." For this project the children divided into committees for work and selected their own chairmen for the groups. However, in

these grades the children do not plan for very much of their work or for many of the responsibilities that they have. The teachers help to develop a feeling of responsibility though by allowing the children to care for some supplies and to care for rooms, halls, stairways, and other similar tasks. Sometimes this fails to be a sharing process with duties being assigned in a way that all the children do not participate. Some of the rooms have room councils to take care of discipline problems.

3. Teaching the children the fundamentals.

These teachers depend on text books; library books; supplementary text; workbooks; maps; charts; oral reports; debates; drill work in numbers; outside projects such as bird houses and sewing projects; and gardening projects in the rooms for a great deal of their work in fundamentals. Some of the teachers relate the fundamentals to life situations such as actual budgets in number work, writing for travel folders for studying different places, a hand made movie of history events, field trips for conservation. There is some evidence of teaching by the process of memorizing facts with seemingly no relation to real life.

4. To create a happy atmosphere with consideration for each child and to help develop a feeling of responsibility and win the respect of the students.

This is done to a certain extent through whatever relationship the teacher is able to establish with the children, depending on the attitude, character and personality of the teacher. Most of these rooms are made attractive and are properly ventilated. Each child is considered as an individual insofar as the teacher listening to what each has to say. However, assignments are generally the same for all the children except in the case of reading. The teachers give consideration to differences in ability in their grading rather than their assignments.

5. To help the children strive for a state of good mental and physical health.

These children wash their hands before lunch each day. They also have a rest period after lunch each day. This rest period is sometimes a story hour. These children have two play periods each day which are partially

supervised. Health rules are discussed and health posters are made. Some of the teachers encourage the parents to take care of health problems that they discover.

6. To develop creative powers in the children.
Some work has been done with paint, clay, crayons, and chalk with these children; however, some patterns are still in use and are emphasized. These children are not as free to be creative at this age because of their desire for their things to be like others. These teachers are now in the beginning of helping children do with their own eyes, hands, and minds because they are now more readily accepting what each child can do on his level rather than the teacher's level. This is true with all their work, not just with art materials.
7. To know each parent personally and to understand and help each child understand his personal needs.
Through parent group conferences held at the school, letters, phone calls, and visits the teachers try to know personally the parents in an effort to better understand the children. The parent group conferences are planned, but there is no planning for individual conferences.
8. To help the children develop an appreciation of art, music, literature.
These children make use of art materials as explained in No. 6. One teacher has used copies of famous paintings for the children to enjoy and study. The public school music teacher teaches these children to sing songs and some facts about music. They listen to records and study them, and they also use music workbooks. Some of the classroom teachers help the children to sing and display their musical talent through the use of musical instruments. These teachers have story hours for the children when stories and poems are read and studied.

Grades 6, 7, 8

For grades 6, 7, 8 there are six full time teachers with one of them as principal of the three grades. Each of the three grades has two teachers. As ways for stating their objectives these teachers used several manners-- general statements, mention of specific subject matter, listing of text books used, and a combination of the above. In considering these objectives, the same form has been used as was for grades 1, 2, 3, and for grades 4, 5.

Table IV, page 61, shows the things the teachers listed as their objectives and the frequency with which they occur. Some of the objectives have been reworded as was the case with the other tables.

From the table concerning grades 6, 7, 8, it has been found that there are only two objectives that seem to carry through the three grades. They are:

1. To teach children the fundamentals.
2. To help the children learn to live together and become good citizens.

As has been done in the two other sections concerning objectives, the writer has classified the objectives as she saw their meaning. The classification combined the thirteen

TABLE IV

FREQUENCY WITH WHICH OBJECTIVES WERE STATED BY
TEACHERS OF GRADES 6, 7, 8

Objectives	Grade		
	6	7	8
To teach the children the fundamentals in relation to life	2	1	2
To help children express themselves creatively	1		
To help children develop natural skills	1	1	
To help children develop a feeling of pride in their work			1
To help children develop and maintain good health	2		1
To help children develop good sportsmanship	1		1
To help children learn to live together and be good citizens	2	1	2
To help children develop ethical values	1		
To help children develop an appreciation for art, music, nature	1		
To help children learn the proper use of leisure time	1	1	
To teach children to think for themselves	2	2	
To arouse in the children a love for school and to be happy, yet expect respect		1	1
To cover work prescribed by State Department of Education		1	

objectives shown on the table into seven broad objectives.

They are:

1. To teach the children the fundamentals in relation to everyday life.
2. To help children express themselves creatively, think for themselves, have a feeling of pride in their work, and to help develop natural skills.
3. To help children learn to live together and develop into good citizens.
4. To help the children develop and maintain good health and develop good sportsmanship.
5. To help the children develop ethical values, and learn the proper use of leisure time.
6. To develop an appreciation for art, music, nature.
7. To arouse a love for school and to be happy, yet expect respect.

It might be noted here that from the three tables of objectives the only objective that at least one teacher from all grades mentioned was "teaching children to get along together." It should be added, too, that this was mentioned by all of the teachers of grades 1, 2, 3.

Activities to Accomplish Objectives

1. To teach the children the fundamentals in relation to everyday life.

To teach the children the fundamentals these teachers use textbooks, workbooks, notebooks, charts, maps, pictures from magazines, current events from magazines and newspapers, class discussions, outside speakers, field trips, science and other similar projects. Some of the teachers relate the fundamentals to real life through some of the above mentioned aids; however, at times there is a great deal of written work such as questions and answers. These children make use of the library for reports.

2. To help children express themselves creatively, to think for themselves, to have a feeling of pride in their work, and to help them develop natural skills. Some art work is done with paints, crayons, clay and puppets; however, in some cases only a few of the children participate. There are some free discussion periods, but at times a higher value is placed on the right answer. Very little opportunity for woodcraft is provided; however, each class of girls has a home economics period where they do sewing and study nutrition. In most of the rooms the children's work is displayed. It is difficult to define natural skills, and from discussions with the teachers the writer finds that these teachers are not sure just what they are.

3. To help children learn to live together and develop into good citizens.

There is some group work with these children, but not very much. As a rule the children in the various rooms do the same thing at the same time and in the same manner. The work is mostly planned by the teachers; however, at times the children plan chapel programs, banquets, parties. There is a student council in this school for the first time this year and the results so far are good. Before school closed the council held an election for next year in the same manner that a public election would be held. In some of the rooms the children have the responsibility of caring for the room, supplies, displays; and occasionally they plan their own work.

4. To help the children develop and maintain good health and develop good sportsmanship.
Each child has access to hand washing facilities before lunch every day. There is a supervised play period for each group in the afternoons with exercises and games. There is a play period each morning, but it is not supervised. All of the rooms do not have rest periods after lunch. Health posters are made and in some rooms menus and nutrition are discussed and health rules are studied. The children have an opportunity to learn and practice first aid. There is also a good grooming program in this school.
5. To help children develop ethical values and learn the proper use of leisure time.
Some time during the day each class has a devotional period. These periods are usually conducted by the teacher, but at times the children are responsible for them. In some rooms character stories are read and discussed. Visiting ministers are asked to conduct chapel programs at various times during the year. There are class discussions on honesty, fair play, and other similar subjects. These are usually led by the teachers. The proper use of leisure time is probably out of place here and perhaps has no place at present, since it has not as yet been defined by the teachers. No indications that any emphasis is placed on it are present.
6. To develop an appreciation for beauty in art and music and nature.
Some use of art materials such as mentioned in No. 2 is made, but little else is done to help children develop an appreciation for art. Music is taught in grades 6, 7, 8 by the public school music teacher. She has each grade for 45 minutes two days each week. During these periods records are played and studied; notebooks are made; the children sing; class discussions are held concerning present day music; and some technical knowledge of music is presented to the children. This is about the sum of the music experiences these children have. In the study of nature few field trips are made; however, plants and animals are sometimes studied in class.

7. To arouse a love for school and to be happy, yet expect respect.

A great many things determine the relationships teachers establish in their classrooms. Attractive, well ventilated rooms; pleasant attitudes; and a sincere concern for the welfare of children are some of the things that are evidences that some of the teachers are emphasizing this objective.

In order to take a look at the school program from the standpoint of what is happening in the total program, Table V, page 67, has been made showing the things that seem to be happening in the program and where in the program it is happening. This table is made from the classified objectives previously found in this chapter. Though the table shows what seems to be happening in grades 1, 2, 3; 4, 5; 6, 7, 8 this does not mean that all the teachers of all the grades are using these things as their objectives. It simply means that somewhere in those grades this is being attempted.

Below is a list of the objectives as they have been classified by grade groups. Following this listing is the table.

Objectives for grades 1, 2, 3.

1. Develop character traits.
2. To teach children the importance of health and safety.
3. To teach children to appreciate such things as art, nature, music.

4. To let children be creative.
5. To help children develop civic skills and learn to live together and share with each other.
6. To teach such fundamentals as are needed to help the children become efficient and to help them develop wider interest.
7. To develop an atmosphere of happiness and win the love and respect of the children.
8. To develop a good relationship between parent, child, and teacher.

Objectives for grades 4, 5.

1. Character growth.
2. Citizenship.
3. To teach the children the fundamentals.
4. To create a happy atmosphere in the classroom with consideration for each child, and to help develop a feeling of responsibility and win the respect of the student.
5. To strive for a state of good mental and physical health.
6. To develop creative powers in the children.
7. To know each parent personally and to understand and help each child understand his personal needs.
8. To develop an appreciation of art, music, nature.

Objectives for grades 6, 7, 8.

1. To teach the fundamentals in relation to everyday life.
2. To help children express themselves creatively.
3. To help children learn to live together and develop into good citizens.
4. To develop and maintain good health and develop good sportsmanship.
5. To help children develop ethical values and learn the proper use of leisure time.
6. To develop an appreciation of art, music, nature.
7. To arouse a love for school and to be happy, yet expect respect.

TABLE V

OBJECTIVES AS THEY OCCUR IN ONE OR
MORE GRADES ACCORDING TO GROUPING

Classified Objectives	Grades		
	Primary 1, 2, 3	Inter- mediate 4, 5	Upper 6,7,8
To teach children the importance of health and safety	1	1	1
To teach children to appreciate art, music, nature, literature	1	1	1
To let children be creative and think for themselves	1	1	1
To help children develop civic skills and learn to live together and share	1	1	1
To teach such fundamentals as are needed	1	1	1
To develop an atmosphere of happiness and win the love and respect of the students*	1	1	1
To develop good relationship - parent, child, teacher*	1	1	
To emphasize character growth and develop ethical values	1	1	1

*It should be noted here that some of the objectives have been combined in this table. This was done because of similarity or because of the relationship of one objective to another.

Before the end of this school term the children in the eighth grade were asked to write down what they felt they had gained from their eight years of school. The children had no time for preparation for this. They were called together and asked to write down what they wanted to, concerning their eight years. They were not asked to sign the papers and took what time they needed to complete their papers. There were fifty-two papers. Table VI, page 69, shows the results.

Formulation of Objectives

In order to determine how the teachers formulated their objectives they were asked to write how they went about formulating them and whether or not they used the children or the parents.

The writer felt that this information was of importance so that one or two significant points could be mentioned here. First, the writer was concerned with whether or not the teachers actually used the parents and children in the very beginning through conferences, discussions and the making of decisions about the objectives for the year. It has been found that none of the teachers held planned

TABLE VI

DATA FROM ANSWERS GIVEN BY EIGHTH GRADE CHILDREN ABOUT
WHAT THEY HAD GAINED IN EIGHT YEARS OF SCHOOL*

Answers Given by Students	No. Giving Answer
Fundamentals	44
Behavior, citizenship, getting along with others, sportsmanship	32
Manners	2
Sewing	5
Respect for others	4
Character growth and knowledge of the Bible	7
Health or good grooming	5
Music	5
To think before doing	1

*A consideration of this data has been made in
Chapter V.

meetings or conferences for the purpose of formulating objectives; however, one teacher talked with her group of parents the first day of school, and one teacher had casual talks with the children. The other teachers stated that the things that influenced the formulating of their objectives were: personal experiences with children and parents, professional literature, and professional training.

Five teachers stated that they had changed some of their objectives during the year. These changes were made concerning creative activities for children, stressing the "Golden Rule" and the "democratic way of life," and teaching children on their own level.

Concerning these objectives it should be mentioned here that for grades 1-5 parent and teacher conferences were held during the year for a consideration of the teachers objectives; however, they were not for the purpose of formulating objectives.

In order to break down this information more specifically, it has been considered here for grades 1, 2, 3; 4, 5; 6, 7, 8. For grades 1, 2, 3 only one teacher answered that the parents helped and none that the children helped. Three of these teachers changed some of their

objectives during the year. For grades 4, 5 none of the teachers stated that they used the parents or children, but two teachers made changes in their objectives. For grades 6, 7, 8 none of the teachers used the parents, but one used the children through casual talks, and no changes were made in objectives.

No attempt has been made in this chapter to say what is good or bad, right or wrong about what the teachers say they are trying to do, how they are trying to do, or how they formulated what they are trying to do. However, in Chapter V an attempt has been made to look critically at these things so that improvements and possible ways for improving may be determined.

CHAPTER V

IMPLICATIONS FOR FUTURE IMPROVEMENTS

There are a great many things that must be considered when attempts are made to improve the program of education in a school system. Everyone interested in the youth of America or the future of our nation itself should be concerned with the education of this youth. This is an immense problem when one thinks of it as that of educating each child. Yet, when we consider first of all that it is the responsibility of the schools to educate children for living in a democracy and that the people are really responsible for the schools, we have a problem as simple as that of schools with a purpose defined and the responsibility placed.

Of course, it is not as simple as that. However, looking ideally at the problem this is what the writer sees-- schools that develop youth into dependable, efficient citizens, with each state considering its own situation and in turn each county and each community determining what should be done in the local situation. Then we have each local group working separately toward a common goal. Again this sounds simple but takes the efforts and ideas of a great many people.

To the writer the important things in supervision and administration in a school system are to help the local unit as a whole work toward the common goal; thereby, doing their bit toward the whole.

From the information compiled in Chapter II, it seems rather important that a study of the needs of the community of Etowah be made. To really develop a sound program of education the needs of a particular situation should serve as a basis for planning.

A look at how the teachers formulated their objectives also shows that a consideration of the actual needs of this community was lacking. The needs of the community were not mentioned as any part of a basis for planning.

There are several ways in which a study of the needs might be made. One way would be for the teachers to make a study of the situations in which the pupils in their particular rooms live, or any one or two people might make it. However, as the writer sees it, a cooperative approach would be the most effective way to look at this kind of problem. Lay personnel as well as school personnel could be utilized; thereby, letting the results have a far reaching effect. More interest in next steps would also be created.

In evolving a sound program of education, implications that Chapter III indicate show a need of considering the objectives of the teachers. Because of the teachers' lack of understanding of the total school program, it would seem feasible to consider this in future planning.

An examination of Chapter III shows that the objectives were formulated individually by each teacher. This, of course, is quite necessary. However, the fault here is that objectives seem to be going in various directions even within one grade. It might be well for the teachers to plan for a total school program first. This would necessarily involve the planning for continuity from one grade to another and within the same grade. The teachers would then be in position to plan a program for their individual rooms.

In Chapter IV an attempt was made to analyse or consider the following: (1) objectives and activities; (2) relation of objectives to the total program; (3) relation of objectives to what students feel they have gained in eight grades; (4) the formulation of objectives. From these, several conclusions may be drawn.

First, it should be noted that there is constant repetition of activities from one grade to another so that

in each grade the children are repeating year after year. A great many activities are carried on, but the greatest weakness seems to be that sometimes the activities are performed for the sake of activity rather than to fulfill some particular need. As, for instance, the rest period after lunch is often observed because of state department regulations or because it is encouraged by the administration rather than because of the felt need for a rest period. So it is with other activities.

It should also be noted here that, though activities are seemingly carried on to accomplish the various objectives, in some instances the manner in which activities are conducted are contradictory. As, for instance, a teacher wants to teach children to think rationally, yet, she plans all the activities in which the children participate. This indicates a lack of understanding on the part of the teachers. The need here is for teachers to very seriously consider their total program rather than isolated bits.

In grades 1, 2, 3 there is evidence of various activities to accomplish objectives. It is not necessary to mention them at this point, but weaknesses might well be related here. Probably the most prominent are in the health program, parent-teacher-child planning, and classroom

atmosphere. Conscious efforts toward planning for these seem to be absent, though some activities are being carried on to fulfill these objectives.

The three weaknesses for grades 1, 2, 3 mentioned in the above paragraph are weaknesses that occur because of a lack of understanding on the part of the teachers. In the field of health the teachers are helping the children with certain activities. These activities are repeated from one grade to the next. If the occasion arises health is discussed, and in some incidents a text on health is used. The real problem here lies in the lack of continuity in the health training of the children. Rather than a program for children for grades 1 through 8, each teacher teaches some health, leaving the rest to the future. By chance, the children may develop good insights and understandings of health, but generally these insights and understandings are lost by the repetition of health information year after year.

In considering parent, teacher, child planning for grades 1, 2, 3, it has been found that the teachers do not think the children are ready for planning their own work. The teachers, therefore, do practically all the planning for their children. Parent help is used incidentally. The writer believes that this is due, however, to the lack of

understanding of how to plan with the children and with the parents. As was mentioned in Chapter IV, these teachers did hold parent-teacher conferences, but the children were not included.

As for classroom atmosphere, the fault does not lie in the personality of the teachers but in the fact that some of the teachers unconsciously organize their rooms to satisfy adult standards. These, of course, are not pleasing to children. Here is evidence of a lack of understanding of how to arrange a room to the taste of children.

In grades 4, 5, it seems that the most important need lies in continuity--that is, the teachers could well plan together the learning experiences and their purposes as they are useful for grades 4, 5. It is obvious from looking back at the objectives and the activities for these grades that the teachers are helping their children in like manners but for different purposes. A teacher sharing project might be helpful.

For these two grades the same health education problems, the same parent relationship problems, and the same classroom atmosphere problems exist. This indicates since these grades are housed in the same building and are under the same

leadership that faculty group work might be a tool for looking at these problems. This faculty is at present using study groups for looking at their problems; however, purposes for these study groups are not definitely defined.

What has been said for grades 1, 2, 3 in the above paragraphs is also true for grades 4, 5 for the like problems. Another problem for these grades is that of understanding the place of the creative arts in the school program.

Here it has been found that though the teachers realize the importance of creative arts, they are not ready to help children work on their own levels, but are concerned about end products. The children, too, feel that end products are most important; therefore, the teachers and the children are inhibited by false standards. Because of these false standards the teachers sometimes hinder the children in the development of their creative abilities.

In grades 6, 7, 8, there are indications that a study or examination of purposes might be of particular importance as a preliminary step in school program planning.

Here again the same problems of health and classroom atmosphere are present. It is also noticed that a need for an understanding of the place of the creative arts is present.

There is no particular mention or emphasis placed on parent relationships for these grades. A lack of faith in the use of parents and children is more or less prevalent, or it may be simply a lack of understanding of the role of lay people. As purposes of education are discussed and studied, this point might well be considered.

As already noted the same problems exist in grades 6, 7, 8 as in grades 1 through 5. The same factors that influence the teachers' actions in the lower grades also influence the teachers' actions in grades 6, 7, 8. It is not necessary to repeat for grades 6, 7, 8 what has been said concerning grades 1 through 5.

The table on page 67 may not be of significant importance except to show in a refined form the objectives of grades 1 through 8. As has already been mentioned, teachers of grades 6, 7, 8 have omitted any mention of the role of parents.

In the opinion of the writer, there is a definite need for more unity in planning for grades 1 through 8 and with the high school. It seems this responsibility of leadership is rightly the duty of the three principals. There are two systems represented, but there is no reason for not planning together. After all the same children are involved.

There is no evidence of conscious planning on the part of the three schools in the community, nor is there evidence of planning for grades 1 through 8. However, it is interesting to note here that in comparing what the eighth grade group of children mentioned as having gained in eight years, with what the teachers say they are trying to do, it has been found that six of the eight objectives for grades 1 through 8 were specifically mentioned by the children. This information is valid only if the assumption is made that the children mean the same things by their statements as the teachers mean.

The three faculties do not plan together, nor do the three principals. The two principals in the city system do not plan together. This to the writer is really unfortunate because she believes that through conscious planning a great many improvements could be made. Even the relationships established would have a bearing on the children as well as on the teachers and the total school program. The supervisor feels a definite sense of failure in this respect.

In considering how the teachers formulated their objectives it seems to the writer that these teachers, in part, are ready for help from the parents and children. This will probably fit into the planning for next year.

Because of some of the experiences the teachers have had with planning with parents, and because of some planning done by the children, the teachers feel more secure in accepting help with their planning. The feeling that the teacher should always know what to do is gradually breaking down.

In the opinion of the writer there are four important conclusions that can be drawn from this study. As she sees these conclusions they are needs that might well serve as a basis for planning and working toward improvements for next year. They are:

1. Consideration of community needs.
2. Development of common purposes.
3. Planning for formulating objectives.

4. Consideration of weaknesses in present program such as, repetition of activities from one grade to another, lack of continuity in the program for grades 1 through 8, lack of understanding of the learning experiences that help children reach the desired goals.

The writer believes the teachers are ready to make and carry out plans for these four needs. Some plans for next year have already been made. Study groups are already in working order. The teachers are interested in considering

the problems of what they should be doing and how to do what they should be doing.

From this study, the writer believes that there is definite evidence showing a need for curriculum revision in the Etowah City Schools. It is also her belief that this year's work has laid a foundation on which curriculum revision can be built. As always, the success of future improvements lies in the hands of the teachers, and the Etowah City School teachers are ready to move in the direction of consciously improving their school program as a whole, as well as individually.



BIBLIOGRAPHY

BIBLIOGRAPHY

Association for Supervision and Curriculum Development, N.E.A.
Fostering Mental Health In Our Schools. Washington, D. C.:
Association for Supervision and Curriculum Development,
1950. (Yearbook).

_____. Group Processes In Supervision. Washington, D. C.:
Association for Supervision and Curriculum Development,
1948.

_____. Leadership Through Supervision. Washington, D. C.:
Association for Supervision and Curriculum Development,
1946. (Yearbook).

_____. Toward Better Teaching. Washington, D. C.:
Association for Supervision and Curriculum Development,
1949. (Yearbook).

Barr, A. S., Burton, Wm. H., and Brueckner, Leo J.
Supervision. New York: Appleton-Century-Crofts, Inc.,
1947.

Journal of the Association for Supervision and Curriculum
Development, N.E.A. Educational Leadership. Washington,
D. C.: Vol. VII, No. 1, October, 1949.

_____. Educational Leadership. Washington, D. C.: Vol.
VII, No. 5, February, 1950.

_____. Educational Leadership. Washington, D. C.: Vol.
VII, No. 6, March, 1950.

Lowenfeld, Viktor. Creative and Mental Growth. New York:
The Macmillan Company, 1949.

State Department of Education. A Study of Tennessee's Program
of Public Education. Nashville, Tennessee: State
Department, 1948.

The University of Tennessee Record. Toward Better Schools In
Tennessee, Vol. XXV, No. 7. Knoxville, Tennessee:
University of Tennessee, 1949.