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Educational needs of children in the elementary school.

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Service Paper

EDUCATIONAL NEEDS OF CHILDREN
IN THE
ELEMENTARY SCHOOL

Submitted by

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CHAPTER I

THE PROBLEM

Statement of the Problem

The purpose of this study is to identify and state, in declarative statements, the educational needs of elementary school pupils, which should be partially or wholly met in the educational program. These statements should identify to staff members the extent of their responsibilities regarding the education of children in the kindergarten through grade six.

Justification of the Problem

Because of the rapid changes and the complexity of our society today, it is the duty of teachers and administrators to pause occasionally to evaluate their work. They should see if the school is adapting itself to these changes by constant revision of its educational program. This is the more important because child study experts contend that

The proper elementary education creates changes in the psychological behavior of children, so that socially desirable goals are more fully realized through these children as they learn to live more intelligently and democratically as adults.1

A second need for evaluation is found in the publication of such a volume of literature about educational aims and methods that it is necessary for teachers to clarify their educational values, so that they may take from this stockpile of knowledge the necessary techniques which will most rapidly strengthen their school program.

The barrage of criticism, lately directed at education, demands that teachers study anew their goals and see if the basic learning fundamentals are being met.

The extensive use of the Evaluative Criteria\(^1\) for secondary schools proves that many teachers desire a practical instrument for self-appraisal. Walter Crosby Ells feels that the Criteria successfully fills this purpose; that

all who participated in the evaluation program were greatly stimulated to the improvement of their educational program, and their understanding of educational problems was deepened.\(^2\)

Since educational aims and objectives, as stated in most literature, are so intangible, it is very difficult for the classroom teacher to determine to what extent he is meeting his educational goals. Because the Evaluative Criteria,


developed in 1940 and revised in 1950, was so successful on the secondary-school level, the time seemed ripe for a similar instrument to be constructed which would evaluate the elementary school.

The basic philosophy and plan, by which the secondary-school criteria are based upon the needs of secondary-school youth, has been accepted as a guide in the development of the elementary Evaluative Criteria. One major phase of this instrument is the section on "Educational Needs of Children," which would aid a staff in identifying its responsibilities and developing a statement of philosophy and objectives.
CHAPTER II
REVIEW OF RESEARCH

General Aims of Education

In reviewing the literature in the field of the "educational needs of children," it seemed advisable to limit the reading to the period since 1945. In one case, reference is made to material published earlier, because this material gave broad, general aims for education which have not changed greatly. Since some would need revision, but were otherwise usable they have been included here. These objectives were as follows: (1) self-realization, (2) human relationships, (3) economic efficiency, and (4) civic responsibility. Of these, the third one might be omitted for the elementary-school level.

Otherwise all references are of recent publication. This seems doubly imperative because of the rapidly developing changes in our technological and socio-economic age.

Educators are all aware that within the last five years increasing emphasis has been placed upon the study of the individual pupil, his emotions and his social environment.

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The Midcentury White House Conference on Children and Youth developed three principles which should form the basis of educational objectives. These are: (1) primacy of spiritual values, (2) democratic practices and (3) dignity and worth of the individual.

At the Third Annual Conference on Elementary Education which met in the summer of 1949, it was decided that

The teaching of children today involves not only the training of their minds in the 'three R's' and other skill subjects, but also concern for their balanced growth and development as human beings and as citizens.2

Dr. Earl Armstrong states that

The needs of people growing through childhood into adulthood spring from two causes, namely, developmental needs which include those pertaining to physical and mental growth, and the social needs created by the complex nature of our society . . . . . . . School is the only agency left, able to give the child a substitute for realistic learning.3

Dr. Florence Stratemeyer believes that the school should train the child,


To deal with experiences which stem from their interests, needs and concerns of everyday life; to develop democratic values, to adjust the individual to the world in which he lives by a well-balanced program of living and to discipline a child to responsibility and self-control.¹

Linwood Chase lists among other needs of the elementary-school child,

The development of a desire for learning, competency in personal relationships, sensitivity to the world about him, and techniques, skills, and attitudes that will function effectively now and later.²³

In Teach Them All,³ the main values to be derived from a good elementary-school program are: (1) skills of communication and understanding, (2) self-respect and respect for others (humane and constructive talents) and (3) habits of responsible citizenship, which include cooperative skills.

Carleton Washburne lists the child's needs as follows:

(1) health and happiness
(2) self-expression
(3) skills of communication
(4) social responsibility.⁴


The breakdown of the moral and spiritual values in society today, which is causing much concern in the field of education and religion, may have prompted the publication of two recent books which should not be omitted from any research concerning children's needs. One is a yearbook, which is devoted entirely to spiritual values and which defines them as

an emphasis upon the qualities as being characteristic of good living in a democratic community; cooperation, self-denial, courage, kindness, generosity, loyalty, justice, sensitivity to beauty, creative thought, and sharing in a common cause.¹

The other book published by the Educational Policies Commission in 1951, states in the foreword,

This report deals with a problem of utmost importance. Intelligent and fervent loyalty to moral and spiritual values is essential to the survival of this nation. The Commission hopes that this report will encourage in homes, churches, and schools a nationwide renaissance of interest in education for moral and spiritual values.²

No summary of children's needs would be complete without a consideration of their emotional life, and what is needed for a mentally healthy individual. Louis Raths says,


²Educational Policies Commission, Moral and Spiritual Values in the Public Schools, National Education Association, Washington, 1951, p. VI.
If we could identify some of the more important needs of children, if we could develop ways of meeting those needs, then the behavior of children would change, learning would be easier, and the quality of personal and of associated living would improve: there would be better human relations.¹

He has listed eight basic needs for emotional stability, such as the "need for belonging, for achievement, love and affection, understanding,"² and others. Most of these the classroom teacher can meet through the influence of her personality, her interest and love of children, and through a "child-centered curriculum."

In the 1951 Yearbook of the Association for Supervision and Curriculum Development, these needs are mentioned:

1. the need for curriculum planning which is based on the conditions, problems, and needs of society and of pupils,
2. the curriculum should emphasize the attitudes and skills of cooperation,
3. the educational programs should emphasize moral responsibility for one's acts both as an individual and as a member of a group, and
4. the program must include education for international understanding and the defense of America and other freedom-loving nations.³

²Ibid., pp. 1-20.
It has been rather difficult to classify these educational needs as many of them are under such broad headings. Then, too, objectives and needs are interwoven. The meeting of one need may result in the satisfaction of other needs. Their one common denominator seems to be that both represent areas of living. With the three basic needs formulated by the Midcentury White House Conference\textsuperscript{1} as a nucleus, the following six "educational needs of children" have evolved as the main headings for Section C. of the Evaluative Criteria for elementary schools. Each one of these will be fully justified in the succeeding paragraphs.

A. They Need to Grow in the Ability to Make Successful Social Adjustments.

B. They Need to Learn to Live in Their Natural and Scientific Environment.

C. They Need to Develop Proficiency in Using the Fundamental Tools of Learning.

D. They Need to Achieve and Maintain Sound Mental and Physical Health.

E. They Need to Develop Creative Abilities and Aesthetic Appreciations.

F. They Need to Make Worthy Use of Leisure.

\textsuperscript{1}"Midcentury White House Conference on Children and Youth," Journal of Exceptional Children, 16:53-56, November 1949.
Delimitation of the Basic Needs

It is best to remember that these six basic needs are not separate ones to be satisfied by and for themselves. They emphasize major, but inter-related aspects of living, which should be contributed to by elementary education. They indicate needs which, if met, will aid in developing a unified personality. Each need will be considered separately so that research will justify its inclusion.

A. "They Need to Grow in the Ability to Make Successful Social Adjustments."

Thomas Horn gives as one of the main aims of education that it should help us

to learn to live together well. The worth of any society is dependent on the individuals who comprise it. If society expects to improve itself the point of attack is the individual.1

Linwood Chase2 lists "competency in personal relationships, and the development of an individual's personality" as an integral part of the total educational process.

Bess Goodykoontz3 gives a major need in elementary edu-


cation as "the recognition that each child must learn to work with others in groups, which is the essence of civic education."

Dr. Stratemeyer of Columbia University gives these three chief aims of education:

(1) to develop democratic values,

(2) to adjust the individual to the world in which he lives by a well-balanced program of living,

(3) to discipline a child to responsibility and self-control.¹

Carleton Washburne² believes that a major need of education today is that of "helping each child to realize the unity of society and to act in the light of that unity by developing character, citizenship, and responsibility."

Teach Them All,³ in its summarizing of the three major functions of a good elementary school, contains this one as number three, "social responsibility and cooperative skills."


The Educational Policies Commission\(^1\) gives as one of its main objectives, "the child needs to grow in civic responsibility."

It is possible to select many more references from educational literature as to the need for this particular objective, that of social adjustment, but these seem representative of the general trend of thought.

B. "They Need to Learn to Live in Their Natural and Scientific Environment."

In formulating this "need" it was necessary to decide whether it might not be of sufficient scope to require two separate headings. However, in reading the Evaluative Criteria for secondary schools, the delimiting statements seemed adequate coverage for both "natural" and "scientific" areas of living. If this served to answer the needs of high-school youth, it should be ample for the elementary-school age.

Dr. Stratemeyer\(^2\) devotes about twenty-five pages in her book on curriculum development to the need of the child for a thorough understanding of his natural and scientific (she terms it "technological") environment.

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At the Third Annual Conference on Elementary Education in 1949, their first goal of education was "to keep the child sensitive to the world about him."

Dr. Armstrong believes that the very nature of our society creates the following need, "to provide adequate opportunities for the child to gain an understanding of the natural and man-made physical forces in his environment."

Dr. Chase lists "sensitivity to the world about him," as one of the major needs of the child; while Dr. Goodykoontz employs similar wording when she states that "the program of individual and group instruction should aim to keep the child sensitive to the world about him."

C. "They Need to Develop Proficiency in Using Fundamental Tools of Learning."

This is a very important need if our children are to adjust socially and become happy, confident human beings. Communication with one another, either by the spoken or written word, plays a large role in daily living. The power of observation needs to be sharpened and problem-solving techniques improved. Correct computation is also a necessary "tool" for every child.

1Goodykoontz, op. cit., p. 29.
2Armstrong, op. cit., p. 46.
3Chase, op. cit., p. 18.
4Goodykoontz, loc. cit.
Nearly all educational philosophers, while fully cognizant of the value of meeting emotional and social needs, are agreed that the child still must have mastery of the "fundamental tools of learning." However, as Dr. Goodykoontz wrote,

It is necessary that we develop skills, habits, and attitudes that will function effectively now and later; but they may be developed through understanding rather than mere memorization of facts.\(^1\)

Children need to feel a desire for learning.

Dr. Armstrong\(^2\) also feels that the schools should, "help the child to develop the basic tools of learning; reading, writing, and computation as far as the limits of his individual ability will permit."

Again, we note that Dr. Chase lists as a major need that education should aim,

to develop techniques, skills and attitudes that will function effectively now and later; and understandings, rather than mere accumulation of isolated factual information.\(^3\)

In "Education for All American Children," we find that

\(^1\)Goodykoontz, *op. cit.*, p. 30.

\(^2\)Armstrong, *op. cit.*, p. 46.

\(^3\)Chase, *op. cit.*, p. 23.
The democratic ideal calls upon citizens to face their problems with self-reliance and initiative, to master thoroughly many different kinds of learning, to use the tools of intelligence, 'the three R's' including the ability to read, to express one's opinion cogently, to understand and weigh the opinions of others, and to deal accurately with numbers and measurements.¹

D. "They Need to Achieve and Maintain Sound Mental and Physical Health."

This is an "educational need" which is recognized by all the writers mentioned in this chapter and it needs no justification for its inclusion. Since so much more attention is being given to the proper classroom atmosphere in which well-adjusted children may develop, it seems timely to mention that there has been an attempt to incorporate Louis Rath's² "eight basic needs" of children into the delimiting statements.

In the "Massachusetts Department of Education Bulletin"³ it states that "the school must conserve, advance, and establish the physical and mental health of each child."

The "Alabama Department of Education"\(^1\) also believes that "the elementary school should help children develop healthy bodies and sound emotional attitudes. . . ."

E. "They Need to Develop Creative Abilities and Aesthetic Appreciations."

Dr. Washburne\(^2\) says that the child has "a need for self-expression and following out his own characteristic pattern of development in work, and play, and thought."

The State Board of Education in Alabama\(^3\) writes that "children need to develop worthwhile recreational and creative interests and abilities," and further on, that "children need to make progress in terms of their own abilities, and should discover and develop special interests and aptitudes."

The Educational Policies Commission\(^4\) mentions for its first objective that of "self-realization." Through the discovery of creative abilities and the training in aesthetic appreciations much of this can be accomplished.

\(^2\) Washburne, op. cit., Introduction, p. XX.
\(^3\) Alabama State Department of Education, op. cit., p. 41.
\(^4\) Educational Policies Commission, The Purposes of Education in an American Democracy, 1938, p. 158.
The Committee on Curriculum Planning and Development gave as one of their "ten imperative needs" the following: "All youth need opportunities to develop their capacities to appreciate beauty in literature, art, music, and nature."

While many of the children in school today may not be capable of great intellectual attainment, all of them may be taught to appreciate beauty, and to create it through their individual medium of self-expression.

F. "They Need to Make Worthy Use of Leisure."

This last "need" was chosen because, in this highly mechanized age in which we live, there will be even more time available for today's children. A great many of our social problems are caused by the inability of both children and adults to use leisure constructively.

Among the "Ten Imperative Needs" mentioned in "Need D" is found this one,

All youth need to be able to use their leisure time well and to budget it wisely, balancing activities that yield satisfaction to the individual with those that are socially useful.

One of the principal needs mentioned by Dr. Stratemeyer

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2 Committee on Curriculum Planning and Development of the National Association of Secondary-School Principals, op. cit., p. 165.
was,

the elementary school should help to adjust the individual to the world in which he lives by a well-balanced program of living.¹

This would seem to include making worthy use of leisure.

The superintendent² of the Milwaukee Public Schools, in his Annual Report, states that "a great need is to train children in the proper use of leisure time."

In several courses of study, reference is made to "the development of recreational interests and creative abilities" as an important educational need. The "Alabama Course of Study"³ lists this as its sixth major need. This, too, seems to apply to the wise use of leisure.

Summary

From the sources quoted under each one of the selected "educational needs of children," it seems evident that there is full justification for using them in the Evaluative Criteria for elementary schools which is being developed. By studying carefully the delimiting statements under each major heading, the reader will note that many of the general purposes of education are incorporated, and various phases of the major headings have been utilized.


²Milwaukee Public Schools, 82nd Annual Report of the Superintendent of Schools, June 1941, p. 12.

³Alabama State Department of Education, op. cit., p. 42.
CHAPTER III
PROCEDURES

Development of Tentative Materials

As a result of research reviewed in the preceding chapter, important educational needs of children were identified. An analysis of this research revealed major areas into which needs could be classified, indicated through overlapping the importance and general agreement upon these needs, and identified parts or sub-statements useful in delimiting them.

The Evaluative Criteria for secondary schools, upon which these elementary criteria were based, was studied to determine which major headings in "Section C," might be used on the elementary level. Two were deleted:

D. "They Need Sound Guidance," and
F. "They Need to Prepare for Work, for Further Education, or for Both."

It was felt that while guidance was necessary at this level, it was best supplied by the teacher through the creation of a wholesome classroom atmosphere. As for "F," vocational training was implied, which is not necessary as a major part of the curriculum until after grade six. The other headings, with minor changes, seemed applicable since they covered broad general aims of education.
Following the selection of the general headings, it was necessary to list more specifically all the important needs which could be classified under these headings. Frequent review and re-writing of these needs brought them into an acceptable form to be presented for criticism to the seminar group engaged in this project.

Criticism of Tentative Materials by Seminar Members

After discussion, there was agreement by the members of the research or seminar group as to the major headings, the number of them, and the areas covered; but not as to some of the delimiting statements. In some cases these were too ambiguous, which defeated the purpose of the whole Section.

Need A. "They Need to Become Aware of Their Social Responsibilities" was changed to "They Need to Make Successful Social Adjustments." The latter seemed to include more facets of social life in a democracy.

Need B. "They Need to Learn to Live in Their Natural and Scientific Environment" was accepted, with the suggestion that more emphasis be placed upon the development of an understanding of the importance of modern means of communication, transportation, and recent scientific discoveries.

Need C. "They Need to Develop Proficiency in Using the Fundamental Tools of Learning" was discussed at some length, but on the whole met with little criticism. So long as the
need for inclusion of these "basic fundamentals" was recognized, it seemed to satisfy the research group.

Need D. "They Need to Achieve and Maintain Sound Mental and Physical Health" also met with little criticism. The question was raised, however, as to whether it might not be advisable to give more stress to emotional needs. It was finally decided that these were covered by delimiting statements under this main heading.

Need E. "They Need to Develop an Appreciation of Beauty" was changed to "They Need to Develop Creative Abilities and Aesthetic Appreciations." Other minor changes were made in the delimiting statements.

Need F. "They Need to Learn to Use Their Leisure Well" was accepted in its entirety.

Method of Selecting Jurors

From a review of research in the area of "educational needs of children," it was possible to select certain outstanding names of individuals who would be qualified to serve as jurors. A dozen of these names were selected for further information from "Who's Who in Education?" Those people specializing in educational needs of children, educational philosophy, or educational aims and objectives were chosen as possible jurors to whom the first draft of Section C might be presented. Eleven names were approved by the leader of the research group, and letters were sent to them which described
the project being undertaken and requested their assistance. Eleven answers were received, eight in the affirmative. The following is a list of the participating jurors and positions which they hold:

1. Miss Helen Heffernan
   Editor of "California Journal of Elementary Education"
   Sacramento, California

2. Dr. John Wynne
   Head of the Department of Education and Philosophy and Department of Teacher Education
   Longwood College
   Farmville, Virginia

3. Dr. John Murray Lee
   Dean of the School of Education
   Washington State College
   Pullman, Washington

4. Mr. Harold Gores
   Superintendent of Schools
   Newton, Massachusetts

5. Dr. Theodore Reller
   Professor of Education
   University of California
   Berkeley, California
6. Dr. Gerald Yoakam  
Professor of Education  
Cathedral of Learning  
Pittsburgh, Pennsylvania  

7. Dr. Florence Stratemeyer  
Professor of Education  
Teachers' College, Columbia University  

8. Dr. Vernon E. Anderson  
Professor of Education  
University of Connecticut  
Storrs, Connecticut  

Submission of Materials to Jurors  
As soon as possible after receiving the juror's consent  
a second letter was sent out. This contained a copy of the  
first draft of Section C., a tentative outline of the Criteria  
itself so that they could see this particular area in relation  
to the whole Criteria, a stamped envelope in which to return  
the material with their comments, and a letter thanking them  
for their cooperation. They were directed "to change, delete,  
or add to any of the material in this form," and were as­  
sured that their suggestions would be carefully studied and  
compared with criticisms from other jury members.
Indications of Further Revision after

Jurors' Criticisms

On four of the six educational needs of children, there were few suggestions by any of the jurors. However, they were more critical concerning the following ones:

A. "They Need to Grow in the Ability to Make Successful Social Adjustments."

D. "They Need to Achieve and Maintain Sound Mental and Physical Health."

E. "They Need to Develop Creative Abilities and Aesthetic Appreciations."

Several felt that D. and E. should be broken down into two major sections; one for mental and emotional health, the other pertaining to the physical.

They suggested that E. contained two totally differing concepts.

Throughout the delimiting statements there were criticisms involving semantics, some jurors sensing an ambiguity or vagueness which might confuse the teacher using it, but this criticism seldom occurred on the same statement.

In some cases the jurors felt that the statements included too much, that they should be broken down into two or more parts. Others deleted some as being repetitious, while several added new ones.
Need A. drew the most comment of all; some jurors simply changing or adding words and phrases, while two suggested completely new statements to further delimit the major heading. They seemed to feel that it was most important for children to develop a real understanding of how peoples within this country and those of other countries are improving their ways of working together.

In every case though, the jurors were agreed that the Evaluative Criteria being formulated would fill a definite need, that Section C. with some minor changes was "thoroughly workable," and that it covered adequately the major aims and goals in the educational program of the elementary schools.
CHAPTER IV
EVALUATIVE CRITERIA FOR THE "EDUCATIONAL NEEDS OF CHILDREN"

Criticism of Tentative Materials by the Jurors

The seminar group had little criticism on the major headings of Section C., their number, and the areas of educational needs which they covered. As stated in the preceding chapter under, "Criticism of Tentative Materials by Seminar Members," changes were made in the wording of the major headings in Needs A., E., and F.

After careful analysis, it was decided that some of the delimiting statements were under the wrong heading, so these were transferred to the proper sections. Others seemed ambiguous and needed further clarification. In a few cases statements were deleted if there appeared to be an overlapping in various areas of educational needs. Other minor changes included the substitution of a more definitive word or a complete revision of the statements themselves.

The criticisms of the jurors were most interesting and helpful. Certain major changes which they suggested and which were incorporated into Section C. will be discussed before consideration is given to the minor ones. Most of the jury members had made a careful study of the different
sections, and showed an appreciation of the semantics involved in formulating these educational needs.

One juror suggested that the first word in each major heading should be changed to "children" instead of "they," as the pronoun seemed too impersonal. Thus, Need A. would read as follows: "Children Need to Grow in the Ability to Make Successful Social Adjustments." This seemed a good suggestion, so it was incorporated into the final revision.

Another juror felt that a "need" should be added to Section A., as a delimiting statement, namely: "There is need for children to understand interrelationships with other countries; and how peoples within this country, and those of other countries are improving their ways of working together." This, too, was considered a most desirable goal and was added to Need A.

It was interesting to note that Need C. "They Need to Develop Proficiency in Using the Fundamental Tools of Learning" received much more criticism from the jurors than from the seminar group. Several jurors were consistent in their comments on the last paragraph. They felt that it overlapped the first one; that if situations must be indicated it would be better to put them together. This necessitated much revision of Need C.

While two jurors mentioned the advisability of "breaking down" Need D. "They Need to Achieve and Maintain Sound Mental and Physical Health," into two major sections, this viewpoint
did not seem to be sufficiently upheld by the remaining five jurors, so it remained unchanged.

Many minor changes were made, which in general included the combining of certain delimiting statements, the transferal of "needs" from one major heading to another where they seemed more applicable, the elimination of repetition in phraseology, and the deletion of statements which seemed to be covered elsewhere.

In Need B. "They Need to Learn to Live in Their Natural and Scientific Environment," several jurors stated that the third delimiting statement was too vague, that it overlapped the tenth one. It read, "They need to develop basic understandings about the universe." The tenth one read, "They need to appreciate the major physical forces governing the universe." These seemed too similar so the third "need" was omitted.

The superintendent of one of our larger school systems in New England suggested that Need D., "They Need to Achieve and Maintain Sound Mental and Physical Health," have a qualifying statement added to number two. This statement read, "They need to receive sex education consistent with their levels of maturity." The added phrase would read, "and to the extent that the community will accept it." This change was adopted.

In Need E., "They Need to Develop Creative Abilities and Aesthetic Appreciations," there was agreement among half the
jurors concerning the ninth statement, "They need to appreciate the beauty that comes from pleasant, personal relationships at home and in school." They felt that this was "stretching the concept of beauty too far." After consideration it was decided that this "need" really belonged under A. which pertained to social adjustment.

Need F. "They Need to Make Worthy Use of Leisure," was considered by both the jurors and the members of the seminar as being in satisfactory shape without revision.

Throughout Section C. "Educational Needs of Children," there were few changes made which had not met with agreement from at least four of the jurors. Because of the cooperation of these jury members and their timely suggestions, it is the opinion of the seminar members that the revised Section C. which follows is a more finished piece of work. Their interest has been greatly appreciated by the members of this Research Project. In the light of these changes, the following Section C. has been developed.
EDUCATIONAL NEEDS OF CHILDREN

(Section C. of the Evaluative Criteria)

OUTLINE OF CONTENTS

I. Introductory Statement

II. Educational Needs of Children
   A. Children Need to Grow in the Ability to Make Successful Social Adjustments
   B. Children Need to Learn to Live in Their Natural and Scientific Environment
   C. Children Need to Develop Proficiency in Using the Fundamental Tools of Learning
   D. Children Need to Achieve and Maintain Sound Mental and Physical Health
   E. Children Need to Develop Creative Abilities and Aesthetic Appreciations
   F. Children Need to Make Worthy Use of Leisure

III. Individual School's Statement

IV. Procedures Used in the Study of the Educational Needs

NAME OF SCHOOL. ............ DATE. ...........

Information furnished by:

.................................................................
I. Introductory Statement

It is generally accepted that the main purpose of elementary education in our American democracy is to meet the educational needs of all children of elementary-school age. In the light of this general purpose, the Boston University School of Education is developing the Evaluative Criteria to help elementary schools determine the extent to which they are meeting the educational needs of children.

Children of elementary-school age have both common and individual educational needs. Statements of these common and individual educational needs which should be partially or wholly met by elementary education are, in reality, statements of objectives for elementary schools.

A list of common educational needs of children is presented in Part II of this section. Each of the six statements of needs and the delimiting paragraphs are to be studied by the local staff. After examination of each need, the school staff should: (1) indicate the extent to which it accepts meeting the need as a responsibility of the school; (2) discuss any qualifications which it cares to make concerning the need as stated; and (3) indicate by marking on the line below each statement the extent to which it feels the need is being met. If a visiting committee is to check this material, it should do so by marking the extent to which it feels each need is being met.

Part III of this section provides an opportunity for a school staff to summarize its responsibilities regarding these educational needs, and to state its philosophy in terms of particular objectives of the school and the means or methods which it believes are desirable to attain these objectives.

1 These statements have been developed after review of research dealing with statements of objectives of elementary education, and statements of needs of elementary-school pupils. Although many sources influenced the development of these statements, special consideration was given to the following:

II. Educational Needs of Children

A. Children Need to Grow in the Ability to Make Successful Social Adjustments

All children of elementary-school age need: (1) to learn to work and play with others; (2) to share in the making of group decisions; (3) to appreciate the ideals which are the basis of democratic living; (4) to assume their responsibilities as an American citizen; (5) to respect the rights of minority and majority groups; (6) to recognize the abilities needed by good leaders and followers; and (7) to develop good leadership and followership abilities themselves.

They need: (8) to respect every person regardless of race, creed, color, or economic standing; (9) to develop concern for the safety and welfare of others; (10) to understand the importance of the family and their responsibilities in family living; (11) to understand the value in adjusting personal desires to the needs of others; (12) to appreciate the satisfaction that comes from pleasant personal relationships at home and in school; and (13) to understand our interrelationships with other countries and how peoples of all nations are improving their ways of working together.

The attitude of the professional staff toward this need is:

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Qualifications: 

Indicate on the line below the degree to which the school is meeting Need A.

| | | | |
|-----------------|-----------------|------------------|
| Slightly | Moderately | Extensively |
B. Children Need to Learn to Live in Their Natural and Scientific Environment

All children of elementary-school age need: (1) to learn about the major features of the earth's surface; (2) to learn about plant and animal life; (3) to learn of the uses and appreciate the need for conserving natural resources; and (4) to become acquainted with the common sources of energy.

They need: (5) to learn to use common tools and household appliances; (6) to learn about methods of communication, transportation, foods, clothing, and shelter; (7) to learn of inventions, materials, and products which affect living; and (8) to develop interest in the study of science and scientific methods of solving problems.

They need: (9) to appreciate the major physical forces governing the universe; (10) to be free from fear and superstition; and (11) to recognize a plan and purpose for the universe above the knowledge and planning of man.

The attitude of the professional staff toward this need is:

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Qualifications:

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C. Children Need to Develop Proficiency in Using the Fundamental Tools of Learning

All children of elementary-school age need to grow in the ability: (1) to use the tools of reading, writing, speaking, listening, observation, and computation; (2) to use common forms of graphic expression; (3) to develop effective work and study habits; and (4) to evaluate their own progress in using the tools of learning.

They need: (5) to develop skill in communicating to others their own ideas and thoughts; (6) to develop skill in locating, selecting, and organizing information; (7) to read for information and pleasure; (8) to draw and verify conclusions; and (9) to solve problems in the classroom and in their group activities in the home and community.

The attitude of the professional staff toward this need is:

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Qualifications:

Indicate on the line below the degree to which the school is meeting Need C.

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D. Children Need to Achieve and Maintain Sound Mental and Physical Health

All children of elementary-school age need: (1) to understand their own bodies and bodily functions; (2) to receive sex education consistent with their levels of maturity and to the extent that the community will accept it; (3) to learn to work and play with children of both sexes; (4) to secure a proper balance between rest and exercise according to their individual structural and organic needs; and (5) to develop knowledges and skills for maintaining their own health and safety.

They need: (6) to know how to select foods for well-balanced diets; (7) to carry out simple first-aid practices in case of emergency; (8) to understand principles of health and safety as related to their homes; and (9) to become acquainted with community resources for maintaining health and safety.

They need: (10) to discover constructive ways to express their emotions; (11) to achieve a sense of security in their home, school, and community groups; and (12) to make adjustments for the individual differences between themselves and others.

They need: (13) a safe, and healthy school environment; (14) medical and dental examinations and assistance when necessary in correcting deficiencies which are revealed by such examinations; (15) an emotional atmosphere in the classroom which will be conducive to learning; and (16) a feeling of respect between pupils, teachers and school personnel.

The attitude of the professional staff toward this need is:

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Qualifications:

Indicate on the line below the degree to which the school is meeting Need D.

Slightly | Moderately | Extensively
E. Children Need to Develop Creative Abilities and Aesthetic Appreciations

All children of elementary-school age need: (1) to appreciate beauty in such areas as nature, art, music, and literature; (2) to appreciate beauty in the home, school, and community; (3) to recognize ways in which they may contribute to such characteristics; (4) to acquire desirable tastes in selecting materials and products which they buy; and (5) to appreciate the harmony and use of good design in many aspects of their environment.

They need: (6) to learn about the various resources or media for self-expression; (7) to develop skills according to their own abilities in using a variety of art media; (8) to have varied opportunities for creative expression; (9) to develop an interest in maintaining an attractive appearance; and (10) to participate in all aesthetic endeavors according to individual interests and abilities.

The attitude of the professional staff toward this need is:

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Qualifications:

Indicate on the line below the degree to which the school is meeting Need E.

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F. Children Need to Make Worthy Use of Leisure

All children of elementary-school age need: (1) to develop skill in planning their leisure activities; (2) to maintain an adequate balance between socially useful activities, and experiences which provide mainly personal satisfactions; (3) to develop skills and creative interests in practical arts, hobbies, music, literature, sports, and play activities; and (4) to become appreciative observers as well as active participants in these activities.

They need: (5) a recreational program throughout the entire year with special provision for playground activities during the summer months; (6) well-trained leaders and adequate physical facilities for conducting play and recreational activities; and (7) to develop knowledges and understandings concerning the availability and use of community resources for leisure and recreation.

The attitude of the professional staff toward this need is:

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Qualifications:

Indicate on the line below the degree to which the school is meeting Need F.

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III. Individual School's Statement

Directions: After studying the preceding statements of educational needs and Section B, "Pupil Population and School Community", the school staff should present below a summarizing statement of the purposes and responsibilities of this school. Include, if you so desire, reference to both general and particular needs and objectives to be met or achieved by this school. Express the philosophy of your school with reference to the means and methods which you as a staff are using or should be using to fulfill your responsibilities.
IV. Procedures Used in the Study of the Educational Needs

1. Describe briefly the procedures used by the local staff in studying the educational needs as presented in Parts II and III of this section.

2. Over what period of time were these procedures carried out?

3. What additional materials have been found useful by the staff in this study of educational needs?
CHAPTER V

SUGGESTIONS FOR USING THE CRITERIA

Section C. "Educational Needs of Children" is an important evaluative instrument in itself. It can be most effective even if used apart from the rest of the Evaluative Criteria. It gives the staff members of any participating school an opportunity to develop a philosophy of education, and to identify desirable goals which should be met if they are to give direction to their educational endeavors. By its emphasis on values, it is recognized that evaluation contributes to the clarification of these goals. A growing sense of purpose and a clearer sense of direction are vitalizing qualities which are especially desirable when applied to the area of children's educational needs.

As the content of the section "Educational Needs of Children" is in reality a composite of major definitions of the purposes of education, as identified in many research sources, it now permits staff members to review the research in one source only.

This Section also indicates the total possible responsibilities which devolve upon teachers and administrators. In a sense it may be the "ideal" in educational goals; but it identifies the needs of children today, as these needs have been interpreted by leading educators.
The six major "educational needs," with their delimiting statements, provide a most effective study procedure for staff members. They offer a general "over-all" subjective evaluation of their own school program.

Since no school should be judged as to its meeting of educational goals without due consideration for the needs of that particular community, Section C. will be helpful in providing a basis for the formulation of objectives which will be applicable to the local situation. It is only consistent that the content of these goals will be somewhat influenced by the viewpoint of the administrators, and by the resources available in the school and community.

Section C. also provides a basis for evaluation of a total school system. If teachers or administrators feel that the general program of education lacks clearly defined aims, or that existing ones need to be translated into better practices, the use of this Section would be advisable.

It is most important to emphasize here the desirability of participation, in this evaluation, by all the school staff. The members should share in deciding which of the educational problems under discussion are really significant ones; and they should explore together, and select the values to which the staff will later look for direction. It may be desirable, at some stage in the process, to have the participation of parents, children, and perhaps other citizens in the community.
With complete and willing cooperation, a feeling of unity is likely to develop. Through group processes, it is also possible for real understanding of each other's problems, and a sense of rapport to emerge. It is important to remember that when a group creates an idea or a procedure, they become the personal possession of each participant, which increases the interest in carrying out the idea or procedure evolved. In short, total participation is a method of bringing the staff members to a more unified point of view.

From this discussion of the methods of using Section C. "Educational Needs of Children" it can be concluded that it is one method of identifying the goals of elementary education which should be used as a basis for evaluating the effectiveness of an elementary school.
BIBLIOGRAPHY


Moral and Spiritual Values in Public Schools, 1951, pp. 1-32.


A group research project is being conducted at Boston University to develop Evaluative Criteria for elementary schools. This project is under the direction of Dr. James F. Baker who served as Research Assistant to the Cooperative Study of Secondary-School Standards in developing the 1950 edition of the Evaluative Criteria now being used in secondary schools throughout the country.

One of the procedures which is planned is to have juries of interested and qualified persons criticize materials which will be prepared in tentative form by the research group. We hope that you will be willing to serve as a jury member to criticize materials in the area of educational needs of children.

As this is a non-profit venture with the main aim in view to develop materials which teachers may use in evaluating their own educational endeavors, funds are not available for the professional services of jury members. Past experience in developing the secondary school instrument indicates that leaders in education will be glad to participate in such a study on a voluntary basis.

It is not expected that the time required of a member of the jury will be excessive. May we count on your cooperation? A form is enclosed for your reply.

Sincerely yours,

Type Name
Member Research Group
Date: 1951

Miss Vera Thurston
17 William Street
Andover, Massachusetts

Dear Miss Thurston:

The checks in the parentheses below indicate my status regarding the evaluation research project discussed in the letter accompanying this form.

( ) 1. I will serve as a member of the national jury of experts in the work of developing Evaluative Criteria for elementary schools, insofar as these standards pertain to the area of the educational needs of elementary school pupils.

( ) 2. I understand the service will require criticism of tentative materials for the field of educational needs.

( ) 3. I have access to a copy of the Evaluative Criteria 1950 edition pertaining to secondary education which will give me an idea of the format and scope of a similar instrument for elementary schools.

4. Comments:

(Signed) __________________________

(Official Position)

(Street and Number)

(City and State)
EVALUATION RESEARCH PROJECT

Street Address
Town and State Address
Date

Name and Title
Street or Institutional Address
Town or City and State Address

Dear:

Thank you for accepting the invitation to serve on a jury to examine and criticize materials being developed to evaluate elementary education. Your cooperation is much appreciated.

Enclosed please find the first draft of materials submitted for your criticism. Please feel free to change, delete, or add to any of the material in this form. Your suggestions will be studied carefully and compared with criticisms received from other jury members. As soon as replies have been received from all members of the jury, a revision will be made and sent to you.

Enclosed also is an outline indicating the sections now being developed. This outline is of course tentative but it may help you to see the materials on which you are working in relation to the entire Criteria.

We do not want to seem to be rushing you, but early attention on your part will be helpful. We hope to receive your criticisms by February 1.

Very sincerely yours,

Type name
Member Research Group

Enclosures
ELEMENTARY EVALUATIVE CRITERIA

Tentative Outline

A--Suggestions for Using the Evaluative Criteria

B--Pupil Population and School Community

C--Educational Needs of Children

D--The Curriculum
   D-1--Experienced Centered Program
   D-2--Arithmetic
   D-3--Arts and Crafts
   D-4--Handwriting
   D-5--Health and Safety
   D-6--Kindergarten
   D-7--Literature and Poetry
   D-8--Music
   D-9--Oral Language
   D-10--Physical Education
   D-11--Reading
   D-12--Science
   D-13--Social Studies
   D-14--Speech
   D-15--Spelling
   D-16--Written Language

E--Library Services

F--Guidance Services

G--School Plant

H--School Staff and Administration

I--Individual Staff Member Blank

J--Statistical Summary

K--Graphic Summary
Thank you letter to be sent to jury members

Dear : 

Your comments and suggestions concerning the elementary school evaluation blank (Section C. "Educational Needs of Children," ) have been received and will be incorporated in a revision of this blank. The interest you have shown in this project and the suggestions you have volunteered are deeply appreciated.

After all sections have been revised, a copy of the revision will be sent you by Dr. James F. Baker of Boston University.

Thank you very much for your cooperation.

Sincerely yours,

Your name
Member of Research Group
EDUCATIONAL NEEDS OF CHILDREN

(Section C of the Evaluative Criteria)

Outline of Contents

I. Introductory Statement

II. Educational Needs of Children
   A. They Need to Grow in the Ability to Make Successful Social Adjustments
   B. They Need to Learn to Live in Their Natural and Scientific Environment
   C. They Need to Develop Proficiency in Using the Fundamental Tools of Learning
   D. They Need to Achieve and Maintain Sound Mental and Physical Health
   E. They Need to Develop Creative Abilities and Aesthetic Appreciations
   F. They Need to Make Worthy Use of Leisure

III. Individual School's Statement

IV. Procedures Used in the Study of the Educational Needs

V. Comments of the Visiting Committee

Name of School. . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . Date. . . . . . . . .

Information furnished by:

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(Experimental Copy; not to be reproduced)
I. Introductory Statement

It is generally accepted that the main purpose of elementary education in our American democracy is to meet the educational needs of all children of elementary-school age. In the light of this general purpose, the Boston University School of Education is developing these Evaluative Criteria to help elementary schools determine the extent to which they are meeting the educational needs of children.

Children of elementary-school age have both common and individual educational needs. Statements of these common and individual educational needs which should be partially or wholly met by elementary education are, in reality, statements of objectives for elementary schools.

A list of common educational needs of children is presented in Part II of this section. Each of the six statements of needs and the delimiting paragraphs are to be studied by the local staff. After examination of each need, the school staff should: (1) indicate the extent to which it accepts meeting the need as a responsibility of the school; (2) discuss any qualifications which it cares to make concerning the need as stated; and (3) indicate by marking on the line below each statement the extent to which it feels the need is being met. If a visiting committee is to check this material, it should do so by marking the extent to which it feels each need is being met.

Part III of this section provides an opportunity for a school staff to summarize its responsibilities regarding these educational needs, and to state its philosophy in terms of particular objectives of the school and the means or methods which it believes are desirable to attain these objectives.

1 These statements have been developed after review of research dealing with statements of objectives of elementary education, and statements of needs of elementary-school pupils. Although many sources affected the development of these statements, special consideration was given to the following:


3. -----------, Moral and Spiritual Values in the Public Schools, 1951.


II. Educational Needs of Children

A. They Need to Grow in the Ability to Make Successful Social Adjustments

All children of elementary-school age need: (1) to learn to work and play with others; (2) to share in the making of group decisions; (3) to appreciate the ideals which are the basis of democratic living; (4) to assume their responsibilities as an American citizen; (5) to respect the rights of minority and majority groups; (6) to recognize the abilities needed by good leaders and followers; and (7) to develop good leadership and followership abilities themselves.

They need: (8) to respect every person regardless of race, creed, color, or economic standing; (9) to develop concern for the safety and welfare of others; (10) to understand the importance of the family and their responsibilities in family living; and (11) to understand the need for adjusting personal desires to the needs of others.

The attitude of the professional staff toward this need is:

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Qualifications:

Indicate on the line below the degree to which the school is meeting Need A.

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B. They Need to Learn to Live in Their Natural and Scientific Environment

All children of elementary-school age need: (1) to learn about the major features of the earth's surface; (2) to learn about plant and animal life; (3) to develop basic understandings about the universe; (4) to learn of the uses and appreciate the need for conserving natural resources; and (5) to become acquainted with the common sources of energy.

They need: (6) to learn to use common tools and household appliances; (7) to learn about methods of communication, transportation, foods, clothing, and shelter; (8) to learn of inventions, materials, and products which affect living; and (9) to develop interest in the study of science and scientific methods of solving problems.

They need: (10) to appreciate the major physical forces governing the universe; (11) to be free from fear and superstitions; and (12) to recognize a plan and purpose for the universe above the knowledge and planning of man.

The attitude of the professional staff toward this need is:

Rejection Acceptance Complete  
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Qualifications:

Indicate on the line below the degree to which the school is meeting Need B.

Slightly Moderately Extensively
C. They Need to Develop Proficiency in Using the Fundamental Tools of Learning

All children of elementary-school age need: (1) to grow in the ability to use the tools of reading, writing, speaking, listening, observation and computation; (2) to use common forms of graphic expression; (3) to develop effective work and study habits; and (4) to evaluate their own progress in using the tools of learning.

They need: (5) to develop skill in communicating to others their own ideas and thoughts; (6) to develop skills in locating, selecting, and organizing information; and (7) to draw and verify conclusions.

They need opportunities to apply the tools of learning: (8) in conversation, discussion, and debate; (9) in reading for information and pleasure; (10) in mathematical problem solving situations; (11) in solving problems in the classroom; and (12) in their group activities in the home and community.

The attitude of the professional staff toward this need is:

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Qualifications:

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D. They Need to Achieve and Maintain
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All children of elementary-school age need: (1) to understand their own bodies and bodily functions; (2) to receive sex education consistent with their levels of maturity; (3) to learn to work and play with children of both sexes; (4) to secure a proper balance between rest and exercise according to their individual structural and organic needs; (5) to develop knowledges and skills for maintaining their own health and safety.

They need: (6) to know how to select foods for well-balanced diets; (7) to carry out simple first-aid practices in case of emergency; (8) to understand principles of health and safety as related to their homes; and (9) to become acquainted with community resources for maintaining health and safety.

They need: (10) to discover constructive ways to express their emotions; (11) to achieve a sense of security in their home, school, and community groups; and (12) to make adjustments for the individual differences between themselves and others.

They need: (13) a safe, and healthy school environment; (14) medical and dental examinations and assistance when necessary in correcting deficiencies which are revealed by such examinations; (15) an emotional atmosphere in the classroom which will be conducive to learning; and (16) a feeling of respect between pupils, teachers and school personnel.

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Qualifications:

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E. They Need to Develop Creative Abilities and Aesthetic Appreciations

All children of elementary-school age need: (1) to appreciate beauty in such areas as nature, art, music, and literature; (2) to appreciate beauty in the home, school, and community, and to recognize ways in which they may contribute to such characteristics; (3) to acquire desirable tastes in selecting materials and products which they buy; and (4) to appreciate the harmony and use of good design in many aspects of their environment.

They need: (5) to learn about the various resources or media for self-expression; (6) to develop skills according to their own abilities in using a variety of art media; (7) to be given varied opportunities for creative expression; and (8) to develop an interest in maintaining an attractive appearance.

They need: (9) to appreciate the beauty that comes from pleasant personal relationships at home and in school; and (10) to participate in all aesthetic endeavors according to individual interests and abilities.

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F. They Need to Make Worthy Use of Leisure

All children of elementary-school age need: (1) to develop skill in planning their leisure activities; (2) to provide an adequate balance between socially useful activities and experiences which provide mainly personal satisfactions; (3) to develop skills and creative interests in practical arts, hobbies, music, literature, sports, and play activities; and (4) to become appreciative observers as well as active participants in these activities.

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Qualifications:

Indicate on the line below the degree to which the school is meeting Need F.

Slightly  Moderately  Extensively
III. Individual School's Statement

Directions: After studying the preceding statements of educational needs and Section B, "Pupil Population and School Community," the school staff should present below a summarizing statement of the purposes and responsibilities of this school. Include, if you so desire, reference to both general and particular needs and objectives to be met or achieved by this school. Express the philosophy of your school with reference to the means and methods which you as a staff are using or should be using to fulfill your responsibilities.
IV. Procedures Used in the Study of the Educational Needs

1. Describe briefly the procedures used by the local staff in studying the educational needs as presented in Parts II and III of this section.

2. Over what period of time were these procedures carried out?

3. What additional materials have been found useful by the staff in this study of educational needs?

V. Comments of the Visiting Committee

1. If a visiting committee is to check this material it should do so by marking the extent to which it feels each need is being met.