AN EVALUATION OF ZAVALA ELEMENTARY
SCHOOL, AUSTIN, TEXAS

THESIS

Presented to the Graduate Council of the North
Texas State Teachers College in Partial
Fulfillment of the Requirements

For the Degree of

MASTER OF SCIENCE

By

W. Edwin Lamb, B. S.

Austin, Texas

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CHAPTER I

INTRODUCTION

Statement of the Problem

The problem set forth for the study is to evaluate the Zavala Elementary School, Austin, Texas.

Purpose of the Study

The purpose of the study is to determine the weak points and the strong points of the school, and to offer suggestions for improvement.

The Evaluative Criteria

All data used are for the school year 1938-1939. As a basis for the study, a book entitled Evaluative Criteria\(^1\) was used along with a companion volume entitled How to Evaluate a Secondary School.\(^2\) These books were the culmination of work done by a group of educators for the Coöperative Study of Secondary School Standards, which was organized in 1933, and is at present maintaining offices at 744 Jackson Place, Washington, D. C. The group of educators sponsoring the organization was made up of representatives of six coöperating regional associations of colleges and secondary

\(^1\)Coöperative Study of Secondary School Standards, Evaluative Criteria, 1938.

schools. Research experts set up the first evaluative criteria which were refined through a process of experimentation and validation, extending over a period of approximately a year, from July 1936 to June 1937. With the tentative criteria ready, two hundred school systems scattered over the entire nation were asked to cooperate with the organization as try-out schools, in which the criteria could be used. Field committees made up of experts visited and carefully evaluated each of the two hundred schools. Test administrators, using standardized tests of various kinds, visited each of the two hundred schools twice, once in the fall and once in the spring. Following the analysis and evaluation of the results of the experimental try-out materials and other data, the two volumes used in this study were published late in 1938.

Since the evaluation criteria was originally produced for use in high schools it was necessary to make certain adaptations in order to apply it to an elementary school. Thermometer scales for use in showing the scores in graphic form were not used because the norms for them were worked out for secondary schools and could not be applied to an elementary school. Tables were also revised so as to show only the information useful to the elementary school. In several places in the criteria certain alterations and omissions were necessary to make the material applicable to an elementary school. The division on instruction was
combined with the one on individual evaluation, and the one on school staff was combined with personal data for staff members. Library service, guidance service, and pupil activity were included in one chapter since they were elements not included in the school program.

Procedure

It will be noted that there is a great deal of repetition of criteria and method of treatment. This is inevitably due to the nature of the problem. Evaluations were made by means of checklists and evaluative questions.

Below is given general instructions for the use of the checklists and evaluations. The same symbols and numbers of evaluation were used consistently throughout the thesis.

The use of the checklists requires four symbols. (1) If the provision or provisions called for in a given item of the checklist are definitely made or if the conditions indicated are present to a very satisfactory degree, mark the item, in the parenthesis preceding it, with a plus sign (+); (2) if the provision is only fairly well made or the conditions are only fairly well met, mark the item with a minus sign (-); (3) if the provisions or conditions are needed but are not made, or are very poorly made, or are not present to any significant degree, mark the item with a zero (0); (4) if it is unnecessary or unwise for the school to have or to supply what specific items call for, mark such items with the symbol (N). In brief, mark items:

+ condition or provision is present or made to a very satisfactory degree
- condition or provision is present to some extent or only fairly well made
0 condition or provision is not present or is not satisfactory
N condition or provision does not apply

Evaluations are to be made, wherever called for, on the basis of personal observation and judgment, in the light of the checklist as marked in accordance with the
above instructions, and of all other available evidence, using a five point rating scale, as follows: (Note: The figures are to be regarded merely as convenient symbols, not mathematical quantities.)

5.---Highly satisfactory or practically perfect; the provisions or conditions are present and functioning almost perfectly

4.---Very good; distinctly above average; the provisions or conditions are present and functioning very well

3.---Average; the provisions or conditions are present and functioning fairly well

2.---Poor; distinctly below average; the provisions or conditions are present in an inadequate amount or, if present, are functioning poorly

1.---Very poor; the provisions or conditions, although needed, are vary poorly met or not present at all

N.---Does not apply

The purpose and application of items and sections vary in specific situations and therefore some flexibility in the interpretation and application of the scale will be necessary.

Organization

Following the general introduction, the school's philosophy and objectives are set forth and discussed. A graphic analysis of theory and practice in the school is also included with the philosophy and objectives. The pupil population and school community are surveyed, showing vital facts on both. After the nature of the pupil population and the school community are determined, the curriculum and courses of study will be examined, and suggestions made for their improvement.

The pupil activity program, library service, and guidance service are next in order. The three are combined into

---Cooperative Study of Secondary School Standards, op. cit., p.3.
one chapter due to the fact that they are not included in
the school's program, and are treated, therefore, briefly.

Chapter VI is composed of the evaluation of instruction
and of the results of individual evaluations made by each
teacher in the school. The combination of the two is used
since the data for each is closely related. The chapter on
outcomes is an evaluation of the various subject-matter fields,
with the weak points and strong points of each being checked,
and suggestions for the improvement of the work in each sub-
ject taught being given.

Following the evaluation of outcomes, the school staff
and personal data for staff members is studied jointly. The
qualifications, numerical adequacy, improvement in service,
salaries, tenure, and retirement of the staff are the chief
topics.

The school plant is evaluated in all of its aspects,
according to the criteria and what recognized authorities on
the subject have to contribute. The study of the school's
administration which was observed as to organization, general
policies, the superintendency of schools, the principal,
supervision of instruction, supervision of non-instructional
activities, business management, the budget, accounting,
school and community relations, and improvement in service
for the administrative staff follows.

Finally, conclusions and recommendations for improvement
are given.
CHAPTER II

PHILOSOPHY AND OBJECTIVES

Introduction

In every program of evaluation a well-stated philosophy and set of objectives for the school to follow are the first requisites. The philosophy and objectives are concisely set forth in the following excerpt.

It is essential for each [elementary] school to have a carefully formulated educational philosophy. The school should be free to determine this philosophy for itself to the extent that it promotes the principles and spirit of American democracy. Every school should be able to justify any marked variation from generally accepted principles. The stated philosophy of education should be associated with and be made fundamental to the educational program of each school. This philosophy should be made specific in a statement of objectives. Without such a statement of objectives growing out of a sane educational philosophy, a school leads an aimless life.1

Philosophy of Elementary Education

A general statement of what the evaluator and the professional staff of the evaluated school regard as their philosophy of American elementary education is built around several factors.

The pupil and his entire welfare must be first and foremost in an educational program. His needs, immediate and future, should determine the policies of the school.

The curriculum should exist for the child, and not the child for the curriculum. It should be presented to satisfy, stimulate, and sustain child interests as well as needs.

The educational method should be chosen and used with regard for the children's degree of ability, maturity, educational background or foundation, and environment.

The staff should consider the children, and leave its own personal interests in the background. A truly, healthy professional attitude is imperative.

The rural school teachers of Warren County, New Jersey, couched their educational philosophy for the school in the following words:

We believe that our school should provide experiences, which will help each individual child to develop to the fullest and finest extent for useful, happy living now as well as in the future. This requires the development of not only mental and physical skills, but of desirable social, moral, and spiritual attitudes, habits, appropriations, and ideals. In fact, our aim is to bring about the finest possible well-rounded, continuous development of the personality of each individual child.2

Objectives of the School

A definite set of objectives is essential for every good school. The Zavala Elementary School has as its objectives:

1. To cause each child to learn to express himself freely in both written and oral English

2. To instill in each child a high regard for cleanliness and neatness of his person and environment

---

2Marcia Everett, "Progress Toward Integration in a Rural County," *Educational Method*, XV (1936), 180-181.
3. To develop in each child a pride in work well done
4. To develop in each child an appreciation of American democracy, American culture, and American ideals
5. To develop in each child a sense of "belonging to" and being a part of American life
6. To create in each child a wholesome sense of values
7. To teach each child the skillful use of the hands as well as the mind
8. To develop in each child self-reliance in the discharge of responsibility
9. To teach each child to prize spiritual values

While considering objectives for the school, the Seven Cardinal Principles of education as set up by the Committee on Re-organization of Secondary Education in 1918 might well be considered. They are given below, as taken from Barr, Burton, and Brueckner.

1. Sound health
2. Worthy home membership
3. Mastery of the tools, techniques and spirit of learning
4. Faithful citizenship
5. Vocational effectiveness
6. Wise use of leisure
7. Ethical character

It seems that all of these principles are applicable to the elementary school, with the exception of number five, vocational effectiveness.

3A. S. Barr, W. H. Burton, L. J. Brueckner, Supervision, p.207.
Reavis, Pierce, and Stullken set forth what they consider the specific functions of the elementary school as follows:

1. The direction of the child in the acquisition of the fundamental abilities and skills basic to formal learning
2. The socialization of the pupil
3. Acquainting the pupil with a well-selected body of conventional knowledge and developing a wholesome attitude toward learning
4. Train the pupil to make worthy use of his leisure time
5. Developing an interest in physical development and a consciousness of proper bodily care

Graphic Analysis of Theory and Practice

Each pair of terms in Figure 1 represents relatively contrasting aspects of certain phases of the school's philosophy of education. The scale of values, represented graphically by the connecting line, is used to indicate the relative emphases given to the contrasting ideas. On each line "T" indicates the theoretical position—where the administration and staff think it should be; and "P" indicates the actual position—where the school really is. Where the administration and staff felt that equal emphasis should be placed upon each aspect, the corresponding "T" or "P" was placed at the middle of the line.

General Evaluation of the Philosophy and Objectives

Evaluation.—The general evaluation is as follows:

(3) z. How adequate are the philosophy and objectives of the school as expressed in this blank, when judged in terms of the nature of the pupils

---

<table>
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<tr>
<th>P</th>
<th>T</th>
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<tbody>
<tr>
<td>School is a place to learn subjects</td>
<td>School is a place to learn to live</td>
</tr>
<tr>
<td>Make pupils more nearly alike</td>
<td>Develop differences in pupils</td>
</tr>
<tr>
<td>Follow a predetermined curriculum</td>
<td>Classes evolve their curriculum</td>
</tr>
<tr>
<td>Uniform curriculum for all pupils</td>
<td>Individualized curriculum</td>
</tr>
<tr>
<td>Following traditional methods and materials</td>
<td>Seeking new and untried methods and materials</td>
</tr>
<tr>
<td>Emphasis on cultural values</td>
<td>Emphasis on practical values</td>
</tr>
<tr>
<td>Emphasis on specialized training</td>
<td>Emphasis on general education</td>
</tr>
<tr>
<td>Emphasis on information</td>
<td>Emphasis on attitudes</td>
</tr>
<tr>
<td>Much drill for thoroughness</td>
<td>Much reading and study for broad scholarship</td>
</tr>
<tr>
<td>Mastery of facts</td>
<td>Learning to think</td>
</tr>
<tr>
<td>Definite teacher control</td>
<td>Much control by pupils</td>
</tr>
<tr>
<td>Principal chiefly as organizer and manager</td>
<td>Principal chiefly as supervisor of educational activities</td>
</tr>
<tr>
<td>Emphasis on subject matter preparation of teachers</td>
<td>Emphasis on professional preparation of teachers</td>
</tr>
<tr>
<td>School plant for school use</td>
<td>School plant for community use</td>
</tr>
<tr>
<td>Plant fully equipped and self-contained</td>
<td>Extension of plant by utilization of community agencies</td>
</tr>
</tbody>
</table>

Fig. 1.—Graphic analysis of theory and practice
with whom it has to deal, the needs of the community which it serves, and the nature of the American democracy of which it is a part.\textsuperscript{6}

Comments.--The philosophy and objectives of the school as expressed in this chapter seem sufficiently adequate to be rated as average, when judged in terms of the nature of the pupils with whom it has to deal, the needs of the community which it serves, and the nature of the American democracy of which it is a part.

Both the philosophy and the objectives of the school seem sufficiently broad for meeting most situations, especially when considered along with the authoritative quotations given to supplement them.

Summary

The philosophy and objectives of a school are the foundation upon which the entire structure of the institution rests. All of the purposes, plans, execution of the plans, and evaluations are guided by the philosophy and objectives. Of course "...no one method would seem best at all times and under all conditions,"\textsuperscript{7} but all activities and experiences coincide with or violate valid philosophy and objectives.

\textsuperscript{6}\textit{Ibid.}

\textsuperscript{7}\textit{Barr, Burton, Brueckner, op. cit., p.200.}
CHAPTER III

PUBLIPOPULATION AND SCHOOL COMMUNITY

Introduction

Exact determination and evaluation of many factors concerning the community were difficult tasks because, among other reasons, exact data were not easily available. Exact data are given whenever possible and in other cases the best possible estimate is given, based on all data available.

"School community" is defined, for the purposes of this chapter, as the district or area commonly or regularly served by the elementary school evaluated.

In evaluating the various features included in this chapter the underlying philosophy and expressed purposes and objectives of the school were kept constantly in mind.

The following quotation is a statement of some guiding principals regarding the pupil population and the school community.

The school exists primarily for the benefit of the boys and girls of the community which it serves. The type of people, their vocations and interests, their tendencies and prejudices, their abilities, their racial characteristics, their hopes and prospects regarding the future, their customs and habits, the similarities and differences of groups within any community, are different from those of other communities. The school should know the distinctive characteristics and needs of the people and groups of people of the school community, particularly those of the children. But every school community inevitably is interrelated with other communities and is a part of larger communities, particularly the state and nation. The school should therefore adapt its general
philosophy and specific purposes to its own community and to the larger communities of which it is a part.¹

### Basic Data Regarding the Community

#### A. Population Data

**Entire community.**—Below is given data for the entire community.

1. Total population. . . . . . . . . . . 80,000*
2. Secondary school population. . . . . 4,500*
3. Elementary schools which serve the educational needs of this community
   (including the school being evaluated)
   a. Number of schools . . . . . . . 12
   b. Total enrollment (Elementary school). 7,000*

**School community.**—Below is given data for the school community.

1. Total population. . . . . . . . . . . 7,000*

2. Elementary schools which serve the educational needs of this community
   (including the school being evaluated)
   a. Number of schools . . . . . . . . . . 1
   b. Total enrollment. . . . . . . . . . . 566
3. Enrollment in this school. . . . . . . . . . . 566

#### B. Occupations of Adults

**Percentage of adults in each occupation.**—Below is the percentage of persons in the school community above secondary school age who are regularly engaged in each of the following occupations.

- Agriculture
- Home making**
- Professions
- Sales work
- Skilled labor
- Business (proprietors)
- Bookkeeping and accounting
- Miscellaneous clerical

¹Cooperative Study of Secondary School Standards, op. cit., p. 11

*Population and enrollment figures are estimates, except for the enrollment in the school community.

**Percentages given are careful estimates.
Secretarial and stenographic
Unskilled labor
Unemployed or on relief
Unknown

Comments.—The poor economic setting of the school community is not thought to be overdrawn.

C. Racial and Cultural Groups

Racial Groups.—The percentage of the population in the school community belonging to each of the following racial groups is as follows:

1. Native white
2. Foreign born white
3. Negro
4. Oriental
5. Indian
6. Mexican

The evaluated school serves a blighted area of the city where economic conditions are poor. The percentages given above are careful estimates.

Is there racial segregation in the schools?²

There is racial segregation in the schools. The Mexicans, Negroes, and whites all attend separate schools.

Does the occupational status of adults of the racial groups vary greatly ...?³

There is little variation in the occupational status of adults of the racial groups in the school community. These statements are based on careful estimates.

Are there marked differences in the cultural status of groups, racial or otherwise?⁴

---

*Percentages given are careful estimates.
**Racial group percentages are estimates.
³Ibid.
⁴Ibid.
There appear to be no marked differences in the cultural status of the groups, since all seem to lack culture and refinement which is more or less characteristic of people who have always existed on as little as possible, with practically no cultural advantages of any kind.

(1) z. How adequate is the school's information regarding its community in such matters as indicated in questions one, two, three, and four, above? ²

The school's information regarding matters as indicated in questions one, two, three, and four, above, is very inadequate since only sheer guessing had to be relied upon in the consideration of such matters. That is the reason the rating is very poor.

D. Additional Socio-Economic Information

Checklist.—It is desirable that the school should have the following information regarding its community. (Check items for which information is available.)

(x) 1. Economic status of various neighborhoods or groups.

( ) 2. Sanitary and health status of the various neighborhoods.

(x) 3. Racial groups or colonies and their location.

(x) 4. General educational and cultural status of the various groups.

(x) 5. General ethical or moral tone of the various groups.

(x) 6. Recreational facilities and types of recreation engaged in by various groups.

(x) 7. Interest in and attitude toward school shown by the various groups.

( ) 8. A map of the district showing character of residence, business, factories, and other pertinent features as well as the homes of the pupils. ⁶

⁶Ibid.
Evaluation.—The following question is an evaluation of the above statements.

(2) z. How adequate is the school's information regarding its community in such respects as the above. 7

Comments.—Information regarding the community, as outlined in the statements having to do with socio-economic information, is not available to the staff of the evaluated school in definite concrete form. Information which is available is couched in terms of vague generalities. That explains the low rating of two on the school's socio-economic information regarding the school community.

TABLE 1

FINANCIAL RESOURCES

<table>
<thead>
<tr>
<th>Item</th>
<th>For the district</th>
<th>Rank in comparison with other dists. in state</th>
<th>For the state</th>
<th>Rank in comparison with other states</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cost of the elementary school per pupil in daily attendance. . . . .</td>
<td>$53.69</td>
<td></td>
<td>$52.67</td>
<td>35</td>
</tr>
<tr>
<td>Cost of the elementary school per child of elementary school age in the school community. . .</td>
<td>40.60</td>
<td></td>
<td>21.90</td>
<td></td>
</tr>
<tr>
<td>Taxable wealth per youth of elementary school age in the school community. . .</td>
<td>3,723</td>
<td></td>
<td></td>
<td>31</td>
</tr>
</tbody>
</table>

7Ibid.
Evaluation.--The evaluation of the available financial data is as follows:

(1) a. How adequate are the financial data available for judging the ability and the effort to support elementary education?\(^8\)

Comments.--Available financial data for judging the ability and the effort to support elementary education are very inadequate. Some figures were available for the system as a whole, but were of little value for the study of one particular elementary school in the city.

E. Agencies Affecting Education

Checklist.--The school should be well informed regarding agencies or facilities in or near the community which affect the educational development of its youth, such as the following: (Check items for which information is available.)

(x) 1. Other schools--for youths of secondary or post-secondary school age--nature and extent of their offerings, their purposes, their clientele, etc.

( ) 2. Churches--denominations represented; those most generally attended by pupils and their parents; general character of membership; ability and influence of ministers; etc.

( ) 3. Libraries--number, facilities, patronage by parents and pupils.

( ) 4. Museums, art galleries, planetariums, botanical gardens, zoos.

( ) 5. Forums, lyceums, operas, dramatic and musical performances, etc.

(x) 6. Health centers, clinics, and other health agencies.

(x) 7. Recreational agencies--parks, playgrounds, swimming facilities, and other agencies.

(x) 8. Movies and sound pictures--general nature of their offerings and their patronage.

( ) 9. Other commercialized entertainment--pool and billiard parlors, dance halls, night clubs, places providing games of chance, similar places of amusement.

\(^8\)Ibid.
(10) Other agencies.9

**Evaluation.**—The following is an evaluation of the above statements.

(1) z. How adequate are the available data concerning such matters?10

**Comments.**—Data concerning such matters as those listed above are not available as concrete records, but are matters of judgment on the part of the teaching staff. Addicott, in the *California Journal of Elementary Education*, says, "There is evidence of wide school use of the values inherent in community life and a recognition of the educative effect of the impact of total community life on the child. The school, however, is in a position to select from the vast range of environmental materials those which will lead best toward the achievement of the purposes of modern education."11

According to the statement quoted, the school ranks low in the utilization of community agencies as aids in education.

**Basic Data Regarding Pupils**

A. Enrollment

**Data.**—Here is shown the enrollment by grades.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sixth Grade</td>
<td>17</td>
</tr>
<tr>
<td>Fifth Grade</td>
<td>40</td>
</tr>
<tr>
<td>Fourth Grade</td>
<td>38</td>
</tr>
<tr>
<td>Third Grade</td>
<td>90</td>
</tr>
</tbody>
</table>

9Ibid., p.13.  
10Ibid.  
Second Grade ................................ 136  
First Grade .................................. 146  
Junior Primary ................................ 99  

Total ........................................ 566

**Evaluation**.--The evaluation of enrollment is as follows:

(2) z. How well do the pupils tend to remain in school?\(^{12}\)

**Comments**.--The enrollment figures shown above are on an approximate level with other years, according to the principal of the school. From an examination of these figures it can be seen that there is a concentration of the enrollment in the primary grades, with a rapid decline in the succeeding upper grades. Therefore, the pupils do not tend to remain in school very well.

**B. Age-Grade Distribution**

**Data**.--Table 2 presents the age-grade distribution for the school.

**Evaluation**.--The evaluation of the age-grade distribution data is as follows:

(4) z. How well does the school regularly provide data on the age-grade distribution of its pupils?\(^{12}\)

**Comments**.--The school regularly provides data on the age-grade distribution of its pupils at the end of each semester, or twice each school year. This gives it a good rating on this point.


\(^{13}\) Ibid., p.15.
## TABLE 2

**AGE-GRADE DISTRIBUTION**

<table>
<thead>
<tr>
<th>Grade</th>
<th>6 or less</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
<th>13</th>
<th>14</th>
<th>15</th>
<th>16</th>
<th>17</th>
</tr>
</thead>
<tbody>
<tr>
<td>Junior Primary</td>
<td>48</td>
<td>16</td>
<td>12</td>
<td>4</td>
<td>5</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 . . .</td>
<td>13</td>
<td>40</td>
<td>34</td>
<td>18</td>
<td>20</td>
<td>16</td>
<td>6</td>
<td>2</td>
<td>7</td>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>2 . . .</td>
<td>5</td>
<td>22</td>
<td>32</td>
<td>17</td>
<td>24</td>
<td>12</td>
<td>16</td>
<td>5</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 . . .</td>
<td>5</td>
<td>15</td>
<td>15</td>
<td>23</td>
<td>14</td>
<td>5</td>
<td>9</td>
<td>2</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 . . .</td>
<td>2</td>
<td>9</td>
<td>8</td>
<td>6</td>
<td>5</td>
<td>6</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5 . . .</td>
<td>4</td>
<td>3</td>
<td>7</td>
<td>17</td>
<td>6</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6 . . .</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>61</td>
<td>61</td>
<td>73</td>
<td>71</td>
<td>70</td>
<td>77</td>
<td>54</td>
<td>53</td>
<td>40</td>
<td>13</td>
<td>3</td>
<td>1</td>
</tr>
</tbody>
</table>
C. Mental Ability

Evaluation.--The evaluation of the school data on the mental abilities of its pupils is as follows:

(1) z. How well does the school regularly provide data on the mental abilities of its pupils?\textsuperscript{14}

Comments.--The school has no data of any kind concerning the mental ability of its pupils. Thus the rating was low. This information should be available. The level of intelligence seems to be average.

D. Summary

From an examination of the data found in this chapter, it is obvious that too much pertinent information that the school should have is lacking in the form of definite information, and has to become a matter of estimates, often bordering on guesswork. More definite information would make possible a closer coördination of the school and the community which it serves. Agencies affecting the educational development of the children, outside the school, should be utilized to a greater advantage since it seems to be the trend for progressive schools to make use of such agencies when possible.

There would be a greater opportunity for making the school a community center if the school had more definite data upon which such a program could be formulated.

Table 3 shows a summary of school scores both on data\textsuperscript{14}\textsuperscript{Bibd.}
<table>
<thead>
<tr>
<th>Item of Measurement</th>
<th>Computation of primary school scores</th>
<th>Evaluations</th>
<th>Total</th>
<th>Divisor</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Data regarding the community . . . .</td>
<td>D-z E-z F-z G-z</td>
<td>1 2 1 1</td>
<td>5</td>
<td>4</td>
<td>1.2</td>
</tr>
<tr>
<td>Data regarding pupils . . . .</td>
<td>A-z B-z C-z D-z E-z</td>
<td>2 1 1 N N</td>
<td>4</td>
<td>3</td>
<td>1.3</td>
</tr>
</tbody>
</table>

regarding the community and data regarding the pupils. The items measured are listed near the left margin of the table. After each evaluation was made, the number symbols of evaluation were transposed to their proper column, and horizontal sums made and placed in the column for totals. The sums were divided by a divisor to obtain a final score. The number of units in a divisor was the same as the number of evaluations used to make up any given total in the total column. The scores of 1.2 and 1.3 on data regarding the community, and data regarding pupils, respectively, are very low. Apparently, the school needs to give some serious study to ways of acquiring facts regarding data on the pupils and the school community.
CHAPTER IV

CURRICULUM AND COURSES OF STUDY

I. General Provisions

Checklist.—The following shows the complete checklist on general provisions and how each item was checked:

(-) 1. The school's underlying philosophy of education is clearly formulated and frequently discussed.

(0) 2. The educational aims or objectives of the educational program are clearly formulated and frequently discussed.

(-) 3. Provision is made for interrelating and unifying educational activities and materials, within years or grades and between consecutive years or grades.

(0) 4. The interrelationship of subject matter fields and their relation to life situations are emphasized rather than subject matter fields as separate entities.

(-) 5. The selection of learning activities and materials which will best promote each pupil's interests and his plans for the future is emphasized rather than uniform group achievement.

(-) 6. Enlargement and enrichment of the pupil's scope of interests are encouraged and too great specialization is avoided.

(-) 7. Materials and activities are adapted to the degree of development and maturity of the pupils.

(0) 8. Provision is made for promoting constant interrelationship between the pupil activity program and the regular classroom program.

(0) 9. Provision is made for both teachers and pupils to have a part in the day-by-day and week-by-week planning and development of curriculum materials and experiences.

(-) 10. Provision is made for assuring thoroughness and comprehensiveness of learning in two or more fields of knowledge.¹

Evaluations.—The following evaluations were made for the above checklist:

(2) y. How well are such provisions as the above made?
(2) z. How extensively do teachers make use of or apply such provisions as the above? 2

Comments.—"The curriculum may be defined as all the experiences which pupils have while under the direction of the school. . . Courses of study may be defined as that part of the curriculum which is organized for classroom use." 3

The evaluations for the above defined phases of the school's activities were worked out by means of checklists which came under three heads. There were general provisions, sources for development, and organization and procedure for development.

The clarity of the formulation and the frequency of the discussion of the school's underlying philosophy of education was rated as a minus since it seems that the underlying philosophy is taken too much for granted and is too infrequently discussed. The Dewey philosophy of learning to do by doing should be more evident, perhaps, by doing more about the school's philosophy in the way of discussion. McGaughy says, "We accept a theory of learning which is essentially that of the Dewey philosophy . . ." 4 The formulation of the educational aims or objectives of the educational program

2 Ibid.
3 Ibid.
was rated as zero because it appears that the work as it is being presented is often unsuited to the general type of pupils found in the school. The educational aims or ideals of a school should be laid down clearly. "It is a major responsibility of the school to prepare a statement of these ideals in usable form for directing the educational program."5 A value of minus was given the selection of learning activities and materials, because individual interests need to be emphasized more than they are and uniform group achievement needs less emphasis. The enlargement and enrichment of the pupil's scope of interests, it seems, are not encouraged enough. Caswell and Campbell say: "The school program in a democracy must give major attention to the development of the capacities of each individual for happy and successful living."6 There is little coöperative planning by teachers and pupils in the development of curriculum materials and experiences. Wrightstone says: "The answers to controversial questions which arise from the differing educational practices can be found only in experimentation and experience which are carefully and objectively evaluated."7 The experiences spoken of here would seem to be a coöperative affair between the teacher and the pupils.

5H. S. Caswell and D. S. Campbell, *Curriculum Development*, p.29.
6Ibid., p.36.
II. Sources for Development

Checklist.--The following sources for curricular development should be used:

(0) 1. A survey of the social and economic characteristics of the community.

(0) 2. A careful, continuous study of what pupils leaving or graduating from the school do and where they go.

(0) 3. A careful study of the social and economic changes in both the local and broader society in their relation to changes in educational theory.

(-) 4. A study of courses of study of other schools.

(-) 5. A study of curriculum material in educational literature.

(0) 6. Carefully conducted and evaluated classroom experimentation in the local school or in other schools.

(0) 7. A study of pupil interests and plans.

(0) 8. Demands for change by the public.  

Evaluation.--Below is shown how the school rated on the checklist:

(1) 2. How extensively have such sources as the above been made available and consulted?

Comments.--As sources for curriculum development, a study of social and economic changes in both the local and broader society in relation to changes in educational theory would seem wise. Such a study has not been satisfactorily undertaken. To do so would mean a greater use of the school's environment in the educative process. McNaught states that

"Milligan says that ninety-two per cent of the better recent curriculums which she studied make a point of the desirability

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9Ibid.
of utilizing the environment of the school as it exists, or further enriching it in certain ways."\(^{10}\) Conducting and evaluating classroom experimentation as a source of curriculum development was not used in the school which is being used as a basis for this study. Wrightstone says: "... many states are using local experimental reforms for encouraging newer collective practices."\(^{11}\) Another important item in regard to sources of curriculum development is a study of pupil interests and plans. This was not done. Caswell and Campbell say: "An adequate curriculum can be developed only when all elements in the experience of the learner are considered ... ."\(^{12}\)

III. Organization and Procedure for Development

Checklist.—The following shows the complete checklist on organization and procedure and how each item was checked:

(-) 1. General plans for a program of development and adaptation are carefully and cooperatively formulated.

(0) 2. The principal or some other qualified official directs the school's program of development and adaptation of the curriculum and courses of study.

(+ 3. Those charged with special responsibilities in connection with the development of the curriculum and courses of study are provided necessary time, materials, and working conditions.

(+ 4. Qualified persons in the community are

\(^{10}\)McGaughey, op. cit., p.161.

\(^{11}\)Wrightstone, op. cit., p.31.

\(^{12}\)Caswell and Campbell, op. cit., p.69.
consulted regarding the curriculum and courses of study and proposed changes therein.

(+) 5. The teachers are made aware of the need for probable changes in the curriculum and courses of study and are trained for the task of helping make changes as need arises.

(-) 6. Plans for revision and development aim at the constantly increasing use by the pupils of all accessible library, museum, laboratory and field materials.

(-) 7. The general plans for development and revision provide not only for changes to meet present social needs but also for leadership in anticipating and preparing for coming needs.

(0) 8. Changes in the curriculum and courses of study, except in rare cases, are developmental and evolutionary in nature and plan, rather than abrupt.

(0) 9. The educational activities and possibilities of other educational and social agencies in the community are definitely taken into account and provision is made for cooperation with them.¹³

Evaluations.--The answers to the following evaluative questions were based on the above checklist:

(3) y. How well is the staff organized for study and development of the curriculum and courses of study?

(3) z. How well are such procedures as the above followed?¹⁴

Comments.--The organization and procedure for the development of the curriculum and courses of study were not carefully and cooperatively formulated to the extent that the child needs of this particular school will be taken care of in the best possible manner. On the matter of cooperative development of the curriculum and courses of study Caswell and Campbell make the following statement: "It can be

¹⁴Ibid.
accomplished only through assistance from many workers and many fields of study." An excellent rating was given to the item in the checklist concerning the awareness of the teachers of a need for changes in the school's curriculum and courses of study, and likewise for the preparation of the teachers for the task. Caswell and Campbell say: "... the entire teacher group within the system must become sensitized to the need for the improvement of instruction. Provision should be made for the stimulation and guidance of the professional reading and study of the teachers." Museum, laboratory, and field materials are only beginning to be made available for use by the pupils of the school. This, however, is a decided step forward, as substantiated by the following statement: "The whole philosophy of learning to do by doing implies that first-hand experiences of children should be accepted as of primary importance in the activities provided for in a good curriculum."

Laboratories, museums, and field trips should, it seems, be a rich source of first-hand experiences for children. Changes in the courses of study were abrupt rather than developmental and evolutionary. Therefore, this point on the checklist was marked as poor. The poor rating given for an abrupt change in the courses of study is correct as

\[\text{15} \text{Caswell and Campbell, op. cit., p.} 69.\]
\[\text{16} \text{Ibid., p.} 469.\]
\[\text{17} \text{McGaughy, op. cit., p.} 159.\]
evidenced by the following quotation: "The democratic method of making a program will be very slow in some communities. It will rarely be sensational or revolutionary. This scheme of progress is essentially sound, however."\textsuperscript{18} The educational activities and possibilities of other educational and social agencies in the community were not taken into consideration when the curriculum was revised, and no provision was made to cooperate with them. These sources should not be neglected. "The schools cannot sit by and wait for other agencies to discover and define democratic ideals in usable terms, but must undertake this task in cooperation with other social institutions."\textsuperscript{19}

IV. Provisions for Subject Matter Fields

A. Amount of Offerings

Evaluations.--The wording of the following questions shows the points evaluated.

(3) \textit{y}. How adequately does the amount of the offering in each field meet pupil needs?
(5) \textit{z}. How fully do pupil needs justify the amount of offerings provided?\textsuperscript{20}

Comments.--In the way of provisions for subject matter fields the amount of the offering in each field meet pupil needs. Note that "amount" is the only item considered, making possible an average rating. Pupil needs justify to the

\textsuperscript{18}Ibid., p.157.
\textsuperscript{19}Caswell and Campbell, \textit{op. cit.}, p.29.
\textsuperscript{20}Coöperative Study of Secondary School Standards, \textit{op. cit.}, p.22.
greatest possible degree the amount of offerings provided, due to the children of the school being limited by poor environment and background.

B. Nature of Offerings

Checklist.--In each major field or area provision is made for:

(-) 1. Emphasizing significant contributions of racial culture to present day life values.
(-) 2. Promoting pupils' understanding of present day society.
(-) 3. Stimulating pupils' interests and satisfying their needs.
(-) 4. Promoting the spirit and understanding of democracy.
(-) 5. Promoting desirable social relationships because of habits, understandings, appreciations and attitudes developed.
(-) 6. Selecting material having potential value in adult life.
(+7) 7. Engaging in a wide range of experiences for extending pupils' interests.
(+8) 8. Making adaptation to the tastes, interests and abilities of individual pupils.
(-) 9. Stimulating continuous growth and improvement of pupils throughout school life.
(-) 10. Finding reference and illustrative materials and other teaching aids.
(+11) 11. Helping pupils to find reference materials.
(-) 12. Stimulating continuous development of independence and power by all pupils.21

Evaluations.--The checklist was evaluated as follows:

(3) y. How adequate is the nature of the offerings in such respects as the above?
(3) z. How effectively do teachers use the means placed at their disposal?22

Comments.--The nature of the offerings in the school deserves to rate a score of average and the teachers as a

21 Ibid., p.23.  22 Ibid.
group use the means placed at their disposal in an average way. In considering whether or not the offerings of the school meet pupil needs, it should be pointed out that "... the school should be a place in which a child meets, and is helped to solve, problems which are very real and vital to him at his present stage of experience and maturity..." The promoting of the pupils' understanding of present day society and the item of promoting the spirit and understanding of democracy were both rated as average. Democracy is a great social ideal. "Obviously, if the school is to discharge its function of helping to achieve social ideals, there must be a reasonably clear concept of the nature of these ideals."  

V. General Evaluation of the Curriculum and Courses of Study

Evaluations.--This is a general evaluation of all checklists in this chapter:

(2) y. How well do the curriculum and courses of study accord with the philosophy of education as presented by the school?  
(2) z. How well do the curriculum and courses of study meet the needs of the community and the pupil population?  

Comments.--The curriculum and courses of study accord

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23 McGuough, op. cit., p.33.  
24 Caswell and Campbell, op. cit., p. 28.  
only fairly well with the philosophy of education as presented by the school. This causes the rating to be somewhat below the average. The needs of the community and the pupil population are far from being met by the course of study. There is too much theory and not enough practical relationships and activities. This causes the meeting of child and community needs to have to be evaluated as being somewhat below the level that the school should attain.

The information shown in Table 4 is presented in a composite form to facilitate a fuller understanding of the ratings set forth in this chapter. The columns of evaluations are numbered and lettered to correspond with their respective evaluations found elsewhere in the chapter, and the means of arriving at a score for each item measured is obvious.

VI. Summary

In this chapter it was pointed out that a school should adhere closely to its philosophy of education as it molds and presents its educational program. Since this, apparently, is not done, the evaluations in the general provisions are below average in both questions "y" and "z", as shown in Table 4. "y" and "z" refer to the respective questions under "Evaluation", which follow the different measures, the titles of which are listed near the left margin of the table. After each checklist was marked and evaluations were made,
<table>
<thead>
<tr>
<th>Section</th>
<th>Title of Measure</th>
<th>Computation of primary school scores</th>
<th>Evaluations</th>
<th>Total</th>
<th>Divisor</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>General provisions</td>
<td></td>
<td>y 2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>II</td>
<td>Sources for development</td>
<td></td>
<td>z 1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>III</td>
<td>Procedure for development</td>
<td></td>
<td>y 3</td>
<td>6</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>English</td>
<td>IVA-y3 IVA-25 IVB-y3 IVB-z3</td>
<td>14</td>
<td>4</td>
<td>3.5</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Foreign languages</td>
<td>IVA-yN IVA-zN IVB-yN IVB-zN</td>
<td>N</td>
<td>4</td>
<td>N</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Mathematics</td>
<td>IVA-y3 IVA-25 IVB-y3 IVB-z3</td>
<td>14</td>
<td>4</td>
<td>3.5</td>
<td></td>
</tr>
<tr>
<td>IV</td>
<td>Sciences</td>
<td>IVA-yN IVA-zN IVB-yN IVB-zN</td>
<td>N</td>
<td>4</td>
<td>N</td>
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</tr>
<tr>
<td>A &amp; B</td>
<td>Social studies</td>
<td>IVA-y3 IVA-25 IVB-y3 IVB-z3</td>
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<td>4</td>
<td>3.5</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Music</td>
<td>IVA-y4 IVA-25 IVB-y4 IVB-z4</td>
<td>17</td>
<td>4</td>
<td>4.3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Arts and crafts</td>
<td>IVA-y4 IVA-25 IVB-y4 IVB-z4</td>
<td>17</td>
<td>4</td>
<td>4.3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Industrial arts</td>
<td>IVA-y3 IVA-25 IVB-y3 IVB-z3</td>
<td>14</td>
<td>4</td>
<td>3.5</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Home making</td>
<td>IVA-y3 IVA-25 IVB-y3 IVB-z3</td>
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<td>4</td>
<td>3.5</td>
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<tr>
<td></td>
<td>Agriculture</td>
<td>IVA-yN IVA-zN IVB-yN IVB-zN</td>
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<td>4</td>
<td>N</td>
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</tr>
<tr>
<td></td>
<td>Business education</td>
<td>IVA-yN IVA-zN IVB-yN IVB-zN</td>
<td>N</td>
<td>4</td>
<td>N</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Health &amp; physical ed</td>
<td>IVA-y3 IVA-25 IVB-y3 IVB-z3</td>
<td>14</td>
<td>4</td>
<td>3.5</td>
<td></td>
</tr>
<tr>
<td>V</td>
<td>General evaluation</td>
<td></td>
<td>y 2</td>
<td>4</td>
<td>2</td>
<td>2</td>
</tr>
</tbody>
</table>
the number symbols of evaluation were transposed to their proper column in the table, horizontal sums made and placed in the column for totals. The sums were divided by a divisor to obtain the final score, rating, or evaluation. The number of units in a divisor was the same as the number of evaluations used to make up any given total in the total column. Keeping in mind the fact that any score below three is below average, it can be seen that the subject-matter fields are acceptable as separate units and that general provisions and sources for development rank below standard. Since these last two mentioned have to do with the actual practical application of the school's philosophy and objectives, and inasmuch as they rank low, the general evaluation for the curriculum and course of study was evaluated as being below average.
CHAPTER V

PUPIL ACTIVITY PROGRAM, LIBRARY SERVICE,
AND GUIDANCE SERVICE

Introduction

In the evaluative criteria set up for the study, entire sections were devoted to each of the three divisions which are combined into the one title for this chapter. The pupil activity program, library service, and guidance service are combined into one chapter here due to the brevity of each, which was necessitated by the fact that none of the three have a place in the school program.

Pupil Activity

There is no organized pupil activity program in the school evaluated. It seems that there should at least be a definite schedule for assemblies and clubs, if nothing more. McGaughey says: "... the good school does not overlook the importance of the idea of 'social' implied in effective participation with others in activities which require certain standards of manners and courtesy and respect for other personalities if mutual pleasure and satisfaction are to be secured."¹ There are home rooms, but their function is mainly that of carrying out administrative details. In developing an activity program, "The child must be given his

¹McGaughey, op. cit., p.187.
proportionate share in determining the activities which are truly educative and in helping to develop and carry on these activities along the lines which are best for his development as an individual."²

Library Service

There is no library service in the elementary school which was evaluated. All other schools in the city, including the Negro schools, have at least some kind of a library. There should be no reason why this school does not have a library. Dawson says, "Since the broadened curricula of the school make increasing demand upon printed and visual materials, the school library has become an indispensable part of a satisfactory school organization."³ It seems that a library will be necessary as an aid in raising the general educational level of the school. "There are no well-defined standards as to adequate library facilities for elementary and high schools."⁴ However, in regard to this same subject, Johnson says: "In general it may be said that the standards are in agreement that no library, no matter how small the school, should have fewer than 500 books and that schools with as many as 200 pupils should have a minimum of 1,000

²Ibid.
³Howard A. Dawson, Satisfactory Local School Units, p.36.
⁴Ibid.
books."\(^5\) This statement was made in a discussion of secondary school libraries, but there should be no reason why elementary school library standards should not be just as high. Since the average daily attendance in the school is between 450 and 500, it can be seen that the school needs a library containing well over 1000 volumes.

As a guide for use in determining the size of the library staff in schools of different sizes, the following table is shown:

<table>
<thead>
<tr>
<th>Enrollment</th>
<th>Number of Librarians</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 250</td>
<td>Half-time</td>
</tr>
<tr>
<td>250-500</td>
<td>One</td>
</tr>
<tr>
<td>500-1000</td>
<td>One; or one and one on half time</td>
</tr>
<tr>
<td>1000-2000</td>
<td>Two</td>
</tr>
<tr>
<td>Over 2000</td>
<td>Two; or two and one on half time</td>
</tr>
</tbody>
</table>

This table was worked out by the official committee on library organization and equipment, National Education Association, 1920.

Since the fact has already been stated that the average daily attendance in the school is around 450, then, according


\(^6\)Fred Engelhardt, Public School Organization and Administration, p.411.
to the Table 5, the evaluated school should have one full-time librarian to administer the proposed library of over 1000 books.

Guidance Service

There is no officially designated guidance service in the school. It seems that in any school, there should be some kind of guidance carried on by someone who is carefully trained for the work. "There is, at present, a great emphasis in education on the guidance of the pupil; and while in many instances in the past this guidance has been concerned largely with his future vocation, there is now more than ever before an increasing emphasis upon guidance in the many other phases of his life and activity." 7 Since guidance is so broad in scope, it seems that it could be appropriately applied in an elementary school, especially where the children come from homes where the rate of illiteracy is apparently high, and, consequently, little competent advice of any kind is to be had. In attempting to guide a child, "The main end of all guidance is self-diagnosis and self-guidance and, because he knows himself as no one can ever know him, his interest in self-diagnosis and self-guidance is nowhere more basic and important than in the field of his own personal affairs." 8

7H. C. MooKown, Home Room Guidance, p.32.
8Ibid., p.33.
CHAPTER VI

INSTRUCTION AND INDIVIDUAL EVALUATION

Introduction

This chapter on instruction and individual evaluation gives summaries, in table form, of conditions as stated and evaluated in the checklist and evaluative questions. Checklists are not marked since the tables show the frequency distributions as given by the teacher.

Evaluations were made on the basis of personal observation and judgment on the part of the evaluator and each teacher, in the light of the checklists which are found in this chapter.

Textbooks and Other Instructional Materials

Textbooks

Checklist.—The checklist used is as follows:

( ) 1. If textbooks are used, they are sufficiently recent in publication to assure that their content is up to date.
( ) 2. If textbooks are used, study aids and suggestions of adequate scope and excellence are contained therein.
( ) 3. In such books are found illustrations or other graphic representations of good quality and in adequate amount or number.
( ) 4. The content or text of such books is well organized and adapted to the needs and degree of development of the pupils.
( ) 5. Such books contain extensive but well selected references for supplementary study.
( ) 6. Such books are well bound; the paper is of good quality and without glare.
( ) 7. A textbook constitutes only a part, usually only a minor part of the materials to be
studied in a given course; extensive supplementary material is used.

( ) 8. In use a textbook is not regarded as full authority in its field; its contents are understood to be limited and incomplete.1

Evaluations.—The following evaluations were made for the above checklist:

( ) x. How well do the textbooks used meet such qualifications as the above?
( ) y. How well does the teacher direct pupils in the proper and effective use of such books?
( ) z. How well do pupils use such books, recognizing both their advantages and disadvantages as material for study?2

Other Instructional Material

Checklist.—The complete checklist is as follows:

( ) 1. If workbooks are used, the limited educational value of such books is recognized and provision is made for supplementing them adequately.
( ) 2. Mimeographed (or similar) material is provided in adequate amount and effectively used in the classroom.
( ) 3. Work materials such as paper, pencils, pens, crayon, and similar materials are always readily available and are satisfactory in quality.
( ) 4. Pictures, models, and other illustrative materials are always available for use and are adequate in amount and variety.

Evaluations.—The following evaluations were made for the above checklist:

( ) x. How adequately are such materials as the above provided for classroom work?
( ) y. How effectively does the teacher use such materials?
( ) z. How effectively and extensively do pupils use such materials?4

1Cooperative Study of Secondary School Standards, op. cit., p. 75.
2Ibid.
3Ibid., p. 147.
4Ibid.
<table>
<thead>
<tr>
<th>Evaluation</th>
<th>Number of evaluations</th>
<th>Product of columns A and B</th>
</tr>
</thead>
<tbody>
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<td>(A)</td>
<td>(B)</td>
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<td>4</td>
<td></td>
<td>20</td>
</tr>
<tr>
<td>3</td>
<td></td>
<td>18</td>
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<tr>
<td>2</td>
<td></td>
<td>16</td>
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<tr>
<td>1</td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>60</td>
</tr>
<tr>
<td>School score</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*This table is a summary of evaluations of both textbooks and other instructional materials, as filled out for all teachers.

Comments.—Table 6 gives a summary of the evaluative questions shown above. Each of the ten teachers taking part in the evaluation program supplied six evaluations for a total of sixty in all. The distribution of evaluation and the school score, along with the method of computation, are given in the table. Getting the opinions of teachers regarding textbooks and other instructional materials is sound practice as evidenced by the following quotation: "The problem of securing critical reactions of teachers to new books
and work materials merits the serious attention of the principal."\(^5\)

No workbooks or mimeographed materials are provided. Work materials such as paper, pens, crayon, and similar materials are always readily available. Sufficient illustrative material is also available. The pupils and teachers seem to make average use of their materials.

**Tests and Measurements**

**Purpose of Tests and Measurements**

**Checklist.**—The complete checklist is given below.

( ) 1. All testing and measuring is done for a definite educational purpose and has an anticipated value for the pupil.

( ) 2. All testing and measuring is so planned as to promote the educational aims of the school.\(^6\)

**Evaluation.**—The following evaluation was made for the above checklist:

( ) z. How adequately do tests and measurements serve desirable and educational ends?\(^7\)

**Types of Tests and Measurements**

**Checklist.**

( ) 1. The complete testing program provides for many short tests and a few relatively long ones.

( ) 2. Standardized achievement tests are used extensively.

( ) 3. The teacher uses tests of his own construction extensively—both new-type and the older essay types.

---

\(^5\)Reavis, et al., *op. cit.*, p.397.  
\(^7\)*Ibid.*
4. Tests formulated by the teacher are so planned that they are easily and economically administered, mechanically easy for pupil to take, and easy to score.

Evaluations.--The following evaluations were made for the above checklist:

y. How great is the variety of types of tests used?
z. How well are they selected or devised for the purpose intended?

Uses of Tests and Measurements

Checklist.

1. The teacher understands the proper use, the advantages, and the limitations of various types of tests and uses them accordingly.
2. The teacher gives consideration to the validity and reliability of the tests formulated by himself.
3. Testing and measuring is an integral part of the teaching and learning program rather than an activity set apart for certain days.
4. The testing and measuring program emphasizes pupil progress rather than achievement; progress graphs rather than a series of marks reveal the pupil's record.
5. The teacher uses tests to stimulate and evaluate progress and achievement in the development of desirable habits, skills, and knowledge.
6. The teacher uses tests to stimulate and evaluate pupils' thinking, understanding, and ability to apply.
7. The teacher uses tests to stimulate and evaluate pupils' appreciations, attitudes, and ideals.
8. Pupils use tests to evaluate their own progress both in terms of educational aims and of their own purposes.
9. Diagnostic testing is a regular part of the teaching procedure and is followed by appropriate remedial activities.
10. Classroom tests are returned to pupils and are made a basis for further teaching and learning.

8Ibid., p. 148. 9Ibid.
( ) 11. The testing and measuring of personality traits or other intangibles is largely accomplished through the collection of evidence regarding such traits and judgments based thereupon.

( ) 12. Important test results are entered on the pupil's personal cumulative record and are used in planning his educational program.\textsuperscript{10}

Evaluations.--The following evaluations were made for the above checklist:

( ) \( x \). How definitely is testing and measuring used as an aid to teaching and learning?
( ) \( y \). How effectively do pupils use tests to measure their progress and outcomes?
( ) \( z \). How well are all desirable educational outcomes measured by the tests used?\textsuperscript{11}

\begin{table}
\centering
\caption{Computation Form for Tests and Measurements*}
\begin{tabular}{|c|c|c|}
\hline
Evaluation & Number of evaluations & Product of columns A and B \\
\hline
(A) & (B) & (C) \\
\hline
5 & 6 & 30 \\
4 & 6 & 24 \\
3 & 24 & 72 \\
2 & 24 & 48 \\
1 & 0 & 0 \\
\hline
Total & 60 & 174 \\
School score & 2.9 & \\
\hline
\end{tabular}
\end{table}

*This table is a summary of evaluations of tests and measurements, as filled out for all teachers.

\textsuperscript{10}Ibid. \textsuperscript{11}Ibid.
Comments.--Table 7 is a summary of the evaluations made by the teacher individually. The evaluative questions, from which ratings in the tables were taken, are stated above. In discussing tests and measurements, McGaughy says, "... we must agree that the testing program can consist only of tests in the fields which are formal and mechanical." He says, too, that there is no way to secure objective measures, such as for attitudes, ideals, appreciations and other worthwhile outcomes.

No standard achievement tests are used. Teachers use tests of their own construction, both new-type and the older essay types. Tests are so planned that they are economically administered, mechanically easy for pupils to take, and easy to score. The variety of types of tests used is limited. Improvement in the quality of the school's outcomes would probably result from an adequate testing program.

Testing is used too much in finding out what the children have learned, and not enough as an aid to teaching and learning. Little thought is given by the pupils to the use of tests in measuring their progress and outcomes. The tests used seem to be too limited.

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The Classroom Period

Teacher's Plans and Preparation

Checklist.--The teacher's plans and preparation for the class period:

1. Provide for cooperative planning with other teachers to promote better integration of the learning activities of the various classes.
2. Have definite procedures and objectives for a whole unit of learning and for each day's work.
3. Assume that education is a developmental and integrating process, not one simply of addition.
4. Call for desirable activity--mental, emotional or physical--on the part of the pupils.
5. Have new educational activities begin with and develop from the interests, purposes, and former experiences of pupils.
6. Provide for environmental factors so that conditions or situations are favorable for learning.
7. Provide for developing desirable attitudes and appreciations as well as knowledge, skill, and understanding.
8. Regard organized subject matter chiefly as a means rather than as an end.

Evaluation.--The following evaluation was made for the above checklist:

z. How adequately, according to statements such as the above, does the teacher prepare for classroom activities?

Comments.--Evaluation questions, from which ratings for Table 8 were taken, are shown above. The ratings were based on individual teacher judgment. This seems valid. Reavis suggests the setting up of definite criteria for the evaluation of classroom work, in fairness to both the teacher and the person responsible for supervision.

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14Ibid.
15Reavis, et al., op. cit., p.281.
TABLE 8

COMPUTATION FORM FOR TEACHERS' PLANS AND PREPARATIONS*

<table>
<thead>
<tr>
<th>Evaluation</th>
<th>Number of evaluations</th>
<th>Product of Columns A &amp; B</th>
</tr>
</thead>
<tbody>
<tr>
<td>(A)</td>
<td>(B)</td>
<td>(C)</td>
</tr>
<tr>
<td>5</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>4</td>
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<td>16</td>
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<tr>
<td>3</td>
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<td>15</td>
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<tr>
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<td>0</td>
<td>0</td>
</tr>
<tr>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>10</strong></td>
<td><strong>40</strong></td>
</tr>
<tr>
<td><strong>School score</strong></td>
<td></td>
<td><strong>4</strong></td>
</tr>
</tbody>
</table>

*This table is a summary of evaluations of the teachers’ plans and preparations, as filled out for all teachers.

The Teacher's Activities

Checklist.

In the classroom the teacher:

(  ) 1. Makes use of problem solving, analysis, comparison, association, reflective thinking, and generalizing.

(  ) 2. Emphasizes the value of desirable concomitant or associated learnings.

(  ) 3. Helps the pupils discover specific applications of new information, skills, abilities, habits, and other learnings.

(  ) 4. Develops a sense of satisfaction and appreciation on the part of the pupils.

(  ) 5. Develops desirable attitudes on the part of the pupils.

(  ) 6. Helps pupils learn how to study—how to purpose, plan, execute, and evaluate.

(  ) 7. Provides opportunities for pupils to use a desired type of behavior or reaction in a variety of situations that approximate life conditions.
8. Makes use of drill largely for developing skills and habits and for memorizing; this is done in meaningful situations to satisfy felt needs on the part of the learners.

9. Is alert to reading difficulties on the part of pupils and seeks correction thereof.

10. Makes flexible or differentiated assignments to provide for different abilities and interests of pupils.

11. Makes the pupil responsible for some work done independently in order to develop power and self-direction.

12. Makes pupils responsible for doing some work in groups where all group members contribute and cooperate.

13. Helps pupils learn how to use the library effectively and with satisfaction.

14. Helps pupils learn how and where to find supplementary material outside the library.

15. Seeks to make pupils increasingly independent of teacher guidance.

16. Reveals enthusiasm for and enjoyment of his work and his pupils.

Evaluations.—The following evaluations were made for the above checklist.

x. How stimulating are the instructional procedures which the teacher uses?

y. How intently do pupils devote themselves to their work?

z. How adequately are all types of outcomes (knowledge, skill, understanding, appreciations, and attitudes) provided for?

Comments.—Ratings in Table 9 are a result of the teachers having rated their own activities, each one rating himself only. The basis upon which the ratings were made is shown in the evaluative questions above. The school score of 3.2 indicates that the staff thinks its activity is of

---

17 Ibid.
TABLE 9

COMPUTATION FORM FOR TEACHERS' ACTIVITIES*

<table>
<thead>
<tr>
<th>Evaluation</th>
<th>Number of evaluations (B)</th>
<th>Products of columns A &amp; B (C)</th>
</tr>
</thead>
<tbody>
<tr>
<td>(A)</td>
<td>(B)</td>
<td></td>
</tr>
<tr>
<td>5</td>
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<td>2</td>
<td>7</td>
<td>14</td>
</tr>
<tr>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>30</td>
<td>95</td>
</tr>
</tbody>
</table>

School score: 3.2

*This table is a summary of evaluations of the teachers' activities, as filled out for all teachers.

average quality. Reavis\textsuperscript{18} says the activity in a school room should be partly controlled by the pupils and partly by the teacher, and favors a type of teaching which he calls purposing, or teaching in a purposeful, democratic atmosphere. It is decidedly informal.

Coöperation of Pupils and Teacher

Checklist.--The teacher and pupils work coöperatively:

\begin{itemize}
\item ( ) 1. Enter upon their work promptly and show an active and sustained interest in it.
\item ( ) 2. Develop good citizenship habits and attitudes
\end{itemize}

\textsuperscript{18}Reavis, et al., \textit{op. cit.}, p. 281.
by such activities as keeping the room orderly and attractive and attending to routine matters quickly and efficiently.

3. Cultivate desirable health habits and attitudes by such activities as doing their part in maintaining proper illumination and conditions of air in classrooms.

4. Make readily available for classroom use desirable equipment, supplies, and other educational materials.

5. Plan and develop units of work or learning projects.

6. Evaluate progress in learning and modify plans when such evaluations suggest the need for change.

7. Seek to integrate their learning with their own past experience and with the larger educational program.

8. Emphasize the proper use of English as an effective means of thinking and communication.

9. Cultivate desirable social usage in their relations with one another.

10. Evaluate the outcomes of learning.\textsuperscript{19}

Evaluations.--The following evaluations were made for the above checklist.

\textbullet y. How effectively do teacher and pupils cooperate?

\textbullet z. How effectively do pupils cooperate with each other?\textsuperscript{20}

Comments.--An important element in the proper conduct of the classroom period is cooperation of pupils and teacher. The score of 2.6, as shown in Table 10, is below the average. A remedy might be found to raise the score if the teaching staff were to gain a greater insight into child psychology. McGaughy says, "... very few good teachers find it desirable or necessary to maintain their relationship with their pupils.

\textsuperscript{19}Cooperative Study of Secondary School Standards, op. cit., p.150. \textsuperscript{20}Ibid.
TABLE 10

COMPUTATION FORM FOR COöPERATION OF PUPILS AND TEACHER*

<table>
<thead>
<tr>
<th>Evaluation</th>
<th>Number of evaluations</th>
<th>Product of columns A &amp; B</th>
</tr>
</thead>
<tbody>
<tr>
<td>(A)</td>
<td>(B)</td>
<td>(C)</td>
</tr>
<tr>
<td>5</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>4</td>
<td>4</td>
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<tr>
<td>3</td>
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<td>21</td>
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<tr>
<td>2</td>
<td>6</td>
<td>12</td>
</tr>
<tr>
<td>1</td>
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<td>3</td>
</tr>
<tr>
<td>Total</td>
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<td>52</td>
</tr>
<tr>
<td>School score</td>
<td></td>
<td>2.6</td>
</tr>
</tbody>
</table>

*This table is a summary of evaluations of coöperation of pupils and teacher, as filled out for all teachers.

on an autocratic basis. 21 Furthermore, he says they must show genuine respect for the personality of pupils. 22

Use of the Community as a Laboratory

Checklist.—Teachers and pupils study the community and its facilities as means of enriching teaching and learning experiences in such respects as:

( ) 1. Characteristic mores, customs, and language peculiarities.

21 McCoaughy, op. cit., p. 77.
22 Ibid., p. 79.
2. Economic resources and their relation to living conditions.
3. Historical incidents; places and individuals of note.
4. Elements of beauty; means of improving aesthetically undesirable conditions.
5. Health conditions and means of improving them.
6. Recreational facilities; use of leisure; enrichment of leisure activities.
7. Sociological conditions and problems.
8. Political institutions and their services.
9. Religious life and activities.
10. Museums, art galleries, industrial establishments, etc., as profitable field trips. 23

Evaluations.—The following evaluations were made for the above checklist:

y. How extensively does this teacher and his pupils use such factors as the above to enrich classroom experiences?
z. How effectively are the activities thus pursued and used in furthering the pupils' educational experiences and in promoting a better understanding of the relation of classroom learning and out-of-school life? 24

Comments.—This part of a school program should not be overlooked. Although the composite ratings made by the teachers in the evaluated school, as shown in Table II, give the school a score of average, some definite weaknesses were noted. Health conditions, elements of beauty, and field trips need more attention. "The small school systems should not only make possible the best educational program . . . but they should make the school a social center for the community, and they should take responsibility for helping build better communities, because the community has an essential part in the educational process." 25

24 Ibid.
25 American Association of School Administrators, Schools in Small Communities, p.32.
### TABLE 11

**COMPUTATION FORM FOR USE OF THE COMMUNITY AS A LABORATORY**

<table>
<thead>
<tr>
<th>Evaluation</th>
<th>Number of evaluations</th>
<th>Product of columns A &amp; B</th>
</tr>
</thead>
<tbody>
<tr>
<td>(A)</td>
<td>(B)</td>
<td>(C)</td>
</tr>
<tr>
<td>5</td>
<td>2</td>
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</tr>
<tr>
<td>School score</td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

*This table is a summary of evaluations of the use of the community as a laboratory, as filled out for all teachers.*

### Teacher Load

**Evaluation**—The following evaluative question was used:

( ) z. How satisfactory is the working load of this staff member?26

**Comments**—There seems to be a great amount of disagreement among authorities regarding teacher load. Economic conditions rather than professional efficiency in a school seems to be the determining factor in settling the problem, that is, according to present practices. McGaughy says: "It

---

**TABLE 12**

**COMPUTATION FORM FOR EVALUATION OF LOAD**

<table>
<thead>
<tr>
<th>Evaluation</th>
<th>Number of evaluations</th>
<th>Product of columns A &amp; B</th>
</tr>
</thead>
<tbody>
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<td>(A)</td>
<td>(B)</td>
<td>(C)</td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
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<td>4</td>
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<tr>
<td>2</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>10</td>
<td>30</td>
</tr>
</tbody>
</table>

**School score**

*This table is a summary of evaluations of the teacher load, as filled out for all teachers.

It does seem reasonable to propose that in the present traditional school organization, no one teacher should be expected to live up to her full possibilities of leadership and guidance of children if she has forty or fifty of these highly individual human beings in her charge.*

He also adds that for some activities six or eight pupils in a class would be sufficient, while in others perhaps as many as two hundred could be accommodated.

**General Committee Judgment**

Evaluations.--The following evaluations were made.

*McCaughey, op. cit., p.236.*
( ) y. How satisfactory is the instructional work carried on by this teacher?28

**TABLE 13**

**COMPUTATION FORM FOR GENERAL COMMITTEE JUDGMENT***

<table>
<thead>
<tr>
<th>Evaluation</th>
<th>Number of evaluations</th>
<th>Product of columns A &amp; B</th>
</tr>
</thead>
<tbody>
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<td>(B)</td>
<td>(C)</td>
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<td>1</td>
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<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>10</td>
<td>31</td>
</tr>
<tr>
<td>School score</td>
<td></td>
<td>3.1</td>
</tr>
</tbody>
</table>

*This table is a summary of evaluations of the general committee judgment, as filled out for all teachers.

**Comments.**—Table 13 is a composite of ratings made by the evaluator, one for each individual teacher, making a total of ten. Each teacher was rated as to how satisfactory his or her interest in instruction seemed to be. This was a most difficult task. To evaluate instruction effectively, standards of evaluating must be mutually understood by both teacher and supervisor. The teacher can then better evaluate her own work.29

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28Cooperative Study of Secondary School Standards, op. cit., p. 150
29Reavis, et al., op. cit., p. 279.
General Evaluation of the Instructional Program

Evaluations.—General evaluative questions are given as follows:

(3) y. How well does the instructional program accord with the philosophy of education as presented by the school?

(2) z. How well does the instructional program meet the needs of the community and the pupil population? 30

Comments.—The instructional program accords with the philosophy of education as presented by the school wherein educational methods are chosen with regard for the children's activities, level of maturity, and educational background. The score is average.

The instructional program seems to need some revision for the purpose of better meeting the needs of the community and the pupil population. Much of the work seems to be in need of being simplified, especially in vocabulary usage. This appears necessary due to the limited experiences and background of the pupils, outside the school in the homes and neighborhood.

Summary

The best element of the instructional program appears to be the teacher's sympathetic, understanding attitude toward the pupils. Another important feature, as shown by the school score of four, on teacher's plans, in Table 14,

is the tendency of the teachers to devote time and care to their plans and preparations.

Table 14 is a composite one, showing all of the school scores pertaining to instruction and individual evaluation, as taken from the smaller tables in this chapter. "y" and "z", by general evaluation, are scores assigned to the evaluative questions quoted in the preceding section of this chapter.

To effect improvement of instruction and individual evaluation there should be more coordination of the work of

<table>
<thead>
<tr>
<th>Title of measure</th>
<th>Computation of primary school scores</th>
<th>Evaluations</th>
<th>Total</th>
<th>Divisor</th>
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the various teachers, since the school program is departmentalized. The newly revised courses of study were prepared with this objective in mind, nevertheless, the principal's and supervisor's responsibilities will be just as great.
CHAPTER VII

OUTCOMES

Introduction

In checking and evaluating the various features included in this chapter the underlying philosophy and expressed purposes and objectives of the school and the nature of the pupil population and community which it serves were kept constantly in mind. Evaluations were made in the light of these factors.

In the educational program of a good [elementary] school, major concern should be given to attaining desirable outcomes and to the various kinds of evidence indicating that such outcomes are being realized . . . Evaluation of such activities involves more than determining the amount of knowledge possessed, measuring the degree of skill and testing the scope of understanding; important and necessary as all these are. Among others, intangible qualities such as cooperativeness, tolerance, open-mindedness, reverence, respect for law, and self reliance are highly desirable outcomes. Evaluation of such outcomes is by no means easy; for most of them there is no standard measure and therefore evaluation of them necessarily will be largely a matter of judgment. The difficulty of the task is no reason for avoiding it, and the importance and universality of the problems involved make it imperative that attention should be directed to the attainment of such outcomes and to their proper evaluation.1

Principal Subject-Matter Fields

Language Arts

Checklist.—The following shows the complete checklist on language arts and how each item was checked:

1Cooperative Study of Secondary School Standards, op. cit., p.76.
1. Rapid and effective reading—silent, oral; superficial, intensive; etc.
2. Using English correctly and effectively in various types of written discourse
3. Developing a speaking voice habitually characterized by clearness, distinctness, and good modulation
4. Understanding the underlying principles of speech production as a basis for correcting speech defects
5. Observing in ordinary conversation those speech forms sanctioned by correct usage
6. Participating in class discussion, public speaking, story telling, direction of dramatics, and other forms of oral discourse
7. Judging intelligently the literary and cultural values of the current products of the radio, screen, platform, and press and developing a taste for better products of these types
8. Developing a taste for and demanding better products from the radio, screen, platform, and press
9. Producing, where talent warrants it, work of a creative nature, written or spoken or both

Evaluations.—The following evaluations were made for the above checklist:

1. y. How well does the written work of the pupils conform to generally accepted standards?
2. z. How well do pupils pay attention to good speech habits in and around the school?

Comments.—The term language arts is usually construed as including in one core area the correct use of the English language in both oral and written form, along with the ability to spell and read correctly. One item stressed in the checklist was "Rapid and effective reading—silent, oral; superficial, intensive; etc." The children in the school seem to do these things in an average way, according to the findings

\[\text{\textsuperscript{2}Ibid., p. 77.}\]
\[\text{\textsuperscript{3}Ibid.}\]
of the reading teachers. To help improve the situation the
teachers might recall that McGaughy says: "... the young
learner identifies whole words, or even short sentences, if
they have some meaning for him, more easily than he learns
to identify the separate letters."4 Another statement that
perhaps could prove worth bearing in mind when making an
effort to raise the reading level of children is this: "The
primary concern with more recent authors is to provide chil-
dren with material which will fill their needs, and satisfy
a strong desire for good stories and a thirst for information."5
Two other outstanding items in the checklist mentioned the
using of English correctly and effectively in various types of
written discourse, and observing in ordinary conversation
those speech forms sanctioned by correct usage. Both written
and oral English in the school could most likely be improved
by heeding McGaughy, who says: "In good present practice
emphasis in both oral and written composition is placed on
content, clearness of thought, and effectiveness of expres-
sion rather than on perfection in the use of standardized
English forms."6

Mathematics

Checklist.—The following shows the complete checklist
and how each item was checked:

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4McGaughy, op. cit., p.108.
5Ibid.
6Ibid., p.123.
1. Making computations and using measurements and symbols readily, especially those in common practice
2. Habitually checking results; being accurate
3. Analyzing and interpreting problems; understanding principles and applying them to practical situations
4. Estimating results, quantities, and values
5. Developing clear, definite concepts of quantitative relationships
6. Using and interpreting graphs and other means of visualizing relationships
7. Developing appreciation of mathematical elements in art, music, architecture, astronomy, games, industry, etc.

Evaluations.—Below is shown how the school rated on this checklist:

w. How efficient are pupils in the use of mathematical concepts, processes, and symbols?
x. How effectively do pupils use and understand graphic methods?
y. How extensively and effectively do pupils use mathematics in other school subjects and in general school activities?
z. How extensively and effectively do the offerings in mathematics function in current out-of-school life of pupils?

Comments.—From a study of the checklist one would be likely to draw the conclusion that there is a possibility for doing some extensive remedial work in all of the aspects checked, since the rating on two is below average and very poor on all the others. In launching a remedial program care would need to be exercised in regard to the manner of procedure.

A few elementary schools have given up teaching arithmetic as a separate subject ... These schools are careful to provide an opportunity for children to have experiences which involve quantity and number relationships. ...
Observation and experience indicate that this is the most humane and efficient way for the individual elementary pupil to secure the degree of mastery of arithmetic which is most desirable for him. 9

Social Studies

Checklist.--The complete checklist is given, showing how each item was checked:

(-) 1. Interdependence of individuals and of states on one another
(+) 2. Desirability and necessity of government and of law
(-) 3. Interresponsibility of government and of the individual; necessity of taxes
(-) 4. Transportation and communication; exchange of goods and ideas; exchange of credit
(-) 5. Measures of goods and values
(0) 6. Relation of density of population to natural resources
(0) 7. Relation of density of population to modes of living and of culture; its effect on personal independence
(0) 8. Customs and mind sets; change and progress; relative values of the old and the new
(0) 9. Religions and their relation to and influence on culture and progress
(-) 10. Man's increasing control over nature through increasing knowledge and inventions; effect on culture, comforts, and health
(0) 11. Effects of man's desire to extend control in industrial, civic, and political life--master and servant; castes; graft and bossism; etc.
(-) 12. Social and civic responsibilities and their discharge; leadership and followership
(0) 13. Importance of being an intelligent producer and consumer; resistance to propaganda and pressure salesmanship
(0) 14. Constant struggle for security, liberty, and equality
(0) 15. Education and the school; preservation and transmission of culture; enrichment of culture
(-) 16. Similarities and differences between races and cultures and their relation to form of government

(0) 17. Democracy as a mode of living, thinking, understanding, cooperating, and sharing responsibility
(0) 18. Nationalism and internationalism; humanitarianism; world peace

Evaluations.—The answers to the following evaluative questions were based on the above checklist.

(3) u. How well do pupils cooperate with one another, with staff members, and with persons in out-of-school situations?
(2) v. How clearly do pupils show by their conduct and conversation that they recognize and accept their obligations to others, past as well as present?
(2) w. How clearly do pupils show by their conduct their appreciation of the opportunity to share and participate in social endeavor—family, school, church, community, state, nation, government?
(3) x. How well do pupils recognize the existence of economic problems and seek their solution?
(1) y. How well do pupils show by their questions, comments, and conduct that they have formed unbiased opinions?
(1) z. How tolerant are pupils of the views of others?

Comments.—The checklist attempts to give some idea of how well the pupils understand the significance in human relationships and welfare, past and present, on several items, such as interdependence, interresponsibility, density of population, customs, religions, education, democracy, and several others. On a majority of the items checked the ratings were below average or poor. Several causes might be ascribed to the conditions found. One is the method of teaching which has been used, and another is the poor home environment and background from which the pupils come. These are considered by most authorities to be very important in regard to the kind

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10Cooperative Study of Secondary School Standards, op. cit., p. 79.
11Ibid.
or type of social mindedness which children will have. In problems mainly historical, "Work is organized around general topics of great significance, putting emphasis on the great social, governmental, and economic forces which have really produced the civilization in which we are now living." In problems of geography, instead of teaching the old "place" geography, the stress should be placed on how man adjusts himself to his environment and how he changes his environment. Other items mentioned in the evaluative questions will be taken up later in this chapter under attitudes and appreciations.

Music

Checklist.—The checklist for music is as follows:

(-) 1. Appreciating harmony and beauty of tone produced by the voice and distinguishing the good from the poor
(+) 2. Appreciating harmony and beauty of tone produced by musical instruments and distinguishing the good from the poor
(-) 3. Producing harmony and beauty of tone vocally, individually and in groups
(-) 4. Producing harmony and beauty of tone with instruments, individually and in groups
(-) 5. Producing musical work or instruments of a creative nature

Evaluations.—The following evaluations were made for the above checklist:

(3) x. What degree of excellence is shown by pupils in ensemble work?
(3) y. How great is the excellence shown by pupils who

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14Coöperative Study of Secondary School Standards, op. cit., p.79.
have definite musical ability when they perform individually?

(3) z. To what extent are pupils showing increasing appreciation of better music as indicated by the type of music which they choose to hear?^15

Comments.--This checklist for music is about equally divided between the appreciation of good music and the production of it. Appreciating harmony and beauty of tone ranks as almost average. Producing harmony and beauty of tone ranks somewhat below average. The fact that the "appreciation" of harmony and beauty of tone ranks higher than the "producing" of harmony and tone is an indication that stress is being placed where it should be in the music program, that is, on appreciation instead of production. "In our better schools the emphasis is on elementary children as 'consumers' of music."^16

Arts and Crafts

Checklist.--The complete checklist is given, showing how each item was checked:

(-) 1. Developing the habit of observing and appreciating examples of the artistic in buildings, dress, furniture, interior decorations, and other situations in everyday life

(-) 2. Developing the habit of observing and appreciating beauty in pictures, statuary, and similar art products

(-) 3. Developing the habit of observing and appreciating beauty in nature

(+) 4. Using various kinds of materials for making art and crafts products

^15Ibid.

^16McGaughey, op. cit., p. 132.
(+ 5. Using color and line and crafts materials as means of self-expression
(+ 6. Making art and crafts products which reveal creative ability

Evaluations.—The following evaluations were made for the above checklist:

(3) x. How generally do pupils recognize examples of the beautiful in their environment?
(3) y. How effectively do they use arts and crafts material for producing the beautiful?
(1) z. How effectively and habitually do they modify their environment—dress, home, yard, etc.—so as to make it more beautiful?

Comments.—Like the checklist for music, the one for arts and crafts checks more for appreciation than for technical production. The habit of observing and appreciating examples of the artistic in buildings, dress, furniture and other situations in every day life was rated as average. The observing and appreciating of beauty in nature, pictures, statuary, and other art products were also checked average. The using of various kinds of art and crafts products is excellent, since the children in this school seem to be especially gifted in art. "The appreciation of art forms of various kinds is considered as of much more importance than the mastery of the technical principles of art by all elementary school children."

Industrial Arts

Checklist.—Below is a checklist showing how each item was checked:

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[18Ibid.
[19McGaughy, op. cit., p.133.
1. Developing vocational efficiency sufficient to enable a graduate to get an initial position

2. Developing the ability to adapt to occupational changes brought about by inventions or economic changes

3. Effectively using and caring for tools or machines

4. Estimating the worth of tools and machines and of their products

5. Drafting and blueprinting; reading and using their products

6. Recognizing the properties and uses of wood, metal, leather, glass, stone, and other materials

7. Working with wood, metal, glass, leather, stone, concrete, and other materials

8. Revealing creative abilities in the use of such materials as the above

Evaluations.—The items in the checklist are evaluated below:

w. How great is the proficiency shown by pupils in the art of tools and machines?

x. How well do pupils select the materials best suited for the purpose intended?

y. How well do pupils estimate the worth of products—their own, those of others, and those of manufacturers or other producers?

z. How well are safety rules observed in the shop laboratories?

Comments.—Some of the parts in this checklist are marked "N" since they do not apply to the situation as it exists in the school that was evaluated. The boys learn, in a measure, the using and caring for tools and machines. The work with the different kinds of materials, and the creative ability shown seem to be average. Proficiency in the use of tools and machines, the proper selection of materials, and the ability of the pupils to estimate the worth of products all

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21Ibid.
appear to merit marks of average. The observance of safety rules is highly satisfactory. Much time is used in "... giving each pupil an opportunity to discover and develop his own aptitudes in these varied fields of performance."22

Home Making

Checklist.---Below is listed each checklist item:


| (+) 1. Managing personal finances effectively—selecting and purchasing goods and services on the basis of value and appropriateness |
| (-) 2. Assisting with family financial problems—accounting, budgeting, purchasing goods and services |
| (0) 3. Managing time and energy for self and assisting in planning for the division of activities among members of family |
| (0) 4. Planning nutritionally adequate meals for self and family—buying, preparing, serving, and caring for food |
| (-) 5. Selecting, making, caring for, repairing and renovating clothing for self and family appropriate to person and occasion |
| (-) 6. Selecting, using, and caring for efficient tools and equipment and household supplies appropriate to family needs and income |
| (0) 7. Making the house and its surroundings attractive, comfortable, and convenient—selection and arrangement of furnishings and furniture and their repair, renovation, and care; shrubs and lawn |
| (0) 8. Assisting with the attainment and maintenance of desirable personal and family relationships |
| (0) 9. Assisting in the development of desirable social relations between the family and the community, including extension of hospitality and participation in community activities |
| (0) 10. Assisting in the guidance of the physical, social and educational development of children in the family and in the community |
| (0) 11. Caring for health of self and members of the family, including selection and eating of adequate meals, home safety, personal hygiene, and care in case of minor accidents and illnesses23 |

22McGaughy, op. cit., p.129.
23Co-operative Study of Secondary School Standards, op. cit., p.81
Evaluations.—The items in the checklist are evaluated below:

(2) v. To what degree are pupils increasingly intelligent in the selection of goods (food, clothing, equipment, furnishings) and services on the basis of values?

(1) w. How effectively are pupils managing their time, energy, and money?

(1) x. To what extent are they demonstrating increasing appreciation of beauty through making self and surroundings more attractive?

(1) y. To what degree are they increasingly understanding children and child welfare?

(2) z. To what extent is the work of the laboratory carried over into the homes of the pupils?

Comments.—To paraphrase McGaughy, we might say that home making should be taught in such a way as to emphasize the social problems implicit in each activity as one of the major concerns in modern civilization. Certainly, the problems of personal and family finance, budgeting of one's time, planning meals, seeing after clothing, making the house and its surroundings attractive, and other related problems could be called major concerns of civilization. Almost every item had to be evaluated as being below average, due, perhaps, to the difficulty of getting the things presented at school to have a carry-over value in homes where general physical, economic and literacy conditions are poor.

Health and Physical Education

Checklist.—The complete checklist is given, showing how each item was checked.

24Ibid.
25McGaughy, op. cit., p.129.
1. Appreciating the value and advantages of good health and health habits
2. Understanding the human organism and its functions and the functions of its units
3. Periodically taking medical and health examinations and following recommended treatments
4. Giving proper care and attention to eyes, ears, teeth, gums, skin, hair, scalp, feet, hands, and nails
5. Sleeping and resting sufficiently
6. Eating and clothing properly, i.e., so as to promote health
7. Developing and maintaining good mental health--healthful attitudes and emotional life
8. Knowing first aid practices and how to apply them
9. Engaging regularly in physical activities adapted to the needs of the individual
10. Providing for and developing life-long leisure recreations, including out-of-door activities

Evaluations.--The items in the checklist are evaluated below:

(a) How well do pupils know the human organism and how to care for it?
(b) How well do pupils practice desirable health habits?
(c) How extensively do they engage in games and sports?
(d) How well is sportsmanship practiced in games and sports?
(e) How well are safety rules observed in and around the school?

Comments.--The health habits of the pupils of the school do not seem to be all that they should be. Sleeping and resting sufficiently, good mental health, and adequate exercise seem to be established as health habits. Care and attention to personal hygiene and clothing and eating properly seem to be of little concern. A majority of the pupils seem to be

26 Cooperative Study of Secondary School Standards, op. cit., p. 82.
27 Ibid.
normally developed physically and there is not a large amount of malnutrition, according to present popular ways of measuring the same. However, using age, weight, and height tables as a method of discovering malnutrition is far from being truly scientific.\(^{28}\)

**Handwriting**

There were no checklist or evaluative questions for handwriting in the book *Evaluative Criteria*, which was used as a basis for the school's evaluation program. In the school, one teacher teaches all of the penmanship, meeting each class daily, for a total of five times a week. This is the program in grades two through six, and the writing done is all cursive. In the first grade all writing is in manuscript. The program in penmanship seems to be of the standardized, traditional, and seemingly un-natural type which has been so popular throughout the state in the past few years. Such strict adherence to letter formation, position, and a striving for a stereotyped sort of writing is open to question. There is something individualistic about normal handwriting. It might be said that the writing of an individual has "personality" or perhaps expresses personality. "In recent years the major emphasis in writing in the elementary school has been on legibility and satisfactory speed."\(^{29}\) Another point for consideration is the increasing, almost universal, use

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\(^{28}\)McGaughy, *op. cit.*, p.27.
\(^{29}\)Ibid., p.118.
of the typewriter. This problem may well receive due consider-
eration from school administrators and teachers.

Attitudes and Appreciations

As was stated in the introduction to this chapter, there
is no standard measure for determining outcomes such as atti-
tudes and appreciations, and therefore, evaluation of them
necessarily will be largely a matter of judgment. It was by
"considered" judgment that the scores were given.

Evaluations.—The following evaluations were made for the
scoring of the children's attitudes and appreciations in general.

(4) j. Critical mindedness—seeking causes or explana-
tions, wanting to know the truth

(4) k. Open-mindedness—willingness to know and accept
additional truth and to revise opinions and conclu-
sions in the light of new knowledge and
understanding

(1) l. Scientific mindedness—recognizing problems;
seeking, interpreting and weighing data regard-
ing them; drawing and testing conclusions

(2) m. Concentration—fixing and holding attention
through a considerable period of time in spite
of difficulties or distractions

(3) n. Tolerance—freely granting to others the right
to hold differing opinions, to have differing
systems, or be of another race and yet enter-
tain good will toward them

(3) o. Creativeness—making, doing or saying things in
a new and better way; seeking and doing the more
beautiful, more useful, or more efficient

(3) p. Self-respect and self-integrity—appreciation
of one's abilities and worth; willingness to
accept responsibility for one's acts and obli-
gations and to face realities as they are;
development of a well-balanced, well-rounded
personality

(3) q. Respect for the personality and integrity of
others—recognizing their right to develop their
talents as seems best to them; appreciating
their commendable conduct and character traits
(3) r. Respect for law and constituted authority; appreciating them as good and advantageous
(3) s. Achievement of desirable ends by proper and orderly means and methods; recognition that evolutionary development is generally better than revolutionary change
(3) t. Cooperativeness—working willingly and harmoniously with others; team play
(2) u. Social mindedness—seeking the common good through participating and accepting responsibility in social and civic relationships; appreciating the accomplishments of others, past and present, of the same and other race or culture
(3) v. Reverence—respect for and appreciation of spiritual and religious values and relationships
(3) w. Appreciation of beauty in nature and art
(3) x. Appreciation of good workmanship of a task well done
(4) y. Readiness to enjoy life and to participate in its wholesome activities
(4) z. Love of home and home relationships; willingness to share home responsibilities

Comments.—When it comes to a discussion of attitudes and appreciations, one is able to name desirable ones, understand the vocabulary common to their usage, and often recognize them when they are evident in a person. Evaluating definite progress by pupils in the development or attainment of such desirable attitudes is not so easy.

The rating on critical mindedness is above the average, since the children as a group seem to be more inquisitive than the average. Open-mindedness is also above the average, since the children of the school, like most others of elementary school age, are rather imitative and susceptible to the

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power of suggestion. However, this perhaps, is not such a bad trait since Dr. Carleton Washburne says, "The opposition to growth, though it conceives the need for perfecting existing forms, is dangerous." In recognizing problems, seeking, interpreting and weighing data regarding them, and drawing and testing conclusions the children do not seem to be so adept. Washburne says, "The desire to preserve the present forms does not exclude the recognition of a need to perfect them." Concentration ranks low since it is very difficult for most of the group to fix and hold their attention through a considerable period of time in spite of difficulties and distractions. Tolerance seems to be normally developed. Creativeness, that is, making, doing or saying things in a new and better way, seeking and doing the more beautiful, more useful, or more efficient, is apparently developed to an average degree. This is a healthy condition since "growth requires the sloughing off of outgrown forms, the sending out of new shoots." The pupils seem to have an average respect for the personality and integrity of others. Washburne says we must give children "a realization of their identity with their fellows." There is an inclination to an average degree toward respect for law and constituted authority. That is

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21 Chicago Association for Child Study and Parent Education, Developing Attitudes in Children, p.131.
22 Ibid.
23 Ibid.
24 Ibid., p.132.
as it should be since "they must understand our social organ-
ism and have respect for it . . ." The evaluation is aver-
age for the achievement of desirable ends by proper and
orderly means and methods, and the recognition that evolution-
ary development is generally better than revolutionary change.
"The people who talk about dangerous radicals, and who are
afraid of forces of change and growth, fail to realize that
the attempt to suppress growth, the attempt to fix forms is
far more dangerous than the changes they oppose. Repression
of growing things causes them to burst their bonds violently."36
On coöperativeness, the evaluation is also average. On this
subject Washburne says, "We must help them draw from play-
ground work, dramatics, school assemblies, committee work, and
projects, the common element, the realization of the need of
coöperation, the recognition of the interdependence of the
members of the group."37 The remaining attitudes and appreci-
ations evaluated, namely: reverence, appreciation of
beauty, appreciation of good workmanship, readiness to enjoy
life, and love of home and home relationships all rate average
or better. Speaking of reverence, N. L. Tibbetts, a Baptist
pastor in Chicago, says, "Everything which can be done to
give to life an impulse in the direction of the supreme good
is significant for the development of religious attitudes."38

35Ibid.
36Ibid., p.131.
37Ibid., p.135.
38Ibid., p.127.
Of appreciation of good workmanship, of a task well done, Rev. Tibbetts says, "If the attitude is to be favorable, the response of the child to the object must be one of satisfaction." A feeling of satisfaction is, perhaps, the prime requisite for the fostering of most kinds of attitudes and appreciations.

General Evaluation of Outcomes

Evaluations.—Evaluative questions are as follows:

(2) y. How well do outcomes of the educational program accord with the philosophy of education as presented by the school?

(2) z. How well do the outcomes of the educational program meet the needs of the community and the pupil population?

Comments.—The score for the general evaluation of outcomes, as shown in Table 15 for this chapter, is only two, which is somewhat below average. This would tend to show that the outcomes of the educational program do not accord with the philosophy of education, as presented by the school, as much as they should. The same score of two would, most likely, indicate that the outcomes of the educational program are not meeting the needs of the community and the pupil population as fully as they might.

Summary

In this chapter an attempt has been made to show how, in

39 Ibid., p. 125.
40 Cooperative Study of Secondary School Standards, op. cit., p. 84.
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</tbody>
</table>
the educational program of a good elementary school, major concern should be given to attaining desirable outcomes and to the various kinds of evidence indicating that such outcomes are being realized. The general evaluation for both question "y" and question "z" in the table, refer to the respective questions under each "evaluation", which follow the different measures, the titles of which are listed near the left margin of the table. After each checklist was marked and evaluations made, the number symbols of evaluation were transposed to their proper column in the table, and horizontal sums made and placed in the column for totals. The sums were divided by a divisor to obtain a final score. The number of units in a divisor was the same as the number of evaluations used to make up any given total in the total column. Keeping in mind the number symbols from one to five, as outlined in the introduction of this work, the table shows the general score for outcomes to be two, which is below average.

The school could possibly strengthen itself and eliminate many of its weaknesses by a reorganization of class arrangements. A home room plan to replace the present departmental plan and a more careful placement of work in the daily schedule to improve sequence would possibly raise the level of the outcomes.
CHAPTER VIII

SCHOOL STAFF AND PERSONAL DATA FOR STAFF MEMBERS

Introduction

The chapter of criteria on the school staff was rather extensive. The introductory paragraphs were as follows:

A competent staff is one of the indispensable elements of a good school. Such a staff should not be merely a collection of individually competent persons. It should be a coöperating group having common purposes and motivated by common ideals. Each member of such a staff should give evidence of awareness and understanding of educational problems and of continuous professional growth. Before election to the staff each member should produce evidence of thorough preparation for his particular task and of possession of such personal traits as are requisite to teaching and to associating with youth. Diversity of preparation and viewpoints are desirable for a well-rounded staff, but its members should have the ability and the desire to work together, cheerfully, harmoniously, and efficiently for the good of the school and its pupils.

The number of staff members should be adequate for the curriculum offered, the school's enrollment, and the special needs of the pupils. The teaching load and the total working load should be such as not to endanger educational efficiency. Salaries should be such as to assure a living comparable with the social demands on the profession and the worth of service rendered as well as to provide security for old age. In the membership of the staff should be found both experience gained by years of service and vigor and enthusiasm characteristic of youth. Provision should be made for proper induction and adjustment of new and inexperienced teachers.

In the selection of individual staff members attention should be given to teaching ability, personality, health, and character. Each staff member should have broad, general scholarship, thorough preparation in his special field, professional competence, and reasonable social development.1

1Coöperative Study of Secondary School Standards, op. cit., p.89.
Numerical Adequacy of Staffs

Shown below is a table giving the number of staff members of different ranks, and the adequacy of each staff numerically. The full-time administrative officer of the school is the supervising principal. The part-time administrator is the vice-principal, who teaches half-time and spends the rest of his time working in the office. This arrangement seems to be satisfactory. The instructional

<table>
<thead>
<tr>
<th>Staffs</th>
<th>Number of staff members</th>
<th>Total equivalent of all members</th>
<th>Evaluation—How adequate is each staff numerically</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administrative staff (include supervisory) . . .</td>
<td>1</td>
<td>1</td>
<td>1.5</td>
</tr>
<tr>
<td>Instructional staff (include library, health, guidance, study hall) . . .</td>
<td>12</td>
<td>2</td>
<td>13</td>
</tr>
<tr>
<td>Clerical and accounting staff. Custodial and maintenance staff . . .</td>
<td>0</td>
<td>1</td>
<td>0.5</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

staff includes twelve full-time members, plus two half-time teachers, one for industrial arts and one for home making. This seems to be fairly satisfactory.

The clerical and accounting staff is said to be made up
of one part-time employee, since the vice-principal spends about one-half of his time on clerical duties. The custodial and maintenance staff consists of a single full-time janitor, and one carpenter and one plumber, who serve the entire system, and are "on call" for this particular school. The numerical adequacy of the custodial staff seems to be only fairly satisfactory.

**Professional Staff**

Qualifications of Professional Staff Members

The adequacy of the academic preparation is based on the number of semester hours which each staff member has in a given field, including both college and secondary school preparation. For example, four years of English in high
school would count as twenty-four semester hours and four years of college English taken by the same staff member would make an additional twenty-four semester hours, or a total of forty-eight semester hours in English. According to valid criteria,² forty-eight semester hours gets a rating of two on the computation form. The rating for each staff member was entered in the computation form, Table 17, and the means of computing the school score is obvious.

The adequacy of professional preparation is a rating of the number of semester hours which each staff member has in

<table>
<thead>
<tr>
<th>TABLE 18</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADEQUACY OF PROFESSIONAL PREPARATION</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Rating</th>
<th>Number of ratings</th>
<th>Product of columns A &amp; B</th>
</tr>
</thead>
<tbody>
<tr>
<td>(A)</td>
<td>(B)</td>
<td>(C)</td>
</tr>
<tr>
<td>5</td>
<td>2</td>
<td>10</td>
</tr>
<tr>
<td>4</td>
<td>4</td>
<td>16</td>
</tr>
<tr>
<td>3</td>
<td>2</td>
<td>6</td>
</tr>
<tr>
<td>2</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>10</td>
<td>25</td>
</tr>
<tr>
<td>School score</td>
<td>3.5</td>
<td></td>
</tr>
</tbody>
</table>

the field of education. Three members have between thirty and forty-three semester hours in education, and receive ratings of four; six have between eighteen and twenty-nine semester hours, and receive ratings of three; and one has between ten and seventeen hours of professional preparation in the field of education, meriting a score of two. Ratings and the school score are shown in Table 19.

<table>
<thead>
<tr>
<th>Rating**</th>
<th>Number of ratings</th>
<th>Product of columns A &amp; B</th>
</tr>
</thead>
<tbody>
<tr>
<td>(A)</td>
<td>(B)</td>
<td>(C)</td>
</tr>
<tr>
<td>5</td>
<td>6</td>
<td>30</td>
</tr>
<tr>
<td>4</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>3</td>
<td>3</td>
<td>9</td>
</tr>
<tr>
<td>2</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>10</td>
<td>40</td>
</tr>
<tr>
<td>School score</td>
<td></td>
<td>4</td>
</tr>
</tbody>
</table>

*The college or university which conferred the degree.
**Determined by the scholastic status of the institution conferring the degree.

For the purpose of evaluation, each college and university in the United States is assigned a quality rating,\(^3a\) on the following basis:

<table>
<thead>
<tr>
<th>Definition</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Members of the Association of American Universities</td>
<td>5</td>
</tr>
<tr>
<td>Colleges and universities approved by the Association of American Universities</td>
<td>4</td>
</tr>
<tr>
<td>Other accredited colleges and universities</td>
<td>3</td>
</tr>
<tr>
<td>Other four-year institutions</td>
<td>2</td>
</tr>
<tr>
<td>Other one-, two-, or three-year institutions</td>
<td>1</td>
</tr>
</tbody>
</table>

Each staff member was rated on the institution from which he obtained his last collegiate degree. Table 19 shows the ratings and school score. On the above rating scale, teachers colleges are rated three. It seems that this is not a fair rating, since it is most likely that they are doing a better job of training teachers, the purpose for which they were created and are maintained, than many of the member institutions of the American Association of Universities, which are rated as five. There is little reason for not rating the source of a teacher's degree as five, if the degree was conferred by a standard, accredited teachers college.

Table 20 is a summary of evaluations as filled out for every member of the staff. There were four evaluations for every member, making a total of forty for the ten members rated. The school score of 2.7 is a fraction below average. This score could be raised possibly by more careful consideration being given to the assignment of teachers to teach in fields in which their training is adequate.

---

Evaluations.—The following evaluations were used.

( ) w. How thorough is this teacher's preparation as it bears on his knowledge and understanding of his teaching fields?

( ) x. How comprehensive is this teacher's preparation as it bears on his understanding of relationship of his teaching fields with other fields and with life activities out of school?

( ) y. How adequate is his professional preparation as it bears on his knowledge, skills, and understanding of teaching procedures and understanding of learners and learning procedures?

( ) z. How up-to-date is this teacher's preparation in his teaching field and in his teaching procedures? 4

<table>
<thead>
<tr>
<th>Evaluation</th>
<th>Number of evaluations</th>
<th>Product of columns A &amp; B</th>
</tr>
</thead>
<tbody>
<tr>
<td>(A)</td>
<td>(B)</td>
<td>(C)</td>
</tr>
<tr>
<td>5</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>4</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>3</td>
<td>28</td>
<td>84</td>
</tr>
<tr>
<td>2</td>
<td>11</td>
<td>22</td>
</tr>
<tr>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>40</td>
<td>110</td>
</tr>
<tr>
<td>School score</td>
<td></td>
<td>2.7</td>
</tr>
</tbody>
</table>

Table 21 gives information concerning the employment and the experience of the staff members outside the teaching profession, in business or otherwise. The table is self-explanatory.

TABLE 21
NON-EDUCATIONAL EXPERIENCE

Aggregate number of years .... 52

Number of staff members included above .... 10

Average (Divide line 1 by line 2) 5.2

School score

Evaluations.—(These evaluations apply to all members of the staff.) The following evaluations were used.

( ) q. Cooperation—gets along well with others; adapts plans or procedures to their needs or convenience when desirable or necessary

( ) r. Sincerity and loyalty—associates accord him respect and confidence and he accords them support

( ) s. Intelligence—resourcefulness, adaptability, and judgment enable the attainment of desirable results

( ) t. Self control—calm, well poised, and temperate in conduct and speech; well modulated voice

( ) u. General culture—broad interests; refined tastes, interesting conversation; commendable personal habits; careful in dress and personal appearance

( ) v. Interest in current problems—studies them and participates in activities or organizations seeking their solution

( ) w. Good physical health—good health habits; is energetic and physically fit; enjoys physical activity

( ) x. Good mental health—friendly, cheerful, and sanely optimistic

( ) y. Enjoyment and understanding of adolescents—pupils are cordially friendly toward him

( ) z. Understanding of educative value of environmental factors—careful as to appearance and hygienic conditions of his classrooms

5Ibid., p.151.
### Table 22

**Personal Qualifications**

<table>
<thead>
<tr>
<th>Evaluation</th>
<th>Number of Evaluations</th>
<th>Product of Columns A &amp; B</th>
</tr>
</thead>
<tbody>
<tr>
<td>(A)</td>
<td>(B)</td>
<td>(C)</td>
</tr>
<tr>
<td>5</td>
<td>4</td>
<td>20</td>
</tr>
<tr>
<td>4</td>
<td>21</td>
<td>84</td>
</tr>
<tr>
<td>3</td>
<td>49</td>
<td>147</td>
</tr>
<tr>
<td>2</td>
<td>26</td>
<td>52</td>
</tr>
<tr>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>100</td>
<td><strong>303</strong></td>
</tr>
<tr>
<td><strong>School score</strong></td>
<td></td>
<td><strong>3.0</strong></td>
</tr>
</tbody>
</table>

Table 22 is a summary of evaluations as filled out for every member of the staff, regarding personal qualifications. The evaluative statements themselves are shown above.

### Table 23

**Outstanding Contributions**

<table>
<thead>
<tr>
<th>Evaluation</th>
<th>Number of Evaluations</th>
<th>Product of Columns A &amp; B</th>
</tr>
</thead>
<tbody>
<tr>
<td>(A)</td>
<td>(B)</td>
<td>(C)</td>
</tr>
<tr>
<td>5</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>4</td>
<td>6</td>
<td>24</td>
</tr>
<tr>
<td>3</td>
<td>3</td>
<td>9</td>
</tr>
<tr>
<td>2</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>10</td>
<td><strong>35</strong></td>
</tr>
<tr>
<td><strong>School score</strong></td>
<td></td>
<td><strong>3.5</strong></td>
</tr>
</tbody>
</table>
Evaluations.—The following evaluation was used.

( ) z. How significant are the contributions of this individual to the school life?  

Table 23 is a summary of evaluations as filled out for every member of the staff, regarding outstanding contributions to the school and school life. The evaluative statement used is shown above.

<table>
<thead>
<tr>
<th>Evaluation</th>
<th>Number of evaluations</th>
<th>Product of columns A &amp; B</th>
</tr>
</thead>
<tbody>
<tr>
<td>(A)</td>
<td>(B)</td>
<td>(C)</td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>4</td>
<td>16</td>
</tr>
<tr>
<td>3</td>
<td>20</td>
<td>60</td>
</tr>
<tr>
<td>2</td>
<td>6</td>
<td>12</td>
</tr>
<tr>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>30</td>
<td>88</td>
</tr>
<tr>
<td>School score</td>
<td></td>
<td>2.9</td>
</tr>
</tbody>
</table>

Evaluations.—The following evaluations were used.

( ) x. Broad scholarship—thorough understanding of the activities and knowledge belonging in his field of instruction and of their relationship to other fields of knowledge

( ) y. Practical scholarship—development in pupils of the ability to relate new information and experience to other fields of knowledge and to normal life situations

6 Ibid.
( ) z. Good teaching ability—pupils are actively interested in their work and in the development of desirable skills, attitudes, and understandings.

Table 24 is a summary of evaluations as filled out for every member of the staff, regarding instructional qualifications. The evaluative statements used are shown above.

**Improvement in Service of Professional Staff Members**

**Group Improvement**

**Checklist.**—The complete checklist is given, showing how each item was checked.

The administrative and instructional staffs are seeking professional growth. Means and evidences of growth are indicated by situations such as the following:

(*) 1. Faculty and staff meetings are concerned chiefly with educational problems, principles, and progress rather than with announcements, discipline, and routine.

(-) 2. Faculty and staff meetings are characterized by general teacher planning and participation rather than by monopolization by one or a few individuals.

(*) 3. The staffs are definitely studying the improvement of teaching.

(0) 4. The staffs are definitely studying the improvement of the library and its service.

(-) 5. They are definitely studying the problems of guidance and the improvement of guidance service.

(*) 6. They are definitely studying how to promote health and health conditions of pupils and school.

(*) 7. The staffs are actively studying the curriculum and how to improve it.

(*) 8. The staffs are actively cooperating in other phases of school improvement, such as better use of English, respect for property, beautification of the school plant, and health conditions.

**Evaluations.**—The following evaluations were made for the above checklist.

7Ibid., p.152. 8Ibid., p.91.
(4) y. How extensive are the efforts of these staffs to effect improvement?
(3) z. How well has the work of improvement been done?

Comments.--Faculty meetings are concerned chiefly with educational problems, principles, and progress rather than with announcements, discipline and routine. Such meetings have a fair degree of teacher participation in which definite study for the improvement of teaching is made. This condition is proper since faculty meetings are good "... provided that they are properly programmed along definite lines and that in them attention is directed toward better teaching ..."\(^{10}\)

Further indication of improvement in service of professional staff members lies in the fact that a curriculum improvement program has just been completed, in which all courses of study were rewritten. Some staff members are also working toward advanced degrees in summer school.

<table>
<thead>
<tr>
<th>Item</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aggregate number of points</td>
<td>4</td>
</tr>
<tr>
<td>Number of staff members included above</td>
<td>10</td>
</tr>
<tr>
<td>Average (Divide line 1 by line 2)</td>
<td>.4</td>
</tr>
<tr>
<td>School score</td>
<td></td>
</tr>
</tbody>
</table>

\(^9\)Ibid.

Table 25 is a summary of professional and non-professional organizations to which staff members belong. In the table, one point\textsuperscript{11} is given for each staff membership in a national professional or non-professional organization. The ten staff members rated had only four points. The school score was .4.

**TABLE 26**

<table>
<thead>
<tr>
<th>Item</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aggregate number of points</td>
<td>0</td>
</tr>
<tr>
<td>Number of staff members included above</td>
<td>10</td>
</tr>
<tr>
<td>Average (Divide line 1 by line 2)</td>
<td>0</td>
</tr>
</tbody>
</table>

School score

Table 26 is also a summary of data on the staff's professional writing. One point\textsuperscript{12} is allowed for each magazine article written by a staff member and five points for each book written. No points of either description were counted on the entire staff.

**TABLE 27**

<table>
<thead>
<tr>
<th>Item</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aggregate number of points</td>
<td>64</td>
</tr>
<tr>
<td>Number of staff members included above</td>
<td>10</td>
</tr>
<tr>
<td>Average (Divide line 1 by line 2)</td>
<td>6.4</td>
</tr>
</tbody>
</table>

School score

\textsuperscript{11}Coöperative Study of Secondary School Standards, *op. cit.*, p.89. \textsuperscript{12}Ibid., pp.89-90.
Table 27 is a summary of data concerning the staff's professional reading. In counting the points, one\textsuperscript{13} is allowed for each professional or non-professional book read within the last six months, and three points are allowed for each national educational magazine or subject-matter magazine read regularly and extensively. McGaughy advocates for a teacher "... the careful study of educational literature and its interpretation in the light of his specific problems with his particular group of children."\textsuperscript{14}

\begin{table}
\caption{Research and Related Activities}
\begin{tabular}{|c|c|c|}
\hline
Evaluation & Number of evaluations & Product of columns A & B \\
\hline
(A) & (B) & (C) \\
\hline
5 &  &  \\
4 & 1 & 4 \\
3 & 1 & 3 \\
2 & 2 & 4 \\
1 &  &  \\
\hline
Total & 4 & 11 \\
School score & & 2.7 \\
\hline
\end{tabular}
\end{table}

Evaluations.--The following evaluations were used.

\textsuperscript{13}Ibid., p.90.

\textsuperscript{14}McGaughy, \textit{op. cit.}, p.68.
( ) y. How extensive and outstanding have been the efforts at improvement through educational experimentation and research?

( ) z. How extensive and outstanding have been the other efforts at improvement?\textsuperscript{15}

Table 28 is a summary of evaluations of research and related activities. The evaluations themselves are shown above. Four research studies were rated, two of which were theses for masters degrees. The school's score in research was just short of average. More experimentation in teaching would help.

\textbf{TABLE 29}

\textbf{GENERAL EVALUATION ON IMPROVEMENT IN SERVICE}

<table>
<thead>
<tr>
<th>Evaluation</th>
<th>Number of evaluations</th>
<th>Product of columns A &amp; B</th>
</tr>
</thead>
<tbody>
<tr>
<td>(A)</td>
<td>(B)</td>
<td>(C)</td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>3</td>
<td>12</td>
</tr>
<tr>
<td>3</td>
<td>6</td>
<td>18</td>
</tr>
<tr>
<td>2</td>
<td>11</td>
<td>22</td>
</tr>
<tr>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>20</td>
<td>52</td>
</tr>
<tr>
<td>School score</td>
<td></td>
<td>2.6</td>
</tr>
</tbody>
</table>

Evaluations.—The following evaluations were used.

( ) y. How extensive and various are this teacher's

\textsuperscript{15}\textit{Co-operative Study of Secondary School Standards, op. cit., p.144.}
efforts to improve in service in such ways as those indicated on this page?

( ) z. How effectively are this teacher's efforts to improve in service attained?  

Table 29 is a summary of general evaluations on the staff's improvement in service. The evaluations themselves are shown above. There were two evaluations made for each of the ten staff members, making a total of twenty. The school score is somewhat below average, but more effort and a greater professional spirit will improve the situation.

McGaughy says teachers can improve in service through experimental teaching, reading professional literature, observation, good supervision, travel, and by not being too provincial.

**Conditions of Service of Professional Staff Members**

**Selection of Staff Members**

**Checklist.**—The complete checklist is given, showing how each item was checked.

1. The superintendent of schools, the principal, assistants, and supervisors confer with each other regarding the selection of the professional staff

2. Candidates are selected on the basis of their fitness for the particular position they are to fill

3. Only candidates who meet the legal requirements and have a valid standard certificate for the position concerned or meet the qualifications for such certificates are considered for positions

---

16Ibid.
17McGaughy, op. cit., pp. 68-76.
(-) 4. Candidates are selected in the light of a full personal, family, and health record of the candidate and the record of his training and experience.

(-) 5. Confidential recommendations from reliable persons who are well acquainted with the candidate are secured; such recommendations are specific in terms and apply to a definite position.

(+ 6. The principal or superintendent, or both, have a personal interview with the candidate, or observe him at work, if he is seriously considered for a position.\(^{18}\)

**Evaluation.**--The following evaluative question was asked.

(3) z. How well are such conditions as the above observed and followed in the selection of staff members?\(^{19}\)

**Comments.**--The superintendent of schools nominates the professional staff and his nominations are accepted by the board of education. Candidates are selected on the basis of their fitness for the particular position they are to fill. These conditions seem sound, for "... it is generally the accepted policy that nominations to fill teaching positions be made on a professional basis by qualified administrators..."\(^{20}\)

Usually a person's record of training and experience are checked, reliable recommendations are acquired, and a personal interview had when an applicant is being seriously considered for a position. With such prevailing conditions as described, the evaluation is rated as average.


\(^{19}\)Ibid.

TABLE 30

COMPUTATION FORM FOR PUPILS PER TEACHER

<table>
<thead>
<tr>
<th>Item</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Total number of pupils enrolled</td>
<td>566</td>
</tr>
<tr>
<td>b. Total full-time equivalence of administrative and instructional staffs</td>
<td>13</td>
</tr>
<tr>
<td>c. Pupils per teacher (Line &quot;a&quot; divided by line &quot;b&quot;)</td>
<td>43</td>
</tr>
</tbody>
</table>

School score

Conditions of the Salary Schedule

Checklist.--The complete checklist is given, showing how each item was checked.

(0) 1. The school has a definite salary schedule for professional staff members

(-) 2. The maximum, minimum and average salaries are related to appropriate standards of living and social and economic conditions in the community

(-) 3. The initial salary in the schedule is determined chiefly by the amount of training and experience of the candidate

(0) 4. Regular increments in salary are spread over a large proportion of the potential service career

(+ 5. The salary schedule is sufficiently flexible to care for special cases of unusual merit because of high qualifications, professional growth, or excellence of service rendered

(+ 6. Persons of the same type or rank of position receive equal salaries for equivalent training and experience (except as provided for in 5)

(-) 7. The maximum salary for any position is approximately twice as much as the minimum salary for the same position

Evaluation.--The following evaluative question was asked:

(2) z. How well does the salary schedule of the school meet the above conditions?

Comments.—There is no definite salary schedule for professional staff members. "Efficient business practice demands that the school executive adopt a salary schedule for all classes of employees and adhere strictly to it." In the absence of a salary schedule the evaluation is below average.

Adequacy of Salaries

In Table 31 is shown the annual salaries for the year 1938-1939, for both men and women on the professional staff. The indicated salaries seem inadequate for the following

<table>
<thead>
<tr>
<th>Annual salary for 1938-39</th>
<th>Professional staffs</th>
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<tbody>
<tr>
<td></td>
<td>Men</td>
</tr>
<tr>
<td>2200-2399</td>
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</tr>
<tr>
<td>2000-2199</td>
<td></td>
</tr>
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<td>1800-1999</td>
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<td>1200-1399</td>
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</tr>
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<td>1000-1199</td>
<td>2</td>
</tr>
<tr>
<td>800-999</td>
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<td>600-799</td>
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<td>200-399</td>
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<tr>
<td>000-199</td>
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</tbody>
</table>

\[22^\text{Ibid.}\]

\[23^\text{Rice, et al., op. cit., p.31.}\]
reasons: (1) The highest salary is that of the vice-principal, who has a family to support. A man cannot support a family and make adequate professional growth and advancement on a salary which is less than $1599. The principal is not counted since he has two schools other than the one evaluated, and gives only part time to each. (2) The remainder of the salaries for the entire school are less than twelve hundred dollars each. These seem inadequate, especially for the two remaining men teachers who are both married. Rice\(^2\) says teachers' salaries are not up to a professional level, that there is a misconception of teachers' services, and that the training needed by teachers today is underevaluated.

Conditions of Tenure and Turnover

Checklist.—The complete checklist is given, showing how each item was checked.

The following conditions indicate desirable provisions as to tenure and turnover:

(-) 1. Tenure of employees is probationary for a period of at least two years

(+ 2. Indefinite tenure is provided after a successful probationary period of not over three years and continues as long as the employee's work and conduct merit it

(+ 3. The proposed dismissal of an employee on account of incompetence, misconduct, or neglect of duty is preceded by a warning and specific statement of defects, and dismissal is made only after failure of real efforts by administrative or supervisory officers to improve the employee

(+) 4. Employees who do not desire to continue in their positions give reasonable notice of their intention to leave\(^2\)

\(^2\)Ibid.

Evaluation.—The following evaluation was given for the above checklist.

(5) z. How satisfactory are conditions relating to tenure and turnover, according to the above conditions?  

Comments.—There is no probationary period for newly appointed teachers, and tenure continues so long as the teacher's work and conduct merits it. A proposed dismissal for cause is preceded by a warning and a specific statement of defects, and dismissal is made only after the failure of real efforts made by administrative officers to improve the employee. Conditions relating to tenure and turnover in the school evaluated seem to be definitely superior. "Tenure laws should be devised and administered as a stimulus to better preparation and more efficient service on the part of teachers."  

Tenure and Turnover as Reflected in Average Length and Variety of Length of Service in School

Evaluation.—The following evaluative question was asked, and was scored.

(3) z. How well, according to the data on Table 32, are both stability and revitalization of the staff assured?  

Comments.—Table 32 shows the average length and variety

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26 Ibid.
27 Rice, et al., op. cit., p. 76.
of length of service in the school. The data regarding educational experience is found on the left-hand side of the table. The school score is the average number of years of educational experience possessed by its staff members. This, of course, was found by multiplying each year number from column (A) by the number of staff members from column (B) having that length of experience, and adding all the products together. That aggregate was then divided by the number of staff members, which is the total of column (B). The quotient is the school score.

The data regarding length of service of each staff member is found in the right-hand side of the table. The school score is the average number of years of service in the school for all the staff members, and was computed in exactly the same manner as was the score on educational experience.

The data regarding variety of length of service are, of course, the same data that were used in the previous measure. In this measure, however, it is the variety of service—i.e., the extent to which a school staff is composed of some teachers who have been in the system for a long time and others who are comparatively new to the school system in which they are now employed—which was considered.

The score is defined as the average deviation of all the staff members' lengths of service from the school's own average. It was computed by utilizing the last three columns of the table. The school's average length of service, as
<table>
<thead>
<tr>
<th>Number of years</th>
<th>Educational experience</th>
<th>Service in present school</th>
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<tr>
<td></td>
<td></td>
<td>Average length</td>
</tr>
<tr>
<td></td>
<td>Number of staff members</td>
<td>Product of columns A&amp;B</td>
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<tr>
<td>(A)</td>
<td>(B)</td>
<td>(C)</td>
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<td>Number of years</td>
<td>Educational experience</td>
<td>Service in present school</td>
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<td>----------------</td>
<td>-----------------------</td>
<td>--------------------------</td>
</tr>
<tr>
<td></td>
<td>Number of staff members</td>
<td>Product of columns A&amp;B</td>
</tr>
<tr>
<td>(A)</td>
<td>(B)</td>
<td>(C)</td>
</tr>
<tr>
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<td>75</td>
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<tr>
<td>Number of staff members</td>
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</tr>
<tr>
<td>Average</td>
<td>Divide total of &quot;C&quot; by total of &quot;B&quot;</td>
<td>11.8</td>
</tr>
</tbody>
</table>

School score | School score | School score
recorded at the bottom of column "E", was first entered in each line of column "F". The corresponding figures in columns "A" and "F" were then subtracted from the larger, without regard to which column the smaller number occupied. These differences, without any algebraic sign, were recorded in column "G". The corresponding entries of columns "D" and "G" were then multiplied and the products recorded in column "H". Column "H" was then totalled and the sum divided by the total number of staff members. This quotient is the average deviation which was sought. According to the data shown in Table 32, the rating of both stability and revitalization of the staff should be average.

Leave of Absence

Checklist.--The complete checklist is given, showing how each item was checked.

The following conditions indicate a desirable plan for leave of absence:

(-) 1. Provision is made for employees to leave their regular school duties a limited number of days each year to attend professional meetings; no reduction in pay is made for such absences

(+) 2. Provision is made for employees to have a limited number of days absence from school duties because of personal sickness on an annual cumulative basis and without loss of pay

(0) 3. Extended leave of absence is granted teachers to continue their educational training with permission to return to their positions at the expiration of the term of leave

(0) 4. Provision is made for sabbatical leave of absence on full or half pay

Evaluation.--The following evaluative question was asked and scored.

Ibid.
(3) z. How well are provisions made for leave of absence?

Comments.—No provision is made for teachers to leave their regular school duties a limited number of days each year to attend professional meetings or to visit other school systems. Principals are occasionally granted such privileges. Some consideration is given for absence from school duties because of personal illness. There are no other leave of absence considerations. There should be a definite policy as to leaves of absence, since "leaves of absence for professional improvement is commonly granted in the larger city systems." 31

Retirement

Checklist.—The complete checklist is given, and symbols used to show how each item was checked.

The following conditions indicate a desirable retirement system:

(*) 1. Adequate provision has been made for the proper care of the school's disabled and over-aged employees

(*) 2. Employees are retired when old age or disability prevents further efficient service

(*) 3. All those employed since the introduction of the retirement system are contributors to the retirement fund and share in its benefits

(*) 4. Periodic actuarial investigations of the retirement system are made to insure its financial soundness

(*) 5. Individual retirement deposits of each employee are returnable upon withdrawal from educational service or upon death prior to retirement. 32

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30 Ibid.
Evaluation.--The following evaluative question was asked for the above checklist and scored.

(3) z. How adequate is the school's retirement system?33

Comments.--The retirement system for the school is affiliated with the State Teacher Retirement System of Texas. Most teachers and administrators are acquainted with the activities of the system thus far. The real value to be gained from it is yet to be seen. Apparently, it is being administered by capable hands. Based on this last statement, the evaluation of it is made as being average.

Improvement in Service of Non-Professional Staff Members

Clerical and Accounting Staffs

Checklist.--The complete checklist is given, with symbols showing how each item was checked.

These staffs, individually and as groups, are definitely studying and improving office procedures such as:

(*) 1. Correspondence service--prompt and accurate replies, and filing

(*) 2. Office and school forms--permits, record cards, requisitions, and forms

(*) 3. Filing system for office and school records

(*) 4. Understanding of their relationship to the total school program and how they may better promote it

Evaluations.--The following evaluations were made for the above checklist.

(3) y. How extensive are the efforts of these staffs to effect improvement?

33Ibid. 34Ibid., p.98.
(3) z. How well has the work of improvement been done? 35

Comments.--The clerical and accounting staff for the school evaluated is composed solely of the vice-principal who devotes approximately one-half of his time to teaching duties and the remaining time to the office. The work seems to be carried on satisfactorily, but could be improved by hiring a regular clerk to take care of the office details, thereby leaving the vice-principal, who is almost solely responsible for administering the school, free to do more important tasks for the advancement of the school.

Custodial and Maintenance Staffs

Checklist.--The complete checklist is given, with symbols showing how each item was checked.

These staffs, individually and as groups, are seeking to effect improvement along such lines as the following:

(*) 1. Time schedules for the performance of regular and occasional tasks
(*+) 2. Selection and proper use of cleansing agents
(+ 3. Proper use of supplies and other forms of school property
(-) 4. Proper heating and ventilation of the buildings and rooms
(*+) 5. Understanding of their relationship to the total school program and how they may better promote it 36

Evaluations.--The following evaluations were used for the above checklist.

(3) y. How extensive are the efforts of these staffs to effect improvement?
(3) z. How effective have been the efforts of improvement? 37

35Ibid. 36Ibid. 37Ibid.
Comments.--The custodial staff is composed of one man whose family helps with the sweeping and removal of waste-paper and trash. There is a time schedule for the performance of regular and occasional tasks. Proper cleansing agents are sent out from the central office and are properly used. Improvements in methods of doing the work are effected from time to time. Service rendered is of average quality, but could be greatly improved with a reduction in the number of working hours per day for the custodian. In the winter, when custodial service is most difficult to perform, the custodian is on duty from 5:00 A. M. until night school classes in adult education are dismissed at approximately 10:00 P. M. That is too long for any man to be on duty, regardless of whether he is busy working most of the time. Especially is this true of a person who is responsible for the comfort and neatness of the physical surroundings of young boys and girls.

Conditions of Service of Non-Professional Staff Members

Checklist.--The complete checklist is given, with symbols showing how each item was checked.

(+) 1. Candidates are selected on the basis of fitness for the particular position they are to fill
(+) 2. Candidates are selected only after full inquiry into the personal and health record of the candidate and his record of training and experience
(-) 3. The school has a salary schedule for each of the non-professional staffs
(0) 4. Maximum, minimum, and average salaries of these groups are related to appropriate standards of living and economic conditions in the community
(0) 5. Regular increments in salaries are spread over a large proportion of the potential service career

(+) 6. After the probationary period of from one to two years tenure continues as long as the employee's service and conduct merit it

(-) 7. Provision is made for employees to have a limited number of days of absence (at least 15 per year) from duties because of personal sickness without loss of pay and on a cumulative basis

(0) 8. Adequate provision is made for the proper care of the school's disabled or over-age employees

(+ 9. Employees are retired when old age or disability prevents further efficient service.

Evaluations.--The following evaluations were made for the above checklist.

(3) v. How well and carefully are staff members selected?

(2) w. How adequate are provisions and conditions for leave of absence?

(2) x. How adequate are provisions for retirement of disabled or over-age employees?

(3) y. How adequate and just are the salaries and the salary schedule?

(4) z. How adequate and just are the provisions and conditions of tenure?

Comments.--Non-professional staff members are carefully selected on the basis of fitness for positions, but no provisions are made for leave of absence, salary schedule, retirement, or tenure. Rice says many school systems use examinations as aids in selecting non-professional staff members. He also says good salaries are essential.

General Evaluation of the School Staff

Evaluations.--The following evaluations were made of the staff.

38 Ibid., p.99. 39 Ibid.
40 Rice, et al., op. cit., Chapter XII.
(3) y. How well do the qualifications and activities of the staff accord with the philosophy of education as presented by the school?

(3) z. How well do the qualifications and activities meet the needs of the community and the pupil population?

Comments.--The qualifications and activities of the school staff accord with the philosophy of education as presented by the school to the extent that child needs are cared for by qualified persons, in so far as each staff member is sufficiently able to do so. Each professional staff member is sufficiently trained so as to impart to the children desirable skills, attitudes, habits, knowledge, and appreciation. This statement is substantiated by the various scores shown in Table 33.

On the basis of the preceding paragraph, a score of average was given to the evaluative question of how well the qualifications and activities meet the needs of the community and the pupil population.

Summary

Some of the good characteristics of the staff are that it is composed of both youth and experience, since some of the staff members are young and with only a few years of experience, while others are more mature and have had long experience.

The greatest need of improvement seems to be a greater

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<tr>
<th>Title of measure</th>
<th>Computations of primary school scores</th>
<th>Evaluations</th>
<th>Total</th>
<th>Divisor</th>
<th>Score</th>
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interest on the part of the staff in school and community joint activities. Most of the staff members are improving themselves professionally in some way.

The general evaluation for both questions, "y" and "z" in Table 33, refer to the respective questions under each "evaluation", which follows the different measures, the titles of which are listed near the left margin of the table. After each checklist was marked and evaluations made, the number symbols of evaluation were transposed to their proper column in the table, and, where necessary, horizontal sums were made and placed in the column for totals. Where necessary, the sums were divided by a divisor to obtain a final score. The number of units in a divisor was the same as the number of evaluations used to make up any given total in the total column. The table shows the general evaluation to be three, which is average.

From an examination of Table 33 it will be seen that the staff scores for preparation, instructional qualifications, organizations, authorship, research, and general improvement in service are all below average. To remedy these conditions, several of the staff members must improve their preparation and instructional qualifications by further college or university study. They must be more active in professional organizations, especially those of national scope. More authorship and more research should be undertaken, as well as taking advantage of every other source for general improvement in service.
CHAPTER IX

SCHOOL PLANT

Introduction

In checking and evaluating the various features included in this chapter, the underlying philosophy and expressed purposes and objectives of the school and the nature of the pupil population and community which it serves were kept constantly in mind.

The plant is one of the major conditioning factors in a good school, but its intimate relation to and influence on the educational program and its outcomes are not always appreciated or understood. The school program may be seriously restricted and impeded or it may be considerably facilitated and enriched with little or no difference in the cost of the plant. The building as planned and equipped is not merely a place of instruction; it is also a functioning part of the educational program itself.

Because of the increasing and varied demands being made on the elementary school, the school plant has become more and more complex. Adequate provision should be made for these additional functions. Provisions for classroom instruction, while still a major consideration, are far from sufficient.

When a new plant is being planned or an existing building is to be enlarged or remodeled, certain principles generally regarded as fundamental should be given full consideration. Plans should contemplate meeting not only present needs but also those of the future, even though the future is largely unknown. The school plant should be made flexible. The effort should be made to attain more efficient schools at a minimum cost. Wasteful expenditures can never be justified. The building should be attractive and appropriate in design so that beauty may be evident both within and without; it should assure the safety of its occupants, even in emergencies; and the grounds about the building should have well kept lawns and shrubbery. While provisions such as those mentioned very probably will result in a plant that is economical to maintain and easy to keep sanitary, those responsible for planning must regard such conditions as
highly important. The site as well as the building should assure healthful conditions. The entire plant should, whenever possible, be an integral part of a community planning program.\(^1\)

**Health and Safety of the School Population**

**The Site**

**Conditions Affecting Health**

**Checklist.**—Below is the complete checklist with symbols showing how each item was checked.

(-) 1. The site is free from environmental noises and confusion

(+) 2. It is free from environmental bad odors and contamination

(-) 3. It is free from environmental smoke and dust

(+) 4. An adequate supply of pure water for all purposes is readily available (on or near the site)

(+) 5. Facilities for sewage disposal are adequate

(-) 6. Elevation and drainage for grounds and buildings are good (no surface water; storm sewers if necessary)

(+) 7. No tall buildings, trees, hillsides, etc., are so near the school buildings as to obstruct light and air\(^2\)

**Evaluations.**—The following evaluations were made for the above checklist:

(3) y. How well do conditions on or near the site promote health?

(4) z. How extensively and effectively is the school improving unsatisfactory conditions or maintaining satisfactory ones?\(^3\)

**Comments.**—The site of the evaluated school is relatively free from environmental noises, confusion, and anything else

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\(^1\) Cooperative Study of Secondary School Standards, op. cit., p.104.

\(^2\) Ibid.

\(^3\) Ibid.
that is likely to affect health conditions. Effort is also put forth to maintain satisfactory health conditions. "Freedom from noises, dust, dangers, polluted air, and malodors should be sought."  

Conditions Affecting Safety

Checklist.—The complete checklist is given, with symbols showing how each item was checked.

(-) 1. The site is free from traffic and transportation dangers
(-) 2. Play areas are free from hazardous obstructions (rocks, trees, ditches, gullies, etc.)
(+) 3. Facilities for fire protection are readily available and kept in working order
(-) 4. Facilities for parking are adequate
(N) 5. Facilities for receiving and discharging pupils transported in school buses are adequate
(0) 6. Drives or walks lead from all building exits

Evaluations.—The following evaluations were made for the above checklist:

(3) y. How well do conditions on or near the site promote safety?
(3) z. How well is the school improving unsatisfactory conditions or maintaining satisfactory ones?

Comments.—The site is not entirely free from traffic and transportation dangers since public streets are within one hundred feet of the building on three sides. There are no fences. "If the site is along a highway there should be a playground fence constructed between the play areas and the street ..." Other safety conditions appear to be satisfactory.

6Ibid.
The Building

Proper Illumination

**Checklist.**—The complete checklist is here given, with symbols showing how each item was checked.

(+) 1. Pupils when seated are not obliged to face direct light continuously

(+) 2. Enclosed (indirect or semi-direct artificial light supplements natural light so that all reading and study surfaces have a light intensity of at least 6 foot-candles at all times

(+) 3. Windows have shades adjustable at both top and bottom and in working order, or the panes are of diffusing glass

(-) 4. Window shades are translucent or of the Venetian type

(+) 5. Marked differences in illumination on any reading surface are guarded against

(-) 6. Blackboards and all reading surfaces have no glare

(+ ) 7. Walls, ceilings, and trim are tinted to reflect light but have no glare

(-) 8. Illumination of the auditorium and the stage is adequate and adjustable to varying needs; the audience does not face glaring lights

(N) 9. Illumination of the gymnasium is adequate and adjustable to varying needs

(+ 10. Illumination of rooms intended for special purposes—offices, workrooms, dining rooms, social rooms—is adequate and appropriate for their purpose

(+ 11. Stairways, corridors, building exits, toilet rooms, and other spaces are always adequately illuminated

(N) 12. Particular attention is given to proper illumination in the library, reading, and study rooms and in other areas requiring special lighting (See "2" above)

(+ 13. Provision is made for the safe and easy regulation of lighting (sufficient number of outlets well distributed; lights on the dark side of the room may be turned on or off without affecting those on the other side)

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Evaluations.—Evaluations for the above checklist were made as follows:

(3) y. How adequate and efficient are provisions for illumination?
(2) z. How well are pupils made to realize the importance of proper illumination?

Comments.—The pupils are properly seated in the building with respect to the angle at which the light enters the rooms. Enclosed semi-direct artificial light supplements natural light, when needed, so that all reading and study surfaces have a light intensity of at least six foot-candles at all times. The standard illumination for classrooms, study, and library rooms, is six foot-candles at each desk, without objectionable glare or shadows, and three foot-candles at each seat in the auditorium. Window shades, blackboards, walls, and ceiling are of standard quality in regard to light reflection. Other parts of the building other than classrooms also seem to have adequate illumination. Light on the dark side of a room may be turned on or off without affecting those on the other side. The pupils' realization of the importance of proper illumination is only fair.

Proper Condition of Air

Checklist.—The complete checklist is given, with symbols showing how each item was checked.

(-) 1. A temperature of 68 to 70 degrees Fahrenheit

Ibid.

Strayer and Engelhardt, op. cit., p. 29.
is maintained in class and reading rooms when the temperature outside is low enough to require heating of rooms.

(0) 2. Ventilating facilities assure a proper supply of clean outside air and its circulation in all parts of the building.

(-) 3. Provision is made to prevent direct drafts on pupils and staff members.

(N) 4. In the gymnasium, ventilation makes it possible to approximate out-of-door conditions (avoiding strong drafts and too low temperature, however).

(N) 5. Lockers and locker rooms are adequately vented and ventilated.

(N) 6. All rooms having floors at or below ground level have moisture proof floors and walls and no floor is more than three feet below ground level (fuel and boiler rooms excepted).

(+) 7. All general toilet and lavatory rooms and all shower rooms have moisture proof floors, walls, and ceilings.\(^{11}\)

Evaluations.—Evaluations for the above checklist were made as follows:

(2) x. How well has provision been made for proper conditioning of air?

(2) y. How well are the regulating facilities used to assure proper air conditions continuously?

(3) z. How attentive are teachers and pupils to proper conditions of air?\(^{12}\)

Comments.—Air conditions in the building are satisfactory when the temperature outside is not low enough to require heating of rooms, but conditions are unsatisfactory when heating of rooms is required, since the windows and doors are the only ventilating devices available. There are no other vents, and air circulation is poor. Pupils and teachers are attentive to the proper condition of air, considering the facilities at hand. Strayer and Engelhardt say, "The ventilating system

\(^{11}\) Coöperative Study of Secondary School Standards, op. cit., p.106. \(^{12}\) Ibid.
should be of ample capacity, and should be so installed as to supply to every room occupant, during the entire period of occupancy, thirty cubic feet of air per minute.\textsuperscript{13}

Toilet and Lavatory Facilities

\textbf{Checklist}.—The complete checklist is given, with symbols showing how each item was checked.

\begin{itemize}
\item[(+) 1.] Toilet and lavatory facilities for boys and for girls on each floor of large buildings
\item[(0) 2.] Toilets and lavatories readily accessible to the stage and dressing rooms
\item[(N) 3.] Toilets and lavatories in connection with gymnasium and dressing rooms
\item[(N) 4.] Toilet and lavatory facilities in the medical and health suite
\item[(+) 5.] Toilet and lavatory facilities for men and for women faculty members
\item[(+) 6.] Toilet and lavatory facilities conveniently accessible to the administrative suite
\item[(0) 7.] Toilet and lavatory facilities for the custodial and maintenance staffs
\item[(0) 8.] Lavatory facilities in laboratories, shops, and art and crafts rooms
\item[(N) 9.] Lavatory facilities in the librarian's and teacher's work rooms
\item[(0) 10.] Servicing of lavatories with hot and cold water
\item[(-) 11.] Proper ventilation and venting of all toilet rooms
\item[(+) 12.] Screening of entrances and windows of all toilet rooms so as to assure proper privacy\textsuperscript{14}
\end{itemize}

\textbf{Evaluations}.—Evaluations for the above checklist were made as follows:

\begin{itemize}
\item[(3) y.] How adequately do the toilet and lavatory facilities meet the above conditions?
\item[(2) z.] How well do pupils discharge their responsibility for proper care of such facilities?\textsuperscript{15}
\end{itemize}

\textsuperscript{13}Strayer and Engelhardt, \textit{op. cit.}, p.23.

\textsuperscript{14}Cooperative Study of Secondary School Standards, \textit{op. cit.}, p.106.

\textsuperscript{15}Ibid.
Comments.—Toilet and lavatory facilities do not correspond with the specifications outlined in the checklist. There is one boys' toilet and lavatory room at the south end of the building, on the first floor, and one toilet for girls in the north end of the building. Facilities are inadequate in both. Their location and accessibility are satisfactory. "Location and accessibility should be considered and wash bowls adapted to the height of children, with one wash bowl for every fifty children."^16 The pupils discharge their responsibility fairly well in the way they care for such facilities.

Provision for Other Bodily Needs and Comforts

Checklist.—The complete checklist is given, with symbols showing how each item was checked.

(+) 1. Space and provision for cafeteria or lunch room facilities in a clean, light, well-ventilated room
(+) 2. Sanitary drinking fountains in sufficient number and easily accessible
(+) 3. Drinking fountains serviced with pure water
(N) 4. Showers with hot and cold water in the gymnasium suite
(N) 5. Rest rooms for staff members
(0) 6. Rest room (or infirmary) for pupils^17

Evaluations.—Evaluations for the above checklist were made as follows:

(2) y. How adequate are provisions for the above facilities?
(2) z. How effectively are deficiencies, if any, being

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^16Strayer and Engelhardt, op. cit., p.30.
corrected; if provisions are good, how well are they being maintained?\textsuperscript{18}

Comments.—The space and provision for the lunch room are average. Drinking fountains are insufficient in number. A fountain for each seventy-five children is standard.\textsuperscript{19} There are no rest rooms for staff members and there is one medical or first-aid room for the pupils. First-aid is given by one of the physical education teachers in his home room, where a small cabinet of first-aid supplies are kept. Deficiencies mentioned in this paragraph are being corrected at present.

Provision for Safety of Person and Property

Checklist.—The complete checklist is given, with symbols showing how each item was checked.

\begin{itemize}
  \item[(-)] 1. Stairways, corridors, and exits are sufficient in number and width to assure safety from congestion at all times
  \item[(+)] 2. Stairways are provided with continuous handrails within reach of all pupils using them
  \item[(-)] 3. Stairs have proper riser and tread dimensions and non-slip treads and landings
  \item[(+)] 4. Stairways lead directly to outside exits from the building
  \item[(+)] 5. All rooms used for class or study purposes have adequate exits to safety
  \item[(-)] 6. The gymnasium and auditorium have adequate exits to safety, clearly marked
  \item[(+)] 7. All outside doors open outward and are equipped with safety or panic-proof hardware
  \item[(+)] 8. The furnace room is fire proofed; the safe condition of high-pressure boilers is assured at all times
\end{itemize}

\textsuperscript{18}\textit{Ibid.}
\textsuperscript{19}\textit{Strayer and Engelhardt, op. cit., p.30.}
9. Vaults or cabinets for storing permanent school records are fireproof
10. Fumes from laboratories, stoves, etc., are properly vented
11. All electric conduits and wiring are properly insulated and have been inspected and certified by a public inspector
12. Materials used in the building and the construction of the building are such as to promote and facilitate safety and sanitation
13. Floor materials are not slippery and are as nearly dustless and noiseless as possible.

Evaluations.—Evaluations for the above checklist were made as follows:

(3) y. How well are such conditions as the above met?
(4) z. How effectively are deficiencies, if any, being corrected; if provisions are good, how well are they being maintained?

Comments.—In provision for safety of person and property, stairways, corridors, and exits are sufficient in number and width to assure safety from congestion at all times. Structural qualities and dimensions of the stairs are standard and they all lead to outside exits. The boiler is housed in a small fire-proof building separate and apart from the main building. Cabinets for storing permanent school records are fireproof. The materials used in the building and the construction of the building are such as to promote and facilitate safety and sanitation. Improvements on the building have been made recently.

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21 Ibid.
Equipment and Supplies

Health

Checklist.—The complete checklist is given, with symbols showing how each item was checked.

(0) 1. Soap dispensers, towel dispensers, waste paper containers in toilet and lavatory rooms
(-) 2. Soap, towels (or electric dryers), toilet paper, etc., in toilet rooms
(-) 3. Soap in shower rooms and clean towels in dressing rooms
(N) 4. Proper facilities for caring for and drying clothing in the dressing rooms
(N) 5. Antiseptic basins in shower and gymnasium locker rooms
(N) 6. Mats in the gymnasium are kept in sanitary condition
(-) 7. The special facilities needed in the medical and health suite
(*) 8. Facilities for preparing, keeping, and dispensing food in the cafeteria and for keeping the kitchen and cafeteria in sanitary condition
(-) 9. Screens on windows and doors of cafeteria or lunch room and kitchen, clinic, restrooms, toilet rooms, and ground floor rooms
(*) 10. Adequate facilities for caring for and disposing of garbage and waste
(-) 11. Seats and tables or other writing surfaces which encourage hygienic and comfortable posture

Evaluations.—The following evaluations were made for the above checklist:

(2) x. How well are the above facilities provided?
(2) y. How well are these facilities used or adjusted to assure health?
(2) z. How well do pupils discharge their responsibility for proper care and use of the facilities?

Comments.—There are no soap dispensers, towel dispensers, or waste paper containers in toilet and lavatory rooms.

22Ibid., p. 108. 23Ibid.
Strayer and Engelhardt emphasize the necessity for hot and cold water, sanitary soap arrangements, and adequate toweling and towel racks. Facilities are fair for preparing, keeping, and dispensing food in the lunch room and for keeping it in a sanitary condition. Seats and tables satisfactorily encourage hygienic conditions. The pupils discharge their responsibility for the proper care and use of such facilities in an average way.

Safety

Checklist.—Below is a checklist with symbols showing how each item was checked.

(*) 1. Properly maintained guards or screens on machinery and belts
(N) 2. Heavy protective screens on windows and light fixtures of the gymnasium
(N) 3. Mats, padding on sharp corners, screening on radiators, and other precautions against accidents in the gymnasium
(*) 4. Proper arrangement and installation of furniture and fixtures
(-) 5. Lockers and drinking fountains so located that they do not interfere with traffic
(N) 6. Proper and adequate storage and care of chemical and other dangerous laboratory materials
(*) 7. Cans, fire extinguishers, and other fire fighting equipment always in good working order
(*) 8. Adequate facilities for caring for combustible materials in storage

Evaluations.—The following evaluations were made for the above checklist:

(3) x. How well are the above facilities provided?

(3) y. How well are these facilities used or adjusted to assure safety?

(3) z. How effectively are undesirable conditions, if any, being corrected? 26

Comments.—The furniture in the building, along with fixtures, are properly arranged and installed so as to promote safety. The fire gong is centrally located in the main hall and is always in good working order. This arrangement is proper, since fire gongs should be centrally located in the main hall. 27 To further the cause of safety, two fire drills are held each month, at which time the entire student body passes from the building to a safe distance away from it in a total elapsed time of less than three minutes.

Special Services

Cafeterias, Dining Rooms, and Kitchens

Checklist.—Below is a checklist with symbols showing how each item was checked.

(+) 1. All dining rooms, cafeterias, and kitchens are clean and sanitary
(+) 2. Undesirable odors are properly vented and kept out of the dining rooms
(+) 3. Proper air conditions are maintained
(-) 4. Furniture and fixtures in dining rooms are attractive
(N) 5. Table linens and silver are attractive and sanitary
(+) 6. Diligent care is exercised in the purchase of food to assure its purity
(+) 7. Adequate provision is made for proper preservation of food

26 Ibid.
27 Strayer and Engelhardt, op. cit., p. 27.
8. Food is adequate in quantity and of such variety as to assure a proper diet

9. Food is attractively served

Evaluations.---The following evaluations were made for the above checklist:

(3) x. How adequate are provisions for the proper selection, preparation, and care of food?

(2) y. How adequate are provisions (service and equipment) for properly serving food?

(3) z. How well do pupils do their part in providing and maintaining desirable and proper conditions in dining rooms?

Comments.---The lunchroom appears to be clean and sanitary, and since it is small, special ventilation is unnecessary. The furniture and fixtures in the lunchroom are not very attractive. Diligent care is exercised in the purchase of food to assure its purity. It is adequate in quantity and of such variety as to assure a proper diet.

Infirmary or Hospitalization Facilities

Checklist.---Below is a checklist with symbols showing how each item was checked.

(M) 1. Adequate space is provided for properly caring for pupils who are sick or indisposed or who should be isolated from other pupils because of probable contagion or infection

(0) 2. The space so provided is adequately equipped for the purposes stated above

(--) 3. Adequate provision is made for competent professional service and attendance—both doctors and nurses—for pupils needing such care

(M) 4. Adequate provision is made to meet the dietary needs of the sick or of individuals needing special diets


29 Ibid.

30 Ibid.
Evaluations.—Evaluations for the above checklist were made as follows:

(2) y. How adequate are provisions for meeting the medical needs of pupils?
(3) z. How competent is the professional service provided?31

Comments.—The checklist on hospitalization is not applicable to an elementary public school, but more for private and parochial schools where the pupils live on the campus. However, the questions of evaluation do seem pertinent. In answer to the first one, about all the medical care the children of the school get is at the city hospital and clinic which is maintained for the care of the indigents of the city. This means any service rendered is on a charity basis. Only a few of the children in the school come from homes where paid medical service could be afforded. In answer to the second evaluation question, the professional service provided should be quite competent since the staff of the above-mentioned hospital is composed of prominent practicing physicians of the city, who are assigned to duty on a rotating basis, after they have volunteered their services. In large schools where a medical suite is maintained it should be located adjoining the office where all pupil records are kept.32

31Ibid.
Economy and Efficiency

The Site

Checklist.--The complete checklist with each item checked is given below:

(*) 1. The site is readily accessible to the school population
(*) 2. It is readily accessible over hard surfaced roads and adequate walks
(*) 3. It is sufficiently extensive for building and play needs, driveways, landscaping, etc.
(*) 4. Play areas are readily accessible
(*) 5. The site has possibility of future expansion, extension, or adaptation without too great cost
(*) 6. It is as near the center of the school population as other pertinent factors make advisable

Evaluation.--The answer to the following evaluative question was based on the above checklist.

(3) z. How well does the site promote economy and efficiency?

Comments.--The site is readily accessible to the school population and is sufficiently extensive. Play areas are readily accessible. The school is as near the center of the population it serves as other pertinent factors make advisable. These facts tend to show that the site is satisfactory, but for schools where it is not, Strayer and Engelhardt say: "Location may be sacrificed in the interest of adequate size of site and environment." The site promotes economy and efficiency since it serves its purpose well, without any additional expense.

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34 Ibid.
35 Strayer and Engelhardt, op. cit., p.9.
The Building

Flexibility

Checklist.—The complete checklist is given, with symbols showing how each item was marked.

(+) 1. The building is so planned that it may be expanded to meet future demands because of increased attendance or modified educational plans or instructional needs without too great cost.

(0) 2. It has non-bearing classroom partitions so that change in dimensions and arrangement of rooms may be readily effected.

(N) 3. It is so planned that the library and study hall space can be readily adapted to changing library and instructional needs.

(+) 4. Provision is made for expansion of the heating plant in case the building is enlarged.

(+) 5. Rooms designed primarily for one purpose are so planned as to serve other purposes also.

(0) 6. A few classrooms are smaller and a few others larger than the normal sized rooms.

(+) 7. Provision is made for entrance to and exit from certain rooms or areas commonly used by the public or at night while other parts of the building are closed.

(-) 8. Provision is made for heating and lighting certain used rooms or areas without heating or lighting other parts of the building.

Evaluations.—The wording of the following questions shows the points evaluated:

(2) y. How well does the building provide for flexibility?

(3) z. How effectively is the available flexibility used?

Comments.—From the standpoint of economy and efficiency, the building was not so planned that it might be expanded without too great a cost. Before the building was three years

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37 Ibid.
old an expensive program of expansion, due to increased enroll-
ment, had to be undertaken. The building did not provide for
as much flexibility as possible. That seems not to have been
as it should, for, "In all educational designing the greatest
care must be observed to include in each plan the maximum of
flexibility and expansibility." 28

Economy of Space

Checklist.—The complete checklist is given, with sym-
bols showing how each item was checked.

(+) 1. Administrative office space, well planned,
   centrally located, and easily accessible to the
   public
(N) 2. Well planned space for the clerical and account-
ing staffs
(+) 3. Work room and dressing room space for the cus-
todial staff
(+) 4. Conveniently located service and supply closets
   with sinks and running water for the custodial
   staff
(-) 5. The major portion of the floor area devoted to
   instructional purposes
(+) 6. General storage space readily accessible to the
   rooms in which equipment and supplies are used 29

Evaluations.—The checklist was evaluated as follows:

(3) y. How well are such provisions as the above met?
(3) z. How effectively are deficiencies, if any, being
   corrected or, if facilities are good, how well
   are they being maintained? 40

Comments.—Looking toward economy of space, the adminis-
trative office space was well planned, centrally located, and
is easily accessible to the public. Service and supply closets,

28C. L. Spain, A. B. Moehlman, F. W. Frostie, The Public
   Elementary School Plant, p.110.
40Ibid.
with sinks and running water, are conveniently located for the custodial staff. General storage space is readily accessible to the rooms in which equipment and supplies are used. A slight major portion of the building’s floor area is devoted to instructional purposes. Many deficiencies are being corrected with the new addition to the building. In any school building program it should be remembered that "economy in school planning requires that waste or unassigned space be reduced to a minimum." 41

Other Factors Affecting Efficiency and Economy

Checklist.—The complete checklist is given, with symbols showing how each item was checked.

(*) 1. A plain, effective roof with adequate gutters and downspouts

(*) 2. Freedom from such ornamentation and architectural features as tend to promote deterioration

(*) 3. Arrangement of drive ways, doorways, and floor levels to facilitate truck deliveries

(*) 4. Provision for individual lockers on classroom floors so located as to be easily accessible and supervised

(*) 5. Sound-proofed or deadened floors and walls of halls, auditorium, cafeteria, and other rooms housing noise producing activities

(*) 6. Good acoustic properties in the auditorium 42

Evaluations.—The above checklist was evaluated as follows:

(4) y. How well are such provisions as the above met?

(3) z. How effectively are undesirable conditions, if any, being corrected or, if conditions are good, how well are they being maintained? 43

41 Spain, et al., op. cit., p. 30.


43 Ibid.
Comments.—In the interest of economy the roof of the building is plain and there are no architectural features that would tend to promote deterioration. Doorways and floor levels are arranged to facilitate truck deliveries. Floors and walls of rooms housing noise producing activities are not sound-proofed or deadened as well as they might be. Acoustic properties in the auditorium seem to be perfect. The building is two stories in height, with the auditorium on the second floor. "Ideally, the most perfect type of building, from the standpoint of instruction and safety, would be the one-story structure."\(^{44}\)

Equipment and Supplies

Checklist.—The complete checklist is given, with symbols showing the checking of each item.

\((-\) 1. Teaching and learning materials wherever needed
\(\oplus\) 2. Working materials and facilities for the administrative and supervisory staffs
\(\ominus\) 3. Working materials and facilities for the library staff
\(\ominus\) 4. Working materials and facilities for the clerical and accounting staffs
\(-\) 5. Working materials and facilities for the custodial and maintenance staffs
\(\oplus\) 6. Telephone and communication facilities, internal and external
\(\ominus\) 7. Public address system
\(\oplus\) 8. A signal system, centrally located\(^{45}\)

Evaluations.—The above checklist was evaluated as follows:

(2) y. How adequate are such facilities as the above?
(3) z. How efficiently are they being used?\(^{46}\)

\(^{44}\)Spain, et al., op. cit., p.107.
\(^{46}\)Ibid.
Comments.--Teaching and learning materials are furnished in only limited quantities. Work materials for the administrative and supervisory staffs seem adequate, and those for the custodial and maintenance staff seem only fair. There is a telephone and a centrally located electrical bell signal system. There is no public address system. The facilities such as those mentioned in the checklist were scored as somewhat below average, since many times things needed are not available. Strayer and Engelhardt\(^{47}\) say equipment should be plentiful.

## Educational Program of the School

### The Site

#### Checklist.--The complete checklist is given, with symbols showing how each item was checked.

1. The environment is socially and culturally wholesome
2. The environment has definite elements of beauty and is free from ugliness
3. The location does not oblige many of its pupils to pass through unwholesome areas in walking to and from school
4. The site is sufficiently extensive and adaptable to accommodate all desirable educational activities
5. Its layout prevents playground noises and games from interfering with study, classroom, and office activities
6. Trees, shrubs, flowers, and lawns are placed so as to promote the beauty of the building and cultivate the appreciation of beauty
7. The appearance of the grounds is such as to

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\(^{47}\) Strayer and Engelhardt, *op. cit.*, p.35.
Encourage pupil cooperation in their proper maintenance.

Evaluations.—The wording of the following questions shows the nature of the evaluations.

(2) y. How well does the site make such provisions as the above?
(3) z. How well are conditions being improved or, if good, being maintained?

Comments.—The environment of the site of the school is not socially and culturally wholesome, since it is in a blighted, decadent neighborhood. There are few definite elements of beauty and many of the pupils are obliged to pass through unwholesome areas in walking to and from school. The site is sufficiently extensive and adaptable to accommodate all desirable educational activities, and its layout prevents playground noises and games from interfering with study, classroom, and office activities. Trees, shrubs, flowers, and lawns are not as abundant as they should be in order to promote the beauty of the building and cultivate the appreciation of beauty. Gardens and shrubbery in the vicinity and on the grounds are desirable. There are some trees, flowers, and shrubs, but more are needed.

The Play Areas

Checklist.—Below is the complete checklist with symbols showing how each item was checked.

49Ibid.
50Strayer and Engelhardt, op. cit., p.9.
1. The space available is carefully planned and utilized.
2. Certain areas are surfaced and marked for specific sports and games.
3. Facilities are provided for a large variety of sports and games.
4. Screens or fences are provided wherever needed.
5. Necessary supplies and equipment are available.
6. Bleachers are provided for spectators.

Evaluations.—Evaluative questions were valued as follows:

a. How well are such facilities as the above provided?
b. How well are the facilities which are provided being used?

Comments.—The play space available seems to be satisfactorily planned and utilized. There are no surfaced areas marked for specific sports and games, although facilities are provided for a large variety of sports and games. Necessary supplies and equipment for the playground are available and it appears that they are being used in a satisfactory way. There are no play rooms in the building, but there possibly should be, according to authorities who say, "Play rooms should be provided in all elementary schools and drinking fountains should be provided in the immediate locality."

The Building

Aesthetic Factors, Influences, and Values

Checklist.—Below is the complete checklist, with symbols showing how each item was checked.

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51 Coöperative Study of Secondary School Standards, op. cit., p.112.
52 Ibid.
53 Strayer and Engelhardt, op. cit., p.35.
1. The type of architecture harmonizes with such environmental factors as climate, city or open country, and other buildings.

2. The materials and workmanship of the building, both interior and exterior, are aesthetically satisfying.

3. All architectural features such as columns, color, windows, doorways, decorations, etc., have aesthetic value and promote appreciation of beauty.

4. The colors of the walls, ceilings, and trim harmonize and are appropriate, thus promoting beauty and the appreciation of beauty.

5. The appearance of the building, both exterior and interior is such as to encourage pupil cooperation in its proper maintenance.

Evaluations.—Evaluative questions were checked as follows:

x. How great is the aesthetic appeal or value of the exterior of the building, considering material, architecture, and relation to environment?

y. How great is the aesthetic appeal and value of the interior of the building?

z. To what extent does the building stimulate maintaining or improving beauty, both interior and exterior?

Comments.—From the standpoint of aesthetic factors, influences, and values, the material and workmanship of the evaluated building, both interior and exterior, are aesthetically satisfying. The colors of the walls, ceilings, and trim harmonize and are appropriate, thus promoting beauty and the appreciation of beauty. The aesthetic appeal or value of the exterior of the building is judged as average. The lines are simple and plain. "Extensive and costly ornamentation, which does not add to utility, should be avoided."

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54 Cooperative Study of Secondary School Standards, op. cit., p.112.
55 Ibid.
56 Strayer and Engelhardt, op. cit., p.12.
The new, neat, clean, well-kept appearance of the building is a stimulus toward maintaining or improving beauty, both interior and exterior.

Adequate Space

Checklist.—The complete checklist follows, with symbols showing how each item was checked.

(*) 1. English
(N) 2. Foreign languages
(-) 3. Mathematics
(+) 4. Social studies
(N) 5. Natural sciences
(+) 6. Industrial arts
(N) 7. Agriculture
(+) 8. Home making
(+) 9. Arts and crafts
(+) 10. Music
(N) 11. Business education
(-) 12. Health and physical education
(0) 13. Shower, locker, and dressing room needs
(0) 14. Medical and health program
(0) 15. Reading and study activities of pupils (including library)
(0) 16. Auditorium and stage activities, including stage of ample dimensions, storage and dressing room space
(0) 17. Pupil activity program
(-) 18. Conferences, counselling, etc.
(+) 19. Administrative activities
(-) 20. Cafeteria and lunch room

Evaluations.—The following evaluative questions were asked:

(2) x. How adequate is the space provided for classrooms?
(3) y. How adequate is the space provided for laboratories?
(2) z. How adequate is the space provided for special services? 58

Comments.—The above checklist had to do with the adequacy

58Ibid.
of space available for all of the school's activities, classroom and otherwise. The space provided for classrooms has been very inadequate in the past, but after the current building program is completed the situation should be well cared for. The space provided for the laboratories in the industrial arts and home making seems to be sufficient. Space for other services such as health and physical education, shower, locker, and dressing room needs, medical and health program, library, and ample auditorium facilities is sorely needed. "Efficiency demands that there shall be sufficient space." 59

Fixtures Which Facilitate the Educational Program

Checklist.—The following checklist with symbols showing how each item was checked was used.

(+) 1. Electrical outlets, including wall and floor plugs, wherever needed

(+) 2. Good blackboards, well mounted at the proper height, in all rooms used for instructional purposes

(+) 3. Adequate bulletin and mounting board space in all rooms used for instructional purposes

(+) 4. Bulletins and mounting boards for educational or communication purposes in offices, corridors, study hall or wherever needed

(+) 5. Display cases, cabinets and other means of exhibiting products and materials

(+) 6. Gas outlets, conveniently located, wherever needed

(-) 7. Sinks and lavatories with hot and cold water wherever needed

(+) 8. Comfortable, noiseless seats in the auditorium

(+) 9. Good curtain and stage properties

(N) 10. A gymnasium floor so marked as to facilitate games

(+) 11. Permanent equipment to facilitate a modern physical education program

Facilities for locking certain cabinets, drawers, rooms, etc.

Evaluations.--The following evaluative questions were asked:

(3) x. How adequately are such facilities as the above provided?
(3) y. How effectively are they used?
(3) z. How well do pupils accept the responsibility for proper use of these facilities?

Comments.--Certain fixtures greatly facilitate the educational program. Some of them that the evaluated building has are: plenty of electrical outlets, good blackboards, adequate bulletin and mounting board space, display cases, comfortable, noiseless seats in the auditorium, good curtain and stage properties, and facilities for locking certain cabinets, drawers, rooms, etc. Sinks and lavatories with hot and cold water are badly needed in the art room. The equipment available is, seemingly, used effectively. The pupils accept in an average way the responsibility for proper use of these facilities. The items discussed in this paragraph are of great importance since, "The curricular activities and method of internal organization will be determined by the type of equipment to be used."

Equipment and Supplies

Facilities in Rooms Used for Instructional Purposes

Checklist.--The items as checked in the checklist follow.

---

61 Ibid.
1. Equipment and supplies definitely planned for and adapted to the learning activities of each room
2. Equipment and supplies of good materials and construction
3. Equipment whose material, workmanship, and design have aesthetic qualities and values
4. Pupils' chairs, desks, and tables which are comfortable and encourage correct posture
5. Globes, maps, and charts readily available whenever needed
6. Lanterns, slides, and screens readily available whenever needed
7. Silent motion picture
8. Motion picture with sound effects
9. Radio
10. Teacher's desk and chair
11. Dustless crayon and good erasers, rulers, pointers, etc., wherever needed
12. Adequate cabinet, shelving and filing facilities
13. Clocks wherever needed

Evaluations.—The following evaluative questions were asked:

x. How adequately are the above facilities provided?
y. How effectively and extensively are they used?
z. How well do pupils care for and use equipment and supplies?

Comments.—Most of the equipment and supplies found in the various rooms were planned and adapted to the learning activities of each room, and are of good materials and construction. Most of the items mentioned are provided in sufficient quantity, and are effectively and extensively used. The pupils use and care for supplies in an average way. More closets and built-in bookcases could be used to good advantage. Every building should have a sufficient number of each.  

---

64Ibid.  
65Strayer and Engelhardt, op. cit., p.33.
Facilities in Rooms Used for Special Instructional Purposes

Checklist.—The following complete checklist shows how each item was checked.

(N) 1. Science laboratories
(-) 2. Social studies laboratories and conference rooms
(+) 3. Home making laboratories
(N) 4. Agricultural laboratories and other facilities
(+) 5. Shops
(N) 6. Business education
(+) 7. Music rooms
(+) 8. Arts and crafts rooms
(O) 9. Health and physical education rooms
(-) 10. Auditorium
(+) 11. Offices and conference
(O) 12. Staff work rooms

Evaluations.—The following evaluations were made for the above checklist.

(3) y. How adequately are the above rooms equipped for their purpose?
(3) z. How effectively is the equipment which is provided being used?67

Comments.—Social studies rooms are fairly well equipped for their purpose. The same is true for the home making laboratory, shop, music room, arts and crafts room, and the office. The auditorium and staff work rooms are in need of added facilities, and there is an acute need for health and physical education rooms that at the present time do not even exist. The equipment which is provided seems to be used effectively.

Relation of the School Plant to the Community

Checklist.—The complete checklist with items checked follows

---

1. The school plant is a part of an organized city or community planning program

2. The plant and facilities and their maintenance are such that they are matters of community pride and families are likely to be attracted to the community as permanent residents

3. Classrooms and special rooms are made available for adult education

4. The auditorium is made available for community programs

5. The gymnasium is made available for community health education and recreation

6. Club rooms and facilities are made available for social activities of the community

7. Use of play areas by the community is permitted

Evaluations.--The following evaluations were made for the above checklist.

(3) y. How adequately do the facilities provided meet the need of the community?

(3) z. How extensively are the facilities which are made available being used by the community?

Comments.--At the present time the city schools have just launched a city-wide school planning program which will further coordinate the schools of the city into a closer unit. Classrooms are made available for night meetings of adult education classes and the auditorium is made available for community programs. Use of play areas by the community is also permitted. The facilities provided seem to meet the needs of the community in an average way, and the community makes average use of them. However, the situation could be greatly enriched with the aid of more dynamic leadership. "The school plant is the logical center around which to develop community social life..."
Supplementary Data

1. Original building constructed: . . . . Year 1937
2. Additions: . . . . . . . . . . . . Year 1939
3. Heating plant: Natural Gas Boiler Type Steam
4. Ventilation: . . . . Direct Type Regular
5. Lockers: None Number: None Type: __ Condition: __
6. Fire insurance rating: A __ B __ C __ D __

General Evaluation of the School Plant

Evaluations.—This is a general evaluation of all checklists in this chapter.

(3) y. How well does the school plant accord with the philosophy of education as presented by the school?

(3) z. How well does the school plant meet the needs of the community and the pupil population?

Comments.—The importance of the philosophy of education as presented by the school was stressed in Chapter Two. It is specifically important that the school plant accord with the philosophy of education as presented by the school. In the outlined philosophy, environment was recognized as a very potent factor in the child's education, and, certainly, the school plant is a part of the child's environment. From a general study of all checklists in this chapter and also from an examination of Table 24, it seems that the school plant accords in an average way with the school's philosophy of education.

Another point to consider is how well the school plant meets the needs of the community and the pupil population. The night classes in adult education serve a community need, as evidenced by the type or character of the citizens of the school community which were described in Chapter Four. The plant seems to meet the needs of the children, with the exception of a lack of plant facilities necessary for a good health and physical education program.

Summary

The best elements or characteristics of the school plant are that it is only three years old, clean, and attractive, especially on the interior. It is inadequate only in that it is not large enough to make possible an enlarged program of activities. However, an additional six rooms are being added to the building and should relieve the crowded conditions.

In Table 34, by the heading of "General Evaluation", the score of three for both "y" and "z" give the school a general rating of average. "y" and "z" refer to the respective questions evaluated, the titles of which are listed near the left margin of the table. After each checklist was marked and evaluations made, the number symbols of evaluation were transposed to their proper columns in the table, horizontal sums made and placed in the columns for totals. The sums were divided by a divisor to obtain the score, rating, or
<table>
<thead>
<tr>
<th>Title of measure</th>
<th>Evaluations</th>
<th></th>
<th>Total</th>
<th>Divisor</th>
<th>Score</th>
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<tbody>
<tr>
<td>Health and safety--Site</td>
<td>1-y 3 1-z 4</td>
<td>2-y 3 2-z 3</td>
<td>13</td>
<td>4</td>
<td>3.2</td>
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<tr>
<td></td>
<td>1-y 3 1-z 4</td>
<td>2-y 2 2-z 3</td>
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<td>11</td>
<td>1.3</td>
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<tr>
<td></td>
<td>2-z 2 4-y 2</td>
<td>4-z 2 5-y 5</td>
<td>15</td>
<td>11</td>
<td>1.2</td>
</tr>
<tr>
<td>Health and safety--Building</td>
<td>1-x 2 1-y 2</td>
<td>1-z 2 2-z 3</td>
<td>15</td>
<td>6</td>
<td>2.5</td>
</tr>
<tr>
<td>Health and safety--Equipment and supplies</td>
<td>1-x 2 1-z 2</td>
<td>2-x 2 2-z 3</td>
<td>3</td>
<td>5</td>
<td>2.4</td>
</tr>
<tr>
<td>Health and safety--Special service</td>
<td>2-y 2 2-z 3</td>
<td>3-y 2 3-z 2</td>
<td>9</td>
<td>5</td>
<td>2.4</td>
</tr>
<tr>
<td>Economy and efficiency--Site</td>
<td>z 3</td>
<td></td>
<td>3</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Economy and efficiency--Building</td>
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<td>2-y 3 2-z 3</td>
<td>18</td>
<td>6</td>
<td>3</td>
</tr>
<tr>
<td>Economy and efficiency--Equipment and supplies</td>
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<td>2-y 3 3-z 3</td>
<td>5</td>
<td>2</td>
<td>2.5</td>
</tr>
<tr>
<td>Educational program--Site</td>
<td>y 2 z 3</td>
<td></td>
<td>5</td>
<td>2</td>
<td>2.5</td>
</tr>
<tr>
<td>Educational program--Building</td>
<td>1-x 3 1-z 4</td>
<td>2-z 3 2-y 3</td>
<td>27</td>
<td>9</td>
<td>3</td>
</tr>
<tr>
<td>Educational program--Equipment and supplies</td>
<td>3-x 3 3-y 3</td>
<td>4-x 4-y 4-z</td>
<td>27</td>
<td>9</td>
<td>3</td>
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<td>4-x 4-y 4-z</td>
<td>27</td>
<td>9</td>
<td>3</td>
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<tr>
<td>Educational program--Building</td>
<td>1-x 3 1-y 3</td>
<td>2-z 3 2-y 3</td>
<td>15</td>
<td>5</td>
<td>3</td>
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<tr>
<td>Educational program--Equipment and supplies</td>
<td>1-x 3 1-y 3</td>
<td>2-z 3 2-y 3</td>
<td>15</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td>Relation to community</td>
<td>y 3 z 3</td>
<td></td>
<td>6</td>
<td>2</td>
<td>3</td>
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<tr>
<td>General evaluation</td>
<td>y 3 z 3</td>
<td></td>
<td>6</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>
evaluation. The number of units in a divisor was the same as the number of evaluations used to make up any given total in the column. From an examination of the column giving the titles of the measures, and by looking at the score for each one in the score column, one can see that the school plant ranks average on approximately one-half of the measures and sub-standard on the remaining ones.
CHAPTER X

SCHOOL ADMINISTRATION

Introduction

For this chapter the problem of school administration was treated under seven major headings, with checklists, evaluations, and comments to accompany each division and subdivision.

I. Organization

A. The Board of Education

Checklist.—The complete checklist is given, with symbols showing how each item was checked.

(*) 1. The board of control has rules and regulations for determining its policies, organization, and procedure
(*) 2. The board holds regular meetings at stated times
(*) 3. The board keeps accurate minutes of all its proceedings
(*) 4. The board acts as a judicial and policy determining body; it delegates all executive functions to the administrative head of the school system
(*) 5. The board elects school employees only on recommendation of the administrative head of the school system
(*) 6. The board authorizes the preparation and presentation of an annual budget, which it studies, publishes, modifies if desirable, and adopts
(*) 7. The board and superintendent of schools, with the advice of the principal, formulates regulations regarding the use of the school plant and other school property
(*) 8. The board functions only when in official session; at other times its members have no authority regarding school matters, except as specifically authorized by the board

Evaluation.—Using the above checklist, the following evaluation was made:

(4) z. How well do such statements as the above characterize the activities and relationships of the board of education?

Comments.—The board of education has rules and regulations for determining its policies, organization, and procedures. It holds regular meetings at stated times, elects school employees only on the recommendation of the superintendent, authorizes the preparation and presentation of an annual budget which it studies and adopts,formulates regulations regarding the use of the school plant and other school property, and functions only when in official session. The activities just mentioned make possible an evaluation higher or better than average. It actually lives up to the following quotation: "A board member should represent the interests of the children to be educated and not party interests." 3

B. General Policies

Checklist.—The complete checklist is given, with symbols showing how each item was checked.

(*) 1. All employees understand that their positions and all organizations in the school exist for the promotion of the educational program and the welfare of pupils and are therefore secondary in importance to those ends

(*) 2. Authority and responsibility are vested in

2Ibid.

certain officials who may delegate some of this authority to others. All relationships, however, are democratic and cooperative rather than authoritative and arbitrary.

3. When responsibility is delegated, commensurate authority is delegated also, but supervision is exercised by the person delegating the authority.

4. Units and individuals within the system understand their duties and interrelationships and function as parts of an integrated system.

5. Pupils are helped to understand the aims and policies of the school and their relation to pupil interests and purposes.

6. The school does not permit the exploitation of its staff members and pupils by any agency or for any purpose.

7. Teachers teach only in those subject fields in which they have made adequate preparation.

8. Teachers have four or less different daily class preparations.

9. All income intended for school purposes is collected and made available for the schools; there is no diversion of school funds to other purposes.

10. A complete audit of the school's financial records and accounts is made at least annually by a competent authority.

Evaluation.—With the above checklist as a guide, the following evaluation was made.

z. How well do such provisions as the above characterize the school's general policies?

Comments.—All employees understand that their positions and all organizations in the school exist for the promotion of the educational program and the welfare of the pupils. In fact, "Educational administration should exist only in order to create classroom situations where boys and girls may participate in life-like activities under the guidance of

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5Ibid.
Authority and responsibility are vested in certain officials who may delegate some of this authority to others; and individuals within the system understand their duties and interrelationships and function as parts of an integrated system. Pupils are helped to understand the aims and policies of the school and their relation to pupil interests and purposes. A complete audit of the school's financial records and accounts is made at regular intervals by a competent authority. Such provisions as these mentioned in this paragraph characterize the school's general policies and were given an evaluation of four, which is above the average, or good.

C. The Superintendent of Schools

Checklist.—The complete checklist is given, with symbols showing how each item was checked.

1. The superintendent, through regular systematic reports, keeps the board of education informed regarding the school's objectives, achievements, needs, and plans for the future
2. He is responsible for the annual preparation and presentation of an educational and of a financial program for the coming year
3. He recommends teachers and other employees for appointment only after careful consideration and solely on the basis of fitness for specific positions
4. He is responsible for the systematic supervision of all school employees and of their school activities
5. He is responsible for a continuous, efficient program of school and community relations
6. He is responsible for the efficient administration of the business affairs of the school system

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6Cooke, et al., op. cit., p. 50.
7. He is responsible for taking an accurate school census at least annually and for the efficient organization and use of the resultant data.

8. He is responsible for an efficient system of school and pupil records.

9. He is responsible for systematic research investigations for use as a basis for long-time planning of the educational program.

10. He delegates to other employees certain clearly defined responsibilities, grants them commensurate authority, and requires efficient performance.

11. He consults co-workers freely and makes them feel that suggestions concerning themselves, their tasks, or the general school welfare will be duly considered.

12. He is the professional leader of his staff and the educational leader of the school community.

Evaluations.—The following evaluations were made for the checklist shown above:

4 y. How well does the person responsible for the above functions exemplify leadership ability?

4 z. How effectively are such functions as the above performed?

Comments.—The superintendent, through regular reports, keeps the board of education informed regarding the school's objectives, achievements, needs, and plans for the future. He recommends teachers and other employees for appointment only after careful consideration, and is responsible for the supervision of the schools, community relations, efficient administration of business affairs, census, and school records. Furthermore, he delegates to other employees certain clearly defined responsibilities carrying with them commensurate authority, and is truly a professional leader. "The person who directs an organization largely makes it what it is."

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Ibid.  
Cooke, et al., op. cit., p.87.
D. The Principal

Checklist.—The complete checklist is given, with symbols showing how each item was checked.

(+) 1. The principal is the delegated and responsible head and professional leader of the school but is always accountable to superior authorities

(+) 2. He participates in the selection of teachers for his staff

(+) 3. He consults with the professional, clerical, and custodial staffs, organizes them, assigns each member responsibility on the basis of fitness, and invests each with commensurate authority

(+) 4. He invites all staff members to participate in plans for the improvement of the school program or procedures, particularly those phases which concern particular staff members

(+) 5. In consultation with his co-workers, he formulates school policies on a long-time basis

(+) 6. He equalizes, as far as feasible, the load assigned teachers and members of other staffs

(+) 7. He emphasizes proper care and the efficient use of supplies and all other school property

(+) 8. He is responsible for the regular inspection of the school plant in order that proper use, maintenance, and hygienic conditions may be assured

(+) 9. He systematically studies the school plant for greater utilization and more effective use

(+) 10. He formulates a time schedule that reduces routine matters to a minimum and allows maximum time for professional duties

(-) 11. He keeps regular office hours

(+) 12. He is responsible for the preparation of a good schedule of classes and of other school and pupil activities

(-) 13. He is responsible for an adequate health program

(+) 14. He is responsible for an adequate safety program—traffic control, fire drills, fire and accident prevention, etc.

(-) 15. He is responsible for the proper operation of the pupil activity program and for faculty growth in the ability to sponsor pupil organizations

(N) 16. He is responsible for an adequate guidance program

(N) 17. He is actively instrumental in the development and use of a good library

(+) 18. He is responsible for the public relations program of his school
(19) He supervises all faculty members and other employees of the school and stimulates constant improvement on their part.

(20) He gives special attention to the proper induction of new teachers into the school and community.

(31) He makes frequent reports to his superiors regarding status and progress of the school.

(22) He reserves time for professional reading and professional contacts in order to promote his own improvement and that of the school.\textsuperscript{10}

Evaluations.--Using the above checklist, the following evaluations were made:

(2) y. How well does the person responsible for the above functions exemplify leadership ability?

(3) z. How extensively does he invite the cooperation of his staff members and how well do they respond?\textsuperscript{11}

Comments.--The principal is the delegated responsible head and professional leader of the school, but is always accountable to superior authorities. He invites all staff members to participate in plans for the improvement of the school, equalizes, as far as possible, the load assigned to teachers, emphasizes proper care and efficient use of supplies and all other school property, and reduces routine matters to a minimum. He makes frequent reports to his superiors regarding the status and progress of the school. The principal also directs classroom supervision. This is proper, because, "It is preferable that direct classroom supervision be performed by the principal himself . . ."\textsuperscript{12}

The principal seems to exemplify leadership ability in

\textsuperscript{10}Cooperative Study of Secondary School Standards, op. cit., p.123.

\textsuperscript{11}Ibid.

\textsuperscript{12} Cooke, et al., op. cit., p.49.
an average way, and staff members respond to his invitation for cooperation on apparently the same scale.

E. Summary of Organization

A few of the best elements or characteristics of the administrative organization are its rich background of experience, honesty, integrity, highly professional conduct, and rare capability.

The factor which makes the organization least adequate is its apparent looseness. Relations between its various branches seem to be carried on with too much delay. It has been improved in the past two years with the addition of some capable young staff members. Additional improvements along this line will be made in the immediate future. This seems wise since, "Staff personnel is always more important than forms of organization . . ."\textsuperscript{13}

General Evaluation of Organization

**Evaluations.**—The evaluation of organization is as follows:

(3) y. How well does the organization accord with the philosophy of education as presented by the school?

(2) z. How well does the organization meet the needs of the community and the pupil population?\textsuperscript{14}

**Comments.**—The organization seems to accord in an average way with the philosophy of education as presented by the school. The children are of first consideration and are given

\textsuperscript{13}bid., p. 87.

\textsuperscript{14}Coöperative Study of Secondary School Standards, \textit{op. cit.}, p. 125.
the privilege of being members of a heterogeneous, democratic, life-like learning situation.

The organization could, it seems, do more toward meeting the needs of the community and the pupil population. For that reason the evaluation on that point is below average. More activities are needed which would promote a closer school and community relationship.

II. Supervision of Instruction

A. Democracy and Co-operation in Organization and Operation

Checklist.—The complete checklist is given, with symbols showing how each item was checked.

(+) 1. Supervisors and teachers understand their mutual relationships and responsibilities; sympathetic understanding and good will characterize their relations.

(+) 2. Supervisors and teachers have arrived at an understanding of the educational philosophy of the school, of its purposes and objectives and of a philosophy of supervision.

(+) 3. The teachers understand clearly to whom they are responsible for their various duties and are not the victims of conflicting claims of priority among supervisors.

(+ 4. Supervisors and teachers together formulate definite objectives for given time periods or undertakings and well organized plans of activities for attaining these objectives.

Evaluations.—With the above checklist as a guide, the following evaluations were made:

(4) x. How well do teachers and supervisors understand their relationships with and responsibilities toward one another?

15 Ibid.
(3) y. How well do they understand the various objectives which they together are to attain?

(4) z. How well do they cooperate?  

Comments.—The supervisors and teachers understand their mutual relationships and responsibilities, and sympathetic understanding and good will characterize their relations. The teachers understand clearly to whom they are responsible for their various duties and are not victims of conflicting claims of priority among superiors. The supervisor-teacher relationship is democratic and cooperative. This condition seems proper since, "Efficient supervision of teaching provides for a democratic, cooperative program." 17

B. Stimulation of Scientific Attitudes on the Part of Teachers and Supervisors

Checklist.—The complete checklist is given, with symbols showing how each item was checked.

(1) 1. The supervisory program seeks to determine the qualities, procedures, and outcomes that characterize good supervision and those that characterize poor supervision

(2) 2. It seeks to determine the qualities, procedures, outcomes that characterize good teaching and those that characterize poor teaching

(3) 3. Standardized tests and measurements are used freely and properly, their limitations being recognized

(4) 4. The construction and use of tests—both old and new types—is encouraged, their value and limitations being recognized

(5) 5. Well-planned experimentation and careful testing and evaluation of outcomes are provided for

(6) 6. Art products, handwork, written work, and similar objective evidence are used as bases for evaluation and further plannings

16 Ibid.

17 G. C. Kyte, How to Supervise, p. 56.
7. Recorded data and other factual information are carefully studied for use in the educational program.

8. Objective measurement and data and statistical study are supplemented by careful observation and judgment.

9. The educational program is evaluated in the light of all pertinent factors.

10. Available literature, particularly reports on experiments and research, are studied and used to improve the educational task, their limitations being carefully noted.¹⁸

**Evaluations.**—The following evaluations were made for the checklist shown above:

1. How extensively are scientific attitudes on the part of teachers and supervisors encouraged? (3)

2. How much improvement in scientific mindedness is being made by teachers and supervisors? (3)

**Comments.**—The supervisory program seeks to determine the qualities, procedures, and outcomes that characterize good supervision and those that characterize poor supervision.

Supervisory diagnosis should be made as impersonal, objective, and accurate as available scientific means can make it . . . Supervisory criticisms and suggestions, based on impersonal criticisms and suggestions, based on impersonal and professional diagnosis, and the valid results of valid research, should be accepted by the teacher in the spirit in which they are offered, and willingly utilized in self improvement.²⁰

**C. Flexibility**

**Checklist.**—The complete checklist is given, with symbols showing how each item was checked.

1. Teachers are helped to make adaptations to the various and varying interests, abilities, and plans of the pupils.

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²⁰*Kyte, op. cit., p. 57.*
2. The attitudes, training, experience, and abilities of teachers are studied and desirable adaptations are made.

3. Particular consideration is given to the needs of the inexperienced teacher.

4. Necessary adaptations are made because of the school plant and the available equipment and supplies.

Evaluation.—The evaluation is as follows:

3 a. How well is the supervisory program adapted to conditions?

Comments.—It seems that the teachers need more help in making adaptations to the various and varying interests, abilities, and plans of the pupils. The attitudes, training, experience, and abilities of the teachers are studied and desirable adaptations are made. Generally speaking, the supervisory program is only fairly well adapted to conditions in the school.

D. Effects on Teachers, Pupils, Supervisors and Community

Checklist.—The complete checklist is given, with symbols showing how each item was checked.

1. The supervisory program encourages careful reading, study, experimentation, exploration, construction, and evaluation.

2. It eliminates unnecessary and deadening content and routine; it finds and organizes vitalizing materials of learning and methods of procedure.

3. It motivates and encourages teachers, helps clarify their problems, and guides them to similar achievements in their pupils.

4. It stimulates independence, originality, inventiveness, and initiative.

5. It leads more and more to self-improvement and self-supervision.


22 Ibid.

23 Ibid.
Evaluation.—The following evaluative question is asked:
and rated as average:

(3) a. How well does the supervisory program promote such aims of ends as the above?²⁴

Comments.—The supervisory program does not eliminate unnecessary and deadening content and routine, and it finds and organizes only a few vitalizing materials of learning and methods of procedure. It leads more and more to self-improvement and self-supervision. Kyte²⁵ says from supervision teachers learn to develop self-analysis, self-criticism, and self-improvement. Pupils gain increased knowledges, habits, skills, and attitudes.²⁶

E. Procedures and Activities

Checklist.—The complete checklist is given, with symbols showing how each item was checked.

(+) 1. Classroom observation
(+) 2. Cooperative planning
(-) 3. Individual and group conferences
(+) 4. Teacher committees working on problems
(+) 5. Teachers meetings—by grades, subject fields, or all teachers
(-) 6. Demonstration teaching—by teacher or supervisor, for individual or for group
(-) 7. Visiting other teachers, in the system or in other systems
(-) 8. Interchange of assignment of teachers, temporarily or permanently
(0) 9. Exchange of teachers by systems for semester or year
(0) 10. Diagnostic rating plans of teachers
(0) 11. Checklists of teacher activities in classroom
(+) 12. Curriculum study and revision

²⁴Ibid.
²⁵Kyte, op. cit., p. 45.
²⁶Ibid., p. 43.
(13) Suggestions for professional reading and study
(14) Bulletins

Evaluations.--The following evaluations were made for
the checklist shown above.

(3) y. How great a variety of such procedures and
activities does the supervisory staff use
effectively?
(3) z. How effectively are such procedures and activ-
ities used?

Comments.--The supervisory program includes such proce-
dures as classroom observation, teachers meetings for all
teachers by grades and by subject field, and curriculum study
and revision. A greater variety of procedures and activities
could, it seems, be used by the supervisory staff. The pro-
cedures used seem to be effective to an average degree.
"Upon the basis of careful research and experimentation,
improved courses of study, improved procedures, improved stand-
ards are devised by the director of instruction." This
seems to be a wise course to pursue.

F. Objectives of Supervision

Checklist.--The complete checklist is given, with sym-
ols showing how each item was checked.

(-) 1. Desirable habits and skills in pupils and
teachers
(-) 2. Desirable attitudes, ideals, and appreciations
in pupils and teachers
(-) 3. Desirable knowledge and understanding on the
part of pupils and teachers
(+) 4. Better understanding of human nature by teachers

28Ibid.
29Kyte, op. cit., p.59.
(+) 5. Greater respect for the personality of others and a more cooperative attitude toward them
(+) 6. Better understanding of the aims of education
(-) 7. Greater skill in the selection and use of educational materials by pupils and teachers
(+) 8. Greater ability in recognizing, analyzing, and solving of problems
(+) 9. Greater efficiency in the use of time and energy
(-) 10. Greater skill in devising and using tests and in diagnosing and evaluating their results
(-) 11. Increased experimentation with methods and materials
(+ 12. Greater desire to use the various means of supervision and therefore of self-improvement
(+ 13. Better understanding of teachers and pupils and of their problems by the supervisor
(+ 14. Increasing and more effective cooperation by the supervisor
(+ 15. Increasing ability in the proper appraisal of the efforts of self and of others by the supervisor
(+ 16. Zeal for self-improvement by the supervisor
(+ 17. Long-term planning for systematic study by all concerned in the educational program
(+ 18. Better health habits, physical and mental

Evaluations.—Evaluations for the above checklist are shown as follows:

(3) x. How effective is the supervisory program in promoting improvement in pupils?
(3) y. How effective is the supervisory program in promoting improvement in teachers and in teaching?
(3) z. How effective is the supervisory program in improving supervisors and supervision?

Comments.—The supervisory program does not seem to be as effective as it might be as an instrument in promoting the development or acquisition of desirable habits, skills, attitudes, ideals, appreciations, knowledge, and understanding on the part of pupils and teachers in the school evaluated. The

31 Ibid.
supervisory program rates only average in the improvement of pupils, teachers, and supervisors alike. One big objective of supervision should be "... the maximum development of the teacher into the most professionally efficient person she is capable of becoming at all times." 32

General Summary of the Supervision of Instruction

One of the best elements or characteristics of the supervision of instruction is its democracy and informality. It seems least adequate in scientific attitudes, in flexibility, and in the effect it has on the educational program. A source of improvement for the situation may appear in the newly revised courses of study throughout the system.

C. General Evaluation of the Supervision of Instruction

Evaluations.--The questions of evaluation were rated three and two, respectively.

(3) y. How well does the supervision of instruction accord with the educational philosophy of education?

(2) z. How well does it meet the needs of the community and the pupil population? 33

Comments.--As shown by the evaluative symbol by question "y" above, the supervision of instruction is average. The symbol (2) for question "z" is indicative of the apparent fact that the supervision of instruction is below average in the way it meets the needs of the community and the pupil

32 Kyte, op. cit., p. 45.

population. Improvement could be effected "... through evaluation of all supervisory means, so that the most effective and the most economic procedures may be followed in helping teachers to grow in their expertness." 34 Such a program would have to be initiated by the supervisors themselves.

III. Supervision of Non-Instructional Services

A. General

Checklist.—The complete checklist is given, with symbols showing how each item was checked.

(-) 1. The cafeteria and lunch room service, particularly with regard to sanitation and kind and variety of food served

(+) 2. The purchase, care, and dispensing of school equipment and supplies

(+) 3. The method of accounting for school funds and supplies

(+) 4. The means of assuring the safety of pupils, school employees, and school property

(+) 5. The clerical staff and their services

(+) 6. The care of the school plant 35

Evaluation.—The evaluative question is rated as follows:

(3) z. How effectively are such factors and services as the above supervised? 36

Comments.—The cafeteria and lunch room service seems to need increased vigilance in its supervision, with regard to sanitation and the way the food is cooked. The purchase, care, and dispensing of school equipment and supplies, the method of accounting for school funds and supplies, safety

34 Kyte, op. cit., p.45.
36 Ibid.
measures, and the care of the school plant all seem to have adequate supervision.

B. General Evaluation of the Supervision of Non-Instructional Services

Evaluations.—The questions of evaluation are rated average.

(3) y. How well does the supervision of non-instructional services accord with the educational philosophy as presented by the school?
(3) z. How well does it meet the needs of the community and the pupil population?

Comments.—The supervision of non-instructional services accords with the educational philosophy as presented by the school in such a way as to rate average. The same score is given to the way in which the supervision of non-instructional services meet the needs of the community and the pupil population. A closer study of the lunch room situation is sorely needed, since it affects, to a degree at least, the physical well-being of so many children.

IV. Business Management

A. General Duties and Procedure

Checklist.—The complete checklist is given, with symbols showing how each item was checked.

(+) 1. The business management is under the direction and supervision of the superintendent of schools

(+) 2. The business management is responsible for the proper care of and the accounting for all school property

(+) 3. The business management supervises the accounts of the school cafeteria

---Ibid., p.130.
4. The business management is responsible for making all purchases for the school.

5. All purchases are made on the basis of fitness of goods for the purpose intended.

6. Members of the professional staff are consulted regarding materials and supplies intended for use by such staff members.

7. The officials definitely responsible for the handling and accounting of school funds are adequately bonded.

8. All school property, including equipment and supplies, is adequately insured.

9. Records, deeds, and other valuable papers are kept in fireproof vaults or cabinets.

10. The business management has satisfactory forms and procedures for making purchases and accounting for them.

11. All procedures and forms used by the business management meet legal requirements.

12. The business management uses forms, classifications and procedures which are approved by national school accounting organizations.

13. The business system is economical of time, labor, and costs without sacrificing desirable completeness of information, accuracy, or reliability.

14. The business management staff regularly makes accurate reports to the Board of Control and to other legal authorities through the proper administrative channels.

15. The business management staff makes regular reports to each individual charged with the use of funds or supplies, indicating the status of his account.

Evaluations.—The following evaluations were made from the above checklist.

(3) x. How efficiently is the purchase and distribution of school materials done?

(4) y. How adequate are the provisions for caring for school property (including deeds, records and valuable papers) and protecting it against loss?

(5) z. How satisfactory and accurate are the reports made by the business management to officials and to other staff members?

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39Ibid.
Comments.—An authority in the field of school administration furnishes the following quotation on business management: "Its manifest function is to provide efficient means to attain the instructional purposes of the school system."40

The business management is under the direction of the superintendent of schools, and is responsible for the proper care of and the accounting for all school property. It is responsible for making all purchases for the school, and the business management staff regularly makes accurate reports to the board of education. Efficiency in the purchase and distribution of school materials seems average. The provisions for caring for school property are adequate in protection against loss. Reports made by the business management to officials and to other staff members are satisfactory and accurate.

B. The Budget

Checklist.—The complete checklist is given, with symbols showing how each item was checked.

(*) 1. The superintendent and principal in conference with the supervisory, library, instructional, guidance, and health staffs outline the educational program for the elementary school

(*) 2. The superintendent and principal in conference with the business management staff outline the proposed expenditures to support the educational program

(*) 3. The budget is based on adequate consideration of the school program, as well as a study of the budgets of a number of preceding years

40Cooke, op. cit., p.100.
(+) 4. The budget is determined only after carefully considering a tentative desirable developmental program for a period of years.

(-) 5. On memoranda forms, provided for the purpose, all employees report their supplies and equipment for the current year and their needs for the coming year, together with suggested desirable changes.

(+) 6. The budget indicated proposed expenditures classified under such captions as (a) capital outlay, (b) debt service, and (c) current expense, this last item being further classified under such headings as general control, instruction, plant operation, plant maintenance, coordinate activities, auxiliary agencies, and fixed charges, unless otherwise specified by state law.

(+) 7. The budget is organized in such detail as to make possible computation of important unit costs.

(+) 8. The budget presents comparative data on all its important sections over a period of several years.

Evaluations.--The following evaluations were made from the above checklist.

(3) x. How extensively do the various school staffs participate in the formulation of the budget?

(3) y. How well does the organization of the budget accord with such an approved form as suggested in item 6 above, modified as state laws may require?

(3) z. How well does the budget provide for computing unit costs?

Comments.--In his discussion of the problem of budget making, Ward G. Reeder says: "A knowledge of the fundamental principles of budget making, familiarity with educational values and processes, a quantum of common sense, and willingness to work constitute the chief qualifications for performing

42Ibid.
the task efficiently . . . "43 The budget for the system is made by the superintendent and the business manager, and is based on adequate consideration of the school program. All employees report their supplies and equipment for the current year and their needs for the coming year, together with suggested desirable changes. The budget accords with approved form, provides for computing unit costs, and the proper authorities aid in its preparation.

C. Accounting

Checklist.—The complete checklist is given, with symbols showing how each item was checked.

1. The principal is made responsible for keeping the school's accounts, or he receives regular and full reports from the central accounting office indicating the status of all accounts that relate to the secondary school or its staff.

2. Each teacher or other employee is accountable for all supplies, material, or equipment charged to him; a room, department, or building is accountable for materials charged to it.

3. Regular inventories are made, at least annually, on forms devised for the purpose. These inventories indicate the quantity of each item, quality or state of preservation, and its location and the person, room, or department against which it is charged, as well as the date of inventory.

4. The school accounting system gives a complete record of all funds received and expended and the amount of each transaction.

5. The accounting system provides for and requires the filing of all original supporting data of a transaction.

6. The accounting system indicates the full history or record of each financial transaction.

7. All equipment, supplies, and other materials are

carefully checked with the invoice both as to quantity and quality when received

(+) 8. The accounting department pays only for such materials and supplies as have been purchased in accordance with the required forms and procedures

(+) 9. The accounting system is so organized that the accounts are easily checked and audited

(+) 10. The accounting staff has devised forms and procedures which are used by the school's auxiliary agencies and the pupil activity program, and supervises the financial activities and accounts of these agencies or organizations.

Evaluation.—The following evaluation was made from the checklist shown above.

(4) z. How efficient is the system for keeping accounts and how effectively is it used?

Comments.—In thinking of the importance of accounting in school administration, it should be remembered that "ample, accurate, and meaningful statistics make or unmake an administration. Opinions, guesses, and vague estimates carry little weight in discussions with clear thinking individuals." The principal is made responsible for keeping the school's accounts; each teacher or other employee is accountable for all supplies, materials, or equipment charged to him; and regular inventories are made, and a complete record is given of all funds received and expended and the amount of each transaction. The system of keeping accounts appears to be very efficient and also appears to be used very effectively.

45Ibid.
46Reeder, op. cit., p.506.
D. Maintenance and Operation

Checklist.—The complete checklist is given, with symbols showing how each item was checked.

(+) 1. Careful and periodic inspection is made of all parts of the school plant and reports are made of necessary repairs or undesirable conditions

(-) 2. All equipment is carefully inspected at regular intervals, the more fragile or used equipment being inspected more frequently than others; a report of any conditions needing attention is made

(+) 3. Repairs to plant or equipment are made promptly, without interfering unduly with the educational program

(+) 4. Particular attention is given to the prevention of fires and other hazards and to the elimination of such hazards

(-) 5. The school grounds and play areas are properly maintained at all times

(-) 6. Walls, windows, woodwork, light fixtures, pictures, statuary, shelving, furniture, toilet rooms and their fixtures, lavatories, and drinking fountains are cleaned in accordance with a regular schedule

(-) 7. Floors are appropriately treated at regular intervals to keep them in satisfactory condition (preservation, dustlessness, etc.)

(-) 8. A vacuum cleaning system is provided

(+) 9. Proper cleansing agents for the various materials and items to be cleaned and the proper way of using these agents have been determined; they are used accordingly

(-) 10. Painting and varnishing, both interior and exterior, are done at regularly scheduled intervals, special attention being given to outside doors, window sills and frames, and other unusually exposed or vulnerable parts

(-) 11. The maintenance and custodial staffs and their work give evidence of such attention to cleanliness and orderliness and to the well-being of pupils and teachers that they merit and receive the cooperation of all.

Evaluations.—The evaluative questions were rated as follows:

(3) w. How carefully is the time and work of the maintenance and operation staff planned?
(3) x. How thorough is the program for inspecting all school property and how thoroughly is the program made effective?
(3) y. How well are the various forms of school property maintained, repaired, and painted?
(3) z. How good is the program for cleaning the building and equipment and how well is the work done? 48

Comments.—School officials can do two things to retard and decrease the depreciation of school property. Those two things are: first, teach respect for school property, and second, make repairs to the property as soon as the need for them is discovered, or as soon thereafter as possible. 49 The officials of the evaluated school are careful to give heed to the above suggestion. Careful and periodic inspection is made of all parts of the school plant. School grounds and play areas are not maintained in as good condition as they should be. Maintenance and custodial staffs and their work give only fair evidence of attention to cleanliness and orderliness and to the well-being of pupils and teachers. As a result, they merit and receive only the passive cooperation of all.

The program for cleaning the building and equipment is well planned, but the work is not done as well as it should be. That is because the job requires more than the one man is able to do, and he is required to be on duty too many hours each day.

48Ibid.
49Reeder, op. cit., pp. 262-263.
E. General Summary of Business Management

The efficiency in the purchase and distribution of school materials for the system seems to be average. Accurate, satisfactory reports are made to the proper officials. Responsibility for keeping accounts and caring for materials, equipment, and supplies is delegated to the principal of the school, who does a good piece of work. There is an apparent need for additional janitorial help.

F. General Evaluation of Business Management

Evaluations.--The following evaluations are made:

(3) y. How well do the budget and business management accord with the philosophy of education as presented by the school?
(3) z. How well do the budget and business management meet the needs of the community and the pupil population?50

Comments.--A rating of average was given to the question of how well the budget and business management accord with the philosophy of education as presented by the school. The same rating was also given to the question of how well the budget and business management meet the needs of the community and the pupil population. To have a more satisfactory method of meeting child needs in the school, the budget, perhaps, would need to have new items inserted into it or some of the present ones enlarged or expanded. In this way there would be greater harmony between the budget and the school's underlying philosophy and objectives. One concrete example of a

needed increase in the budget is for library service. At the present the school has no library service.

V. School and Community Relations

A. General Relationship

Checklist.—The complete checklist is given, with symbols showing how each item was checked.

(+) 1. The principal establishes and maintains cordial relations with local editors and reporters

(-) 2. Staff members and pupils are alert to school activities that have good news value and report them promptly to the person or persons in charge of publicity

(-) 3. The public is kept adequately informed regarding the business affairs of the school

(+) 4. The school cooperates with other social and educational agencies of the community and helps to coordinate all efforts to promote the welfare of the community and its youth

(+) 5. Patrons and pupils are brought to realize that society and its ways are constantly changing and that, therefore, the school and its program must also change

(0) 6. Representative citizens of the community serve on committees for developing better school and community relations

(-) 7. The school has developed an organization of patrons and teachers as an important means of securing better cooperation between school and community

(-) 8. Home rooms, clubs, assembly programs, school publications, and school games and entertainments promote better understanding between school and community

(0) 9. The school has such special occasions as education week, book week, and father-son banquet for interpreting the school to the public

(0) 10. The school has one or more special visiting days or night sessions to which it invites all parents or pupils to observe the regular class work and pupil activities

(-) 11. The school uses various types of exhibits and demonstrations to interpret its work to the public
12. School entertainments of various kinds are given and are open to the public. These entertainments are largely planned and given by pupils and many pupils participate in them.

13. Programs and exercises connected with commencement are used as a means of interpreting the school, its program, and its needs to the community.

(Items 14-17 assume that needed additional employees and financial aid are provided for the purposes indicated; responsible school officials are always in charge)

14. The school play areas and gymnasium are available to the public at scheduled hours for recreational use by the public.

15. The school library and its services are made available to the public at such times and under such conditions as will not interfere with the school program.

16. The school encourages the holding of public forums for the discussion of educational, social, or economic, or other problems that may promote community welfare.

17. The school encourages the organization of classes for the education of adults and permits the use of school facilities by such classes.

Evaluations.--Using the above checklist, the following evaluations were made:

(2) w. How well does the school use the public and school press to promote better school and community relations?

(2) x. How effectively does the school provide special exhibits, entertainments or similar special occasions to promote such relations?

(3) y. How well do patrons cooperate with the school and support school projects?

(2) z. How well does the school provide for the educational and recreational needs of its public?

Comments.--The principal maintains cordial relations with local editors and reporters. Staff members and pupils are not alert to school activities having good news value.

51 Ibid., p.135. 52 Ibid.
and there is no one in the school who is directly in charge of publicity. The literacy of the patrons of the school is at a low level, that being one reason why there is so little integrated activity carried on between the school and the community which it serves. No special occasions are arranged for the purpose of interpreting the school to the public or to promote a better understanding between the school and the community. The school does permit the use of its facilities for evening adult education classes. "Although the administrator of the school may have urgent duties, he may well meditate concerning how he may understand the interests of his community and enlist the interest of its citizens in meeting its needs and what media of publicity are available and how they may be utilized to the best advantage." 53

B. Information for the Home and Community

Checklist.--Below is given the complete checklist and symbols indicating how each item was evaluated.

(*) 1. The purposes and objectives of the school
(*) 2. The curricular offerings and their aims
(*) 3. The pupil activity program and its objectives
(*+) 4. The school staff--its personnel and organization
(*+) 5. The school plant and its equipment
(N) 6. The school guidance program
(N) 7. Community relations organizations
(*+) 8. Rules and regulations regarding school attendance, home study, reports, etc. 54

Evaluation.—Using the above checklist, the following evaluation was made.

(3) z. How well—qualitatively and quantitatively—is such information as the above provided? 55

Comments.—Average provision is made by the school for furnishing information on the following items: curricular offerings, the school plant and equipment, and rules and regulations regarding school attendance, home study, reports, etc. Reeder says administrators should "... keep the public thoroughly and constantly informed concerning the aims, the needs, the management, and the accomplishment of their schools, and to give them confidence in the schools." 56

C. General Summary of the School and Community Relations

The best characteristic of the school and community relations is the willing and coöperative attitude of the patrons. The greatest need of improvement seems to be that for effecting more activities where the school and its patrons could be brought together more often for programs and recreational activities. "One of the chief requisites of a good school is for the school, the home, and the community to work together for the education of the child." 57

D. General Evaluation of the School and Community Relations

Evaluations.—Evaluative questions are as follows:

55Ibid.
56Reeder, op. cit., p. 537. 57Ibid., p. 536.
(2) y. How well do the school and community relations accord with the philosophy of education as presented by the school?

(2) z. How well do the school and community meet the needs of the community and the pupil population? 58

Comments.—Just how well the school and community relations accord with the philosophy of education as presented by the school is shown by the sub-standard score of two, in question "y". School and community relations are also sub-standard, as shown in question "z". These two scores could be brought up to average by a more concerted effort on the part of the school to enlist the energies of the patrons in practical, meaningful activities which would bring them both closer together.

VI. The Administrative Staff

A. Preparation and Qualifications

Qualifications Resulting Largely from Educational Preparation

Checklist.—The complete checklist is given, with symbols showing how each item was checked.

(+) 1. A broad, general education in the subject-matter fields, including fine arts and practical arts

(+) 2. Extensive preparation in professional courses

(+) 3. A thorough understanding of supervisory principles and activities

(+) 4. Successful teaching experience over a term of years

(+) 5. A well formulated philosophy of education consistent with the American concept of democracy 59


59 Ibid., p.138.
Evaluations.--Using the above checklist, the following evaluations were made:

(4) x. How adequate is the preparation of the administrative staff in both content and professional fields?

(3) y. How adequate is the staff's preparation for supervisory duties?

(4) z. How adequate is the preparation and ability for educational leadership on the part of the administrative staff?

Comments.--The administrative staff possesses a broad general education both in subject-matter fields and professional courses. All have successful teaching experience over a term of years and possess a good philosophy of education. The majority of evaluative scores are above the average, or very good. Advanced degrees are held. "Advanced degrees are desirable." 61

B. Qualifications and Preparation Applying to the Specific School

Checklist.--The complete checklist is given, with symbols showing how each item was checked.

(*) 1. A thorough understanding of the nature and needs of the school community and its school population

(*) 2. A thorough understanding of the school's purposes and of its educational program

(*) 3. The ability to supervise effectively but democratically the school's personnel and activities

(N) 4. The ability to select staff members well qualified for the tasks they are to perform

(*) 5. The ability to cooperate effectively with those superior in authority, with staff members, with pupils, and with the school public

60 Ibid.

61 Cooke, et al., op. cit., p. 89.
6. The ability to provide proper educational leadership in the community

Evaluations.--Using the above checklist, the following evaluations were made:

(3) x. How adequate is the understanding by the administrative staff of the educational task and of the program to make it effective, as judged by the needs of the community and the school population by a philosophy of education based on democratic principles?

(3) y. How adequate is the ability of the administrative staff to organize and administer the educational affairs of the community, judged by the same bases as in "x" above?

(3) z. How adequate is the ability of the administrative staff to supervise the school personnel and activities democratically and effectively?

Comments.--The administrative staff has an understanding of the nature and needs of the school community, and supervises effectively, but democratically, the school's personnel and activities. The ability to cooperate effectively with those of superior authority, with staff members, with pupils, and with the school public, is very evident. It is important that a principal possess research technique whereby he can measure his own system and arrive at a correct analysis and diagnosis of his problems.

C. Improvement in Service

Evaluation.--In improvement in service the administrative staff was rated as follows:

62 Ibid.
63 Ibid.
64 Cooke, et al., op. cit., p.9.
(4) z. How extensive and reliable are the indications that the administrative staff is improving in professional ability?  

Comments.—One reliable indication that the administrative staff is improving in professional ability is that the vice-principal, who has almost complete charge of the school evaluated, is completing requirements for a master's degree to be conferred in August, 1939. In regard to a young administrator's improvement in service, Reeder, says, "It would be eminently worthwhile for the neophyte school administrator to study the lives of great leaders to try to ascertain the qualities which they possessed that made them great."  

D. General Evaluation of the Administrative Staff  

Evaluations.—Questions of general evaluation are as follows:  

(4) y. How well do the qualifications and activities of the administrative staff accord with the philosophy of education as presented by the school?  

(3) z. How well do the qualifications and activities of the administrative staff meet the needs of the community and the pupil population?  

Comments.—The qualifications and activities of the administrative staff accord in a superior way with the philosophy of education as presented by the school. Qualifications and activities are means toward the end of the realization of the satisfaction of pupil and community needs. This

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65 Cooperative Study of Secondary School Standards, op. cit., p.139.  
66 Reeder, op. cit., p.45.  
condition could be improved by more attention being given to school duties and less time to outside personal interests.

VII. General Evaluation of School Administration

Evaluations.—Evaluative questions for the entire chapter are as follows:

(4) y. How well does the administration of the school accord with the philosophy of education as presented by the school?

(2) z. How well does the administration of the school meet the needs of the community and the pupil populations?

Comments.—Any further discussion of how well the administration of the school accords with the philosophy of education as presented by the school would tend to be a repetition of what has already been said elsewhere in this chapter. In general, the administration is good but could be improved, especially in co-operative school and community activity, where the needs seem to be the most acute.

Summary

School administration, like any other phase of educational activity, should be guided by a definite philosophy of education. After an examination of Table 35, one can see that the general evaluation score is three, or average, and that an average of all scores shown in the table would also be three, or average. These scores were all computed according to a fixed uniform procedure. "y" and "z" in the table refer to

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Ibid.
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<td>Administrative staff--General evaluation</td>
<td>y, z</td>
<td>7</td>
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<td>VII</td>
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<td>Administration: General evaluation</td>
<td>y, z</td>
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</table>
the respective questions under "Evaluation", which follow the
different subheads in the chapter that are listed near the
left margin of the table. After each checklist was checked
and evaluations made, the number symbols of evaluation were
transposed to their proper column in the table, horizontal
sums made and placed in the column for totals. The sums were
divided to obtain the final score, rating, or evaluation.
The number of units in a divisor was the same as the number
of evaluations used to make up any given total in the total
column. The table shows some items to be above the average
and some below the average, with a general score of three,
which is average. Improvement could be effected by a greater
devotion to duty on the part of the administration of the
particular school evaluated.
CHAPTER XI

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

The study undertook to present and evaluate the conditions as found in the Zavala Elementary School, Austin, Texas. An analysis of the data procured in pursuit of this study would seem to justify the following conclusions:

1. The school needs to correlate its philosophy and objectives more closely with its actual educational practices.

2. The community which the school serves needs to be brought into a more active partnership with the school.

3. The educational program, throughout all of its ramifications, is in need of modernization.

4. A pupil activity program, library service, and guidance service are neglected in the school.

5. Instruction is not the best possible.

6. The outcomes of the educational program are too limited and conventional.

7. Interest on the part of the professional staff in school and community joint activities is not what it should be.

8. The professional staff is too inactive in professional organizations, especially those of national scope.

9. The administrative staff of the school is not as devoted to duty as it should be.
Recommendations

Some recommendations for the improvement of the school are:

1. Revise the educational program of the school to harmonize with a clearly stated philosophy of elementary education and a concrete set of objectives.

2. Bring the school community into a closer relationship with the school itself.

3. Present the curriculum in the most effective and modern way.

4. Carry on a wholesome, well-rounded program of pupil activity and guidance service.

5. Establish adequate library service in the school.

6. Institute a definite program for the improvement of instruction.

7. Broaden the outcomes of the educational program.

8. Cultivate a greater interest on the part of the staff in school and community joint activities.

9. Make the staff more active in professional organizations.

10. Effect improvement in the administration of the school by developing a greater devotion to duty on the part of the administrative staff.
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