ELEMENTARY CURRICULUM DECISION
MAKING IN MARION COUNTY, IOWA

A Field Report
Presented to
The Graduate Division
Drake University

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

by
Lynn D. Padelford
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ELEMENTARY CURRICULUM DECISION
MAKING IN MARION COUNTY, IOWA

by

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CHAPTER I

INTRODUCTION

Since the advent of Sputnik in 1957, the educational world has been taking the brunt of a great deal of criticism. This criticism has been advanced not only by the laymen of the country, but more importantly, by professional educators such as James B. Conant. Teachers have grown dissatisfied and have become more militant in their contract negotiations. Michigan, for example, now has labor laws related to teacher contract negotiations.

In the middle of all this turmoil is the school administrator. How he deals with these problems will have an effect on all society. As Cubberley said, referring to leadership qualifications for administrators:

He must, out of his larger knowledge, see clearly what are the attainable goals of the school system, and how best and how fast to attempt to reach them. From his larger knowledge, too, he must frequently reach up out of the routine of school supervision and executive duties into the higher levels of educational statesmanship. As a statesman, too, he must know how to take advantage of time and opportunity to carry his educational policy into effect.¹

It is the purpose of this paper to find on what basis the elementary school administrators of Marion

County, Iowa make curriculum decisions in view of present day conditions. Are decisions made on the basis of opinions of college and university personnel, what other schools do, his own intuition, Department of Public Instruction consultants, sales personnel, teachers' opinions or some other source? It is believed this study will help various groups analyze their own decision making process.

I. THE PROBLEM

Statement of the problem. It was the purpose of this study to find on what basis administrators make curriculum decisions in the elementary schools of Marion County, Iowa.

Importance of the study. The challenge of curriculum change to administrations is clearly indicated by Goodlad's statement:

"Rather, the point is that deep-seated personality traits and long-established teaching styles force the curriculum reformer seeking to change substance and method in the nation's schools."

The apparent lack of continuity on the part of administrators in making curriculum decisions is brought out in Alexander's statement:

Observation of decision making by many states and local school leaders suggests that curriculum proposals

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are all too often accepted or rejected without careful consideration. Deliberate efforts to size up the consequences are frequently impossible and adequate bases for evaluating proposals are lacking.¹

Under these circumstances it is of great importance to everyone concerned to know on what basis curriculum decisions will be made by the school administrator. It is important to find to whom the administrator will look for advice and guidance in making these curriculum decisions.

Limitations of the study. The conclusions of this study had been limitations due to the sampling and the amount of material covered by the questionnaire and rating sheet used to gather the data.

The study was limited to the fourteen elementary schools of Marion County, Iowa. References that involved secondary schools were used, but material was applicable to the elementary school.

II. DEFINITIONS OF TERMS USED

Curriculum. Curriculum includes all the experience and activities for which the school accepts responsibility.

Elementary school. Elementary school is represented by those grades Kindergarten through Sixth grade.

School. School refers to public schools unless otherwise indicated.

Administrator. Administrator denotes the superintendent unless otherwise denoted.
CHAPTER II

REVIEW OF THE LITERATURE

There are numerous studies related to curriculum and curriculum reform. However, since the final decisions must ultimately be made by a single person whether he be the elementary principal or superintendent of schools, studies on how he reaches his decision are very subjective. The superintendent then holds a very crucial position in making of curriculum decisions. The National Education Association in 1963 stated:

The principals of both elementary and secondary schools of all sizes reported that local decisions about the Instructional program have been, are, and are expected in the next five years to be most influenced by the local superintendent and his administrative staff.¹

Knade in discussing the rapport between superintendent and principal attempts to show that the consultative attitudes between these two administrators has an effect on the decision making process. This investigator would contend the consultative attitude between administration and faculty also has an effect on curriculum decisions and their chance of success. Knade’s statement was as follows:

Principal's satisfaction with their consultative activities tended to affect their impressions of the leadership exercised by the superintendent of schools. Principals who felt they were not consulted sufficiently by their superintendents generally, or usually were not consulted on matters about which they felt they should be consulted tended to perceive their superintendents as "bosses." Moreover, principals tended to feel that being consulted frequently was not as important as being consulted on decisions to which they perceived they had particular relevance.  

Goodlad in discussing who makes decisions in public schools stated that the ultimate decision was that the board representing the people determined school policy. The superintendent and his administrative staff clarified, refined and implemented those aims.  

Campbell stated that certainly funds from federal sources affect and will continue to affect the nature and level of the school program which any school district can mount. The school administrator's curriculum decisions will most certainly be affected by both federal and state aid to schools.  

Denmark in discussing the role of teacher preparation and the interrelationship between the school and the university stated:


2Goodlad, loc. cit.

The program of teacher education will be a unified whole only to the degree that all departments of a college or university that contribute to the preparation of teachers share in program development. 1

In making curriculum decisions one of the limiting factors is the teacher. The teacher's willingness to accept change is the measure of the curriculum's chance of success. Wiley in his research of teacher relationship considered to be associated with readiness and non-readiness for curriculum change made the following conclusion.

Teachers who had completed more years of college education and who had attended several summer sessions appeared to be more ready for curriculum change than teachers who received less college education. 2

The Association for Supervision and Curriculum Development made the following statement in discussing the role of the supervisor and curriculum director in assisting the principal in making curriculum decisions.

"Besides these duties, the principal carries responsibility for the supervision of instruction. It is here that the supervisors of curriculum and instruction perform a service function. They provide the resources available to the principal to enable him to meet this responsibility. Obviously he must have this assistance available, not only because he does not have sufficient time to perform

---


the task, but also because few if any principals are adequately prepared to give teachers the kind of help they need in all curricular areas. To assume competence in the content, materials and methods in all areas of our rapidly changing curriculum is completely unrealistic. In short, the principal's responsibility in the supervision of instruction is to marshal all the resources of the curriculum staff to improve the quality of the program in his school.  

Helen Heffernan writing in the 1965 Yearbook for the Association for Supervision and Curriculum Development stated that actually many school principals do not call on the experts available from the central office and seem to resist suggestions that well-qualified personnel are available and eager to render professional assistance.  

Sister Yowalski made the following recommendations after making a study of staff perception of curriculum change.  

1. The curriculum work should be planned as part of the regular work load of the professional staff, with concrete ways of giving recognition for participation.  

2. The principals should consider the improvement of instruction as their most important responsibility and recognize in-service education as an integral part of the school program with respect to scheduling and work loads.  

1 Helen Heffernan, "Principal and Curriculum Director in a Climate of Change" (Washington, Association for Supervision and Curriculum Development, 1965), p. 100.  

2 Ibid., p. 100.  

3 Sister Frances Loretto Yowalski, "A Study of Staff Perception of Curriculum Change in the Louisville Diocesan Archdiocesan School" (unpublished doctoral dissertation, the Ohio State University, Columbus, 1966).
Summary. All of these research findings support the contention that there is no rigid rule to follow in making curriculum decisions nor is there any one power structure through which to channel curriculum information. In general research findings indicate that further research is needed to find how administrators make curriculum decisions in the elementary school.
CHAPTER III

PRESENTATION OF DATA

This writer surveyed administrative practices in order to determine on what basis administrators make curriculum decisions in the elementary schools. It was felt by the investigator that too often curriculum decisions and the implementation of these decisions were based on information provided by sources other than professional educators.

The investigator made a study of current literature in order to discover what leading authorities in elementary education thought of this problem. From this study of literature this investigator formulated a questionnaire, an interview schedule and a rating sheet providing information relating to the purpose of this study. The questionnaire was given preliminary validation by Dr. Prudence Dyer of Drake University. The interview schedule and rating sheet were validated by elementary administrators from Southeast Polk and Des Moines Independent School District and by Dr. Prudence Dyer.

The questionnaire was limited to two pages so that a minimum of time would be required in answering. A list
schools was obtained from the Marion County Department of Education. A questionnaire,¹ and explanatory letter,² and a stamped self-addressed envelope were sent to every school in Marion County. The returned questionnaires were analyzed and tabulated.

The interview schedule³ was used to obtain information from selected school administrators and teachers. The results were analyzed.

The rating sheet⁴ and a stamped self-addressed envelope were sent to at least one elementary teacher in each elementary school in Marion County. The returned rating sheets were analyzed and tabulated.

In this chapter the findings of the questionnaire and rating sheet sent to administrators and teachers are presented.

I. SOURCES OF INFORMATION

In order to obtain objective evidence of the more relevant characteristics concerning the basis for elementary curriculum decision making, a brief questionnaire was

¹Appendix E, p. 39.  ²Appendix A, p. 28.
³Appendix E, p. 45.  ⁴Appendix E, p. 42.
prepared. The questionnaire presented the administrators with a hypothetical situation in which a curriculum decision must be made. It was the purpose of the questionnaire to obtain the following information:

1. Basis on which administrators make curriculum decisions.
   a. Opinions of college and university personnel
   b. Department of Public Instruction consultants
   c. That other schools do
   d. His own opinion
   e. Sales personnel
   f. On research
   g. His own teacher's opinion
   h. Curriculum committee's recommendation

2. The degree to which each of these sources of information influence his final decision.

3. The enrollment of each elementary school.

4. The number of elementary teachers in the school.

A rating sheet was prepared to find how the teachers viewed the elementary decision making responsibility of the school administrator. The teachers were presented the same hypothetical situation used in the questionnaire. Each source of information listed in the questionnaire was also
given on the rating sheet. It was the purpose of the rating sheet to obtain the following information:

1. The relative degree of influence each of the available sources of information has on the curriculum decision of the administrator.

2. How teachers rate their overall ability to make curriculum decisions.

3. How teachers rate their school’s reference facilities or professional educational library as an aid in making curriculum decisions.

4. Whether the school has a curriculum committee.

5. Number of years each teacher had been employed by the district.

The investigator received a one hundred per cent response from the superintendents receiving the questionnaire, which was construed as an indication of their interest in the problem being investigated. Ninety two per cent of the rating sheets were returned.

II. INFORMATION FOR ADMINISTRATORS

In an effort to make it a little easier for the administrators to express the basis on which they make their curriculum decisions, the following problem situation was given to each in the questionnaire:
A decision has been made to include the teaching of a foreign language in the elementary school curriculum and the decision must be made as to which grade level it should be logically introduced for greatest student value (whatever you decide value to be). How then, on what basis would you as an administrator make this decision?

The administrators were instructed to circle any or all of the following suggested sources for basing the decision involved in answering the question.

1. Would it be on the basis of opinions of college and university personnel?
2. Department of Public Instruction consultants
3. What other schools do
4. Your own intuition
5. Sales personnel
6. On research
7. On your teachers' opinion
8. Curriculum committee's recommendations
9. Some other source of information

In response to the question, the administrators answered in the following manner:

1. Opinions of college and university personnel, two circled
2. Department of Public Instruction consultants, five circled
3. What other schools do, two circled
4. Your own intuition, two circled
5. Sales personnel, one circled
6. On research, five circled
7. On your teachers' opinion, two circled
8. Curriculum committee's recommendations, five circled
9. Some other source of information, no one circled

In question two the administrators were asked to indicate the relative degree of influence each source has on his final decision. The degree of influence of each source could be rated as A Great Deal, Some, Little, Almost None. To facilitate determining which source was relied upon the most, the investigator divided the horizontal line into four segments.

A Great Deal | Some | Little | Almost None

The number of responses within each segment and the per cent of the total each represents is shown in the summary on the responses in Table I.

On research, four out of five or 80 per cent of the administrators expressed themselves as relying a great deal on research as a basis for making curriculum decisions. One administrator indicated he relied at least some on the findings of research. The investigator did not try to
discover the source of the research nor who performed the relevant research on which the administrators were basing the decisions.

Curriculum committee's recommendations. Three administrators or 60 per cent indicated that they rely a great deal on the recommendations of their curriculum committees. Two administrators indicated they relied to some degree on the committee's recommendations. However, on being interviewed, one administrator stated that his school district had no curriculum committee as such and another administrator indicated that although his district had such a committee that it was inactive. Both felt the curriculum committee has a vital role in making curriculum decisions but they themselves derived no help from their own school districts.

Department of Public Instruction consultants. Two administrators or 40 per cent said they relied a great deal on the advice of consultants from the state department. Two indicated they relied to some degree on their advice and one administrator indicated he relied only a little on the Department of Public Instruction consultant's advice. In being interviewed, however, both of the administrators indicated that in case of an issue in making a curriculum decision, they turn to the State Department of Public
TABLE I
Influence of Each Source of Information on Administrators' Decision (Administrators' Opinions)

2. Please draw a vertical line across the horizontal scale indicating the relative degree of influence each source will have on your final decision.

a. Opinions of college and university personnel

   A Great Deal 0-3% 1-20% 1-20% 3-60% Almost None
                  Some      Little

b. Department of Public Instruction consultants

   A Great Deal 2-40% 2-40% 1-20% 0-0% Almost None
                  Some      Little

c. What other schools do

   A Great Deal 0-0% 3-60% 2-40% 0-0% Almost None
                  Some      Little

d. Your own intuition

   A Great Deal 0-0% 3-60% 0-0% 3-60% Almost None
                  Some      Little

e. Sales personnel

   A Great Deal 0-0% 0-0% 1-20% 4-80% Almost None
                  Some      Little

f. On research

   A Great Deal 4-80% 1-20% 0-0% 0-0% Almost None
                  Some      Little
TABLE I (Continued)

4. On your teachers' opinion
A Great Deal 0-0% | 1-30% | 1-20% | 0-0% | Almost None
Some Little

h. Curriculum committee's recommendations
A Great Deal 3-60% | 2-40% | 0-0% | 0-0% | Almost None
Some Little

i. Some other source of information
A Great Deal 0-0% | 0-0% | 0-0% | 5-100% | Almost None
Some Little

Instruction they would consult before making their final decision. The legal position of the department had a great degree of influence in determining the importance of the consultant's advice.

On your teachers' opinion. Four administrators or 70 per cent indicated that they relied to some degree on the opinion of their teachers. One administrator indicated he relied only a little on the opinion of his teachers.
What other schools do. Three administrators or 60 per cent relied to some degree on what other schools do, however, two administrators relied only a little on this source of information.

Your own intuition. Three administrators or 60 per cent said they relied almost none on their own intuition. Two indicated they relied to some degree on their own intuition. Most administrators felt that it was impossible for them to keep abreast of developments in all curriculum areas which meant they had to rely on other sources for information.

Opinions of college and university personnel. Three administrators or 60 per cent indicated that they relied almost none on opinions of college and university personnel. One indicated some and one, little reliance on college and university personnel. It was the opinion of most administrators that the colleges and universities tended to be too theoretical in their suggestions and that if there were disagreement between the state department and university recommendations, the state department recommendation would take precedence. Under these circumstances, most felt it was better to go directly to state department consultants rather than college or university personnel.
Sales personnel. Eighty per cent or four of the five administrators indicated almost no reliance on the recommendations of sales personnel. It was felt by most that salesmen too often had ulterior motives in their curriculum recommendations.

Some other source of information. No other sources of information were given by the administrators.

Summary of questionnaire findings. Eighty per cent or more of the administrators indicated that they relied on research, curriculum committee recommendations, and Department of Public Instruction consultants more than any other sources of information in making curriculum decisions.

Eighty per cent or more indicated they relied little or almost none to opinions of college and university personnel and sales personnel.

III. INFORMATION FROM TEACHERS

Twenty-five rating sheets were sent to the teachers in the five school districts in Marion County. Rating sheets were sent to five teachers in each district. Of the twenty-five rating sheets sent, twenty-three or 92 per cent were returned. One teacher returned the rating sheet but refused to answer any of the questions.
Each rating sheet presented the teacher with the same problem situation given to the superintendents. Then the following question was asked, "Now then, on what basis would your school administrator make this decision?"

The number of responses within each segment and the per cent of the total each represents is shown in the summary of the responses given in Table II.

Department of Public Instruction consultants. Forty-six per cent or ten of the teachers indicated that the department of Public Instruction consultants had a great deal of influence on how he made his decision. Fifty-four per cent of the teachers felt the statement department consultants had some influence on the administrator's decision.

Teachers interviewed by the investigator indicated a very strong feeling that because of the state's control over the public schools, they had to be the number one influence on school curriculum decision making.

Your administrator's own opinion. Thirty-six per cent or eight of the teachers indicated their administrator relied a great deal on his own opinion. Thirteen or 59 per cent felt he relied to some degree on his own opinion and only one person felt he relied only a little on his own opinion.
On being interviewed, many elementary teachers indicated a feeling of not being consulted like they should be in making the final decision concerning curriculum changes.

On research. Forty-five per cent or ten of the teachers felt the administrator relied on research a great deal in making curriculum decisions. Ten of the teachers felt the administrator relied to some degree and two teachers felt they relied only a little on research in making curriculum decisions.

On his teachers' opinion. Forty per cent of the teachers felt their opinion was considered to a great extent and 15 per cent felt to some degree in helping the administrator decide. Fifteen per cent or three of the teachers felt their opinion was considered only a little in making the administrator's decision.

Opinions of college and university personnel. Seventeen per cent of the teachers felt that university personnel had a great deal of influence on the administrator. Fifty-nine per cent or thirteen felt they had some influence. Four teachers felt the university and college personnel had little influence and one person felt they had no influence on making curriculum decisions.
### TABLE II

INFLUENCE OF EACH SOURCE OF INFORMATION ON ADMINISTRATORS’ DECISION (TEACHERS’ OPINIONS)

<table>
<thead>
<tr>
<th>Source of Information</th>
<th>6-18%</th>
<th>13-39%</th>
<th>41-62%</th>
<th>1-5%</th>
<th>Almost None</th>
<th>Some</th>
<th>Little</th>
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<tbody>
<tr>
<td>a. Opinions of college and university personnel</td>
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<td>A Great Deal</td>
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<td>b. Department of Public Instruction consultants</td>
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<td>c. What other schools do</td>
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<td>d. Your administrator’s own opinion</td>
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<td>e. Sales personnel</td>
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<td>f. On research</td>
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<td></td>
<td></td>
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<tr>
<td>A Great Deal</td>
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</tbody>
</table>
TABLE II (Continued)

| g. On his teachers' opinion | A Great Deal | 9=40% | 10=15% | 3=13% | 0=0% | Almost None |
|                            | Some         |       |         |       | Little |             |

| h. Curriculum committee's recommendations | A Great Deal | 8=36% | 4=19% | 0=0% | 10=15% | Almost None |
|                                           | Some         |       |       | Little |         |             |

| i. Some other source of information | A Great Deal | 0=0% | 4=19% | 0=0% | 10=81% | Almost None |
|                                    | Some         |       |       | Little |         |             |

Although many teachers interviewed felt the administration tried to move in the direction of the more progressive education advocated by universities and colleges, they still were hesitant to follow their recommendations entirely.

What other schools do. Five per cent or one person felt their administrators relied to a great degree on what other schools were doing. Sixty-three per cent indicated their administration relied to some degree. Twenty-seven per cent indicated they relied only a little and 5 per cent indicated the administration relied none on what other schools do.
Sales personnel. None of the teachers returning the rating sheet felt sales personnel had a great deal of influence on the way their administrator decided curriculum problems. Fifty per cent felt sales personnel had some influence, 23 per cent felt they had little influence and 27 per cent or six teachers indicated sales personnel had no influence.

Here again, as in the case of the questionnaire, the teachers felt the administrators believed the sales people to give a slanted opinion in favor of their own product in giving advice concerning curriculum.

Some other source of information. Four people indicated their administrator relied to some degree on National Education Association research and pamphlets. All the others indicated no other source of information.

Curriculum committee's recommendations. Thirty-six per cent of the teachers indicated their administration relied a great deal on curriculum committee recommendations. Nineteen per cent felt they relied some on the committee's recommendations and 45 per cent indicated the committee had no influence. However, it was found that two of the schools either had no curriculum committee or that it was inactive. For this reason, it would appear
that where curriculum committees are active, they play an important role in the making of curriculum decisions.

The teachers were also asked the following question:

If the decision were left up to the teachers, how would you rate the overall ability of your elementary faculty in making curriculum decisions?

This question was to be answered by rating the faculties' ability as excellent, good, fair or poor.

Eighteen per cent or four teachers rated the teachers' ability as excellent, 59 per cent indicated it was good and 23 per cent indicated fair.

Next the teachers were asked to rate their schools' reference facilities or professional educational library as an aid in making curriculum decisions. The following ratings could have been made: excellent, adequate, poor and very poor.

Five per cent or one person felt they were excellent. Ten per cent felt they were adequate. Seventy-two per cent felt they were poor and 13 per cent felt they were very poor.

Summary of rating sheet. The rating sheet would appear to indicate that when a curriculum committee is actively engaged in assisting the administration, its recommendations are highly regarded.
Ninety per cent or more of the teachers indicated that Department of Public Instruction consultants, administrator's own opinion and research has a great deal to do with how administrators make their curriculum decisions. Sales personnel seemed to have the least amount of influence of the sources listed.

In Table III a comparison is shown of the administrators' answers to the questionnaire and the teachers' responses to the rating sheet.

Although 77 per cent of the teachers felt the elementary faculty possessed the overall ability to make curriculum decisions, 85 per cent rated their professional educational library as poor or very poor.
### TABLE III

**Comparison of Administrator and Teacher Response to Problem Question Regarding Foreign Language**

(Top Answers: Administrators, Lower Teachers)

<table>
<thead>
<tr>
<th></th>
<th>A Great Deal</th>
<th>4-18%</th>
<th>13-59%</th>
<th>4-18%</th>
<th>1-5%</th>
<th>0-0%</th>
<th>Almost None</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Opinion of college and university personnel</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Almost None</td>
<td>0-0%</td>
<td>2-40%</td>
<td>1-20%</td>
<td>0-0%</td>
<td>Almost None</td>
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<td>Some</td>
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<tr>
<td>Little</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>A Great Deal</td>
<td>4-18%</td>
<td>13-59%</td>
<td>4-18%</td>
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CHAPTER IV

SUMMARY AND RECOMMENDATIONS

The purpose of this study was to determine on what basis administrators make curriculum decisions in the elementary schools and to determine the degree of influence different sources of information had on the administrators' decision.

The review of literature revealed there were certain recommended techniques for making curriculum decisions. However, there was little research describing to what degree administrators make use of available sources of information.

I. SUMMARY OF FINDINGS

Opinions of administrators concerning making curriculum decisions. The findings showed that the majority of the Martin County school administrators felt that research provided the best source of information on which to base their decisions concerning curriculum.

There was a clear indication that when a curriculum committee was available for consultation, that the committee's recommendations were highly regarded. However, in two of the districts in the study there was either no curriculum committee or it was inactive.
The Department of Public Instruction consultants were thought of as an important source of information. Eighty per cent of the administrators contacted indicated they relied at least to some degree on the recommendations of state consultants.

Opinions of Marion County school teachers. The findings showed that a majority of the teachers felt that their school administrators relied on Department of Public Instruction consultants to a greater degree than any other source of information.

Teachers also felt the administrators relied to a large degree on their own opinions.

It was determined that most teachers felt the administrator relied greatly on his own opinion, that of the Department of Public Instruction and on research, to a large degree in making his decisions. Seventy-seven per cent of the teachers felt the overall ability of the elementary faculty in making curriculum decisions was either good or excellent. However, 85 per cent of the teachers rated their schools' reference facilities or professional educational library as either poor or very poor.
II. CONCLUSIONS AND RECOMMENDATIONS

After consideration of the literature reviewed and
the data from returned questionnaires, the following gen-
eral conclusions seem warranted:

1. Both teachers and administrators feel the Department
of Public Instruction is a very important source
of information in making curriculum decisions.

2. Teachers feel that administrators rely to a large
extent on their own opinion in making curriculum
decisions.

3. When curriculum committees are active, their recom-
mendations receive high priority in the making of
curriculum decisions.

4. Administrators rely very little on the opinions
of sales personnel.

5. Opinions of college and university personnel has
little effect on the decision made by the
administrator.

6. Although teacher opinions were considered they
were not one of the most important sources of
information.

7. Teachers generally felt themselves quite capable
to make curriculum decisions.
9. Teachers felt their school's reference facilities or professional educational library to be poor. From the findings and conclusions the following recommendations are made:

1. Reference facilities and professional educational libraries in the county should be upgraded.

2. Inactive curriculum committees should be reactivated.

3. Interaction between the Department of Public Instruction, college and university personnel and administrators should be nurtured to improve education.

4. Communication between administrators and teachers should be improved.

5. Further study should be made to determine the sources of research the administrators acquire in making the curriculum decisions.

It is the opinion of the investigator that if education is to become a profession and continue to advance, decisions concerning curriculum must be made by educators themselves. On the basis of information presented in this field report, the investigator most strongly recommends an integration of theory and practice in the establishment and maintenance of the school curriculum.
BIBLIOGRAPHY

A. BOOKS


B. PUBLICATIONS OF THE GOVERNMENT, LEARNED SOCIETIES, AND OTHER ORGANIZATIONS


C. PERIODICALS


D. UNPUBLISHED MATERIALS


APPENDIX A

INTRODUCTORY LETTER

905 Jasper Street
Pleasantville, Iowa
50225
February 5, 1968

Dear Sir:

May I please request your help with a questionnaire study determining the basis for administrator's curriculum decisions in the elementary school? I am working on this project to fulfill one of the requirements for a Master's Degree at Drake University.

The questionnaire is being sent to every school superintendent in Marion County.

Enclosed is a stamped self-addressed envelope for your convenience in returning the completed questionnaire. May I ask that the questionnaire be returned within two weeks, if possible?

Thank you for your cooperation. I shall be happy to send you a summary of the questionnaire results upon completion of the project.

Yours truly,

Lynn D. Padelford

Enclosure
APPENDIX B

QUESTIONNAIRE

The following is designed to examine factors influencing administrators' curriculum decisions. Since the population is limited to Marion County, Iowa, a response from each school is of importance to the study.

1. Enrollment of elementary school

2. Number of elementary teachers

In an effort to make this a little easier, I have prepared a problem situation in which you may place yourself.

Problem

A decision has been made to include the teaching of a second language in the elementary school curriculum and the decision must be made as to which grade level it should be logically introduced for greatest student value (whatever you decide value to be). How then, on what basis would you—an administrator—make this decision?

1. a. Would it be on the basis of visions of college and university personnel?

   i. Department of Public Instruction consultants

   ii. Other school districts

   iii. Your own intuition

   iv. Others as well
f. On research

g. On your teachers' opinion

h. Curriculum committee's recommendations

i. Some other source of information

(Please be specific)

(Circle the letters representing your response.)

2. Please draw a vertical line across the horizontal scale indicating the relative degree of influence each source will have on your final decision.

a. Opinions of college and university personnel
   A Great Deal  Some  Little  Almost None

b. Department of Public Instruction consultants
   A Great Deal  Some  Little  Almost None

c. That other schools do
   A Great Deal  Some  Little  Almost None

d. Your own intuition
   A Great Deal  Some  Little  Almost None

e. Sales Personnel
   A Great Deal  Some  Little  Almost None

f. On research
   A Great Deal  Some  Little  Almost None
7. On your teachers' opinion
A Great Deal  Some  Little  Almost None

8. Curriculum committee's recommendations
A Great Deal  Some  Little  Almost None

9. Some other source of information
A Great Deal  Some  Little  Almost None

3. If the above situation does not apply to a situation in which you might find yourself, please explain on what basis you do make curriculum decisions.
APPENDIX C

INTRODUCTORY LETTER

905 Jasper Street
Pleasantville, Iowa 50225
February 5, 1966

Dear Teacher:

May I please request your help with a rating sheet study determining the basis for administrators' curriculum decisions in the elementary school? I am working on this project to fulfill one of the requirements for a Master's degree at Drake University.

The rating sheet is being sent to one teacher in every school in Marion County.

Enclosed is a stamped self-addressed envelope for your convenience in returning the completed rating sheet. May I ask that the rating sheet be returned within two weeks, if possible?

Thank you for your cooperation. I shall be happy to send you a summary of the rating sheet results upon completion of the project.

Yours truly,

Lynn E. Fadellford

Enclosure
APPENDIX D

RATING SHEET

The following is designed to examine factors influencing administrators' curriculum decisions. Since the population is limited to Marion County, Iowa, a response from each school is of importance to the study.

Does your school have a curriculum committee?

How long have you been employed by the school district for whom you now work?

In an effort to make this a little easier, I have prepared a problem situation in which you may place yourself.

Problem

A decision has been made to include the teaching of a new a language in the elementary school curriculum and the decision must be made as to which grade level it should be logically introduced for greatest student value (whatever you decide value to be). How then, on what basis would your school administrator make this decision?

1. Below is a list of possible methods of making this decision. On the horizontal line marked A Great DEAL, Somewhat, Little, Almost None, draw a vertical line on the scale at the point which you feel best represents the degree of influence each response has on how your administrator will make his decision.

   - Opinions of college and university personnel
   - A Great Deal
   - Somewhat
   - Little
   - Almost None
b. Department of Public Instruction consultants
A Great Deal  Some  Little  Almost None

c. What other schools do
A Great Deal  Some  Little  Almost None

d. Your administrator's own opinion
A Great Deal  Some  Little  Almost None

e. Sales Personnel
A Great Deal  Some  Little  Almost None

f. On research
A Great Deal  Some  Little  Almost None

g. On his teachers' opinion
A Great Deal  Some  Little  Almost None

h. Curriculum committee's recommendations
A Great Deal  Some  Little  Almost None

i. Some other source of information

(please be specific)
A Great Deal  Some  Little  Almost None
2. If the decision were left up to the teachers, how would you rate the overall ability of your elementary faculty in making curriculum decisions?

Excellent  Good  Fair  Poor

3. How would you rate your school's reference facilities or professional educational library as an aid in making curriculum decisions?

Excellent  Adequate  Poor  Very Poor
APPENDIX E

INTERVIEW SCHEDULE

1. What is the enrollment of your elementary school?

2. How many teachers do you employ on the elementary level?

3. Do you think curriculum decisions are some of the most important decisions the administrator has to make?

4. Do you feel that because of lack of time or other reasons, the elementary teacher really cannot keep abreast of the information concerning curriculums?

5. Do you feel the teacher represents a limited source of information concerning curriculum?

6. Do you think most schools in your country tend to follow each other's lead when it comes to curriculum?

7. From what sources do you derive most of your help in curriculum decision making?

8. Should it come right down to it, do you feel you have to rely rather heavily on your own judgment in making curriculum decisions?

9. How many years have you been in school administration?

The interview schedule will be used as an instrument to validate the findings from the rating sheet and questionnaire.