A STUDY TO DETERMINE TO WHAT EXTENT THE TOM BEAN
SCHOOL, GRAYSON COUNTY, TEXAS, IS A
COMMUNITY SCHOOL

APPROVED:

[Signatures of Major Professor, Minor Professor, Dean of the School of Education, Dean of the Graduate School]
A STUDY TO DETERMINE TO WHAT EXTENT THE TOM BEAN
SCHOOL, GRAYSON COUNTY, TEXAS, IS A
COMMUNITY SCHOOL

THESIS

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By

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CHAPTER I

INTRODUCTION

The Problem Stated

This is a study to determine to what extent the Tom Bean Public School of Grayson County, Texas, is a community school.

It has frequently been stated that real education for democratic living begins after the end of the period of formal education.¹ Up to the present time there has probably been considerably more than mere statement in this assertion, for it rings with elements of the truth. Both elementary and secondary education have been too academic and have paid more attention to the conventional social conditioning of the immature boy and girl than to the development of democratic competence. The same institutional attitude has carried over into adult education as well. The transformation of our public schools from academic social agencies has long been overdue.

A study of this problem has led the writer to believe that the trend toward the community school is a healthy one, and, as the superintendent of a small school system, is

¹Arthur B. Moehlman, "Why A Community School?" Nation's Schools, XLIII (March, 1944), 33.
prompted to make a study of the school system he serves in the light of existing criteria, in an effort to determine to what extent the school is a community school.

Delimitation

This study is limited mainly to the Tom Bean Rural High School District in Grayson County, Texas, and to the educational literature necessary to set up criteria of soundness in order to determine to what extent the Tom Bean School is a community school. Literature concerning a number of existing recognized community school programs was also studied.

Definition of Terms

The term "school" has been employed traditionally in a highly restricted sense. It implies an emphasis on the intramural activities designed primarily to satisfy the specific individual and the social needs of the immature; however, for the purpose of this study, the word "school" should be understood to mean "community school."

The word "community" is defined, according to Paul J. Misner in his discussion of a community educational center, in the book, *The Community School*, edited by Samuel Everett, as "a group of individuals who have succeeded in formulating their common purposes and who are seeking co-operatively to achieve these purposes by intelligent action."\(^2\)

McCharen, in his study of community school programs in the South, defines the community as "a true educational agency within which and by means of which the individual comes to whatever maturity he reaches." 3

Geographically speaking, the word "community" means the area served by the school, or the area within the school district lines. W. V. Harrison in his article, "Texas Needs Rural Community Schools," describes the rural community as a rural town and the trade area surrounding it. 4

In this study the term "community school" is best defined by the function the school performs. McCharen, in his study of Selected Community School Programs of the South, says:

The community school is better described than defined, but if a definition is insisted upon, it may be defined as one which has developed a program of activities designed for effective and useful learning for the children and the adults, and which helps improve community living; one which serves the total population of the community and seeks to evolve its purposes out of the interests and needs of the people living in the community. 5

Arthur B. Moehlman expresses the same philosophy in his definition of the community school when he says:

3William Knox McCharen, Selected Community School Programs of the South, p. 7.

4W. V. Harrison, "Texas Needs Rural Community Schools," Texas Outlook, XXV (November, 1941), 21.

5McCharen, op. cit., p. 16.
"Community school" may be considered as a descriptive term applying to that type of instructional organization which recognizes the partnership conception in American public education and the continuity of the educational process on the adult as well as the child level and which is well integrated with the community it serves.  

The term "community school" is further defined in chapter two of this study.

Sources of Data

The data used in this study were obtained from two main sources; first, from the Tom Bean school and community; and second, from educational literature in the field of community education.

Proposed Treatment of Data

The first step in this study was to review the educational literature in the field of community education in order to establish criteria of soundness in the establishment of a community school. Sources used in this study were reports and recommendations of educational committees, books by educational writers in the field of community education, and magazine articles written on the subject.

Chapter III of this study will be a survey of the Tom Bean program of school and community education.

Chapter IV will be an application of the criteria of

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soundness for a community school, as contained in Chapter II, to the Tom Bean school program.

Chapter V will contain a summary of the findings; conclusions will be drawn and recommendations will be made for making the Tom Bean school program more nearly fit the criteria for soundness in relation to a community school.

Related Studies

There are no research studies comparable to this study. Several studies have been made, however, that might be considered as related to it. John A. Dotson made a study of the socio-economic background of the Harlan County, Kentucky, schools to determine the best curriculum for meeting the needs of boys and girls of the community.\(^7\) Case studies were made in detail of four Harlan County schools in terms of youth needs, interests, abilities, community problems, and community resources, and of procedures used to provide educational experiences in the light of these factors.

William Knox McGharen made a study of twenty-two community school programs in thirteen Southern states.\(^8\) McGharen set up criteria of soundness for a community school program and then made a study of the school programs in the

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\(^8\)McGharen, op. cit.
twenty-two school districts from the standpoint of organization and administration, integration of school and community, and teachers and children.

Edward G. Olsen made a study of case examples of numerous successful community school programs. His study included community school programs from the standpoint of determining effectiveness in each of the academic levels, from kindergarten through college and adult education.

August B. Hollenshead made a study of a typical midwestern community from the standpoint of determining the impact of social classes on adolescents. In this study Hollenshead found that the social behavior of adolescents appears to be related functionally to the positions their families occupy in the social structure of the community.

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9 Edward G. Olsen, *School and Community Programs*.
10 August B. Hollenshead, *Elmtown's Youth*. 
CHAPTER II

CRITERIA OF SOUNDNESS FOR A COMMUNITY SCHOOL PROGRAM

In the words of McGharen, "the community school is better described than defined."¹ In this chapter an effort is made to describe the community school, or to present criteria of soundness by citing statements, pertaining to the community concept of education, by leaders of educational thought in the United States.

In September of 1947 a broadly representative group of educational administration professors, representing sixty-one institutions of higher learning, along with co-operating representatives from the American Association of School Administrators, the National Association of Secondary School Principals, the Department of Elementary School Principals of the National Education Association, the National Council of Chief State School Officers, and the Office of Education of the Federal Security Administration, met at Endicott, New York.² The theme of the conference was community education, and the report of the conference stated that "the basic method and purpose of education must become that of improving

¹McGharen, op. cit., p. 7.

the quality of daily living in communities" of the nation.

A year later, on September 2, 1948, the conference re-assembled at the University of Wisconsin, Madison, Wisconsin, for continued discussion. In the Madison conference the work of the Endicott conference was reviewed and the concept that "the basic method and purpose of education must become that of improving the quality of daily living in communities" was reaffirmed. The efforts of the Madison conference were then turned to an attempt to characterize in some detail the kind of a school implicit in this concept in order to analyze the job of leadership in education. The result was the following list of sixteen descriptive statements regarded by the conference as distinctively and essentially characteristic of the community school:

1. The community school seeks to operate continuously as an important unit in the family of agencies serving the common purpose of improving community living.

2. The community school shares with citizens continuing responsibility for the identification of community needs and the development of subsequent action programs to meet these needs.

3. The community school begins its responsibility for better living with the immediate school environment.

4. The curriculum of the community school is sufficiently comprehensive and flexible to facilitate the realization of its purpose.

5. The community school program is dynamic, constantly changing to meet emerging community needs.

6. The community school makes full use of all community resources for learning experiences.

7. The community school develops and uses distinctive types of teaching materials.

8. The community school shares with other agencies the responsibility for providing opportunities for
appropriate learning experiences for all members of the community.

9. The community school recognizes improvement in social and community relations behavior as an indication of individual growth and development.

10. The community school develops continuous evaluation in terms of the quality of living for pupils, teachers, and administrators; for the total school program; and for the community.

11. The pupil personnel services of the community school are co-operatively developed in relation to community needs.

12. The community school secures staff personnel properly prepared to contribute to the distinctive objectives of the school, facilitates effective work and continuous professional growth by members of the staff, and maintains only those personnel policies which are consistent with the school's purposes.

13. The community school maintains democratic pupil-teacher-administrator relationships.

14. The community school creates, and operates in, a situation where there is a high expectancy of what good schools can do to improve community living.

15. The community school buildings, equipment, and grounds are so designed, constructed, and used as to make it possible to provide for children, youth and adults those experiences in community living which are not adequately provided by agencies other than the school.

16. The community school budget is the financial plan for translating into reality the educational program which the school board, staff members, students, and other citizens have agreed upon as desirable for their community.3

For the purpose of this study, the sixteen characteristics of the community school, listed above, along with statements of other educational leaders, and examples of work being done by recognized community schools, will be used as criteria of soundness.

3Ibid., pp. 21-30.
A. The Community School Seeks to Operate Continuously
As an Important Unit in the Family of Agencies
Serving the Common Purpose of Improving
Community Living

The tasks involved in community living are not left or
assigned to the numerous agencies dealing with health, rec-
reation, youth problems, community living, and the like.
Effective effort is made to integrate and co-ordinate the
work of the special agencies operating in the community.
The community school occupies a central position among this
group of betterment agencies, and because the school has the
physical plant, equipment, and personnel, and since it rep-
resents a cross section of the community population, it is
designed as the chief co-ordinating agency for assisting
all agencies to contribute helpfully to better community
living. The community school is, therefore, characterized
by a high quality of leadership, which stimulates the com-
munity generally and all agencies concerned specifically, to
identify problems, consider solutions, and co-operatively to
improve community living. The superintendent and his whole
staff serve frequently as catalysts in community betterment
effort.

Paul R. Pierce presents the same philosophy in the
book, The Community School, edited by Samuel Everett, when
he says:
The school should co-operate with community health, recreation, cultural, civic, and religious agencies, with the view of having pupils utilize the services of these agencies to carry out and extend activities initiated in classrooms and extraclass pupil affairs. The school should also provide worth-while vacation projects, send out pupil organizations to assist in community activities, and develop an effective program of publicity for the school in the community. Finally, the principal and teachers should develop co-operative contacts with key officials and social workers in the community.4

Adrian F. Nader in discussing the social service relationships of the New Lexington, Ohio, community school, says:

The school is co-operating with agencies for community and student welfare in the following ways: the older of two grade-school buildings has housed during the past four years the following WPA agencies: A nursery school, book repair project, nutrition project, sewing center, household project, recreation and handicraft project. For the past three summers the school has sponsored a garden project, the first of its kind in Ohio at the time of its establishment in 1937. This project offers an excellent illustration of how national, state, and local agencies can co-operate to bring about welfare which singly none could accomplish.

The school buys seeds and other supplies and secures donations of land. WPA adult education workers supervise the gardening, which is done by NYA youth. Produce is canned by women of the nutrition project, who then use the food in a free cafeteria for indigent school children which is supported by county funds. . . .

Each year the school leads in a campaign to raise money and clothing for needy children. Through the co-operation of local organizations $150.00 and many suitable garments were collected last year. Thanksgiving churches donate union services collection money to the school welfare funds.5

4Everett, op. cit., p. 69.

5Adrian F. Nader, "Social Service Relationships of the New Lexington, Ohio, Community School," Journal of the National Education Association, XXV (February, 1940), 34.
In attempting to measure schools from the standpoint of the criterion presented as number 1, the following questions should be considered:

1. Does the school co-operate with local welfare agencies to the extent of offering learning experiences for pupils and adults and of rendering service to the community?

2. Does the school co-operate to this extent with the American Red Cross?

3. Does the school co-operate with the USO or with similar service agencies?

4. Does the school sponsor a Junior Red Cross program?

5. Does the school co-operate with the National Association for Infantile Paralysis?

6. Does the school co-operate with the County Tuberculosis Association?

7. Does the school co-operate with the County Health Unit?

8. Does the school co-operate with the State Fire Insurance Commission?

9. Does the school sponsor 4-H Club work?

10. Does the school co-operate with the County Farm Agent?

11. Does the school co-operate with the Soil Conservation Agency?
12. Does the school co-operate with the County Home Demonstration Agent?

13. Does the school co-operate with the local political parties to the extent of offering the use of its buildings for meetings and elections?

14. Does the school co-operate with the Boy Scouts of America?

B. The Community School Shares with Citizens Continuing Responsibility for the Identification of Community Needs and the Development of Subsequent Action Programs to Meet These Needs

The school acts as the principal agency of society in performing the most important and specialized functions of educating youth and adults. As such, it is the most effective agency of society in contributing to changing needs. The leaders, as members of a profession responsible for this contribution, recognize the duty of making the school serve the public. They recognize that a democratic society has a right to expect education to go "to the people" in whom the final responsibility for every major educational project resides. They contribute to no separation between the public and the profession in action.

In the community-school relationship is clearly recognized the fact that something more than information about the school program and the climate of acceptance and good will is indicated. Interest in and a real concern for school
policy and school program is developed and maintained through real participation by the citizenry.

Paul J. Misner, in discussing the curriculum of the community school, expresses the thought that the school can no longer be conceived of as the sole agency of education, but that the life activities of the community itself must furnish the basis for an educational program in which persons, adults as well as children, participate. Misner, in his discussion, further says:

Community education is realistic not alone because it provides children with opportunities to have direct contact with life activities, but because it also brings adults into co-operative learning situations with the children.

The Lincoln Consolidated Community School is a rural consolidated school located at Ypsilanti, Michigan, and is described by its director, W. A. Tate, as being one of the finest rural-education situations in the country. Tate describes the school as being staffed by a group of school people who believe that education in a democracy should be for all of the people, adults as well as children, and to be most effective, must be "by all of the people." The school offers work in different phases of agriculture, general farm shop, homemaking, commerce, and the usual academic subjects to the entire community.

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6 Misner, op. cit., p. 58.  
7 Ibid., p. 65.  
8 Ibid., p. 349.
Such organizations as the Community Citizenship League, the Adult League, and the Parent-Teacher Association were organized in an effort to co-ordinate the thinking of the school and community, to identify community needs, and to plan action programs to meet these needs.

Walter Cocking, in writing in the January, 1950, School Executive, says:

If we seriously believe that the public must participate in the determination of the functions of education, it is equally apparent that program development requires their partnership. Paul R. Mort of Columbia University asserts in this connection that "we must first embrace the belief or discovery . . . that there are a vast number of people in any community who have a considerable amount of ability to contribute in the planning of purposes to be served and the character offerings of a school. . . ."

Once the profession fully comprehends this point of view, the dictum of Roy E. Simpson, California's superintendent of public instruction, that "participation of the people in planning the public school curriculum is essential to development of a valid school program" will become a principle of action rather than an aspiration.\(^\text{9}\)

The following questions present a summary of the criterion as presented in number 2:

1. Does the school offer any educational program for the adults of the community?

2. Is there a community council in operation?

3. Is there a Parent-Teacher Association in operation?

4. Does the school sponsor any organization of parents

\(^9\text{Walter D. Cocking, "Meeting the Needs of People and Communities," School Executive, LXIX (January, 1950), 35.}\)
and laymen for the purpose of interpreting community needs?

5. Does the school board have regular meetings?

6. Is the school board representative of the people of the school district?

7. Is every part of the district represented on the school board?

8. Does the school board meet at the school building?

9. Does the school seek and use the services of community leaders in the classroom?

10. Does the school use the services of community leaders on field trips?

11. Do local agencies and clubs use the buildings as a meeting place?

12. Are the school buildings available to citizens, for worthy use, at any time such use does not interfere with the regular school program?

C. The Community School Begins Its Responsibility for Better Living with the Immediate School Environment

As a part of its effort in improving community living, the school looks at itself. It keeps its own house in order as it seeks to improve conditions throughout the community. For example, the improvement of health in the community is a natural development of projects within the immediate school environment. The school is successful in developing community pride by providing and maintaining classrooms and
playgrounds which are clean and orderly. The school is successful in providing community living by making available opportunities for experiences in co-operative living within the school.

When L. F. Hollis became superintendent of the Parker School, he began his work with the immediate school environment. George Kent, in describing the activities of the school in the Reader's Digest, says that "the new superintendent first set about to clean the old buildings within an inch of their creaky lives. He ripped out the seats; in the carpenter shop the boys knocked together a lot of plain tables and chairs. These were easily moved, could be stacked in a corner or arranged in a circle informally about the teacher..."10

McCharen, in his study of Selected Community School Programs of the South, found that the Frost Community School of Frost, Texas, made school and community beautification projects a part of the regular school work.11 As a part of this program the students worked first to make their classrooms and their campus a more attractive place in which to live and learn. Trees and shrubs were planted on the campus, and all of them were labeled with their Latin names as a part of the learning experience. Flowers were set out.

10George Kent, "Mill Town Miracle," Reader's Digest, XXXVIII (September, 1941), 68.

11McCharen, op. cit., p. 56.
along the highway in front of the school. The homemaking
class worked specifically on home beautification. Certain
homes in the community which were especially well kept and
landscaped were visited by groups of children for study.

Every effort should be made to keep the classrooms of
the school neat, attractive, and usable. In discussing the
child's natural approach to reading, the Educational Poli-
cies Commission reports that good schools often find ways to
prevent the disorders which later remedial work must attempt
to cure. Attractive book-nooks, handy, well-filled book-
shelves and tables, and access to good libraries all help
reading to fulfill its possibilities by inviting choice,
enlisting voluntary effort, and building interests. 12

Again, in discussing the immediate school environment,
the Commission reports that the most evident equipment in
any school classroom is the seating. 13 Movable chairs give
additional possibilities and varieties in learning experi-
ence.

In checking the immediate environment of a school, the
following questions should be considered:

1. Are the classrooms clean and attractive?
2. Are the halls clean and free from obstructions?
3. Are the classrooms equipped with movable chairs?

12Educational Policies Commission, Education for All
American Children, p. 232.

13Ibid., p. 133.
4. Do elementary classrooms have reading tables and library books?

5. Does the school have a well-stocked central library?

6. Are the school grounds clean?

7. Are the grounds well drained?

8. Are the grounds landscaped?

9. Are the grounds well sodded?

10. Do all buildings of two stories have fire escapes?

11. Are fire drills observed regularly?

12. Is fire prevention taught as a part of the regular school work?

13. Do all doors open fully and are passageways free from obstructions?

14. Is waste paper disposed of daily?

15. Are inflammable materials kept in metal containers?

16. Are the playgrounds adequate as to play areas?

17. Is all playground equipment grouped and spaced in such a way that it does not interfere with other play?

18. Is the playground equipment safe and in good repair?

19. Are bicycle racks provided for parking bicycles?

D. The Curriculum of the Community School Is Sufficiently Comprehensive and Flexible to Facilitate the Realization of Its Purposes

Recognizing that the school is concerned with the social, aesthetic, emotional, and physical, as well as the mental
development of the individual, the curriculum of the community school should be broadened to provide a variety of learning experiences in each of the major areas of community living. Full human development is limited to the extent that the curriculum is limited. Inflexibility, uniformity, and rigidity tend to limit a curriculum. The school program should, therefore, be flexible; it should be sensitive and adaptable to new needs and new practices at all times. Any program built upon the needs and resources of the community must be flexible in order to adjust to the changing needs as they arise in the community.


...Ever more clearly it becomes apparent that school education must be projected out of the sheltered classroom and into the living community which is the child's primary scene of present and future life activity. For induction is inherently a social process, and if it is to be realistic, vital, and therefore defensible in the modern democratic world, its curricular program must be framed in terms of continuous, first-hand acquaintance with significant aspects of the physical, biological, and social environment....

In a discussion of the flexibility in curriculum and instructional methods of the Farmersville School, the Educational Policies Commission reports:

The Farmersville Secondary School has...sought to make its curriculum and methods of instruction so flexible and adaptable that each youth may pursue

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that course which seems best suited to his abilities, his occupational plans, his personal interests, and the conditions of his present and future life as citizen, worker, and family member.\textsuperscript{15}

Again in the same discussion this report states:

The school continues to use the class as the chief unit for organizing instruction. But classes are viewed as tools of education, and like all tools, they have to be shaped to their uses. The schedule of work and the methods of instruction in each class are suited as nearly as possible to the needs of the students.\textsuperscript{16}

According to Principal James Chrietzberg of the Holtville Community School of Holtville, Alabama, there are no rigid class schedules.\textsuperscript{17} When a pupil enters school, he writes down what he wants to learn -- Latin, farming, history, canning, trombone playing, and so on. He is then assigned to classes accordingly. If at any time he wants to do something special, he writes to his teacher and explains that he will not be in class for a while because he wants to learn how to butcher or how to string electric wires.

In determining whether a curriculum is adapted to the community school concept of education, the following questions should be considered:

1. Is a cumulative folder kept on each pupil, containing information concerning the pupil's needs, desires, and

\textsuperscript{15}Educational Policies Commission, \textit{op. cit.}, p. 50.

\textsuperscript{16}\textit{Ibid.}, p. 53.

\textsuperscript{17}Whilien Wallace, James Chrhetzberg, and Verner M. Sims, \textit{The Story of Holtville, A Report to the Southern Association Study School Staff}, 1942, p. 60.
abilities?

2. Is this information considered in making the curriculum?

3. Is health education made a part of the curriculum?

4. Does the curriculum contain courses that offer training in proper use of leisure time?

5. Does the curriculum contain courses that offer training in proper family relationships?

6. Does the curriculum contain courses that offer training in citizenship?

7. Does the curriculum offer opportunities for work experiences?

8. Does the curriculum offer opportunities for cooperation between children and adults?

9. Does the curriculum offer educational opportunities for the adults of the community?

10. Does the school know in what occupational groups its graduates will likely find employment?

11. Does the school know how many of its graduates will likely remain in the community?

12. Does the curriculum offer training in fields in which the students are likely to find employment?

13. Are field trips made for the purpose of occupational guidance?

14. Are all of the high school pupils counseled from
the viewpoint of occupational guidance?

15. Does the school employ the services of a trained counselor?

16. Do all teachers help in the guidance program?

17. Are the teachers free to adapt classroom instruction to fit the needs of the students?

E. The Community School Program Is Dynamic, Constantly Changing to Meet Emerging Community Needs

The program is developed in terms of the school's objectives. These objectives have changed and are changing. The program is consistent with known principles of learning and growth and changes to conform to them as they are discovered. The program reflects the great variety of needs and resources present in the community. Each community has unique and particular needs. The school is sensitive to these community needs and seeks solution to the problems involved. The program is not confined to blocks of subject matter but is a program of guided activities that reach into all aspects of community living.

Vivienne Anderson, consultant with the School-Community Relations Office of the Philadelphia Public Schools, Philadelphia, Pennsylvania, in her article, "Community School: 3 Questions for Its Planners," expresses the opinion that the more school-centered the community becomes, the more the daily curriculum of the school will be altered, that major
issues and problems of the community will influence the heart of school activities. In the article, Anderson tells of how the students of a Florida community turned from isolated classroom study to devote their attention to one of the pressing daily problems affecting their lives. They worked on the physical improvement of their homes; and how the students of a Kentucky school learned how to turn barren soil into productive soil is also discussed. All of this activity was carried out during school hours.¹⁸

When the students of the Holtville, Alabama, community school found that one fourth of the meat slaughtered in the county spoiled because of lack of refrigeration, the school set up and operated a refrigeration plant. And when it was learned that canning could add $300.00 to the annual income of farm families of the school district, a cannery was set up and operated by the school. In this cannery, over eight thousand cans of vegetables and fruits were processed during the first year of operation. Besides furnishing learning experiences for the pupils, the school had solved some pressing community needs.¹⁹

In applying the above criterion to the school program, the following questions should be considered:

¹⁹Wallace, Christzberg, and Sims, op. cit.
1. Is the work of the school highly standardized by a rigid course of study?

2. Are courses dropped from the curriculum when there is no longer a need for them?

3. Are new courses added to the curriculum when there is a need for them?

4. Does the school program offer opportunities for co-operative work experiences between the home, school, and community?

5. Does the school participate in community clean-up campaigns?

6. Do the school experiences of the students help them to discover community needs?

7. Do the vocational agriculture classes of the school study community needs as to soil erosion?

8. Do the vocational agriculture classes study farming methods of the community in an effort to improve upon them?

9. Does the vocational agriculture teacher co-operate with the Soil Conservation Service?

10. Do the homemaking classes of the school study the needs of the homes of the community as to home improvement?

11. Does the school furnish opportunities for the proper use of leisure time for the people of the community?

12. Does the school co-operate with agencies seeking
to improve the health standards of the community?

13. Is the study of citizenship made a part of the school program?

14. Are the services of the adults utilized in helping the school to discover the needs of the community?

F. The Community School Makes Full Use of All Community Resources for Learning Experiences

The community serves as a laboratory of learning. Both physical resources and personal are utilized in developing a rich, meaningful curriculum. The community provides opportunities for work experiences. Citizens interpret aspects of the community to pupils, either in school or on field trips. Civic problems are better understood by dealing directly with them rather than by treating such problems remotely from textbooks and similar forms of presentation.

An example of the use of personal resources is given by Paul R. Hanna in describing the activities of the seventh-grade class of the Tappan Junior High School of Ann Arbor, Michigan. The seventh-grade children of thirteen and fourteen years of age were studying local government and the class discussion led to the inconveniences suffered by the children and parents of the school in finding parking space around the school. On the invitation of the class, the mayor came and discussed with them the city's organization, explaining the functions of the various departments. He
invited them to a meeting of the Common Council and encouraged their participation in civic affairs. In class next day, the children discussed the city's needs and decided upon a parking survey, which they planned and subsequently carried out.²⁰

In *Education for All American Children*, the Educational Policies Commission reports that every community has at least a few adults who have special talents they will share with the children. It cites such examples as the Woodland Community School of Davis, Oklahoma, that brings parents into classes to teach phases of work in which they are talented, such as a mother who has written a volume of poetry; or the Edison School of Montreal, Canada, in which a mother plays the piano for the school choir, and the Tallaposa Community School of Carrollton, Georgia, in which a mother showed a class how to make rag rugs.²¹

The *Forty-fourth Yearbook of the National Society for the Study of Education* reports:

The community can serve its school in as many ways as the school can serve the community. For a school which centers its program in community resources, the community provides demonstration plants in the businesses, the industries, and the occupations of the people. It furnishes laboratory experiences in its physical and geographic characteristics and in its social and economic conditions. The historical and cultural distinctions

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²⁰ Paul R. Hanna, *Youth Serves the Community*, p. 91.
of the neighborhood constitute a basis for greater concepts of history and culture. The civic organizations and activities provide opportunities for growth in civic responsibilities. Every individual, every group of individuals -- the church, the civic organization, the social club, the welfare agency -- has a contribution to make to the educational program of the school. 22

The following is a list of suggestive questions that should help the school to discover whether the resources of the community are being utilized in the educational program of the school:

1. Are the physical resources of the community known to the school?

2. Is an opportunity given the students to study these resources through field trips?

3. Is the information gained from these field trips used as classroom teaching materials?

4. Is the planning of field trips made a part of the classroom learning experience?

5. Are the services of parents and laymen utilized in field trips?

6. Do the parents and laymen of the community contribute to classroom teaching materials?

7. Are the services of adults utilized in other phases of the school's program?

8. Are the services of existing agencies utilized and made a part of the school program?

9. Are school trips made to recreational areas of the community?

10. Is the local history of the community used as a part of the classroom teaching materials?

G. The Community School Develops and Uses Distinctive Types of Teaching Materials

Textbooks and other ready-made materials are not used exclusively in the community school. Materials which are unique and pertinent to community problems are developed. Ready-made materials are carefully selected and adapted to local conditions. Materials are modified or replaced as new materials arise.

As has been pointed out, regular textbook materials are no less important in the community school than in other schools. But they are used to provide background information and are supplemented by other classroom teaching materials pertinent to the subject being studied.

In discussing the collection of teaching materials available in the Farmersville School, the Educational Policies Commission reports that the educational opportunities of the school have been enriched by the use of book collections, pictures, phonograph records, bulletins, newspapers, magazines, and visual aids of all kinds. That school buses are
used for class field trips and excursions is a significant observation. Trips are made to such places as the State Fair by using the school buses, and some classes follow the practice of taking yearly train rides. All of these experiences are made a part of the regular classroom teaching materials.\(^{23}\)

In measuring the validity of the classroom teaching materials of the community school, the following list of questions should be considered:

1. Is the information collected from field trips used as teaching materials?
2. Are the services of the people of the community used to supplement classroom teaching materials?
3. Is the information gained from work experiences used as teaching materials?
4. Are the personal experiences of the pupils used as teaching materials?
5. Are bulletins, magazines, and newspapers used to supplement learning materials?
6. Does the school own film projectors?
7. Does each class have access to a slide projector?
8. Are films and slides used to supplement other teaching aids?
9. Is student participation in school programs used

\(^{23}\)Educational Policies Commission, *op. cit.*, pp. 22-23.
as learning experiences?

10. Are the services of existing agencies used as classroom teaching materials?

11. Is the use of the radio made a part of the classroom learning experience?

12. Are playground games and activities made a part of the learning experience of the students?

13. Does the school use phonograph records in developing learning experiences?

II. The Community School Shares with Other Agencies the Responsibility for Providing for Appropriate Learning Experiences for All Members of the Community

The community school is aware that out-of-school activities are the source of much of the learning of youth. In addition, the school recognizes the existence of other agencies that influence the growth and development of children, youth, and adults. To this end the educational activities of all community agencies are closely co-ordinated. The school occupies a unique position as it assumes its responsibility in this co-ordination. It serves as a primary agency in some instances and as a supplementary agency in others.

The community school, then, with other agencies maintains a well-balanced program whose various services are related to one another. The school provides supplementary
educational services which other agencies do not fully meet. The school should provide services to its graduates and make its plant facilities and resources available to the adults of the community.

Edward M. Tuttle, Executive Secretary of the National School Boards Association, in writing in *The School Executive* on the subject of "Carrying on a Program of Co-operation with Other Agencies," says:

In the community the school is but one expression of the people's concern for improving the quality of life. In many instances it is the most important one because it is a part of the life experiences of each and every person. Its own effectiveness, however, may well be measured by the way in which it is interrelated with the work of other agencies. An institution, like an individual, grows in direct proportion to the number of contacts it may develop which are of a mutual and reciprocal nature. In this sense, the schools should influence and in turn be influenced by the work of other organizations whose basic purpose is the same, namely, to improve life in a democratic society.24

Tuttle further states that these lay organizations should represent all levels and phases of the educational process; they should represent business, industry, agriculture, labor, the professions, the communications field, veterans' groups, women's groups, or others represented in the community.

McCharen, in his study, declares that the community school should recognize its responsibility to co-ordinate

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the programs of the other social agencies in the community. This is based upon the premise, he says, that the school is only one of the social agencies in the community but the one whose responsibility is the development and co-ordination of the total program of education.²⁵

The Educational Policies Commission reports in Education for All American Youth that:

 Students working for community improvement soon come into contact with agencies of government; they find the federal and state governments represented in their county agricultural committee, and in agencies for rural electrification, soil conservation, flood control and the improvement of conditions of the district. They meet the state government again through the public health service, the state park service, the state Department of Education, the State College of Agriculture, and the State University. Their local public agencies, they find, are the means whereby the community provides schools, a library, recreation facilities, police and fire protection, and many other services.²⁶

The following list of questions presents a summary of the criterion as given in number 8:

  1. Does the school co-operate with the County Health Unit?

  2. Does the school co-operate with the County Tuberculosis Association?

  3. Does the school co-operate with the National Foundation for Infantile Paralysis?


²⁶Educational Policies Commission, op. cit., p. 82.
4. Does the school co-operate with the American Red Cross?

5. Does the school co-operate with local civic organizations?

6. Does the school co-operate with the County Home Demonstration Agent?

7. Does the school co-operate with the County Agricultural Agent?

8. Does the school co-operate with the County Soil Conservation Agency?

9. Does the school co-operate with the city government?

10. Does the school co-operate with the State Fire Insurance Commission?

I. The Community School Recognizes Improvement in Social and Community Relations Behavior As An Indication of Individual Growth and Development.

The goals of education are conceived in terms of desirable behavior. Education itself is conceived as a process of changing behavior. The school, through its program, achieves its objectives to the extent that it helps children, youth, and adults to develop behavior patterns that are appropriate and desirable. Improved behavior is taken as evidence that learning and growth have occurred. This concept means further that:

1. Subject matter achievement alone is no longer acceptable as proof that satisfactory growth and development have occurred.
2. Growth and development constitute a continuous process.

3. Learning results from the total school program rather than from any single or unitary influence.

4. Growth and development occur through active participation which has meaning for the participant.

5. Improved attitudes, modes of thinking, effective and appropriate action, all reflected in changed behavior patterns, are evidence of growth and development.

As expressed by McCharen, the community school program does not depend upon subject matter alone as constituting a satisfactory school program, but the school should utilize a wide variety of community resources in its instructional program.\(^{27}\) It is with these resources that the boys and girls have had most of their life experiences, and instruction can become real only when it concerns the daily lives of the students.

Since classroom instruction is only a part of the total school program, and since learning is not done by parts, the instruction must be adapted to the needs and resources of the community.

Learning, development, and growth of the individual are a continuous process. It begins before the child enters elementary school and continues during those hours he is in

\(^{27}\text{McCharen, op. cit., p. 144.}\)
and out of the school building. After he leaves school, the process lasts as long as life lasts. It is therefore important that the school be concerned with the behavior of all individuals of the community.

Before the Parker School District of Greenville, South Carolina, became a community school, the children of the community threw rocks at the school-house windows, broken bottles and tin cans disfigured the front yards of the homes, pigpens added reek and ugliness to the shabby yards of the homes of the mill workers. When L. P. Hollis became superintendent of the school district, he started to work with the belief that education could change behavior and that the center of all community life should be the school.

Three years after Hollis became superintendent, the school operated in a clean, adequately equipped plant, and the children no longer threw stones at the windows but instead they began to linger long after dismissal, reluctant to leave their reading, hammering, and research work. Students now arrive in the morning before the teachers in order to get in extra time on some meaningful and treasured project. Today, although the average income of the families is less than $1000.00 a year, one may see pleasant lawns, gay and individual with shrubbery, lily ponds and home-made garden furniture, sidewalks and public parks — all as a result of the community school program.28

28Kent, op. cit., pp. 68-69.
In applying the above criterion to the school program, the following questions should be considered:

1. Does the school provide opportunity for the students to participate in learning experiences other than classroom work?

2. Do the students take an active part in out-of-class activities?

3. Does the school offer co-operative work experiences for the students?

4. Is an effort made by the school to make classroom learning experiences meet the needs of the students?

5. Does the school attempt to carry the influence of the school to pre-school children?

6. Do the adults of the community take an active part in the school's program?

7. Does the school extend its program through the summer months?

8. Is the use of the school library made available to the community during the summer months?

9. Are the school plant and recreational facilities available for use during the summer months?

10. Does the school sponsor a continuous program of cultural entertainments?

J. The Community School Develops Continuous Evaluation in Terms of the Quality of Living for Pupils, Teachers, and Administrators; for the Total School Program; and for the Community
An adequate program of appraisal serves a wide range of purposes, one of the most important of which is to evaluate the extent to which the school and the community are succeeding in achieving their common goals. Evaluation serves as a constant guide to further planning.

Evaluation is an essential part of the learning process. It is an essential part of growth and improvement. It should, therefore, be enjoyed by the pupils and by the whole community.

Inasmuch as the objectives of the community school are many and varied, there must be a wide variety of evaluative devices. These include, for example, observation, questionnaires, group discussions, forums, panels, interviews, check-sheets, attitude scales, and records of activities.

McCharen, in his study of the community school, says:

"No program based upon community needs can be "set up." It must grow up, but not without continuous evaluation of its program and the community program in order to find ways to improve both. The fact that the school staff has a definite plan and schedule for studying the program in its various aspects indicates a seriousness on the part of the teachers which of itself should result in improvement of the program. Such a program takes many forms and different plans are followed at various places, each with apparently equal results and success. Schools use summer work conferences, summer school attendance, travel, preschool conferences, and regular weekly or monthly study conferences where usually the faculty works in committees to study ways and means of improving the program of the school and community." 29

The following questions could be used to measure the

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29 McCharen, op. cit., pp. 150-151.
program of evaluation in use by the school:

1. Is the school making use of the handbooks of self-appraisal furnished by the State Department of Education?

2. Has the school been evaluated by an outside committee?

3. Are regular faculty meetings held for the purpose of studying the school and community needs?

4. Are school and community needs made a part of the school board's study?

5. Are community meetings of laymen, teachers, and school board members held for the purpose of evaluation?

6. Is a complete record of the student's school life made a part of the permanent records of the school?

7. Is the questionnaire used by the school in an effort to evaluate the school program?

8. Do the teachers make use of summer schools and extension courses for self-improvement?

9. Are teachers allowed a visiting day, with pay?

10. Does the school hold a pre-school conference for the purpose of studying school and community needs, and for making plans to meet these needs?

K. The Pupil Personnel Services of the Community School Are Co-operatively Developed in Relation to Community Needs

A preconceived plan for such services is not thrust upon the community by the educational leader. Rather, the
educational leader helps the public to discover the services they need. The need is discovered from the experiences of the pupils and teachers in the school and community. The teacher is, in reality, a home-room teacher who works with leaders sufficiently long each day at all grade levels to assist in the development of a real guidance program. Furthermore, the teachers strive to understand the problems of living confronting pupils in their community setting.

Various types of specialized services provided in the school likewise develop out of recognized needs of community living. Such services vary from community to community, but they include health services, recreational services, counselling, and guidance services. Such services bear directly upon community living. For example, health services extend beyond routine health examinations to action upon problems of nutrition, sanitation, and other community-wide conditions.

Pupil personnel services provided in a community school are co-ordinated with services of other community agencies. The school applauds the efforts of any agency which does the job well and does not attempt to usurp the functions of other institutions.

Paul R. Pierce in the book, The Community School, edited by Samuel Everett, says in speaking of the services of pupil organizations to the community:
A program which emphasizes solely the use of community agencies and opportunities by pupils would be onesided; the pupils must also be brought to realize that they in turn owe service to their community, and that neither current nor future citizenship can be complete without active sacrifice on the part of the citizens. It is true that socializing activities within the school teach this lesson with respect to the school world, but it is also essential that children and youths acquire a sense of oneness with the community and experience a thrill of pride in its civic achievements and their participation therein.

This service to the community must be in relation to community needs and designed to make them conscious of community problems. Examples of such activities are community clean-up campaigns, providing Christmas baskets for indigent families, providing gifts for disabled soldiers and others confined to hospitals and welfare institutions.30

Elsie Ripley Clapp in discussing this problem in her book, Community Schools in Action, says:

A socially functioning school is a school which assumes as an intrinsic part of its undertaking cooperative working with the people of the community and all its educational agencies on community problems and needs in reference to their effect on the lives of the children and of the adults.31

The following list of questions will be considered in measuring the pupil personnel services of the Tom Bean School:

1. Do the students help direct and participate in community clean-up campaigns?

2. Do the students help direct and participate in the community recreational activities?

3. Do the students help in the school lunch program?

30Everett, op. cit., p. 119.

31Elsie Ripley Clapp, Community Schools in Action, p. 65.
4. Do the students help with the school library program?
5. Do students co-operate with the teachers to the extent of helping type materials and run the duplicating machines?
6. Do students help with the routine office work?
7. Do the vocational agriculture classes help with the community soil conservation program?
8. Do the vocational agriculture classes direct and take an active part in programs designed to serve the needs of the farmers of the community; for example, culling chickens, pruning trees, etc.?
9. Do the students participate in community programs for the relief of indigent families?
10. Do the students co-operate with community agencies that are trying to serve community needs?

L. The Community School Secures Staff Personnel Properly Prepared to Contribute to the Distinctive Objectives of the School, Facilitates Effective Work and Continuous Professional Growth by Members of the Staff, and Maintains Only Those Personnel Policies Which Are Consistent with the School's Purposes

Staff personnel are continually growing in their understanding of the advantages and the failings of their locality and region. The good teacher is not only a student of society in a broad and general way, but is also in some degree a specialist in the application of generalizations to a specific locality or region.
Personnel policies relating to the recruitment and selection, salary, supervision, and stimulation are designed to encourage and reward teachers for the use of community resources in the school and for making pupils sensitive to the needs of their society. Time to study and plan is considered as a part of the teacher's load.

The composition of the professional staff reflects the variety of backgrounds characteristic of the life of the locality. The staff lives in the community.

Myles Horton, in writing in the book, The Community School, edited by Samuel Everett, says:

The success of the community school will depend on the teachers. Specialists in imparting information must be replaced by teachers who have an understanding of individual personalities and their relationship to the community and to society as a whole. Learning must not be meager, but must supplement practical experience. Teachers must live in the community and take an active part in community life. They should seek to co-ordinate the most advanced thinking and become identified with progressive influences.\(^{32}\)

In the introduction of Elsie Ripley Clapp's book, Community Schools in Action, John Dewey is quoted as saying:

An important aspect of the community school is that those who were teachers in the schools prepared themselves for becoming citizens and members of the community in the most intimate way. They become acquainted with their neighbors by being a part of the neighborhood. They know the other members face to face. They kept up all the time they were there this process of educating themselves as to the

\(^{32}\text{Everett, op. cit., pp. 296-297.}\)
community needs and resources, its weaknesses and strong points; they learned that only in this way could they engage in further education of the community. They did not "survey" the community; they belonged to it.33

In reviewing the criteria for measuring the staff personnel of the community school, the following questions should be considered:

1. Do the teachers live in the community?

2. Do the teachers, as citizens, take an active part in community affairs?

3. Do all teachers pay a poll tax?

4. Do all teachers belong to the Texas State Teachers Association?

5. Are all teachers members of at least one community organization which is designed in purpose to study and interpret community needs?

6. Do all teachers subscribe to at least one professional magazine?

7. Do all teachers hold at least the bachelor's degree?

8. Are all of the teachers continuing in professional growth?

9. Do all elementary teachers have at least eighteen semester hours of preparation in elementary education?

10. Do all high school teachers teach in their major fields of preparation?

33Clapp, op. cit., p. ix.
11. Does the school board employ teachers only on the recommendation of the superintendent?

12. Does the school board's policy make provisions for sick leave with pay?

13. Is a definite salary schedule in operation?

14. Does the administrative policy of the school make the teachers reasonably secure in their positions?

M. The Community School Maintains Democratic Pupil-Teacher-Administrator Relationships

The pupils share leadership in planning, studying, and evaluating school activities. The relationships between pupils, teachers, and administrators are largely co-operative rather than authoritarian.

Administrators share with teachers and pupils their responsibility for planning and evaluating the school procedures. The consent of those affected by policy and procedures is secured. On many occasions the teacher and the administrator do require the exercise of authority. However, when sharing of leadership occurs whenever it can occur, the wise exercise of appropriate authority by teachers and administrators is not precluded.

Myles Horton expresses the opinion that the most democratic aspect of community life should be found in the administration and methods of the school. He says that the

Footnote:

34 Horton, op. cit., p. 296.
master-and-servant relationship between teachers and administrators is and should be foreign to the spirit of the community school and that the school should be administered by representatives of parents, students, teachers, and the community as a whole.

McCharen in his study listed one of the criteria of the community school as being a school that provides for democratic participation in caring for and improving public property, in the purchase of equipment and supplies, in selecting, procuring, and using instructional materials and equipment.35

At the beginning of each school year in the Holtville program in Alabama, previously discussed, a planning committee composed of twelve students and two teachers is appointed by the faculty and student council. The duty of this planning committee is to advise with interest groups and to help individuals work out their own program of activities.

In the New Hope Elementary School in Mississippi, the program in the classroom is planned democratically by pupils and teachers. Each morning the day's work is planned in accord with the long-time plan of work, or unit, on which the group is working.

In order to determine the democratic climate of the Tom Bean School, a check sheet of questions was given to both the school staff and to the high school students. The

35McCharen, op. cit., p. 138.
results of these check sheets are recorded in Chapter III of this study.

N. The Community School Creates, and Operates in, a Situation Where There Is High Expectancy of What Good Schools Can Do to Improve Community Living

One of the unique characteristics of the community school is that members of the community recognize and appreciate the power of education to improve living. Likewise, there is recognition of the role of education in discovering solutions to community problems. The school fosters confidence and belief in the capacity for individual and community self-improvement. All concerned with the school -- pupils, staff, board members, and other citizens -- recognize the contributions which the school can make for the improvement of individual and group living.

Since the interest in and support of the school's program grows out of the resulting general understanding of what good schools can do, it follows that there is a direct relationship between the effectiveness of the school and the improvement of living and of the degree of faith the community has in the school.

Pierce in his study, Controllable Community Characteristics Related to the Quality of Education, expresses the opinion that to limit the layman's opportunity to gain an understanding of how education may be used as a tool for the development of behavior patterns which may determine the individual's happiness and usefulness in later life may hamper
the effectiveness of the school in the community. An understanding, by the layman, of the power of education as a means of achieving desirable social purposes, he says, is most important. 36

Mort and Cornell found in a study of school systems in Pennsylvania that adaptability was strongly related to what people in the community expected of schools. These authors state:

The scores of parents and other laymen on the "Poll of Opinion on What Schools Should Do" show that the communities that have made adaptations are more alert to educational needs than those that have not. This may be a cause of adaptations made in the community, or a result. Probably it works both ways: educational advances improving public attitude and public attitude supporting further advance. From the standpoint of local leadership it is safe to assume that the latter is important. 37

Pierce says that understanding of what good schools can do is dependent upon knowledge. 38 The problem of raising the level of understanding becomes a problem of finding ways and means of increasing public knowledge of the purposes of a good education and the best methods and practices for achieving it.

Fisk in his study, Public Understanding of What Good Schools Can Do, says:


37 Paul R. Mort and Francis G. Cornell, American Schools in Transition, p. 312.

If an administrator wishes to build the public's understanding of its schools through acquaintance with what good schools can do and what their schools are doing, he must first make certain that his teaching staff knows and understands what is going on within the school system as a whole.39

Francis S. Chase, Professor of Education at the University of Chicago, in a recent editorial in The School Executive, expresses the opinion that a low expenditure for current operating costs indicates that the community has little faith in the ability of the school to increase the usefulness of the citizen, or that the community does not understand what good schools are like.40 He sets a minimum annual expenditure of $200.00 per pupil, under present conditions, as being the amount necessary to carry on a full and complete educational program. He further expresses the opinion that the citizens will vote the taxes necessary for a good educational program when they share in educational planning and understand what good schools are like, what they can accomplish, and how they may be obtained.

In summary of the above criteria, the following questions should be considered:

1. Does the school board have regular monthly meetings?
2. Is a full report of the school's activities and needs made to the board, by the superintendent, at each meeting?

3. Does the school publish a school paper?
4. Is the public kept informed as to the school's activities and needs through the paper?
5. Do the students discuss school and community needs in the home-room periods?
6. Is the tax rate adequate for the total school program?
7. Is educational expenditure above $200.00 per pupil per year?
8. Are all school-age children enrolled in school?
9. Is the average daily attendance of the pupils enrolled high enough to indicate that both pupils and parents have a high expectancy of the school's ability to improve citizenship?
10. Do the voters of the district approve bond issues and other issues designed to improve the total school program?

0. The Community School Buildings, Equipment, and Grounds Are So Designed, Constructed, and Used as to Make It Possible to Provide for Children, Youth, and Adults Those Experiences in Community Living Which Are Not Adequately Provided by Agencies Other Than the School

Buildings of the community school should be functionally designed to house a modern educational program.

Maximum accessibility for community use characterizes the auditorium, shops, cafeteria, library, gymnasium. The buildings should be available at times best suited to the
needs of the groups to be served -- day time, evenings, week-ends, or vacation periods.

L. D. Haskew, of the University of Texas, says in discussing the community school plant:

In designing a community school building, the architect must make several sets of provisions beyond those required for academic and general courses in the conventional school. One relates to taking advantage of the natural social tendencies of youngsters. Another relates to providing for all the recreational use that pupils and public may wish to make of the plant. A third relates to provisions of those separate features which community use of the building would require in terms of separate access, separate heating, doubled storage space for double use. A fourth relates to designing classrooms as laboratories. A fifth relates to provisions for displays -- both publicity and educational -- if the building is to be used by the public. A sixth relates to the provision of space in the building which can be the "home room" of any visitors to the building.\(^41\)

McCharen describes the Frost Community School plant as being reasonably well suited to the type of program carried on, and as consisting of one brick classroom building, a gymnasium containing two classrooms, the homemaking building, and the farm shop building, located on a five-acre campus.\(^42\)

The school facilities are used extensively as the community center. They are used as the meeting place for the Parent-Teacher Association, Boy Scouts, Girl Scouts, Future

\(^{41}\)L. D. Haskew, "Plant Facilities for the Community School," The Nation’s Schools, LXV (January, 1946), 71.

\(^{42}\)McCharen, op. cit., p. 55.
Farmers of America, 4-H Clubs, R. E. A., adult classes, soil conservation groups, various school clubs, community sings, and other organizations.

The Hanson Community High School is described by McCharen as having adequate facilities, and consisting of a main brick building, a gymnasium, lunchroom, club room, and farm shop building, located on a seven-acre campus. The school has an enrollment of 425 from grades one through twelve.

The school is described as serving as a community center with some of the facilities being used two or three nights each week for activities of community organizations, such as the Farm Bureau, Parent-Teacher Association, evening classes, and recreation.43

The Lake Vocational Community High School is located in Scott County, Mississippi. The school is situated on a campus of thirty acres, and consists of two brick buildings, one for the first six elementary grades and one for grades seven through twelve. In addition, there is a frame gymnasium, which is also used as the school lunchroom, a well-equipped vocational agriculture building, and a community cannery and freezer locker plant maintained by the school.44

43Ibid., pp. 63-64.  
44Ibid., p. 73.
The school plant is used as a meeting place for various community agricultural and recreational gatherings.

Each of the schools described above is located in predominantly agricultural communities.

In applying the above criteria to the Tom Bean school program, the following questions will be considered:

1. Are the school grounds ample as to area for the total school program?
2. Are the buildings so constructed as to permit dual use without confusion?
3. Does the school operate a school cafeteria?
4. Does the community use the cafeteria for meetings and banquets when not in use by the school students?
5. Does the school operate a vocational agriculture building separate from the main building?
6. Does the school operate a farm shop?
7. Are the facilities of the agriculture building and shop used by the community?
8. Is the school homemaking building separate from the main building?
9. Is the homemaking building used by community groups for educational purposes?
10. Is the school auditorium used for community meetings?
11. Is the school gymnasium available for community recreation?

12. Are the community's recreational activities centered at the school?

13. Do community clubs and organizations use the school buildings as a meeting place?

P. The Community School Budget Is the Financial Plan for Translating into Reality the Educational Program Which the School Board, Staff Members, Students, and Other Citizens Have Agreed upon as Desirable for Their Community

Professional and lay people determine the budget after careful study and consideration of educational needs, the setting up of short-time and long-term plans for achieving the kind of program desired, and the appraisal of financial support which can be tapped to implement the program.

The budget has sufficient flexibility to enable staff members to secure the materials they need whenever the need arises.

Pierce says that an excellent way of utilizing the resources of parents and other laymen in planning the school program is in the development of the school budget. He points out that in New Jersey there is a legal requirement that a public hearing on the school budget must be held and that in some communities it must be approved by a vote of

\[45\text{Pierce, op. cit., pp. 31-32.}\]
the people. He further says that school leaders have found that meeting this legal requirement has opened the door to an unexcelled opportunity to vitalize the budget in terms of educational services. Pierce believes that the budget can be the means of informing the public on what is being received in return for educational dollars spent and thereby the attention of the public can be focused on what the public wants to provide in the way of education rather than on what it costs.

McCharen expresses the opinion that a basic principle of democratic administration is that the users of equipment and supplies in an educational program have some voice in the amount and kind of supplies purchased for use in the school program.46

Francis S. Chase, Professor of Education at the University of Chicago, says that "a child's sense of belonging to the school, through participation in planning its activities, creates confidence, security, and happiness. These feelings are in turn relayed to home and community."47

Edmonson, in The Administration of the Modern Secondary School, says:

"Often, it has been assumed that budgeting and accounting were peculiarly the spheres of the superintendent of schools and therefore relatively small"

46 McCharen, op. cit., p. 136.
47 Chase, op. cit., p. 59.
concern to the principal or teaching staff. Recently, this conception has changed markedly, and the theory of wider participation of the staff in all problems has been more generally accepted. The growing complexity of operations generally, the need for better administration, and the urge for economy have conspired to make the school staff not only conscious of the structure of the budget plan but active in its operation.\textsuperscript{48}

In the application of the above criteria to the community school, the following questions should be considered:

1. Are school and community needs considered in setting up the school budget?

2. Is the budget made by the superintendent and adopted by the board?

3. Does the superintendent consult with the entire staff -- principals, teachers, nurse, janitors, and bus drivers -- before making the budget?

4. Does the staff feel that the budget is flexible enough to enable them to secure materials when the need arises?

5. Do parents and laymen of the community assist in the development of the budget?

6. Is a public hearing held, by the board, for the purpose of adopting the school budget?

CHAPTER III

THE TOM BEAN PROGRAM OF SCHOOL AND COMMUNITY EDUCATION

The Setting

Tom Bean, a village of some four hundred people, is located fourteen miles southeast of Sherman, in Grayson County, Texas.

The town is a typical rural village that depends almost entirely upon agriculture for its existence. The only business in the town is carried on by the post office, depot, cotton gin, grain elevator, the bank, a furniture store, a lumber yard, a general store, a drug store, and the usual grocery stores and gasoline service stations.

The town is served by one highway and by the Cotton Belt Railroad.

The community was founded in 1880 with the completion of the railroad. It grew rapidly for a number of years and then crystallized into a stable pattern of thought and activity.

The citizens, who are almost entirely one hundred percent Anglo-Saxon, are industrious and take great pride in the traditions, appearances, and accomplishments of their community. They have a high regard for their churches and
school, and their support of these institutions has been liberal in terms of present-day standards.

The Tom Bean Rural High School District, consisting of eighty square miles, was organized in 1945 from what had been six separate school districts. In 1947 parts of three other districts were added, making the present area of ninety-one square miles.

The school district is populated by 540 families, of which 450 earn their living directly from agriculture. Of these 450 families, 250 farm land of their own, 180 are tenant farmers, and 20 are farm laborers.

The School Plant

The elementary school building, which houses grades one through six, is a two-story brick building. The lower floor has three classrooms for grades one, two, and three, and for the school cafeteria, which serves both the elementary and high school grades. The second floor has three classrooms, an auditorium, the principal's office, and the book room. The floors of the building are finished with varnish and wax; the walls and ceilings are painted off-white. The first-, second-, and third-grade rooms are furnished with airplane-type tables and chairs, while the fourth-, fifth-, and sixth-grade rooms are furnished with single-type desks. The auditorium is furnished with folding chairs that can be stacked, making the space usable for
indoor activity. Each of the home-rooms is provided with a classroom library.

The building is equipped with two steel fire escapes, one opening from the auditorium and one from a classroom.

The grounds are well drained and as well landscaped as the nature of the soil will permit. An all-weather drive encircles the building, making it possible for children to enter and leave the buses without danger of the public street. The grounds, consisting of three acres, are equipped with a bicycle rack, a slide, four sets of two see-saws, two sets of four swings, three merry-go-rounds, a basketball court, a volleyball court, and two softball courts.

The building is staffed by six teachers, two men and four women, one of whom is the part-time principal; the school nurse, the part-time visiting teacher, and a janitor.

The high school buildings are located on a seven-acre campus. The main building is a one-story cream brick consisting of five classrooms, a combination library and study hall, the science laboratory, a combination gymnasium and auditorium, the superintendent's and principal's offices, and a reception room. The walls of the interior are painted off-white, the ceilings are finished with Cello-Tex, light brown in color, and the floors are finished with varnish and wax. Three of the classrooms are equipped with tablet-arm chairs, whereas one is equipped with tables and chairs, the typing
room with typewriter tables and chairs, and the science laboratory is furnished with science tables and stools. The central library is equipped with 1200 volumes, one daily newspaper, and eleven monthly magazines.

The vocational agriculture building is 40 x 120 feet in size and is a frame structure on a concrete floor; the siding and roof are of grey corrugated asbestos. The building consists of a classroom, equipped with tables and chairs, and a classroom library; teacher's office, tool room, showers, and the shop. The shop is equipped with hand tools, and a number of power tools for working with wood and steel, and a blacksmith shop. The department is also equipped with a farm tractor which is used to farm the school garden and in experimental farming. The tractor is also equipped with a power mower which is used by the department in keeping the campus and the city streets mowed.

The homemaking building is a brick veneer structure consisting of a living room, sewing room, and three cooking laboratories. The structure was built this year and is equipped with new materials throughout.

In addition to the seven-acre campus, the school owns a five-acre field near the campus which is used by the vocational agriculture department for the purpose of experimental farming and for the school garden.

The school also owns a five-room house off the campus
which is used as the home of the superintendent. This house is furnished to the superintendent rent free.

Equipment and Supplies

Equipment and supplies for the school are provided through the school budget. The Parent-Teacher Association sometimes provides money for special equipment.

The school owns such equipment, other than that already mentioned, as:

1. Special athletic equipment and playground equipment such as uniforms, balls, etc.

2. The school cafeteria is equipped with three deep-freeze lockers and a thirty-two cubic-foot refrigerator to enable the vocational agriculture department to butcher meat for cafeteria use.

3. A 16-mm. sound film projector.


5. A slide projector.


7. Three electric phonographs.

8. One recording machine.

9. The commercial department is equipped with fifteen typewriters, two adding machines, a calculator, and a book-keeping machine.

10. Two duplicating machines.

11. Three radios.
12. Five pianos.
13. The school budget provides classroom teaching supplies and paper for the duplicating machines.
14. Maintenance equipment and supplies.
15. Two beds placed in isolated rooms.
16. First-aid equipment and supplies.
17. Four school buses.

The School Budget

The school budget is formulated by the superintendent and approved by the school board at a special meeting for this purpose. The budget is based on the needs of the school as nearly as the superintendent and the staff can determine. Before the budget is formulated, each staff member supplies the superintendent with a list of needs for his department for the next school year. An attempt is made to leave the budget flexible enough to allow expenditures for needs that appear as the school year progresses. Budget expenditures for the current year, 1949-1950, are $78,602.00, of which the sum of $15,000.00 is derived from local tax on a property valuation of $1,500,000.00 at $1.00 on the $100.00 valuation. Budget expenditures for the 1949-1950 school year represent an expenditure of $294.00 for each student enrolled.

Staff members are paid the salary schedule recommended by the Minimum Foundation School Program.
The Board of Education

The school is governed by a seven-member board of education, elected by the voters of the school district for three-year terms.

The board meets at the school building on the last Thursday of each month, to attend to the regular business of the school district. Called meetings are designated by the superintendent for special reasons. The superintendent meets with the board and presents a monthly report on the progress and needs of the school.

The staff is elected by the board, on recommendation of the superintendent, for one-year terms. The superintendent is elected by the board for three-year terms.

Table 1 indicates the composition of the board of education, revealing such data about each member as sex, age, occupation, ownership of home, membership in community organizations, area of the school district in which he resides, and his length of tenure as a member of the school board.

School Staff

Each member of the teaching staff is now enrolled in extension classes or has completed twelve semester hours of work within the past two years toward a higher degree. Each elementary teacher has at least eighteen hours (that is, semester hours) of elementary education and each high school teacher has at least fifteen semester hours of preparation
### TABLE 1

**COMPOSITION OF THE TOM BEAN SCHOOL BOARD**

<table>
<thead>
<tr>
<th>Board Member</th>
<th>Position</th>
<th>Sex</th>
<th>Age</th>
<th>Occupation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Member # 1</td>
<td>Chairman</td>
<td>Male</td>
<td>42</td>
<td>Farmer</td>
</tr>
<tr>
<td>Member # 2</td>
<td>Secretary</td>
<td>Male</td>
<td>46</td>
<td>Farmer</td>
</tr>
<tr>
<td>Member # 3</td>
<td>Vice-chairman</td>
<td>Male</td>
<td>55</td>
<td>Banker</td>
</tr>
<tr>
<td>Member # 4</td>
<td>Member</td>
<td>Male</td>
<td>38</td>
<td>Farmer</td>
</tr>
<tr>
<td>Member # 5</td>
<td>Member</td>
<td>Male</td>
<td>34</td>
<td>Farmer</td>
</tr>
<tr>
<td>Member # 6</td>
<td>Member</td>
<td>Male</td>
<td>38</td>
<td>Farmer</td>
</tr>
<tr>
<td>Member # 7</td>
<td>Member</td>
<td>Male</td>
<td>37</td>
<td>Farmer</td>
</tr>
</tbody>
</table>
TABLE 1 -- Continued

<table>
<thead>
<tr>
<th>Home Owner</th>
<th>Member of Organizations</th>
<th>Location of Residence</th>
<th>Tenure in Years</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>2</td>
<td>10 mi. nw. of school</td>
<td>6</td>
</tr>
<tr>
<td>Yes</td>
<td>3</td>
<td>5 miles west of school</td>
<td>17</td>
</tr>
<tr>
<td>Yes</td>
<td>3</td>
<td>In Tom Bean</td>
<td>17</td>
</tr>
<tr>
<td>Yes</td>
<td>2</td>
<td>6 miles north</td>
<td>5</td>
</tr>
<tr>
<td>Yes</td>
<td>2</td>
<td>6 miles south</td>
<td>4</td>
</tr>
<tr>
<td>Yes</td>
<td>2</td>
<td>3 miles south</td>
<td>3</td>
</tr>
<tr>
<td>Yes</td>
<td>3</td>
<td>3 miles east</td>
<td>1</td>
</tr>
</tbody>
</table>
in the field in which they are employed as teachers.

The staff members are co-operating with community agencies in the following ways:

One staff member is on the board of directors of the South Grayson Tuberculosis Association.

One staff member is director of the local soil conservation district.

Two staff members are sponsors of 4-H Clubs.

Two staff members are on the board of directors of a local church.

One staff member is assistant scoutmaster.

One staff member is local election judge.

One staff member is a member of the local Boy Scout executive committee.

One staff member is a member of the executive committee of the Sherman Area Council of the Boy Scouts of America.

Three staff members are members of the local Home Demonstration Club.

One staff member is chairman of a local civic club.

One staff member is chairman of the local USO organization.

All staff members participated in the local March of Dimes drives.

All staff members participated in the local Red Cross drives.
All staff members co-operate in the county welfare organizations by helping to locate and report children needing the help of such groups.

The vocational teacher directs the yearly clean-up campaign of the town by directing the students in operating the power mower and hauling cans.

Table 2 presents facts about the personnel of the Tom Bean school staff, including position, sex, age, tenure, experience, education, major, membership in community organizations, membership in professional organizations, subscriptions to professional magazines, and whether their homes are situated within the school district.

The Children

In March of 1949 there were 293 children between the ages of six and eighteen years residing in the school district. Of this number, 266 were enrolled in school, 140 in grades one through six, and 126 in grades seven through twelve. Seventeen are high school graduates, and ten are either not enrolled in school or have moved from the district.

Of the 266 children enrolled in the school, 212 live on the farm, and the parents of the other fifty-four children are engaged in other occupations.
<table>
<thead>
<tr>
<th>Position</th>
<th>Sex</th>
<th>Age</th>
<th>Tenure in Years</th>
<th>Experience in Years</th>
<th>Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Superintendent</td>
<td>M</td>
<td>41</td>
<td>8</td>
<td>21</td>
<td>B. S.</td>
</tr>
<tr>
<td>High school principal</td>
<td>M</td>
<td>41</td>
<td>8</td>
<td>19</td>
<td>B. A.</td>
</tr>
<tr>
<td>Elementary principal</td>
<td>M</td>
<td>37</td>
<td>6</td>
<td>10</td>
<td>B. A.</td>
</tr>
<tr>
<td>Primary teacher</td>
<td>F</td>
<td>44</td>
<td>19</td>
<td>24</td>
<td>B. A.</td>
</tr>
<tr>
<td>Primary teacher</td>
<td>F</td>
<td>41</td>
<td>8</td>
<td>21</td>
<td>B. A.</td>
</tr>
<tr>
<td>Primary teacher</td>
<td>F</td>
<td>38</td>
<td>8</td>
<td>14</td>
<td>B. A.</td>
</tr>
<tr>
<td>Elementary teacher</td>
<td>F</td>
<td>47</td>
<td>12</td>
<td>16</td>
<td>B. A.</td>
</tr>
<tr>
<td>Elementary teacher</td>
<td>M</td>
<td>25</td>
<td>1</td>
<td>1</td>
<td>B. A.</td>
</tr>
<tr>
<td>Elementary teacher</td>
<td>F</td>
<td>21</td>
<td>1</td>
<td>1</td>
<td>B. A.</td>
</tr>
<tr>
<td>High school teacher</td>
<td>F</td>
<td>42</td>
<td>22</td>
<td>22</td>
<td>B. A.</td>
</tr>
<tr>
<td>High school teacher</td>
<td>F</td>
<td>21</td>
<td>1</td>
<td>1</td>
<td>B. A.</td>
</tr>
<tr>
<td>Major</td>
<td>Organizational Membership</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>--------------------</td>
<td>---------------------------</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td></td>
<td>Community</td>
<td>Professional</td>
<td>Professional Magazines</td>
<td>Home in School District</td>
<td></td>
</tr>
<tr>
<td>Pub. sch. adm.</td>
<td>4</td>
<td>4</td>
<td>5</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>Secondary ed.</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>Elemen. ed.</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>Elemen. ed.</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>Elemen. ed.</td>
<td>4</td>
<td>2</td>
<td>2</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>Elemen. ed.</td>
<td>4</td>
<td>2</td>
<td>2</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>English</td>
<td>4</td>
<td>2</td>
<td>2</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>Physical ed.</td>
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<td>2</td>
<td>1</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>Elemen. ed.</td>
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<td>2</td>
<td>1</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>English</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>Commercial ed.</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>Position</td>
<td>Sex</td>
<td>Age</td>
<td>Tenure in Years</td>
<td>Experience in Years</td>
<td>Education</td>
</tr>
<tr>
<td>---------------------------</td>
<td>-----</td>
<td>-----</td>
<td>-----------------</td>
<td>---------------------</td>
<td>---------------</td>
</tr>
<tr>
<td>High school teacher</td>
<td>F</td>
<td>25</td>
<td>1</td>
<td>2</td>
<td>B. S.</td>
</tr>
<tr>
<td>High school teacher</td>
<td>M</td>
<td>25</td>
<td>3</td>
<td>3</td>
<td>B. S.</td>
</tr>
<tr>
<td>Visiting teacher-counselor</td>
<td>M</td>
<td>47</td>
<td>1</td>
<td>27</td>
<td>M. S.</td>
</tr>
<tr>
<td>School nurse</td>
<td>F</td>
<td>24</td>
<td>1</td>
<td>3</td>
<td>R. N.</td>
</tr>
<tr>
<td>Custodian</td>
<td>M</td>
<td>47</td>
<td>14</td>
<td>14</td>
<td>Grade 7</td>
</tr>
<tr>
<td>Custodian</td>
<td>M</td>
<td>48</td>
<td>17</td>
<td>17</td>
<td>High school</td>
</tr>
<tr>
<td>Bus driver</td>
<td>M</td>
<td>46</td>
<td>3</td>
<td>3</td>
<td>Grade 7</td>
</tr>
<tr>
<td>Bus driver</td>
<td>M</td>
<td>25</td>
<td>3</td>
<td>3</td>
<td>High school</td>
</tr>
<tr>
<td>Bus driver</td>
<td>M</td>
<td>47</td>
<td>14</td>
<td>14</td>
<td>Grade 7</td>
</tr>
<tr>
<td>Bus driver</td>
<td>M</td>
<td>48</td>
<td>13</td>
<td>13</td>
<td>High school</td>
</tr>
<tr>
<td>Cafeteria manager</td>
<td>F</td>
<td>47</td>
<td>5</td>
<td>5</td>
<td>High school</td>
</tr>
<tr>
<td>Cafeteria helper</td>
<td>F</td>
<td>28</td>
<td>3</td>
<td>3</td>
<td>High school</td>
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TABLE 2 -- Continued

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<thead>
<tr>
<th>Major</th>
<th>Organizational Membership</th>
<th>Professional Magazines</th>
<th>Home in School District</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Community</td>
<td>Professional</td>
<td></td>
</tr>
<tr>
<td>Home econom.</td>
<td>1</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Agricul. ed.</td>
<td>4</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Adminis. ed.</td>
<td>1</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>...</td>
<td>1</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
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</tr>
<tr>
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</tr>
<tr>
<td>...</td>
<td>2</td>
<td>0</td>
<td>1</td>
</tr>
</tbody>
</table>


A study of the school's graduates of the past ten years shows that they are now engaged in the following occupations:

36.7 per cent of all graduates are housewives.
25.0 per cent of all graduates are farmers.
9.4 per cent of all graduates are engaged in various types of office work.
6.0 per cent of all graduates are now enrolled in college.
5.6 per cent of all graduates are engaged in teaching.
4.0 per cent of all graduates are engaged in sales work.
4.0 per cent of all graduates are in the armed forces.
9.3 per cent are in all other occupations.

Since no attempt was made to divide the graduates by sex, the above study indicates that about seventy-three per cent of all female graduates have become housewives and that fifty per cent of all male graduates have become farmers. Thirty-two per cent of the graduates still reside in the community.

The Program of School Life

The regular school program is operated on a nine-months' basis.

The school curriculum is organized on the 6-6 plan. The curriculum of the elementary school, grades one through six, is organized into broad fields of core areas — social
living, health and safety, science, arithmetic, and creative
and recreative arts. Each grade is organized into home-
rooms, and a home-room period is observed for the purpose
of planning activities of the home-room, as well as school
programs and activities.

The high school is accredited with the State Department
of Education in the following subjects:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>4 units</td>
</tr>
<tr>
<td>World history</td>
<td>1 unit</td>
</tr>
<tr>
<td>American history</td>
<td>1 unit</td>
</tr>
<tr>
<td>Texas history</td>
<td>1/2 unit</td>
</tr>
<tr>
<td>Civics</td>
<td>1 unit</td>
</tr>
<tr>
<td>Economics</td>
<td>1/2 unit</td>
</tr>
<tr>
<td>General mathematics</td>
<td>1 unit</td>
</tr>
<tr>
<td>Algebra</td>
<td>2 units</td>
</tr>
<tr>
<td>Plane geometry</td>
<td>1 unit</td>
</tr>
<tr>
<td>General science</td>
<td>1 unit</td>
</tr>
<tr>
<td>Biology</td>
<td>1 unit</td>
</tr>
<tr>
<td>Bookkeeping</td>
<td>1 unit</td>
</tr>
<tr>
<td>Commercial arithmetic</td>
<td>1/2 unit</td>
</tr>
<tr>
<td>Typing</td>
<td>1 unit</td>
</tr>
<tr>
<td>Office practice</td>
<td>1 unit</td>
</tr>
<tr>
<td>Salesmanship</td>
<td>1/2 unit</td>
</tr>
<tr>
<td>Junior business training</td>
<td>1 unit</td>
</tr>
<tr>
<td>Public speaking</td>
<td>1 unit</td>
</tr>
</tbody>
</table>
Music, choral 1 unit
Vocational agriculture 3 units
Farm shop 1 unit
Homemaking 3 units
Health and physical ed. 1 unit

The students participate in the total school program in the following ways:

1. The students work in the school lunchroom.
2. Students act as librarians.
3. Students do routine work in the office.
4. Students type and mimeograph papers and tests for the teachers.
5. The vocational agriculture classes landscaped the agriculture building, planted shrubbery and pruned trees on the school campus.
6. The students help in keeping the school grounds clean.
7. The students help plan field trips as a part of classroom work.
8. The students plan and participate in school programs and banquets.
9. The high school students help the school and county nurses in completing forms and helping with the immunization program for the younger children.
The students render services to the community in the following ways:

1. By participating in the community clean-up campaigns.
2. By budding and pruning trees in the community.
3. The vocational agriculture classes made $120.00 for their department by mowing weeds for the city last summer.
4. By running farm terraces.
5. By culling chickens in the community.
6. By collecting clothing for indigent families.
7. By landscaping homes in the community.
8. By selling tuberculosis stamps at Christmas time.

Opportunities are given the students by the school to have experiences in co-operative living and to develop leadership in the following ways:

1. By participating in home-room activities.
2. By developing the school annual.
3. By writing the school paper.
4. By camping activities of the Boy Scout troop, the Campfire Girls, and Future Farmers of America.
5. By holding offices and being members of school clubs.
6. By directing and participating in fire drills.
7. By organized playground activities.
8. By participating in inter-school athletic contests.
9. By planning and participating in school programs.

The school uses parents and other community adults in the school program in the following ways:

1. Parents are used for class demonstrations, especially in homemaking classes.
2. Adults help direct school parties and other social affairs.
3. The home-room mothers help the teachers and pupils in planning activities of the home-room.
4. Parents accompany the classes on field trips.
5. Parents help the teachers and pupils in planning and directing school programs.

The school uses the local environment and develops supplementary teaching materials in the educational program by:

1. The use of parents in classroom demonstrations, field trips, and school programs.
2. School fire inspection patrols.
3. Fire drills.
4. The school spends one day each year at the State Fair in Dallas, one day at the Fat Stock Show in Fort Worth, and one day at the Grayson County Fair and Stock Show in Sherman.
5. Planning and making field trips to homes, farms, and industries of the community.
6. Classroom use of pamphlets, magazines, and newspapers.
8. Classroom use of phonograph records.
9. Classroom use of filmstrips and slides.
10. Classroom use of educational films.
11. Participating in the community clean-up campaign.
12. Classroom use of the radio.
13. Writing letters to various agencies for special information.
14. Shop classes build such useful articles as hog feeders, and repair and paint farm tractors.

The school is co-operating with community agencies in the following ways:
1. The school sponsors two 4-H Clubs.
2. The school and pupils participate in community clean-up campaigns.
3. The community Home Demonstration Club meets in the homemaking building and in the school cafeteria.
4. The Boy Scout troop meets in the elementary school building.
5. The Farmers' Union meets in the agriculture building.
6. Community political meetings and speakings are held in the high school auditorium.
7. The annual program for raising money for the March of Dimes is held in the high school building.
8. All elections are held in the high school building.

9. Veterans' adult classes meet in the agriculture building.

10. The Parent-Teacher Association meets in the school building.

11. Weekly picture shows are held in the school building for community recreation.

12. Each home-room is a member of the Junior Red Cross.

13. The school bus was used by the community to transport people, without cost, for the mass chest X-ray campaign by the State Tuberculosis Association. (Only those persons without cars were provided with this service.)

The school's program of health and recreation is directed by a committee composed of the school nurse as chairman, the two janitors, the two principals, one elementary teacher, one high school teacher, a member of the Parent-Teacher Association, the cafeteria manager, and the superintendent. The recommendations of this committee are discussed in faculty meetings in an effort to develop a program of health, safety, and recreation for the entire student body.

Student participation in the program includes:

1. School inspection, by the students, of school sanitary conditions.

2. School inspection, by student committees, of fire
hazards, such as daily disposal of waste paper, keeping inflammable materials in closed cans, blocked exits, etc.


4. Study benefits of eating proper foods.

5. By observing regular fire drills.

6. School patrols, in the elementary school, around drinking fountain to prevent pushing.

7. Student patrols for keeping grounds free from waste paper, candy wrappers, etc.


9. Intramural and inter-school athletic contests.

10. Camping activities.

11. Singing.


13. Recreational films and phonograph records.


Democracy in the School

To determine the democratic climate of the school, a check sheet of questions was given to both the staff and to the students. The results of these check sheets are presented in Tables 3 and 4, to follow.

Table 3 presents the checklist which was administered to the staff and answered by thirteen members of the instructional staff.
<table>
<thead>
<tr>
<th>Questions</th>
<th>Per Cent of Total Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Almost Always</td>
</tr>
<tr>
<td>1. Do students in your classes have a voice in determining the projects or problems on which they will work?</td>
<td>92.3</td>
</tr>
<tr>
<td>2. When you are called from the room, does the class work by itself almost as if you were there?</td>
<td>38.5</td>
</tr>
<tr>
<td>3. Do students in your classes share in evaluating what they have done?</td>
<td>92.3</td>
</tr>
<tr>
<td>4. Are patriotic holidays used in your classes as the basis of realistic programs designed to present the significance of the occasion?</td>
<td>69.2</td>
</tr>
<tr>
<td>5. Is the slow learner in your class given opportunities to do something important which he can do relatively well?</td>
<td>100.0</td>
</tr>
<tr>
<td>6. Do your classroom procedures give students practice in organizing and serving on committees?</td>
<td>77.0</td>
</tr>
<tr>
<td>7. Do you encourage students to express their own considered opinions on topics under discussion in your classes even if in disagreement with your own opinions or ideas?</td>
<td>100.0</td>
</tr>
<tr>
<td>Questions</td>
<td>Per Cent of Total Responses</td>
</tr>
<tr>
<td>--------------------------------------------------------------------------</td>
<td>-----------------------------</td>
</tr>
<tr>
<td></td>
<td>Almost Always</td>
</tr>
<tr>
<td>8. Are members of minority groups in your classes accepted by other students without condescension or aloofness?</td>
<td>100.0</td>
</tr>
<tr>
<td>9. Do you consider that the attitudes of your students toward the school program are important?</td>
<td>100.0</td>
</tr>
<tr>
<td>10. In class discussions do students permit each other to present a point of view without interruption?</td>
<td>38.5</td>
</tr>
<tr>
<td>11. Do your students refrain from generalizing about types of conduct in terms of national origins?</td>
<td>53.8</td>
</tr>
<tr>
<td>12. Do you allow a group of students to proceed with a socially acceptable project which they have planned together and want to try, but one which you have warned will fail?</td>
<td>92.3</td>
</tr>
<tr>
<td>13. Is there freedom in your classes to explore controversial subjects?</td>
<td>38.5</td>
</tr>
<tr>
<td>14. When your students co-operatively plan an activity, do they carry out their agreed-upon assignments and responsibilities?</td>
<td>53.8</td>
</tr>
<tr>
<td>Questions</td>
<td>Per Cent of Total Responses</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------</td>
<td>-----------------------------</td>
</tr>
<tr>
<td></td>
<td>Almost Always</td>
</tr>
<tr>
<td>15. Do your students have opportunities to participate on panel discussions, in forums, or other forms of group discussions?</td>
<td>77.0</td>
</tr>
<tr>
<td>16. Do you admit to your students that you are not an authority on all questions arising in class?</td>
<td>100.0</td>
</tr>
<tr>
<td>17. Do you provide opportunities for your students to work with adults in the improvement of the community?</td>
<td>38.4</td>
</tr>
<tr>
<td>18. Do you place the needs of your students above the teaching of textbook materials?</td>
<td>100.0</td>
</tr>
<tr>
<td>19. Do students in your classes participate in school projects?</td>
<td>85.6</td>
</tr>
<tr>
<td>20. Do your students distinguish between an article written by an authority and one written by a non-authority for popular consumption?</td>
<td>53.8</td>
</tr>
<tr>
<td>21. Do your students follow Roberts' Rules of Order when conducting meetings?</td>
<td>38.4</td>
</tr>
<tr>
<td>22. Do students in your classes have an opportunity to discuss community problems?</td>
<td>61.6</td>
</tr>
<tr>
<td>Questions</td>
<td>Almost Always</td>
</tr>
<tr>
<td>--------------------------------------------------------------------------</td>
<td>---------------</td>
</tr>
<tr>
<td>23. Do your students seek factual bases from more than one source before drawing conclusions?</td>
<td>46.1</td>
</tr>
<tr>
<td>24. Do you stress with your students the qualities and necessity for both leaders and followers in a democracy?</td>
<td>100.0</td>
</tr>
<tr>
<td>25. Do your students indicate an awareness that democracy should also be practiced in the home?</td>
<td>23.0</td>
</tr>
<tr>
<td>26. Do your students have an opportunity to discuss the qualifications needed for office before voting for student officers?</td>
<td>100.0</td>
</tr>
<tr>
<td>27. Do you share willingly in faculty discussions of school problems?</td>
<td>100.0</td>
</tr>
<tr>
<td>28. Do you have an opportunity to express your opinion in the formation of school policies?</td>
<td>38.5</td>
</tr>
<tr>
<td>29. Do you feel that the school budget is flexible enough for you to have the materials you need, when you need them?</td>
<td>84.6</td>
</tr>
<tr>
<td>30. Do you carry out your obligation of the good citizen, such as paying a poll tax and voting?</td>
<td>100.0</td>
</tr>
<tr>
<td>31. Do staff members accept differences of opinion impersonally as a part of the democratic process?</td>
<td>46.1</td>
</tr>
</tbody>
</table>
**TABLE 3 -- Continued**

<table>
<thead>
<tr>
<th>Questions</th>
<th>Per Cent of Total Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Almost Always</td>
</tr>
<tr>
<td>32. Do you feel free to discuss school problems with the principals and the superintendent?...</td>
<td>84.6</td>
</tr>
<tr>
<td>33. Do your students feel free to discuss their problems with you?</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Average of responses..... 73.5 18.6 7.9

In Table 4 are presented indications of the democratic climate of the Tom Bean School as reflected in the responses made by the students in the high school to a series of questions submitted to them in the form of a checklist.

The school continues its program of school and community education through the summer months in the following ways:

1. The vocational agriculture department operates on a twelve-months' basis, with summer work projects being carried out during the summer months.

2. Every boy in high school is enrolled in vocational agriculture.

3. The homemaking department operates on a twelve-months' basis, with summer work projects being carried on during the summer months.
TABLE 4

DEMOCRATIC CLIMATE OF THE TOM BEAN SCHOOL AS INDICATED BY THE RESPONSES OF STUDENTS IN THE HIGH SCHOOL TO THE ITEMS OF A CHECKLIST

<table>
<thead>
<tr>
<th>Questions</th>
<th>Per Cent of Total Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Almost Always</td>
</tr>
<tr>
<td>1. Do you volunteer your services to help the school or teacher in any way you can?</td>
<td>92.7</td>
</tr>
<tr>
<td>2. Are study halls quiet enough and orderly enough for you to study well when no teacher is present?</td>
<td>43.9</td>
</tr>
<tr>
<td>3. Are students considerate of others during cafeteria periods?</td>
<td>58.5</td>
</tr>
<tr>
<td>4. Do your student friends avoid gossip and dirty talk about fellow students?</td>
<td>68.3</td>
</tr>
<tr>
<td>5. Do students with cars drive carefully and cautiously while on the school ground or near school?</td>
<td>68.3</td>
</tr>
<tr>
<td>6. Do students going to and from school on the school bus behave themselves, even when there is no one to make them?</td>
<td>61.0</td>
</tr>
<tr>
<td>7. Are student officers elected because they are fit for office rather than because they belong to the gang that runs things?</td>
<td>73.2</td>
</tr>
<tr>
<td>8. Do you exchange opinions in club or home-room meetings?</td>
<td>73.2</td>
</tr>
<tr>
<td>Questions</td>
<td>Per Cent of Total Responses</td>
</tr>
<tr>
<td>--------------------------------------------------------------------------</td>
<td>------------------------------</td>
</tr>
<tr>
<td></td>
<td>Almost Always</td>
</tr>
<tr>
<td>9. When chosen for student committees, do you give unselfishly of your time and energy? ..............</td>
<td>70.7</td>
</tr>
<tr>
<td>10. Do students of your school refrain from fights and active violence after losing an athletic contest? .................</td>
<td>100.0</td>
</tr>
<tr>
<td>11. Do you place the good of the entire school above your own personal desires, prejudices, or interests? .............</td>
<td>76.8</td>
</tr>
<tr>
<td>12. Do students willingly obey building regulations, such as those concerning smoking, leaving the grounds at recess or noon, passing in corridors, etc.? ..............</td>
<td>84.1</td>
</tr>
<tr>
<td>13. Do you assume your share of responsibility for whatever goes on in class? .............</td>
<td>80.5</td>
</tr>
<tr>
<td>14. Do you take part in class discussions? ..............</td>
<td>82.0</td>
</tr>
<tr>
<td>15. Do you take into consideration what other members of the class have said before you speak? ..............</td>
<td>82.9</td>
</tr>
<tr>
<td>16. When members of the class disagree, do they do so without losing tempers, and with courtesy? ..........</td>
<td>92.7</td>
</tr>
<tr>
<td>17. Do you willingly do the tasks given you by the student chairman of a project undertaken by the class? ..............</td>
<td>87.8</td>
</tr>
</tbody>
</table>
### Table 4 -- Continued

<table>
<thead>
<tr>
<th>Questions</th>
<th>Almost Always</th>
<th>Sometimes</th>
<th>Hardly Ever</th>
</tr>
</thead>
<tbody>
<tr>
<td>18. Do you understand why your marks or grades differ from your fellow</td>
<td>73.2</td>
<td>19.5</td>
<td>7.3</td>
</tr>
<tr>
<td>students?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>19. Do you suggest things in class and at meetings, rather than only</td>
<td>82.9</td>
<td>9.7</td>
<td>7.3</td>
</tr>
<tr>
<td>find fault with what is being done?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>20. Do you base what you have said on facts?</td>
<td>58.5</td>
<td>36.6</td>
<td>4.8</td>
</tr>
<tr>
<td>21. Do you believe that enough opportunities exist in your school for</td>
<td>82.9</td>
<td>14.6</td>
<td>2.4</td>
</tr>
<tr>
<td>you to lead class discussions?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>22. Do your classroom studies deal with community problems?</td>
<td>61.0</td>
<td>26.8</td>
<td>12.2</td>
</tr>
<tr>
<td>23. Is the special knowledge of experts about any subject respected and</td>
<td>75.6</td>
<td>24.4</td>
<td>0</td>
</tr>
<tr>
<td>used in class?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>24. Do the students give courteous attention to school programs, even</td>
<td>70.7</td>
<td>21.9</td>
<td>7.2</td>
</tr>
<tr>
<td>when not particularly interested?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>25. When asked in assembly to take part in devotions, singing, or to</td>
<td>48.8</td>
<td>39.0</td>
<td>12.2</td>
</tr>
<tr>
<td>be on the program, do the students do so wholeheartedly?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>26. Do you have enough opportunities to take part in assembly programs?</td>
<td>51.2</td>
<td>34.1</td>
<td>14.6</td>
</tr>
<tr>
<td>Questions</td>
<td>Per Cent of Total Responses</td>
<td></td>
<td></td>
</tr>
<tr>
<td>--------------------------------------------------------------------------</td>
<td>-----------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Almost Always</td>
<td>Sometimes</td>
<td>Hardly Ever</td>
</tr>
<tr>
<td>27. Do students have something to say about the type of assembly programs conducted in the school?</td>
<td>63.4</td>
<td>17.0</td>
<td>19.5</td>
</tr>
<tr>
<td>28. Do your school clubs and organizations have student-made constitutions definitely stating their purposes?</td>
<td>63.4</td>
<td>31.7</td>
<td>4.8</td>
</tr>
<tr>
<td>29. Are you an active worker in the school clubs which you have joined?</td>
<td>82.9</td>
<td>14.6</td>
<td>4.8</td>
</tr>
<tr>
<td>30. Do students in the school clubs to which you belong secure and discuss all information that may be brought to bear on a problem before taking action?</td>
<td>90.1</td>
<td>4.8</td>
<td>4.8</td>
</tr>
<tr>
<td>31. Do the officers of your student organizations provide enough leadership to make them successful?</td>
<td>68.3</td>
<td>19.5</td>
<td>12.2</td>
</tr>
<tr>
<td>32. Are your school clubs free from small groups controlling their activities?</td>
<td>82.9</td>
<td>14.6</td>
<td>2.4</td>
</tr>
<tr>
<td>33. Do your club treasurers make regular and accurate reports to members concerning the finances of the organizations?</td>
<td>87.8</td>
<td>7.3</td>
<td>4.8</td>
</tr>
<tr>
<td>34. Do you have a voice in determining how your club spends its money?</td>
<td>87.8</td>
<td>7.3</td>
<td>4.8</td>
</tr>
</tbody>
</table>


<table>
<thead>
<tr>
<th>Questions</th>
<th>Per Cent of Total Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Almost Always</td>
</tr>
<tr>
<td>35. When your clubs engage in a money-raising venture, do they try to give value for money received?</td>
<td>78.1</td>
</tr>
<tr>
<td>36. Do you respect students who honestly have different opinions from you on club matters?</td>
<td>92.7</td>
</tr>
<tr>
<td>37. Do you feel free to discuss your problems of school life with your teachers?</td>
<td>61.0</td>
</tr>
<tr>
<td>38. Do you feel free to present your opinion on school affairs to the teachers?</td>
<td>70.7</td>
</tr>
<tr>
<td>39. At school gatherings, do you associate with students outside of your special gang?</td>
<td>90.1</td>
</tr>
<tr>
<td>40. Does attendance at school social affairs reflect a cross section of the student body?</td>
<td>98.5</td>
</tr>
</tbody>
</table>

Average of responses...  75.0  18.0  7.0

4. Every girl in the high school department is enrolled in the homemaking program.

5. The vocational agriculture students carry on experimental farming on the school farm during summer months.
6. The vocational agriculture students keep the town streets mowed during the summer months.

7. Adult classes for veterans are conducted at the school building during the summer months.

8. The Future Farmers of America Club meets through the summer months and carries out a summer camping program.

9. The Boy Scouts carry out a summer camping program.

10. School parties are held and games are played in the school gymnasium during the summer months.

11. The janitors are employed during the summer to keep the buildings and to make necessary repairs for the following school year.

The school makes an effort to evaluate its program of school and community education by:

1. The Handbook for Self-appraisal and Evaluation of Elementary Schools is being studied by the faculty in preparation for the evaluation of the elementary school.

2. By the use of intelligence tests.

3. By the use of standardized tests.

4. A checklist is given the high school students each year in an effort to determine how nearly the school program is meeting the needs of the students.

5. By study projects of the Parent-Teacher Association.

6. By study on the part of the school board.

7. The faculty attends summer schools and professional meetings.
8. By the use of the six-weeks' report card to the parents.

9. A cumulative folder is kept for each student from the time he enters school until graduation from the high school. These folders contain such information as:
   a. The student's progress in school.
   b. The student's grades.
   c. A record of attendance.
   d. A complete health record, compiled by the school and the county nurses.
   e. A record of school honors.
   f. A record of school and home problems of the student.
   g. A record of the student's participation in extra-curricular activities.
CHAPTER IV

APPLICATION OF THE CRITERIA OF SOUNDNESS TO THE TOM BEAN PROGRAM OF SCHOOL AND COMMUNITY EDUCATION

The purpose of this chapter is to apply the criteria of soundness as presented in Chapter II to the Tom Bean program of school and community education as described in Chapter III.

A. The Community School Seeks to Operate Continuously as an Important Unit in the Family of Agencies Serving the Common Purpose of Improving Community Living

1. Does the school co-operate with local welfare agencies to the extent of offering learning experiences for pupils and adults and of rendering service to the community?

As shown in Chapter III, the school co-operates with local welfare agencies to the extent that all teachers make an effort to locate and report cases needing the help of such agencies; the students collect clothing for needy children from the homes of the community and pack Christmas boxes for needy families at Christmas time. The school nurse locates and reports cases needing glasses and medical attention.
2. Does the school co-operate with the American Red Cross?

In this study it was found that the school co-operates with the American Red Cross to the extent that the teachers and students participate in the local drives to raise funds for the organization and that the buildings are used for community Red Cross meetings.

3. Does the school co-operate with the USO?

One of the staff members is local chairman of the USO, and the buildings were used during the war for USO activities.

4. Does the school sponsor Junior Red Cross programs?

Each home-room of the school is a member of the Junior Red Cross, and the Junior Red Cross Magazine is used in classroom work.

5. Does the school co-operate with the National Foundation for Infantile Paralysis?

Posters of this organization are displayed on the school bulletin boards, the students and teachers participate in the local March of Dimes drive, and the school buildings are used by the community for programs to raise money for this purpose. Last year the local basketball team played a benefit game for the March of Dimes.
6. Does the school co-operate with the County Tuberculosis Association?

Local school buses were used to transport adults and students to the local unit for mass X-ray examinations. One of the local staff members is a member of the Grayson County Tuberculosis Association, and patch tests are given the students under the direction of the county health nurse and the local school nurse.

7. Does the school co-operate with the County Health Unit?

The county health nurse and the school nurse work together in health examinations, patch tests, and free immunizations. The County Health Unit inspects sanitary facilities of the school and of the school lunchroom, and makes recommendations to the local school for improvements.

8. Does the school co-operate with the State Fire Insurance Commission?

Regular fire drills are observed by the school, and the state handbook on fire prevention is used in the classrooms as a teaching aid. The students of the school enter the annual contests sponsored by the Commission, and last year one of the students from the school won first place in the state fire prevention slogan contest with the slogan, "Matches Strike Back." In this year's contest a student from the
school won a cash prize with state recognition in the same contest.

9. Does the school sponsor 4-H Club work?

The school sponsors two 4-H Clubs, and two of the staff members act as sponsors of the clubs.

10. Does the school co-operate with the Soil Conservation Agency?

In this study it was found that the school does co-operate with this agency since the vocational agriculture teacher is the local chairman of the organization, and that all meetings of the local organization are held in the school buildings. The agriculture classes also run terraces for the farmers who are co-operating with the agency.

11. Does the school co-operate with the County Home Demonstration Agent?

The school sponsors a girls' 4-H Club with one of the staff members as sponsor. Three staff members are members of the local Home Demonstration Club, and meetings of the club are held in the school buildings.

12. Does the school co-operate with local political parties?

The school co-operates with local political parties in so far that one of the staff members is election judge for
the local voting box, and in so far as all meetings, speak-
ings, and elections are held in the school buildings.

13. Does the school co-operate with the Boy Scouts of
America?

In this study it has been noted that the school is co-
operating with this organization to the extent that all
local troop meetings are held in the school buildings, one
of the staff members is serving as assistant scoutmaster,
one of the staff members is a member of the local troop
executive committee, and one of the staff members is a mem-
ber of the Sherman Area Executive Council, Boy Scouts of
America. Twice each month troop meetings are held during
school hours as part of the school's club program.

B. The Community School Shares with Citizens Continuing
Responsibility for the Identification of Community
Needs and the Development of Subsequent Action
Programs to Meet These Needs

1. Does the school offer any educational program for
the adults of the community?

It was found that adult classes for veterans of the
community met in the school buildings, the local Parent-
Teacher Association study course was held in the school
buildings, and that the farmers of the community repair
farm machinery in the school farm shop under the direction
of the vocational agriculture teacher. The school homemaking
department also sponsors an evening sewing class for the adult women of the community. However, it was found that the school does not sponsor a neighborhood planning group, a community health center for adults, or regular adult classes other than veterans' classes and sewing classes.

2. Is there a community council in operation?
The community does not sponsor a community council.

3. Is there a Parent-Teacher Association in operation?
There is a Parent-Teacher Association in operation that holds regular monthly meetings in the school buildings, but it was found that only forty-seven per cent of the parents of the school district were members of the organization. This would indicate the need for some organization of parents and laymen that would be more representative of the people of the community, whose purpose it would be to study community needs.

4. Does the school sponsor any organization, other than the Parent-Teacher Association, for the purpose of identifying community needs?
In this survey it was found that the Parent-Teacher Association, the local school board, and faculty study were the only means available for the studying and identification of community needs.
5. Does the school board have regular meetings?

The school board of the Tom Bean School does have regular meetings, on the last Thursday in each month. However, the school board does not have meetings with groups of citizens in an effort to determine community needs.

6. Is the school board representative of the people of the district?

Since it was shown in Chapter III that eighty-three per cent of the families of the school district earn their living from the farm, and that eighty-six per cent of the board membership is made up of farmers, then the board would clearly be representative of the people of the district.

7. Is every part of the school district represented by the school board?

That this is true is indicated clearly in Table 1, pp. 64-65.

8. Are all school board meetings held in the school buildings?

All meetings of the board are held in the school buildings, usually in the superintendent's office.

9. Does the school use community leaders in the classroom?

The school uses community leaders in the classroom only
to the extent that some community leaders give occasional classroom demonstrations and classroom lectures. The school does not go so far as using community leaders as part-time teachers, as do some community schools described in the publication, Education for All American Children.¹

10. Does the school use the services of parents and community leaders on field trips?

Each field trip made by the elementary-grade children is accompanied by several of the parents of the group, whereas two or three parents usually accompany each field trip made by the high school students. Interested community leaders, in addition to parents, are also used on many of the field trips.

11. Do local agencies and community organizations use the school buildings as a meeting place?

All of the existing agencies and community organizations, with the exception of the local churches and the local Culture Club, use the school buildings as a meeting place. These buildings are used as a meeting place by the local 4-H Clubs, the Home Demonstration Club, the local Boy Scout troop, the Farmers' Union, political speakings, elections, veterans' classes, Parent-teacher Association, and fund-raising campaigns for various community organizations.

¹Educational Policies Commission, op. cit., p. 271.
12. Are the school buildings available to citizens, for worthy use, at any time it does not interfere with the regular school program?

Since the school departments are housed in four separate buildings, space can be made available at any time without serious interference with the regular school program.

C. The Community School Begins Its Responsibility for Better Living with the Immediate School Environment

1. Are the classrooms clean and attractive?
Yes. Two janitors are on duty and walls and ceilings are repainted in alternate years.

2. Are halls clean and free from obstructions?
The hall floors are maintained with varnish and wax and are free from obstructions.

3. Are the classrooms equipped with movable chairs and tables?
All regular classrooms of the school are equipped with movable-type seating except the fourth-, fifth-, and sixth-grade rooms of the elementary school, which are equipped with single-type desks which are fastened to runners.

4. Do the elementary classrooms have reading tables and classroom libraries?
All rooms have reading tables and chairs.
5. Does the school have a well-equipped central library?
The central library of the high school has 1200 volumes, one daily newspaper, and eleven monthly magazines.

6. Are the grounds clean?
The grounds are kept clean and free from trash and other unsightly accumulations. They are mowed regularly in spring and summer.

7. Are the grounds well drained?
The grounds are adequately drained.

8. Are the grounds landscaped?
The high school campus is well landscaped; however, the elementary school campus is lacking in landscaping.

9. Are the grounds well sodded?
The grounds are well sodded with bermuda grass.

10. Are all buildings of two stories equipped with fire escapes?
The only two-story building is equipped with two fire escapes.

11. Are fire drills observed regularly?
The bulletin on fire prevention as prepared by the State Fire Insurance Commission is followed in observing fire drills. One obstructed fire drill and one non-obstructed fire drill are observed each month of the school session.
12. Is fire prevention taught as part of the regular school program?
   Yes. See question 8, Part A, above.

13. Do all doors open fully and are all passageways free from obstructions?
   All doors of the buildings were found to open fully and all passageways are free from obstructions.

14. Is waste paper disposed of daily?
   Waste paper is disposed of daily by burning in a covered incinerator.

15. Is inflammable material kept in metal containers?
   All inflammable materials are kept in an outside store-room and in closed metal containers.

16. Are the playgrounds adequate as to play area?
   The elementary school ground contains three acres, whereas the high school campus contains five acres. According to the criteria as presented in Chapter II, the high school campus is adequate as to area, while the elementary school campus should contain an additional four acres to attain the recommended area of a minimum of five acres with an additional acre for each one hundred pupils.

17. Is the playground equipment grouped and spaced in such a way that it does not interfere with other play?
All stationary playground equipment is grouped into areas and does not in any way interfere with play on other parts of the grounds.

18. Is the playground equipment safe and in good repair? The equipment is inspected each week by the janitor and the building principal, and is painted and repaired as needed.

19. Are bicycle racks provided for parking bicycles? Bicycle racks are provided for parking bicycles; however, the racks are uncovered.

D. The Curriculum of the Community School Is Sufficiently Comprehensive and Flexible to Facilitate the Realization of Its Purposes

1. Is a cumulative folder kept on each pupil, containing information concerning the pupil's needs, desires, and abilities?

A cumulative folder is kept on each student from the time he enters school until his graduation from high school, containing such information as his progress in school, grades, attendance record, health record, school honors, home and scholastic problems, participation in extracurricular activities, results of intelligence tests, and a check sheet concerning information sought as to the pupil's expression as to how the school curriculum is meeting his individual needs. Aptitude tests, psychological tests,
prognostic tests, diagnostic tests (except in English), physical ability tests, etc., are not given in the school and therefore are not made a part of the student's cumulative record.

2. Is information from the student's cumulative record considered in forming the curriculum?

This information is considered in planning the curriculum of the school; through faculty study, some courses are dropped from the curriculum when there is no longer an apparent need, and other courses are added, when possible, when a need is shown for them.

3. Is health education made a part of the school curriculum?

Yes. Health and physical education are offered to all grades of the school.

4. Does the curriculum contain courses that offer training in the proper use of leisure time?

The school meets this requirement in so far as physical education classes, reading clubs, music classes, choral clubs, and the other school clubs, in their activities, meet the requirement.

5. Does the curriculum contain courses that offer training in proper family relationships?
In this study it was found that the homemaking department was offering training in family life through a study of cooking, nutrition, clothing, care of children, and home beautification, and through discussions of friendship, courtship, and marriage. The health and physical education classes were studying some of the same topics but more from the standpoint of their being community problems rather than family problems. The girls of the school are receiving more training in family relationships than are the boys of the school.

6. Does the curriculum contain courses that offer training in citizenship?

Training in citizenship is offered through home-room activities, civics classes, playground activities, school club activities, and student publications, such as the school annual and the student newspaper.

7. Does the curriculum offer opportunities for work experiences?

This study has revealed that the school does offer opportunities for work experiences through summer projects of the homemaking and vocational departments, through student participation in community clean-up campaigns, building and repairing farm equipment in the farm work shop, and by student help in the school cafeteria, office, and library.
The students also type and mimeograph papers for members of the staff and print a school annual and a student newspaper. Students of the vocational agriculture classes do experimental farming in the school garden and the homemaking students do sewing and cooking.

8. Does the curriculum offer opportunities for co-operation between children and adults?

It was found that the vocational agriculture students work with adults in running farm terraces, pruning trees, culling chickens, etc., whereas the homemaking students have opportunities for work with adults through home beautification projects and other homemaking projects.

9. Does the curriculum offer educational opportunities for adults of the community?

See question 1, Part B, above.

10. Does the school know in what occupational groups its graduates will likely find employment?

From a study made in Chapter III it is shown that approximately seventy-three per cent of all female graduates will likely become housewives, about fifty per cent of all male graduates will likely become farmers, about nine per cent of all graduates will likely become office workers, about six per cent of all graduates should become teachers, and about four per cent will likely engage in sales work.
As a suggestion for further improving the services of the school, it is recommended that the cumulative folder of the student be continued after graduation, containing such information as employment, degree of success, etc.

11. Does the school know how many of its graduates will likely remain in the community?

As shown in Chapter III, about thirty per cent of the school's graduates will likely remain in the community after graduation.

12. Does the curriculum offer training in the fields in which the students will likely find employment?

Since the study of the school's graduates indicates that the larger groups will be employed in homemaking, farming, and business, and since one hundred per cent of the high school enrollment is enrolled in either homemaking or vocational agriculture, and since the school offers a total of five credits in business, then it is reasonable to say that the school is meeting the needs of its students in this respect.

13. Are field trips made for the purpose of occupational guidance?

A check sheet is given pupils making field trips to assist the student in looking for factors that might help him determine the desirability of the occupation being studied.
The school does not have an occupational guidance council, nor does it give occupational guidance tests in an effort to assist the students in determining occupations best suited to their abilities.

E. The Community School Program Is Dynamic, Constantly Changing to Meet Emerging Community Needs

1. Is the work of the school highly standardized by a rigid course of study?

Although regular subjects are taught, an effort is made, through faculty study, to make the curriculum flexible enough to meet the needs of the students. The teachers are given freedom in this respect.

2. Are courses dropped from the curriculum when there is no longer an apparent need for them?

Courses are dropped from the curriculum when there is no longer a need for them.

3. Are new courses added when there is a need for them?

Due to limited facilities and small enrollment, the school has been unable to add all courses for which there is a need. For example, driver education is needed by the students, but due to local conditions, teaching of this course has not been added.
4. Does the school program offer opportunities for co-operative work experiences between the school, the home, and the community?

The school offers opportunities for co-operative work experiences between the home, the school, and the community by student participation in community clean-up campaigns, home beautification projects of the homemaking students, soil conservation and terracing activities of the vocational agriculture students, and by the student activities of collecting clothing from the homes of the community for needy families.

5. Do the school students participate in community clean-up campaigns?

Yes, the annual clean-up campaign of the community is under the direction of the vocational agriculture classes.

6. Do the school experiences of the students help them to discover community needs?

The school offers experiences to the students to help them to discover community needs by the study of soil conservation, home beautification, and collecting clothing for needy families. From the results of the checklist presented in Chapter III, it is to be noted that sixty per cent of the students stated that their studies almost always dealt with community problems, whereas twenty-seven per cent of them
said that their studies sometimes dealt with community problems and thirteen per cent said that their subjects hardly ever dealt with community problems. This would indicate that the school is making an effort to help its students to discover community needs.

7. Do the vocational agriculture classes of the school study community needs as to soil erosion?

During the current school year, 1949-1950, the vocational agriculture students have run terraces on five farms of the community.

8. Do the vocational agriculture classes of the school study farming methods practiced by the farmers of the community in an effort to improve upon them?

Each student of the vocational agriculture classes has three summer projects and experimental farming is carried on in the school garden. The teacher of the department is encouraging the parents of the students to try out experiments on their own farms in an effort to determine yields of land using new methods of farming and improved seeds in comparison to older methods.

9. Does the vocational agriculture teacher co-operate with the Soil Conservation Agency?

The vocational agriculture teacher is chairman of the local soil conservation district and all meetings of the
organization that are held in the community are held in the agriculture building of the school.

10. Do the homemaking classes of the school study the needs of the homes of the community in an effort to improve upon them?

Field trips are made to the better homes of the community and home beautification projects are carried out by the homemaking students. The home beautification projects are a part of the students’ projects and are carried out under the direction of the teacher and of the parents.

11. Does the school furnish opportunities for the proper use of leisure time for the people of the community?

The school sponsors weekly picture shows, athletic contests, and cultural programs for the benefit of both the students and the public. These entertainments are held at night for the benefit of the public. The school does not, however, sponsor a community recreational center, youth center, or any other organized effort designed to furnish opportunities for leisure time for the people of the community.

12. Does the school co-operate with agencies seeking to improve the health standards of the community?

As shown in Chapter III, the school co-operates with the County Health Unit, the County Tuberculosis Association,
the local March of Dimes campaign, and participates in the community clean-up campaign each year.

13. Is the study of citizenship made a part of the school program?
   Yes. See Chapter III.

14. Are the services of adults utilized in helping the school to discover the needs of the community?

The services of adults are utilized in this respect by co-operating with existing agencies; parents and other citizens sometimes give classroom lectures and demonstrations, and two or three parents accompany each group of students making field trips for study or recreation.

F. The Community School Makes Full Use of All Community Resources for Learning Experiences

1. Are the physical resources of the community known to the school?

Since all teachers live in the community, and since each teacher makes at least one visit to the home of each of his pupils, the community resources are fairly well known to the school.

2. Is an opportunity given the students to study these resources through field trips?

The homemaking and vocational agriculture classes of the
high school make many field trips to homes and farms of the community, while the other classes and the elementary pupils make fewer field trips. The elementary pupils have made recent trips to the local gin, telephone office, and local water department.

3. Is the information gained from field trips used as classroom teaching materials?

Yes, in each case the information gained is used as classroom teaching materials.

4. Is the planning of field trips made a part of the classroom learning experience?

Each field trip is planned by the students and the teacher, and sometimes the home-room mothers participate in the planning. In the case of the vocational agriculture classes, sometimes co-operating agencies are asked to help in the planning; for example, for the study of soil erosion, beef and dairy cattle, etc. The students of each class making a field trip work up a checklist of essential things to look for while on the trip.

5. Are the services of parents and laymen utilized in field trips?

The services of parents and laymen are utilized in making field trips only in a limited way. Two or three parents usually go on the field trips with the classes and sometimes
they participate in the planning of the field trips.

6. Do parents and laymen of the community contribute to classroom teaching materials?

Occasionally parents or laymen are called on to make classroom demonstrations or classroom lectures. One class in Texas history utilized the knowledge of the older people of the community in writing the history of the community.

7. Are the services of adults utilized in other phases of the school's program?

Some mothers of the community help in directing school programs by making special clothing for the children participating in school programs, by playing the piano, by leading and teaching songs and music, etc. The parents help plan and direct the community carnival at Hallowe'en.

8. Are the services of existing agencies utilized and made a part of the school's program?

The services of existing agencies are made a practical part of the school's program by the use of publications and films from such agencies as the Texas Tuberculosis Association, the American Red Cross, the federal government, the State Department of Education, educational agencies, and the County Health Unit. The services and facilities of these agencies are used in the classroom to supplement classroom teaching materials. Publications and films from many private
industries and businesses are also used in classroom teaching.

9. Are field trips made to recreational areas of the community?

Each home-room of the school spends one day each year at some recreational area of the community or within driving distance of the school. Trips have been made to Lake Texoma, Bonham State Park, and other recreational areas of the community and of outlying communities.

10. Is the local history of the community used as a part of the classroom teaching materials?

The Texas history classes of the school make a study of the history of the community each year, at which time many of the elderly people of the community co-operate with the students in making the study. Such books as The History of Grayson County, Legends of Red River Valley by Gladys Ray, and The Red River Valley Then and Now by A. W. Neville, which are histories of the local area, are read and used in the classroom by the students.

G. The Community School Develops and Uses Distinctive Types of Teaching Materials

1. Is the information collected from field trips used as teaching materials?

The materials and information brought back from field trips are used as classroom teaching materials. For example,
the vocational homemaking class made a recent trip to Dallas to study types of cloth used in making clothing. While there, the class collected many pamphlets from the various stores and industries, all of which were brought back and used in the classroom. The students making such trips develop a checklist before the trip is made which is brought back to the classroom for discussion.

2. Are the services of the people of the community used to supplement classroom teaching materials?

The services of the people of the community are utilized to supplement classroom teaching materials by such examples as those referred to in questions 5, 6, and 10 of Part 6, above.

3. Is the information gained from work experiences used as teaching materials?

The work experiences of the school include such experiences as construction and repair of farm machinery, experimental farming, home projects, clean-up campaigns, home beautification projects, and cooking and sewing by the homemaking classes. These work experiences develop out-of-classroom experiences and are a part of the regular school program.

4. Are the personal experiences of the students used as teaching materials?

Only in a limited way are the personal experiences of the students used as classroom teaching materials. Sometimes
when a pupil can do something well, he is asked to demonstrate his skill to the class, and sometimes when a pupil has made a trip to an interesting place, he is asked to make classroom reports on his trip. The personal experiences of the students are utilized to a greater extent by the vocational agriculture classes, since the students exchange ideas concerning the results of home projects.

5. Are bulletins, magazines, and newspapers used to supplement teaching materials?

The school library receives one daily newspaper, eleven monthly magazines, and a number of bulletins from existing agencies, which are used in the classrooms to supplement classroom teaching materials.

6. Does the school own a film projector?

The school owns one 16-mm. sound film projector which is used by the entire school system.

7. Does each class of the school have access to a slide projector?

The school owns one slide projector and one film-strip machine which are used by the entire school.

8. Are films and slides used to supplement other teaching aids?

One member of the school staff is designated as visual
aids co-ordinator, and other members of the staff co-operate
with the co-ordinator in working out the program of visual
aids for their respective classes. Educational films are
secured from the State Department of Education, the Univer-
sity of Texas Film Library, from several commercial film li-
braries, and from a number of industries and agencies. These
films and slides are used as a part of the regular class-
room teaching materials.

9. Is student participation in school programs used as
learning experiences?

In a checklist given to the high school students, fifty
per cent stated that they almost always take an active part
in school programs, thirty-eight per cent said that they
sometimes take an active part, and twelve per cent said that
they hardly ever take an active part. Sixty-four per cent
reported that they almost always have an opportunity to help
plan school programs, seventeen per cent said that they some-
times have an opportunity to enter into the planning, and
nineteen per cent said that they hardly ever have the oppor-
tunity to take an active part in planning school programs.
These data indicate that the school should make an effort to
carry learning to all of its students by allowing all of them
to participate in planning and presenting school programs.
10. Are the services of existing agencies used as classroom teaching experiences?

The services of existing agencies are used by the school through the classroom use of bulletins, magazines, and films distributed by the various agencies.

11. Is the radio made a part of the learning experiences of the students?

The school owns three radios which are used in the classrooms for such programs as the Texas School of the Air, speeches of importance, and other programs selected by the teachers. Three radios are not enough to utilize fully this valuable teaching aid, since only three rooms can use the radio at any one time.

12. Are playground games made a part of the learning experiences of the students?

Each class of the school engages in one hour of supervised playground or gymnasium play each day. During this period the teachers look for opportunities to teach sportsmanship, co-operation, and citizenship. The elementary school children use the period for organized playground games and co-operative use of the playground equipment, whereas the high school students engage in such games as football, basketball, volleyball, playground ball, baseball, and tennis.
13. Does the school use the phonograph record in developing learning experiences?

The school owns three phonographs, but the study revealed that the phonograph was rarely used, except in the typing classes for the purpose of teaching rhythm, and by the music classes of the school. The school also owns one turn-table, which is used to play records for some school entertainments.

H. The Community School Shares with Other Agencies the Responsibility for Providing for Appropriate Learning Experiences for All Members of the Community

1. Does the school co-operate with the County Health Unit?

The school co-operates with the County Health Unit to the extent that the services of the county nurse are utilized in the school in giving physical examinations and in the immunization program. Through co-operation of the County Health Unit and the local school nurse, 157 school children and pre-school children were immunized against such diseases as smallpox, diphtheria, and typhoid fever, and ninety-one children were given patch tests for tuberculosis.

2. Does the school co-operate with the County Tuberculosis Association?

See question 6 under Part A, above.
3. Does the school co-operate with the National Foundation for Infantile Paralysis?
See question 5 under Part A, above.

4. Does the school co-operate with the American Red Cross?
See question 2 under Part A, above.

5. Does the school co-operate with local civic organizations?

The school co-operates with local civic organizations to the extent that one staff member is chairman of a local civic organization, three staff members are members of local civic organizations, and the students of the school participate in the local clean-up campaign held annually, which is sometimes sponsored by local civic organizations. The local civic organizations also use the school buildings for meetings.

6. Does the school co-operate with the County Home Demonstration Agent?
See question 12 under Part A, above.

7. Does the school co-operate with the County Farm Agent?
See question 10 under Part A, above.

8. Does the school co-operate with the Soil Conservation Agency?
See question 11 under Part A, above.

9. Does the school co-operate with the city government? The city government paid the vocational agriculture department of the school $120.00 last summer for keeping the weeds mowed on the streets and vacant lots. The students of the school participate in community clean-up campaigns, and field trips are made to the local fire department and water department.

10. Does the school co-operate with the State Fire Insurance Commission?

See question 8 under Part A, above.

I. The Community School Recognizes Improvement in Social and Community Relations Behavior as an Indication of Individual Growth and Development

1. Does the school provide opportunity for the students to participate in learning experiences other than in the classroom?

The students of the Tom Bean School are provided with learning experiences outside the classroom by participating in playground activities, by making field trips, by work experiences, participation in athletic contests, school club experiences, and by planning and presenting school programs.

2. Do the students take an active part in out-of-class activities?
When field trips are made by the school, the class making the field trip usually participates one hundred per cent, and since the vocational agriculture classes and the homemaking classes of the school are more active in making field trips than are other classes, and since one hundred per cent of the student body of the high school is enrolled in one of these departments, then it would be reasonable to say that most of the students participate in out-of-class activities. Out-of-class activities are also provided for the students by participation in playground activities which reach all of the student body in both elementary and in high school. Learning experiences through participation in inter-school athletic contests reach about sixty per cent of the student body, whereas learning experiences through school programs reach about eighty per cent of the student body. The above percentages were based on a recent checklist given to the students and on the number of students participating in inter-school athletic contests of the school.

3. Does the school offer co-operative work experiences for the students?

Most of the work experiences offered by the school are co-operative in that they are done through group co-operation, and some of the experiences such as terracing land, home beautification, and other activities of the vocational departments are developed through the co-operation of students
with adults in the community.

4. Is an effort made to make classroom learning experiences meet the needs of the students?

Through faculty study an effort is made to make the classroom learning experiences of the pupils meet both common and differential needs of the students. Evidently the school is doing a good job of making the classroom learning experiences meet the common needs of the students; however, it appears that, due to the limited curriculum, some students have special or differentiated needs that are not being met by classroom learning experiences.

5. Does the school attempt to carry the influence of the school to pre-school children?

In this study no evidence was found that the school was making an effort to carry the influence of the school to pre-school children except through the immunization program of the school, which is extended to include pre-school children.

6. Do the adults of the community take an active part in the school's program?

The adults of the community are active in Parent-Teacher Association work of the school; parents accompany the students and teachers on field trips; the men of the community are active in the agricultural program of the school; and some of the women are enrolled in sewing classes.
7. Does the school extend its program through the summer months?

The summer program of the school indicates that summer work projects sponsored are those of the vocational agriculture classes and the homemaking classes, recreational activities of the Future Farmers of America and of the Boy Scouts, and the summer program of adult classes. Library services of the school are not extended through the summer months, and some students of the elementary school are not given an opportunity to participate in any form of summer activity sponsored by the school.

8. Is the use of the school library made available to the community during the summer?

Library facilities of the school are not provided during the summer months?

9. Are the school plant and recreational facilities available to the community during the summer months?

The farm shop is kept open during the summer under the direction of the vocational agriculture teacher; the buildings are used during the summer for club and community meetings; and the gymnasium and baseball fields are used for community recreation.

10. Does the school sponsor a continuous program of cultural entertainments?
A continuous program of cultural entertainments is sponsored by the school by means of programs given by the students, by programs presented by parents and other laymen, by motion picture shows, and by programs given by professional groups from outside the community.

J. The Community School Develops Continuous Evaluation in Terms of the Quality of Living for Pupils, Teachers, and Administrators; for the Total School Program; and for the Community

1. Is the school making use of the handbooks for self-appraisal and improvement furnished by the State Department of Education?

The Handbook for Self-appraisal and Improvement of Elementary Schools, Revised Edition, prepared under the direction of the Division of Elementary Education, State Department of Education, is being studied by faculty committees composed of the superintendent and the teachers of the elementary school, in preparation for an evaluation program of the elementary school. The handbook for self-appraisal designed for the secondary school has not as yet been used.

2. Has the school been evaluated by an outside committee?

The school has never been evaluated by an outside committee.

3. Are regular faculty meetings held for the purpose of studying the school and community needs?
Regular faculty meetings are held by the school staff in an effort to identify the needs of the school and of the community.

4. Are school and community needs made a part of the school board's study?

Regular board meetings are held by the school board, at which times reports are made to the board concerning the needs of the school and of the community as interpreted by the faculty. An effort is made by the board, at these meetings, to identify and meet the total needs of the school and of the community as related to the school.

5. Are community meetings of laymen, teachers, and school board members held for the purpose of evaluation?

Co-operative meetings between the school board, the faculty, and laymen are not held in the Tom Bean community.

6. Is a complete record of the student's school life made a part of the permanent records of the school?

See question 1 under Part D, above.

7. Is the questionnaire used by the school in an effort to evaluate the school program?

The only questionnaire used by the school for the purpose of evaluation is a checklist given each year to the secondary school students designed to determine how nearly the
school program is meeting the needs of the students. The results of this questionnaire are considered in planning the curriculum for the next school year.

8. Do the teachers make use of summer schools and extension courses for self-improvement?

Each member of the school faculty is either now enrolled in extension classes or has completed twelve semester hours of college credit within the past two years.

9. Are the teachers allowed a visiting day, with pay?

The school has, during the past years, allowed a visiting day, with pay, for the teachers to visit other schools within the locality to observe and discuss school problems with other teachers; however, the school has not followed this practice during the past three years.

10. Does the school hold a pre-school conference for the purpose of studying school and community needs, and for making plans to meet these needs?

The school does not conduct a pre-school study conference.

K. The Pupil Personnel Services of the Community School Are Co-operatively Developed in Relation to Community Needs

1. Do the students help direct and participate in community clean-up campaigns?
For the past few years the community clean-up campaign has been under the direction of the vocational agriculture teacher. The students drive trucks to collect cans and run the school's power mower in cutting weeds from the streets and vacant lots. The entire clean-up campaign is planned and executed by the teacher and students. The local Boy Scout troop co-operates with the agriculture classes in carrying out the program.

2. Do the students help direct and participate in the community recreational activities?

During the past summer the local Boy Scout troop sponsored a program to teach swimming to the boys of the community, together with special work in lifesaving. Camping programs are sponsored and directed by the Boy Scouts and by the Future Farmers of America Club. Inter-school and intramural athletic contests are directed and carried out by the students. Some students operate the motion picture projector for community shows, and students participate in community school programs.

3. Do the students help with the school lunch program?

Menus for the school lunch program are prepared by the homemaking classes under the direction of the teacher, and several girls help each day with the serving of lunch and assist the smaller children with lunch trays.
4. Do the students help with the school library program?

The library is under the direction of the English teacher in the school and eight students who serve as assistant librarians.

5. Do the students co-operate with the teachers to the extent of helping type and mimeograph school materials?

The typing classes of the school type and mimeograph school materials such as special class materials requested by the teachers, school notices to parents, the school paper, and office forms.

6. Do the students help with the routine office work?

Four students work in the school office. They do such work as answering the telephone, receiving callers, taking messages for students and teachers, and filling out routine office forms. One student remains in the office at all times during the school day.

7. Do the vocational agriculture classes of the school help with the community soil conservation program?

During the 1949-1950 school year the vocational agriculture classes have run terraces on five farms of the community.
8. Do the vocational agriculture classes of the school direct and take an active part in programs designed to serve the needs of the farmers of the community; for example, culling chickens, pruning trees, etc.?

The vocational agriculture classes have made many field trips to farms in the community for the purpose of developing for the use of the community the best procedures in the care of poultry, cattle, and hogs. After the recent ice storms, the classes have pruned fruit and shade trees for many of the farm homes in the community and on the school campus.

9. Do the students participate in community programs for the relief of indigent families?

The students help in collecting clothing for such families and at Christmas time help in collecting and packing boxes for these families.

10. Do the students co-operate with community agencies that are trying to serve community needs?

As shown in Part 1 of this chapter, the students of the school co-operate with such community agencies as the local welfare groups, the County Health Unit, the Red Cross, the County Farm Agent, and the Home Demonstration Agent, and soil conservation agencies.
L. The Community School Secures Staff Personnel Properly Prepared to Contribute to the Distinctive Objectives of the School, Facilitates Effective Work and Continuous Professional Growth by Members of the Staff, and Maintains Only Those Personnel Policies Which Are Consistent with the School's Purpose

1. Do the teachers live in the community?
   All staff members of the school live in the community with the exception of the visiting teacher and the school nurse.

2. Do the teachers, as citizens, take an active part in community affairs?
   This study reveals that each staff member of the school is a member of at least one community organization.

3. Do all teachers pay a poll tax?
   Each teacher of the school has paid a poll tax for this year.

4. Do all teachers belong to the Texas State Teachers Association?
   All teachers of the school are members of the Texas State Teachers Association.

5. Are all teachers members of at least one community organization which is designed in purpose to study and interpret community needs?
   All teachers of the school are members of the local
Parent-teacher Association, whereas several members of the staff are members of two or more community organizations.

6. Do all teachers subscribe to at least one professional magazine?

All members of the faculty subscribe to The Texas Outlook, while ten members of the faculty subscribe to two or more professional publications.

7. Do all teachers hold at least the bachelor's degree?

All teachers hold the bachelor's degree and one holds the master's degree.

8. Are the teachers continuing in professional growth?

All of the teachers are either now enrolled in extension classes or have completed twelve semester hours of college work within the past two years.

9. Do all elementary teachers have at least eighteen semester hours of preparation in elementary education?

All elementary teachers in the school have at least eighteen semester hours in elementary education.

10. Do all high school teachers teach in their major fields of preparation?

Only three high school teachers teach in their major fields of preparation, while the others have at least fifteen
semester hours of preparation in their teaching fields.

11. Does the school employ teachers only on the recommendation of the superintendent?

It is the policy of the school board to employ only teachers who are recommended by the superintendent.

12. Does the school board policy make provisions for sick leave with pay for members of the school staff?

The policy of the school board concerning sick leave provides one-fourth pay for teachers on sick leave.

13. Is a definite salary schedule in operation?

The staff members are paid the salary schedule as recommended by the Minimum Foundation School Program.

14. Does the administrative policy of the school make the teachers reasonably secure in their positions?

The school follows no set policy on tenure, but a study of the table in Chapter III leads one to believe that the staff members are reasonably secure in their positions since the average tenure of the faculty is seven and one-half years.

M. The Community School Maintains Democratic Pupil-Teacher-Administrator Relationships

In an attempt to determine the democratic climate of the school, a check sheet of questions was submitted to both the school staff and the high school students. The results
of these check sheets are recorded in Chapter III of this study.

The results of the check sheets indicate that the faculty believes the school to be almost always democratic in about 73.5 per cent of the cases checked, to be sometimes democratic in about 13.6 per cent of the cases checked, and hardly ever democratic in about 7.9 per cent of the cases.

The results of the check sheet given to eighty-two high school students indicate that the students think the school is almost always democratic in about seventy-five per cent of the cases checked, sometimes democratic in about eighteen per cent of the cases checked, and hardly ever democratic in about seven per cent of the cases.

N. The Community School Creates, and Operates in, a Situation Where There Is a High Expectancy of What Good Schools Can Do to Improve Community Living

1. Does the school board have regular meetings?

The Tom Bean school board meets on the last Thursday in each month. Special meetings are called by the superintendent for special business.

2. Is a full report of the school activities and needs made to the board, by the superintendent, at each meeting?

The superintendent prepares a report which includes a financial report, a report of school activities, and business
to be considered. This report is mimeographed in advance and a copy is given to each board member.

3. Does the school publish a school paper?

The high school students publish a monthly paper which is distributed to the students without charge.

4. Is the public kept informed as to the school's activities and needs through the paper?

The newspaper is a student activity and does publish a fairly complete account of activities of the school; however, discussions as to the school's needs are rarely ever included.

5. Do the students discuss school and community needs in the home-room periods?

A check of home-room activities reveals that sometimes school and community needs are discussed at this period. It was found, however, that some home-rooms rarely ever devoted the time to the discussion of school and community needs.

6. Is the tax rate adequate for the total school program?

The tax rate of the school district is $1.00 on the $100.00 valuation. This meets the requirements of the Minimum Foundation School Program and leaves an enrichment fund of $1000.00.
7. Is the educational expenditure of the district above $200.00 per pupil per year?

The school budget for 1949-1950 calls for an expenditure of $294.00 for each pupil enrolled in the school. The above figure is based on the enrollment of the school at the end of the fifth school month for the 1949-1950 school year.

8. Are all school-age children enrolled in school?

As shown in Chapter III, of the 293 children enumerated in the census of the school district, 266 were enrolled in school and seventeen are high school graduates, which leaves ten children of school age who are not enrolled in school.

9. Is the average daily attendance of the pupils enrolled high enough to indicate that both pupils and parents have a high expectancy of the school's ability to improve citizenship?

The average daily attendance of the pupils enrolled for the first five months of the present school year is 95.6 per cent.

10. Do the voters of the district approve bond issues and other issues designed to support the total school program?

Two bond elections and two consolidations have been voted on by the school district within recent years, both of which were approved by large majorities.
0. The Community School Buildings, Equipment, and Grounds Are So Designed, Constructed, and Used as to Make It Possible to Provide for Children, Youth, and Adults Those Experiences in Community Living Which Are Not Adequately Provided by Agencies Other Than the School

1. Is the school ground ample, as to area, for the total school program?

The elementary school ground contains three acres, while the high school campus contains five acres. According to the criteria presented in Chapter II, the high school campus is adequate as to area, while the elementary school campus should contain an additional four acres to meet the recommended requirements of a minimum of five acres with an additional acre for each one hundred pupils.

2. Are the buildings so constructed as to permit multiple use without confusion?

Since the school is housed in four separate units, multiple use may be made of the school plant without undue interference with the regular school program.

3. Does the school operate a school cafeteria?

The school operates one cafeteria which is located in the elementary school building and serves both elementary and high school students.

4. Does the community use the cafeteria for meetings and banquets when it is not in use by the school students?
The cafeteria is used regularly for the purposes mentioned above by local civic clubs and is occasionally used by the Parent-Teacher Association.

5. Does the school operate a vocational agriculture building separate from the main building?

The vocational agriculture building is located on the high school campus and is separate from the main school building.

6. Does the school operate a farm shop?

The farm shop is located in the vocational agriculture building.

7. Are the agriculture building and farm shop used by the people of the community?

The agriculture building is used as a meeting place for the Farmers' Union, for soil conservation groups, and for veterans' vocational classes. The farm shop is used by the farmers of the community for painting and repairing farm machinery.

8. Is the school homemaking building separate from the main building?

The school homemaking building is located on the high school campus but is separate from the main building.
9. Is the homemaking building used by community groups for educational purposes?

The homemaking building is used as a meeting place by the local Home Demonstration Club. Also, it is used by adult sewing classes and by community groups for demonstrations of good cooking and housekeeping practices.

10. Is the school auditorium used for community meetings?

The school auditorium is used by various community groups for meetings of community interest.

11. Is the school gymnasium used for community recreation?

The gymnasium is used by the community adult basketball teams, for programs of the Home Demonstration Club, by the Parent-Teacher Association for recreational programs, and by the community for school-sponsored social gatherings.

12. Are the community recreational activities centered at the school?

The community does not have an organized recreational center, and most recreational activities carried on by the people of the community are centered at the school.

13. Do community clubs and organizations use the school building as a meeting place?

All community clubs and organizations with the exception
of the local churches conduct their meetings at the school.

P. The Community School Budget Is the Financial Plan for Translating into Reality the Educational Program Which the School Board, Staff Members, Students, and Other Citizens Have Agreed upon as Desirable for Their Community

1. Are school and community needs considered in setting up the school budget?

The school budget is set up after careful study by the school board and the superintendent. The budget is based on the needs of the school and the community as nearly as can be determined by the board and the superintendent.

2. Is the budget formulated by the superintendent and adopted by the board?

The budget is formulated by the superintendent after careful study by both the board and the superintendent. After the budget is formulated, it is approved by the board at a special meeting for this purpose.

3. Does the superintendent consult with the entire staff before making the budget?

Before the budget is formulated, a questionnaire is given to each member of the school staff asking for information concerning the needs of their department for the next school year. The information obtained by means of this questionnaire is then used in formulating the school budget.
4. Does the staff feel that the budget is flexible enough to enable them to secure materials when the need arises?

From a recent check sheet answered by the school staff and contained in Chapter III of this study, eleven members of the staff said that the budget was almost always flexible enough to give them the materials they needed when such materials were needed. One staff member thought that the budget was sometimes flexible enough to do this, whereas one staff member thought that the school budget was hardly ever flexible enough to provide needed materials when needed.

5. Do parents and laymen of the community assist in the development of the budget?

From this study it was found that neither the parents nor the laymen of the community assist in the development of the school budget.

6. Is a public hearing held by the board for the purpose of adopting the school budget?

Even though the budget is adopted at a special meeting for that purpose and there is no evidence that the public would be excluded, no public announcement is made inviting the public to attend the meeting.
CHAPTER V

SUMMARY AND RECOMMENDATIONS

Summary

The problem of this study, as stated in the introduction, was to determine to what extent the Tom Bean School is a community school.

The first step in this study was to establish a set of criteria of soundness for a community school program. To do this, the educational literature in the field of community education was reviewed, and a study was made of a number of existing, recognized, community school programs.

The second step in the study was to make a survey of the Tom Bean program of school and community education.

In the third part of the study an attempt was made to evaluate the Tom Bean program of school and community education in the light of the criteria as presented in Chapter II.

The findings from the study seem to indicate that the school is meeting the standards, as set up in Chapter II, in seventy-three per cent of the instances presented. The school apparently is partially meeting the standards in twenty-three per cent of the instances and is failing to meet the standards in seven per cent of the situations presented. The complete data are to be found in Chapter IV.
Recommendations

In order for the Tom Bean School to meet more adequately such standards as those set up in Chapter II for a community school program, the following recommendations are made:

1. That the educational program of the school be expanded to include all adult groups.

2. That a community council or some other community planning board be set up for the purpose of evaluating the existing program, of interpreting community needs, and of planning activity programs to meet these needs.

3. That the school plan a program that will call for a wider use of the parents and other laymen of the community.

4. That all seating in the elementary school be changed to movable-type chairs and tables.

5. That the playground area of the elementary school be enlarged to meet the recommended area of five acres with an additional acre for each one hundred children enrolled.

6. That the cumulative folder for each student be continued after graduation and be expanded to include aptitude, psychological, and physical ability tests.

7. That the curriculum be flexible enough to offer each student training in proper home relationships, driver education, and proper use of leisure time.

8. That every student have an opportunity to study community needs.
9. That every student have an opportunity to help plan and participate in school programs and other out-of-class activities.

10. That the school carry the influence of the school program to pre-school children of the community by the use of the pre-school clinic or some other planned program.

11. That the school expand its summer program to include:

   (a) Summer library service.

   (b) Summer adult classes for all interested groups.

   (c) A more complete recreational program that will include a more extensive camping program.

12. That the school be evaluated by a visiting committee.

13. That a summer conference be held by the school staff for the purpose of evaluation and planning.

14. That the teachers of the school should be allowed one or more visiting days per year with full pay.

15. That the board of education adopt a policy of granting a specified number of days of sick leave with full pay.

16. That the school sponsor a more complete program of community recreational activities.
17. That more community publicity be given to the school budget and that it be formulated through co-operative planning between the school administration and lay groups of the community.
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**Reports**

