

1952

Evaluative criteria in literature for elementary grades.

<https://hdl.handle.net/2144/13411>

"Downloaded from OpenBU. Boston University's institutional repository."

Ed.
Service Paper
Corcoran, M. I.
1952
stored

Boston University
School of Education

Service Paper

EVALUATIVE CRITERIA IN LITERATURE
FOR ELEMENTARY GRADES

Submitted by
Mary I. Corcoran
(A. B., Emmanuel College, 1947)

In Partial Fulfillment of the Requirements
for the Degree of Master of
Education

1952

Boston University
School of Education
Library

TABLE OF CONTENTS

CHAPTER	PAGE
I. THE PROBLEM	1
Statement of the Problem	1
Justification of the Problem	1
II. REVIEW OF RESEARCH.	3
III. PROCEDURES.	8
Developing the Materials	8
Jury Members Participating	9
Jury Criticisms.	10
Evaluative Criteria in Literature for Elementary Grades.	11
IV. SUGGESTIONS FOR USING THE CRITERIA.	19
APPENDIX.	20
BIBLIOGRAPHY.	29

First Reader: James F. Baker, Assistant Professor of Education
Second Reader: Donald D. Durrell, Professor of Education

CHAPTER I

THE PROBLEM

Statement of the problem. "The aim of literature is the enrichment of life through appreciation and enjoyment of worthwhile literary experience."¹ This thesis has been developed to set up criteria to evaluate the literature area of the elementary school, in hope that this aim will be full-filled. The criteria consist of specific statements indicating desirable conditions and procedures in the literature area of the elementary school program. Such statements should furnish a means for teachers to examine and evaluate the effectiveness of their own work.

Justification of the problem. There is a need for evaluative criteria in the literature area of the elementary school. Such criteria would contribute to the improvement of teachers and their approach to the teaching of the subject of literature. It must be realized that objectives of instruction must be based upon an analysis of the individual needs and interests of the children. To cite just one example, a few years ago Waite made a survey of 2,000 third grade children in Omaha. He found that approximately a third of these children were reading at third grade level; 36 per cent were reading above the third grade level, and 30 per cent were reading below the third grade level.²

The Evaluative Criteria developed by the Cooperative Study of Secondary-School Standards has been used extensively throughout the United States. As these criteria met with much success it was decided that a similar instrument

1 Course of Study for the Elementary Schools, Boston, Massachusetts, 4:57, 1936.

2 William H. Waite, "The Improvement of Reading in the Omaha Public Schools," Elementary School Journal, XLVIII, February, 1948.

on the elementary level would also be of much value.

Self-evaluation is important, as improvement in teaching will only result after teachers carefully analyze themselves and their techniques. Much research in the field of literature reveals the necessity for many changes in the classroom. Many teachers have been teaching literature the same way for a long time. Neville has said that, "Teachers become so used to one kind of organization for teaching that they accept it as dogma and refuse to consider any other plan for study."³

It is hoped that the instrument developed in this study, when used conscientiously by teachers, will aid them in analyzing present classroom conditions and bringing about improvements.

³ Mark Neville, "Some Means of Enjoying Literature," The English Journal, Vol. XXXIII, No. 8, October, 1944, 426.

CHAPTER II

REVIEW OF RESEARCH

The public schools of America (through their faculty of teachers and librarians working in cooperation with parents) have a unique opportunity to bring into children's lives balanced programs in reading. The school . . . can not operate effectively without endeavor on the part of the teachers, parents, and others who serve boys and girls . . . Better reading habits will result when these adults pool their resources in an effort to understand each child and to sympathetically guide him to the realization of the inexhaustible wealth of information and enjoyment to be found in good books.¹

In order to accomplish these aims and work out a balanced program of literature the teacher must take into consideration three essentials: individual abilities, interests, and needs of the children. They should be trained in the "ability to evaluate critically the worth of a book and the probable worth of another book by the same author or of the same type."² However, fundamental to their ability to evaluate, should be the child's ability to read.

Many teachers make studies of the particular reading difficulties of their individual children in order to help them improve their reading and their enjoyment of literature. Two aids for children which have been used with success are suggested here. The first is choral reading which many teachers feel develops in the child a feeling for phrasing. The other aid is recommended by Wilson, who feels that a child's reading ability is often improved by a story period each day.³ Also available in the field of literature is guidance designed to aid each child or each group of children in finding out and working out his own needs. Further needs can most often be classified under the following headings

1 Paul Witty and Ann Coomer, "Fostering a Balanced Reading Program," The Elementary English Review, Vol. XVIII, No. 6, October 1946.

2 J. Murray Lee and Dorris May Lee, The Child and His Curriculum, (New York: D. Appleton-Century Company, 1940), p. 346.

3 Clara Wilson and Clara Evans, "Enjoying New Books With Children," The Elementary English Review, Vol. XXIII, No. 7, (November, 1946), p. 313.

as the "need for security, status, response and achievement, and new experiences."⁴

Another aid to the formation of abilities in literature is interest. A child's ability can be greatly aided by stimulation of interest. This interest should be taken into consideration as it differs from age to age and grade to grade. Betzner is only one of many educators who feel that children reveal their genuine preferences in all of their activities and that value and attention should be placed upon all direct contacts with them.⁵ If the interest of children is aroused then literature is more likely to appeal and the reading process is bound to improve. It can be surmized from statistics on children's interests that books or stories about others of their own age hold the greatest amount of appeal. Although interest should be considered along with abilities and needs it should not be the prime concern when literature is being selected.

Many educators feel that the traditional classics should not be entirely omitted from the reading program regardless of what we have learned from children's abilities and interests. There are values in all types of literature whether it is a little rhyme or a tragedian drama. Betzner, in agreement with other educators, says that "no source of literature which is presented interestingly and artistically and quite within the control of elementary school children can well afford to be neglected."⁶ However, any of this literature which is put into the hands of children should be wholesome and well written if there is to be any lasting value gained from their study and enjoyment.

In order to intelligently read any type of literature, children must first understand all of the words used. If they do not understand the words then they will surely miss the meaning of the text and the reading will have been in vain.

⁴ Marion Edman, Criteria For Selecting Literature in the Middle and Upper Grades, (Vol. VII, No. 61, Chicago, Illinois, University of Chicago Press, December, 1945), pp. 212-214.

⁵ Jean Betzner, Exploring Literature With Children, (New York, Teachers College, Columbia University, 1943), p. 63.

⁶ Betzner, op. cit., p. 34.

Before beginning the reading of literature the teacher must clear up any vocabulary difficulties. The children must be able to understand what an author has meant and the way in which he has expressed himself. If the words, their meanings, and order are understood there should result an appreciation of the beauty of the words used to tell the story.

If children have an appreciation of the language they will be more apt to use passages or phrases from their readings in spoken or written work. They will dramatize as vigorously as they play and often read or speak favorite poems or passages with the same eagerness that they sing a song. Besides these activities literature is also a stimulant to interest in crafts, the dance, dramatic arts, fine and household arts, story-telling, the theater, and children's writings. The use of literature in all of these activities shows the children the opportunities they have to apply literature to different things. Therefore, it follows that

If children are to be convinced of the significance of literature, the more ways in which they see it used and the more people they see enjoying its use, the greater the chances for these convictions to grow.⁷

These activities in which literature is applied should be individual as well as group and self-chosen as well as guided activities.

In the presentation or guidance of literary activities teachers should emphasize techniques which they feel contribute to genuine appreciation and enjoyment. One of these techniques might be the human voice which can cast a magic spell when shared by listening. In this respect all teachers should be extremely careful to read passages or poems well and with enthusiasm. If this is done there can result a desire for more literature. In other cases some teachers and children who cannot contribute much in other ways are able to read or speak well enough to give much to an entire school thereby creating a greater love of lit-

7 Betzner, op. cit., p. 33.

erature. Dr. Crossley feels that in the early grades the reading of poetry is for fun and should be introduced informally.⁸ This informal technique should be carried into the upper grades where teachers continue to read to the children those books which would appeal and be adapted to the majority of the pupils.

Broening agrees with the idea of the use of the voice when she says that:

Literature is experienced more deeply by many people when it is heard or said than when it is merely read silently. Poetry especially takes on added charm when its rhythm swings its vivid imagery and emotional tone into the memory of the reader or the listener . . . The radio has brought back to the masses some of the joys of oral literature. The classrooms over the country likewise are finding that choral reading can be a means of immediate personal pleasure and of social entertainment.⁹

Some of the best techniques in the world will fail if the proper story is not chosen for the occasion. It is also important that morals not be stressed and that children be given a chance to work out the idea themselves. However, ideas should be presented and attitudes suggested which are associated with good character and conduct. It is hoped that this citizenship will carry over into the community at large.

"Values sought in literature apply to the child's activities at home, at church, and in the community at large as well as at school."¹⁰ It is felt that the resources in literature available in the school and the community should be kept under constant surveillance in order to use them whenever necessary. Besides keeping in touch with the resources in the community the teacher must always be alert to children's theater productions, motion-pictures, radio guides, and book lists and reviews. It is necessary that members of the community cooperate with teachers to provide favorable means of enjoyment in literature in the community.

While teachers and parents are keeping alert to what is going on in the

8 B. Alice Crossley, Language Arts Lecture, (Boston; Boston University School of Education, August 8, 1951).

9 Angela M. Broening, Conducting Experiments in English, (New York: Appleton-Century-Crofts, Inc., 1939), p. 208.

10 Elizabeth H. Rusk, Current Issues Concerning the Teaching of Literature in Elementary and Secondary Schools, (Vol. VII, No. 61, Chicago, Illinois, University of Chicago Press, December, 1945), p. 196.

community they should also pay attention to the libraries. The books in a library are the most important influence in literature on the young reader.

Broening has said:

A library--classroom, school, or community--is an essential element in experience-centered English courses. Any extensive reading, any free reading, any integrated program emphasizes the need for many well-selected books classified and arranged so as to be quickly accessible to the pupils.¹¹

Besides books being accessible they should be of high caliber in every respect whether they be comic books or dramas. If children are confronted with books which are worthwhile then they will develop a sense of understanding and appreciation of the part literature plays in this country and the rest of the world.

In presenting a broad program of literature the materials as well as the books used should be many and varied. Berry, in agreement with many other educators feels that the list of materials should include pamphlets, dictionaries, reference books, maps, classroom charts, and atlases.¹² However, this list could be extended to include bulletin board notices, book jacket displays, and records of the books read.

The points mentioned above include the major emphasis in the research in the area of elementary school literature. Any instrument for evaluating instruction in literature should give due consideration to these important facts and principles.

¹¹ Broening, op. cit., p. 108.

¹² Althea Berry, "A Well-Rounded Reading Program for All," Education, (Vol. 71, No. 9, Boston, Massachusetts, The Palmer Company, May, 1951), p. 558.

CHAPTER III

PROCEDURES

DEVELOPING THE MATERIALS

A seminar group of twenty-five administrators and teachers met with Dr. James F. Baker for the purpose of compiling evaluative criteria for the elementary schools.

Each member then began an analysis of research which covered the past fifteen years. The writer reviewed research in the literature area with a view to locating material for specific check list and evaluative items and allocating them under the headings of content, method, materials, and outcomes.

Tentative materials were brought before the seminar group for criticism. At that time suggestions were made and a revision of the checklist items followed. This resulted in the changing, deletion, or addition of many checklist items.

During the research the names of authorities in the field of literature were noted for future use as jurors. From these names a jury list was compiled. The purpose of the jury was to give expert criticism of the materials developed.

As all of the Language Arts subjects overlap it was decided that those working in the Language Arts area would select a few of the most outstanding names in their fields and combine them into one list.

Each of these authorities was sent a letter requesting their help in criticizing the tentative materials. There were seventeen invitations sent out. Eleven of these were accepted, three were unable to accept, and three did not reply at all.

The criteria were sent to these people who criticized the material either from experience or from their personal point of view.

JURY MEMBERS PARTICIPATING

The jurors accepting were:

Crossley, Dr. B. Alice
Assistant Professor of Education
Boston University School of Education
332 Bay State Road
Boston, Massachusetts

Durrell, Dr. Donald D.
Professor of Education
Boston University School of Education
332 Bay State Road
Boston, Massachusetts

Freeman, Dr. Frank N.
Dean of School of Education-Emeritus
University of California
825 Arlington Avenue
El Cerrito, California

Geary, Dr. Catherine
Director of Elementary Education
Cheltenham Township School
Philadelphia 17, Pennsylvania

Horn, Professor Ernest
University of Iowa
Iowa City, Iowa

Powers, Dr. Leversia
Chief, Elementary Education, D. P. I.
Commonwealth of Pennsylvania
Education Building
Harrisburg, Pennsylvania

Pronovost, Dr. Wilbert
Assistant Professor of Speech Education
Boston University School of Education
332 Bay State Road
Boston, Massachusetts

Rasmussen, Miss Carrie
Teacher of Speech
Longfellow School
Madison, Wisconsin

Raubichech, Miss Letitia
Director, Bureau for Speech Improvement
110 Livingston Street
Brooklyn 2, New York

JURY MEMBERS PARTICIPATING (continued)

Sack, Dr. Marion
Principal
Wayne Grammar School
Louella and Winolermere Avenue
Wayne, Pennsylvania

Strickland, Professor Ruth G.
School of Education
Indiana University
Bloomington, Indiana

JURY CRITICISMS

Upon receipt of materials from jury members no criticisms necessitating extensive revision of the materials were made. However, minor changes in wording of particular items, addition of a few items, and deletion of items which included controversial points of view, were suggested. These suggestions have been carried out and appear in the final revision of the materials which are presented in the following division of this chapter.

LITERATURE

Statement of Guiding Principles

The literature program includes a wide range of materials and types of activities designed to meet the literary needs of elementary school children. The program includes writings which are notable for their literary form and expression and which have interest and cultural values enriching the total reading experiences of children.

The aim of a literature program should be the enrichment of life through the appreciation and enjoyment of worthwhile literary experiences. This aim is accomplished by the development of (1) the attitude that reading is thinking, (2) an appreciation of literary style and accuracy, and (3) an understanding of the relationships between literature and peoples and their cultures.

In all grades the development of literary skills, understandings, attitudes, and appreciations is a continuous process dependent upon each child's needs and interests. Children participate actively in this process through planning and selecting, under teacher guidance, materials to be read and through evaluation of their own progress in the achievement of literary outcomes.

1736

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

Checklist and Evaluation ratings made by:

.....
.....
.....

(Experimental copy; not to be reproduced)

When the features in this section are being checked and evaluated, persons applying the ratings should ask: "How well do the practices in this school meet the needs of the pupils and community?" The two-fold nature of the work--evaluation and stimulation to improvement--should be kept in mind. Careful, discriminating judgment is essential if these purposes are to be served satisfactorily.

The checklists consist of provisions, conditions, or characteristics found in good elementary schools. Although they are recommended provisions, a school lacking some of them may have other compensating features. Space is provided to record these features as additional items or under Comments. The checklist items should be marked as follows:

- ✓✓ if the provision or condition is made extensively;
- ✓ if the provision or condition is made to some extent;
- X if the provision or condition is very limited;
- M if the provision or condition is missing and needed; and
- N if the provision or condition is not desirable or does not apply.

Evaluations represent the best judgment of those making the evaluation after all evidence including results of observations, consideration of ratings on checklist items, and other data which may be available have been considered. Evaluations should always be made by the local staff members even though these evaluations may be checked later by a visiting committee. The evaluation ratings should be made by means of the scale defined below.

5--Excellent; the provisions or conditions are extensive and functioning excellently.

4--Very Good;*

- a. the provisions or conditions are extensive and are functioning well, or
- b. the provisions or conditions are moderately extensive but are functioning excellently.

3--Good; the provisions or conditions are moderately extensive and are functioning well.

2--Fair;*

- a. the provisions or conditions are moderately extensive but are functioning poorly, or
- b. the provisions or conditions are limited in extent but are functioning well.

1--Poor; the provisions or conditions are limited in extent and are functioning poorly.

M--Missing; the provisions or conditions are missing and are needed; if present they would make a contribution to the needs of pupils.

N--Does Not Apply; the provisions or conditions are missing but do not apply or are not desirable for the children of this community. (Reasons for the use of this symbol should be explained in each case under Comments.)

* Staff members may wish to use the symbols "4a" or "4b," "2a" or "2b".

1. Adapted from Evaluative Criteria, 1950 Edition, published by the Cooperative Study of Secondary-School Standards.

I. CONTENT

Checklist

- () 1. Literature is selected which helps satisfy a variety of needs of children (e.g., achievement, varied experience, emotional response, security).
- () 2. Selections are classified on the basis of theme, interest, age and appreciation.
- () 3. Selections chosen are sufficiently varied to satisfy normal curiosities of children (e.g., nature, people, places).
- () 4. Selections aid in developing new and varied interests (e.g., biography, history, science).
- () 5. Selections include examples of durable standards of literary style and accuracy (e.g., Peter Rabbit, Grimm's Fairy Tales, Johnny Tremain, Wind in the Willow).
- () 6. Selections include examples from varied types of literature (e.g., traditional, modern, classic).
- () 7. Selections are within the range of the children's reading abilities.
- () 8. Selections are adapted to the maturity level of children.
- () 9. Extensive and varied literary experiences are provided (e.g., choral speaking, dramatic presentation, silent reading, oral reading, story-telling).
- () 10. Values sought in literature apply to the children's activities in the home, school, and community.
- () 11. Children are encouraged to read many books written for and about other children.
- () 12. Children are encouraged to make individual and class scrapbooks on literary materials (e.g., favorite poems and pictures relating to literary topics).
- () 13. Children are encouraged to indicate the importance of ordinary experiences in the interpretation of the author's thought.
- () 14. A variety of oral readings and recordings of literature is used.
- () 15.
- () 16.

Evaluations

- () a. How adequate is the content of offerings in literature to meet needs of all children?
- () b. How extensive is the variety of offerings in literature to meet needs of all children?
- () c. To what extent do the offerings provide for the development of desirable literary tastes and appreciations?

Comments

II. METHODS

Checklist

- () 1. There is evidence of careful planning for instructional activities.
- () 2. Informal readings of literature are emphasized as a contribution to genuine enjoyment.
- () 3. Objectives of instruction are based upon an analysis of the individual reading needs and interests of children.
- () 4. The values sought in literature are similar in all grades although the values progress in difficulty.
- () 5. Children are guided in evaluating and selecting literature.
- () 6. Guidance is given children in understanding, interpreting, and organizing ideas.
- () 7. When reading to children, the teacher makes his own enjoyment obvious and contagious.
- () 8. In the lower elementary levels, selections are short, appealing, and easily understood.
- () 9. In the lower elementary levels a few minutes are given each day to the reading of selections for the children's genuine enjoyment.
- () 10. At all elementary levels, time is provided each week for leisure reading (indicate amount under Comments).

- () 11. An atmosphere of freedom is created in which the children feel free to select and interpret for themselves much reading material.
- () 12. Literature which appeals to the majority of the children is read occasionally by the teacher to the pupils in the upper elementary levels.
- () 13. Conduct and qualities of character which children admire are emphasized.
- () 14. Experiences in visual aids are used to bring literature to life.
- () 15. Oral activities are used in connection with reading (e.g., story-telling, dramatization, discussion).
- () 16. Manual activities related to the literary material being read are conducted (e.g., drawing pictures, dancing, constructing models, making charts).
- () 17. Children are encouraged to use literary material in related subject fields.
- () 18. The cooperation of the home is sought (e.g., through conferences, open-house nights, and visiting days) to encourage out-of-school reading.
- () 19. Literary resources available in the school and the community (e.g., museums, art galleries) are used to encourage reading.
- () 20. The public librarian is invited to the school to acquaint children with enjoyable books.
- () 21. Children are taken to the public library to acquaint them with its materials and organization.
- () 22. Children are encouraged to use passages or phrases from their readings in speaking or written work.
- () 23. Children as individuals and as a choral group, are assisted in planning audience situations for the presentation of poems, story-telling, or dramatic pieces.
- () 24. Objective and subjective evaluation techniques are used to determine if objectives are being achieved.
- () 25. Children are encouraged to express their own opinion and make their own evaluation of the materials read.
- () 26. Difficult words or vague meanings are clarified so that such words do not become obstacles to reading or understanding.
- () 27. Children are encouraged to develop a respect for books and techniques for handling them.
- () 28. The relationships between literature and the development of cultures and races is emphasized.

- () 29. Children's imaginations are stimulated and guided to form vivid mental pictures.
- () 30. Good oral readers are invited to read to class.
- () 31. Publications of children's magazines and newspapers are currently subscribed too.
- () 32.
- () 33.

Evaluations

- () a. How effectively do the methods of instruction meet the group needs of children?
- () b. How effectively do the methods of instruction meet the particular literature needs and interests of individual children?
- () c. How adequate is the planning and preparation for instructional activities?
- () d. To what extent are library materials use in literary instruction?
- () e. To what extent are community resources used in literary instruction?

Comments

III. INSTRUCTIONAL MATERIALS

Checklist

- () 1. Literary materials are provided both in the library corner of the classroom and in the school library.
- () 2. Books of plays, poems, and stories are available in the classroom.
- () 3. Reference books are readily available (e.g., atlases, dictionaries, encyclopedia).

- () 4. Available books are well-bound, with print large and clear enough for the reading abilities of children.
- () 5. Reading materials other than books are provided (e.g., comics, magazines, newspapers, pamphlets).
- () 6. A display area is used for exhibiting literary materials (e.g., book jackets, charts, models).
- () 7. Attractive illustrations for display are used to supplement the literature.
- () 8. Recordings of selected literary selections are available (e.g., choral speaking, dramatizations, readings).
- () 9. A stage or facilities for duplicating a theater atmosphere are available.
- () 10. A record player is readily available for use by the classroom teacher.
- () 11. Visual projection equipment for both still and motion pictures is available and used.
- () 12. Children are encouraged to bring literary materials to school.
- () 13. Duplicated copies of choice poems are provided to increase pupil interests and develop appreciations.
- () 14. Children's newspapers and magazines are made available.
- () 15. A radio is available. 3775
- () 16.
- () 17.

Evaluations

- () a. How adequate is the variety of instructional materials?
- () b. How adequate is the quality of instructional materials?
- () c. How effectively are children guided in the use of instructional materials?
- () d. How effectively are bulletin boards and display materials used?

Comments

IV. OUTCOMES

(No checklist items are prepared for this division since they would be largely repetitions of the checklist items in preceding divisions.)

Evaluations

- () a. To what degree do children show discriminating abilities and tastes in their selection of literature?
- () b. To what degree are children developing ability to evaluate such reading materials as comic books, magazines, and newspapers?
- () c. To what degree are children developing ability to interpret literature?
- () d. To what degree do children indicate an interest in and an appreciation of good literature?
- () e. To what degree is the knowledge gained in literature carried over into other subject areas?
- () f. To what degree are children reading a desirable type of literature in their leisure time?

V. SPECIAL CHARACTERISTICS OF LITERATURE

1. What aspects of literary instruction are most satisfactory and commendable?
 - a.
 - b.
 - c.
 - d.

2. In what respects is instruction in literature in greatest need of improvement?
 - a.
 - b.
 - c.
 - d.

CHAPTER IV

SUGGESTIONS FOR USING THE CRITERIA

The Evaluative Criteria would be valuable if used constructively by a teacher to point out the strengths and weaknesses in his own teaching. Such identification of strengths and weaknesses should set the stage for correction and improvement of weaknesses and provide for the achievement of desirable outcomes.

These criteria, also, aid the principal to establish a working plan between the supervisions, and teachers for improvement in literature content and method. From the planning and development of the literature program a closer association of ideas should be developed between principal and teachers.

The material would be of value to the supervisor in checking to see that the planned literature program is functioning effectively in all schools. A checklist should be available so that the principles, content, method and materials would be visible for the supervisor's use or for public information. This checklist should inform the supervisor of what is expected in the teaching of literature in the school system.

These criteria should be of value to a superintendent in his rating of the position of literature in his school system. The criteria would, also, be of value in the field of public relations in enabling the public to understand what the teacher is trying to do. The use of these materials by the superintendent should lead to a more effective literature program.

APPENDIX

EVALUATION RESEARCH PROJECT

29 Hastings Rd.
Belmont 18, Mass.
April 15, 1952

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

Dear :

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 language arts.

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,

Mary I. Corcoran
Member Research Group

EVALUATION RESEARCH PROJECT

Date: _____ 1951

Mary I. Corcoran
 29 Hastings Rd.
 Belmont 78, Mass.

Dear (Your Name) :

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 language arts.
- () 2. I understand the service will require criticism of tentative materials for the field of language arts.
- () 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)

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 March 3rd.

Very sincerely yours,

Mary I. Corcoran
 Member Research Group

Enclosures

Thank you letter to be sent to jury members

Dear :

Your comments and suggestions concerning the elementary school evaluation blank Section (G, School Plant,) 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

LITERATURE

Statement of Guiding Principles

The literature program includes a wide range of materials and types of activities designed to meet the literary needs of elementary school children. The program includes writings which are notable for their literary form and expression and which have interest and cultural values enriching the total reading experiences of children.

The aim of a literature program should be the enrichment of life through the appreciation and enjoyment of worthwhile literary experiences. This aim is accomplished by the development of (1) the attitude that reading is thinking, (2) an appreciation of literary style and accuracy, and (3) an understanding of the relationships between literature and peoples and their cultures.

In all grades the development of literary skills, understandings, attitudes, and appreciations is a continuous process dependent upon each child's needs and interests. Children participate actively in this process through planning and selecting, under teacher guidance, materials to be read and through evaluation of their own progress in the achievement of literary outcomes.

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

Checklist and Evaluation ratings made by:

.....
.....
.....

(Experimental copy; not to be reproduced)

When the features in this section are being checked and evaluated, persons applying the ratings should ask: "How well do the practices in this school meet the needs of the pupils and community?" The two-fold nature of the work--evaluation and stimulation to improvement--should be kept in mind. Careful, discriminating judgment is essential if these purposes are to be served satisfactorily.

The checklists consist of provisions, conditions, or characteristics found in good elementary schools. Although they are recommended provisions, a school lacking some of them may have other compensating features. Space is provided to record these features as additional items or under Comments. The checklist items should be marked as follows:

- ✓✓ if the provision or condition is made extensively;
- ✓ if the provision or condition is made to some extent;
- X if the provision or condition is very limited;
- M if the provision or condition is missing and needed; and
- N if the provision or condition is not desirable or does not apply.

Evaluations represent the best judgment of those making the evaluation after all evidence including results of observations, consideration of ratings on checklist items, and other data which may be available have been considered. Evaluations should always be made by the local staff members even though these evaluations may be checked later by a visiting committee. The evaluation ratings should be made by means of the scale defined below.

- 5--Excellent; the provisions or conditions are extensive and functioning excellently.
- 4--Very Good;*
 - a. the provisions or conditions are extensive and are functioning well, or
 - b. the provisions or conditions are moderately extensive but are functioning excellently.
- 3--Good; the provisions or conditions are moderately extensive and are functioning well.
- 2--Fair;*
 - a. the provisions or conditions are moderately extensive but are functioning poorly, or
 - b. the provisions or conditions are limited in extent but are functioning well.
- 1--Poor; the provisions or conditions are limited in extent and are functioning poorly.
- M--Missing; the provisions or conditions are missing and are needed; if present they would make a contribution to the needs of pupils.
- N--Does Not Apply; the provisions or conditions are missing but do not apply or are not desirable for the children of this community. (Reasons for the use of this symbol should be explained in each case under Comments.)

* Staff members may wish to use the symbols "4a" or "4b," "2a" or "2b".

1. Adapted from Evaluative Criteria, 1950 Edition, published by the Cooperative Study of Secondary-School Standards.

I. CONTENT

Checklist

- () 1. Literature is selected which helps satisfy a variety of needs of children (e.g., achievement, varied experience, emotional response, security).
- () 2. Selections are classified on the basis of theme, interest, and appreciation.
- () 3. Selections chosen are sufficiently varied to satisfy normal curiosities of children (e.g., nature, people, places).
- () 4. Selections aid in developing new and varied interests (e.g., biography, history, science).
- () 5. Selections include examples of durable standards of literary style and accuracy (e.g., Peter Rabbit, Grimm's Fairy Tales, Gulliver's Travels).
- () 6. Selections include examples from varied types of literature (e.g., traditional, modern, classic).
- () 7. Selections are within the range of the children's reading abilities.
- () 8. Selections are adapted to the maturity level of children.
- () 9. The development of an appreciation of literature is stressed.
- () 10. Children are encouraged to develop a respect for books and techniques for handling them.
- () 11. The relationships between literature and the development of cultures and races is emphasized.
- () 12. Extensive and varied literary experiences are provided (e.g., choral speaking, dramatic presentations, story-telling).
- () 13. Children's imaginations are stimulated and guided to form vivid mental pictures.
- () 14. The ability to distinguish between fact and fiction is encouraged.
- () 15. Values sought in literature apply to the children's activities in the home, school, and community.
- () 16. Children are encouraged to appreciate the beauty of the language in which the story is told.
- () 17. Memorization of poems or passages of interest to the pupil is encouraged.
- () 18. Children are encouraged to read many books written for and about other children.

- () 19. Children are encouraged to make individual and class scrapbooks on literary materials (e.g., favorite poems and pictures relating to literary topics).
- () 20. Children are encouraged to indicate the importance of ordinary experiences in the interpretation of the author's thought.
- () 21. A variety of oral readings and recordings of literature is used.
- () 22.
- () 23.

Evaluations

- () a. How adequate is the content of offerings in literature to meet needs of all children?
- () b. How extensive is the variety of offerings in literature to meet needs of all children?
- () c. To what extent do the offerings provide for the development of desirable literary tastes and appreciations?

Comments

II. METHODS

Checklist

- () 1. There is evidence of careful planning for instructional activities.
- () 2. Informal readings of literature are emphasized as a contribution to genuine enjoyment.
- () 3. Objectives of instruction are based upon an analysis of the individual reading needs and interests of children.
- () 4. The values sought in literature are similar in all grades although the values progress in difficulty.
- () 5. Children are guided in evaluating and selecting literature.
- () 6. Guidance is given children in understanding, interpreting, and organizing ideas.
- () 7. When reading to children, the teacher makes his own enjoyment obvious and contagious.
- () 8. In the lower elementary levels, selections are short, appealing, and easily understood.

- () 9. In the lower elementary levels a few minutes are given each day to the reading of selections for the children's genuine enjoyment.
- () 10. At all elementary levels, time is provided each week for leisure reading (indicate amount under Comments).
- () 11. An atmosphere of freedom is created in which the children feel free to select and interpret for themselves much reading material.
- () 12. Literature which appeals to the majority of the children is read occasionally by the teacher to the pupils in the upper elementary levels.
- () 13. Conduct and qualities of character which children admire are emphasized.
- () 14. Experiences in visual aids are used to bring literature to life.
- () 15. Oral activities are used in connection with reading (e.g., story-telling, dramatization, discussion).
- () 16. Manual activities related to the literary material being read are conducted (e.g., drawing pictures, constructing models, making charts).
- () 17. Children are encouraged to use literary material in related subject fields.
- () 18. The cooperation of the home is sought through conferences, open-house nights, and visiting days to encourage out-of-school reading.
- () 19. Literary resources available in the school and the community (e.g., museums, art galleries) are used to encourage reading.
- () 20. The public librarian is invited to the school to acquaint children with enjoyable books.
- () 21. Children are taken to the public library to acquaint them with its materials and organization.
- () 22. Children are encouraged to use passages or phrases from their readings in oral speaking or written work.
- () 23. Children are assisted in planning audience situations for the presentation of poems, story-telling, or dramatic pieces.
- () 24. Objective and subjective evaluation techniques are used to determine if objectives are being achieved.
- () 25. Children are encouraged to express their own opinion and make their own evaluation of the materials read.
- () 26. Difficult words or vague meanings are clarified so that such words do not become obstacles to reading or understanding.
- () 27.
- () 28.

Evaluations

- () a. How effectively do the methods of instruction meet the group needs of children?
- () b. How effectively do the methods of instruction meet the particular literature needs and interests of individual children?
- () c. How adequate is the planning and preparation for instructional activities?
- () d. To what extent are library materials use in literary instruction?
- () e. To what extent are community resources used in literary instruction?

Comments

III. INSTRUCTIONAL MATERIALS

Checklist

- () 1. Literary materials are provided both in the library corner of the classroom and in the school library.
- () 2. Books of plays, poems, and stories are available in the classroom.
- () 3. Reference books are available (e.g., atlases, dictionaries, encyclopedia).
- () 4. Available books are well-bound, with print large and clear enough for the reading abilities of children.
- () 5. Reading materials other than books are provided (e.g., comics, magazines, newspapers, pamphlets).
- () 6. A display area is provided for exhibiting literary materials (e.g., book jackets, charts, models).
- () 7. Attractive illustrations for display are available to supplement the literature.
- () 8. Recordings of selected literary selections are available (e.g., choral speaking, dramatizations, readings).
- () 9. A stage or facilities for duplicating a theater atmosphere are available.
- () 10. A record player is available.

- () 11. Visual projection equipment for both still and motion pictures is available.
- () 12. Children are encouraged to bring literary materials to school.
- () 13. Duplicated copies of choice poems are provided to increase pupil interests and develop appreciations.
- () 14.
- () 15.

Evaluations

- () a. How adequate is the variety of instructional materials?
- () b. How adequate is the quality of instructional materials?
- () c. How effectively are children guided in the use of instructional materials?
- () d. How effectively are bulletin boards and display materials used?

Comments

IV. OUTCOMES

(No checklist items are prepared for this division since they would be largely repetitions of the checklist items in preceding divisions.)

Evaluations

- () a. To what degree do children show discriminating abilities and tastes in their selection of literature?
- () b. To what degree are children developing ability to evaluate such reading materials as comic books, magazines, and newspapers?
- () c. To what degree are children developing ability to interpret literature?
- () d. To what degree do children indicate an interest in and an appreciation of good literature?
- () e. To what degree is the knowledge gained in literature carried over into other subject areas?

- () f. To what degree are children reading a desirable type of literature in their leisure time?

V. SPECIAL CHARACTERISTICS OF LITERATURE

1. In what respects is literary instruction most satisfactory and commendable?

a.

b.

c.

d.

2. In what respects is their greatest need for improving literary instruction?

a.

b.

c.

d.

BIBLIOGRAPHY

A. BOOKS

- Barnes, Walter, Bessey, Mabel A., Gambill, Gladys G., Ward, H. Green, Haber, Tom Burns, Knox, Ethel Louise, Seay, Claire Soule, Shattuck, Marquis E., Highways, American Book Company, 1940.
- Belmont, Massachusetts, A Course of Study For Elementary Schools, 1936-1937.
- Betzner, Jean, Exploring Literature With Children, New York: Teachers College, Columbia University, 1943.
- Boston, Massachusetts, Course of Study For Elementary Schools, 1936.
- Broening, Angela M., (Chairman) Conducting Experiments in English, New York: Appleton-Century-Crofts, Inc., 1939.
- Dale, Edgar, Audio-Visual, New York: Dryden Press, 1946.
- Dopp, Katharine E., Pitts, May, Garrison, S. C., Teaching of Reading in Intermediate Grades, New York: Rand, McNally & Company, 1941.
- Eaton, Anne Thaxter, Reading With Children, New York: The Viking Press, 1940.
- Hatfield, W. Wilbur, (Chairman) An Experience Curriculum in English, New York: D. Appleton-Century-Crofts, Inc., 1935.
- Gray, William S. and Gray, Lillian, Guidebook For Streets and Roads, New York: Scott, Foresman and Company, 1941.
- Gray, William S., Monroe, Marion, Gray, Lillian, Guidebook For The Pre-Primer Program of The Basic Readers, New York: Scott, Foresman and Company, 1941.
- Hamilton, Anne, The Principles of Poetry, Boston: The Writer Inc., 1940.
- Hill, Howard C., Rollo L. Lyman, Nelle E. Moore, Manual For Reading and Living For Middle Grades, Boston: Charles Scribner's Sons, 1930.
- Lee, J. Murray, and Lee, Doris May, The Child and His Curriculum, New York: D. Appleton-Century Company, 1940.
- Lyman, Rollo L., Nelle E. Moore, Howard C. Hill, Stark Young, Treasury of Life and Literature, Vol. 3, Boston: Charles Scribner's Sons, 1937.
- Mahoney, John J., For Us The Living, New York: Harper & Brothers, 1945.

- Ryan, Nellie F, Doherty, Eileen, Weisman, May, Zerb, Freida, Leyson, Mary G., A Guidebook In Literature, Chicago: Champlin-Shealy Co., 1948.
- Schutt, W. E., Reading For Self-Education, New York: Harper & Brothers Publication, 1946.
- Smith, James Harry, The Reading of Poetry, Cambridge: The Riverside Press, Houghton Mifflin Company, 1939.
- Smith, Nila Banton, Teachers' Guide For The First Year, Boston: Silver Burdett Co., 1936.
- Speare, M. E., Ph. D., ed., Pocket Book of Verse, New York: Pocket Books, Inc., 1940.
- Tallahassee, Florida, Experiencing Language Arts, State Department of Education Bulletin 34.
- Fressler, J. C., English In Action, Boston: D. C. Heath Co., 1940.

B. PERIODICAL ARTICLES

- Andersen, Esther M., "A Study of Leisure - Time Reading of Pupils in Junior High School," The Elementary School Journal, January, 1948, No. 5, Vol. XLVIII, 258-267.
- Berry, Arthur, "A Well-Rounded Reading Program For All," Emmett Albert Betts, editor; Education, Boston: The Palmer Company, Vol. 71, No. 9, May, 1951, 553-63.
- Cushman, C. L., "Why Teach Them To Read," Emmett Albert Betts, editor; Education, Boston: The Palmer Company, Vol. 71, No. 9, May, 1951, 545-52.
- Edith, Sister Mary, and S. M. Amatora, "Age Factor In Children's Interests In Free Reading," Emmett Albert Betts, editor; Education, Boston: The Palmer Company, Vol. 71, No. 9, May, 1951, 567-71.
- Kaplan, Louis, "Modern Trends In Teaching Language Arts In The Elementary School," The Elementary School Journal, Vol. XLVIII, No. 9, May, 1948, 476-83.
- Neville, Mark, "Some Means Of Enjoying Literature," The English Journal, Vol. XXXIII, No. 8, October, 1944, 424-28.
- Norvell, George W., "Some Results Of a 12-Year Study Of Children's Reading Interests," The English Journal, Vol. XXXV, December, 1946, 74-89.

B. PERIODICAL ARTICLES (Cont'd)

- Von Qualen, and Vivian D, and Kambly, P. E., "Child Interests In Sciences as Indicated by Choice Of Reading Materials," School, Science and Mathematics, Vol. XLV, December, 1945, 97-103.
- Waite, William H., "Improvement Of Reading In Omaha Public Schools," Elementary School Journal, Vol. XLVIII, February, 1948, 135-39.
- Wheeler, Lester R., "Child Who Dislikes Reading: Causes and Remedial Suggestions," The Elementary English Review, Vol. XXIII, No. 6, October, 1946, 267-71.
- Wilson, Clara, and Clara Evans, "Enjoying New Books With Children," The Elementary English Review, Vol. XXIII, No. 7, November, 1946, 312-13.
- Witty, Paul, and Ann Coomer, "Fostering A Balanced Reading Program," The Elementary English Review, Vol. XVIII, No. 6, October, 1946, 242-46.
- Witty, Paul, and David Kopel, "Motivation and Reading," Educational Administration and Supervision, Vol. XXV, June, 1938, 158-61.

C. LECTURES

- Crossley, B. Alice, "Language Arts Lecture," Boston University School of Education, Boston, August 8 and 9, 1951.

D. PARTS OF SERIES

- Smith, H. L., and M. T. Eaton, Analysis of Proficiency In Silent Reading of 15, 206 6th Grade Pupils In 648 Schools In Indiana, Bulletin of School of Education, Vol. XXI, Indiana University, November, 1945.

E. PUBLICATIONS OF LEARNED ORGANIZATIONS

- Edman, Marion, "Criteria For Selecting Literature In Middle and Upper Grades," Gray, William S., Compiler and editor, The Appraisal Of Current Practices In Reading, Chapter VII, No. 61, December, 1945, Chicago: University of Chicago Press.

E. PUBLICATIONS OF LEARNED ORGANIZATIONS (Cont'd)

- Gray, William S., Comp. and ed., "Appraisal of Current Practices In Reading," Chap. VII, No. 61, December, 1945, Chicago: University of Chicago Press.
- Rush, Elizabeth H., "Current Issues Concerning The Teaching of Literature In Elementary and Secondary Schools," Gray, William S., Compiler and editor, The Appraisal of Current Practices In Reading, Chapter XVII, No. 61, December, 1945, Chicago: University of Chicago Press.
- Storm, Grace E., "Criteria For Selecting Literature For School Use and For Judging Methods of Presenting Or Using It," Chap. XVIII, 202-8.
- Whipple, Gertrude, "Characteristics Of a Sound Reading Program," Reading In The Elementary School, Forty Eighth Year Book Of The National Society For The Study Of Education, Part III, 33-53, Chicago: University of Chicago Press, 1949.