AN EVALUATION OF THE CHICO ELEMENTARY SCHOOL

AND SOME RECOMMENDATIONS FOR IMPROVEMENT

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AN EVALUATION OF THE CHICO ELEMENTARY SCHOOL AND SOME RECOMMENDATIONS FOR IMPROVEMENT

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CHAPTER I

INTRODUCTION

Efficiency in any line of endeavor depends upon our ability to evaluate the results secured. No one would question that progress has been made in education during the past one hundred years, but one may very justly inquire what measure of efficiency has been secured from the money spent, and from the effort and devotion of those engaged in the teaching. In mercantile pursuits, it has been noted that seven out of every ten failures can be charged directly to a lack of knowledge of facts. Such an investigation as we have had in education tends to prove that a like situation is to be found in this field. The failures in education, whether arising from a lack of economical use of funds, from an inefficient system of organization, or from an unintelligent practice in method, are, on the whole, not to be charged to an absence of devotion on the part of those who have given their lives to the schools, but until it is possible to measure the result achieved, the cause and the degree of the failures cannot be measured.\footnote{Den C. Bliss, Methods and Standards for Local School Surveys, p. 17.}

A major problem of American democracy has been the stimulation and direction of growth of its institutions in harmony with its expanding ideals. The school has long been recognized as having a dominant role in the realization of these ideals. In order for the school to maintain this dominant role, it has been necessary for it to reorganize to meet child needs in a changing environment. In reorganizing, it is good practice to evaluate in order to see what needs changing before eliminating anything that might be valuable.
Purpose of Study

It is the purpose of this study to determine the present status of the Chico Elementary School in regard to organization and administration, the pupil and teaching personnel, and the educational program, by making a careful comparison with various norms set up by the Cooperative Study of Secondary School Standards from an evaluation of two hundred schools in all sections of the country. These norms, which are regional norms, country-wide norms (expressed in percentiles), accreditation norms, type norms, and size norms are given in graphic form in Educational Temperatures, a group of more than one hundred thermometer charts used for the purpose of showing the relative status of a particular school evaluated and compared with these norms. It is to be noted that these norms are set up for secondary schools. The problem of this study is the present status of an elementary school, thus the comparison is not rigid, but proportionate. By plotting the Chico evaluations on the thermometer, the relative status of the school can be seen. It is the purpose of this study to compare the Chico Elementary School, not only with the norms set up by the Cooperative Study of Secondary Schools Standards, but also with standards set up by leading and recognized educators.

It is to be understood that all criticisms are made from a constructive point of view, and it is hoped that the present study will encourage and stimulate improvement.

General Procedure

The general procedure will be to evaluate the Chico school in terms of criteria set up by the Cooperative Study of Secondary School Standards. Slight modifications have necessarily been made in the criteria to make it possible to evaluate the elementary school. In particular, the elementary courses of study and outcomes are incomplete as the criteria were planned only for the evaluation of secondary schools. It is hoped, however, that the present evaluation will encourage cooperative groups to construct criteria for the evaluation of the elementary school, and will stimulate improvement of the characteristics and functions evaluated.

As a first step in evaluation, the Chico school staff filled in the checklists and specific evaluations set up in Evaluative Criteria;\(^3\) then a committee of schoolmen, who were acquainted with the situations of the local elementary school, filled in the general evaluations. The second step consists of summarizing the evaluations and expressing them by means of thermometer charts, using the alpha scale. The third step consists of interpreting the results, and the fourth step consists of drawing conclusions, and making some recommendations that are justified from the data presented.

In Chapter II the following three topics are dealt with: philosophy and objectives, organization and administration, and the school plant. A personal inquiry was made concerning each

\(^3\)Cooperative Study of Secondary School Standards, Evaluative Criteria.
individual teacher's educational philosophy, and these individual philosophies were combined as nearly as possible into a composite statement for the educational philosophy of the school. Objectives were then set up in the light of such philosophy. An important reason for collecting this information is for the purpose of evaluating the school's philosophy and evaluating other school functions in terms of the school's own philosophy. The usual procedure of marking checklists covering various items in the administration and in the school plant is used, and then is evaluated on the regular five-point scale. The rank of the school in comparison with the regional norm, the size norm, and the accreditation norm is made in addition to a percentile comparison with the two hundred schools measured by the Executive Committee of the Coöperative Study of Secondary School Standards.

Chapter III deals with the pupil population, the school community, and the staff. Some of the information regarding the pupil and the community is expressed in two tables, and some is explained in the body of the study. The staff is evaluated in approximately the same manner as the administration and the school plant in Chapter II, except that personal evaluations and information sheets were filled in by all staff members, and were rated by the school and by the visiting committee.

Chapter IV presents data concerning the following six topics: curriculum and courses of study, pupil activity, library service, guidance service, instruction, and outcomes,
These topics are given a value of fifty per cent of the total survey in computing the summary score for the school. Each division is subdivided, analyzed, and compared with averages for other schools of the same size, type, class, location, and with the total number of schools measured. Much the same procedure as used in previous chapters is continued, except that the data for the library service, and for instruction are rated on especially constructed score sheets, including the device for rating teachers and for determining the adequacy of the library.

Chapter V contains a brief summary of data presented in previous chapters, a discussion of the inadequacies brought out by such data, and recommendations for improvement.

Explanation of Terms

*Alpha scale.*—This scale, consisting of one hundred educational graphic thermometers, gives a complete and extensive evaluation of a school. It provides varying values for different phases, evaluated in computing summary scores of areas and summary scores for schools.

*Evaluation.*—Five hundred evaluations are on the following five-point scale of values:

4. Highly satisfactory or practically perfect
3. Very good
2. Average
1. Poor or below average
0. Very poor
N. Does not apply

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Checklists.—A number of checklist items for each evaluation are provided. They are marked with four symbols as follows:

✓ 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.

Types of norms.—The norms used for comparison were the norms set up for the total number of schools classified as all schools, accredited schools, public schools, medium-sized schools, and southern schools. The particular school evaluated in this study is compared only to those schools of the same region, class, type, and size.

Visiting committee.—This committee was composed of Wise County schoolmen who evaluated particular phases of the school.

Sources of Data

The following books were used in this study as source materials: How to Evaluate a Secondary School, Evaluative Criteria, Educational Thermometers, and Texas Educational

5 Ibid., p. 10.


Adequacy Survey. Additional information was secured from records in the office of the Chico School Superintendent, Chico, Texas.

9State Board of Education, Texas Educational Adequacy Survey.
CHAPTER II

ORGANIZATION AND ADMINISTRATION

Philosophy and Objectives

The purpose of this section is three-fold; first, to present and analyze the philosophy and objectives of the Chico Elementary School as expressed in *Evaluative Criteria*; second, to make comparisons with objectives formulated by the Educational Policies Commission and with the statement of educational aims known as "The Seven Cardinal Principles of Secondary Education" set up by the Commission on the Reorganization of Secondary Education; and third, to make suggestions and recommendations in the light of the above comparisons.

Every elementary school should have a carefully formulated philosophy of education that will promote the principles and the spirit of American democracy. That educational philosophy, which is the fundamental basis for the educational program of that school, should be stated in specific objectives, otherwise the school leads an aimless life. John Dewey expresses

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his idea of philosophy in the following paragraph:

If philosophy is for anything—if it is not a kind of mumbling in the dark, a form of busy work—it must shed some light upon the path. Life without it must be a different sort of thing from life with it. And the difference which it makes must be in us. Philosophy, then, is reflection upon social ideals, and education is the effort to actualize them in human behavior.5

An inquiry has shown that each teacher in the Chico Elementary School has an individual educational philosophy, but these philosophies have never been compiled into a general stated philosophy for the school and accepted as such. The philosophy as here discussed is, as nearly as possible, a composite statement of these individual philosophies. The teachers believe that the school exists solely for the benefit of the pupil and of society. They believe that the child is a social being with individual differences that must be recognized and developed to meet the needs of a changing environment. The curriculum is a means to an end, and not an end within itself. It is the means by which the pupil's life is enriched by such educative materials as will develop him into a spiritually, mentally, physically, and socially adjusted individual. The method or methods used should be those that will best produce the desired outcomes. The staff should be a corps of broadly educated, well-adjusted individuals, who inspire and guide the pupil in a cooperative and democratic manner to develop him into a worthy citizen.

Every statement of educational objectives depends upon the judgment of some person or group of persons as to what is good and what is bad in the conduct of human affairs. These objectives are arranged in a variety of ways, according to the judgment of the person or group of persons stating them. The objectives of the Chico Elementary School, stated in somewhat general terms, are listed under four divisions, health, fundamental processes, recreation and play, and citizenship.

**Health.**——The objectives of health are:

1. To develop lasting health knowledges and health habits.
2. To promote the personal health of the pupil.
3. To promote the general health of the community.
4. To develop an understanding of, and an active interest in public health.
5. To develop an understanding of, and a desire for a wholesome environment.

**Fundamental Processes.**——The objectives of fundamental processes are:

1. To develop skill in speaking the English language.
2. To develop skill in writing the English language.
3. To develop skill in reading the English language.
4. To develop skill in writing.
5. To develop skill in using numbers.
6. To develop skill in making observations.
7. To develop skill in problem solving.
8. To develop an understanding of time-place relationship.
9. To provide for the development of creative abilities.
Recreation and Play.—The objectives of recreation and play are:

1. To develop an understanding and an appreciation of recreation, present and future.

2. To create an interest in, a skill in, and an understanding of many wholesome activities and sports by participation.

3. To provide various forms of recreation and play for those physically unable to participate in the more strenuous forms of play.

4. To provide for maximum participation in some form of play or recreation.

Citizenship.—The objectives of citizenship are:

1. To develop an attitude of cooperativeness.

2. To develop an attitude of social-mindedness.

3. To develop respect for law and constituted authority.

4. To develop respect for the personality and integrity of others.

5. To develop self-respect and self-integrity.

6. To develop an attitude of tolerance.

7. To develop an attitude of reverence.

8. To develop an attitude of open-mindedness.

9. To develop an attitude of critical-mindedness.

10. To develop an attitude of scientific-mindedness.

11. To develop an appreciation of home relationships.

12. To develop an appreciation of school relationships.

13. To develop an appreciation of community relationships.

14. To develop an attitude of willingness to share responsibilities.

15. To develop an understanding and an appreciation of the beautiful and worthwhile things of life.
16. To develop an appreciation of a task well done.

17. To develop an attitude of helpfulness.

18. To develop a practical understanding of democratic ideals.

19. To develop a desirable code of ethics.

20. To develop good sportsmanship.

21. To develop an attitude of loyalty and sincerity.

22. To develop an interest in, and an understanding of environmental factors.

23. To develop a desirable attitude of thriftiness.6

In order to evaluate the objectives of the Chico Elementary School in the light of objectives set up by other groups, the criteria formulated by the Educational Policies Commission are quoted:

THE OBJECTIVES OF SELF-REALIZATION

The Inquiring Mind. The educated person has an appetite for learning.

Speech. The educated person can speak the mother tongue clearly.

Reading. The educated person reads the mother tongue efficiently.

Writing. The educated person writes his mother tongue effectively.

Number. The educated person solves his problems of counting and calculating.

Sight and Hearing. The educated person is skilled in listening and observing.

Health Knowledge. The educated person understands the facts concerning health and disease.

Health Habits. The educated person protects his own health

6Personal conferences with the Chico Elementary School Staff.
and that of his dependents.

**Public Health.** The educated person works to improve health of the community.

**Recreation.** The educated person is participant and spectator in many sports and other pastimes.

**Intellectual Interest.** The educated person has mental resources for the use of leisure.

**Esthetic Interests.** The educated person appreciates beauty.

**Character.** The educated person gives responsible direction to his life.

**THE OBJECTIVES OF HUMAN RELATIONSHIP**

**Respect for Humanity.** The educated person puts human relationships first.

**Friendships.** The educated person enjoys a rich, sincere, and varied social life.

**Cooperation.** The educated person can work and play with others.

**Courtesy.** The educated person observes the amenities of social behavior.

**Appreciation of the Home.** The educated person appreciates the family as a social institution.

**Conservation of the Home.** The educated person conserves family ideals.

**Homemaking.** The educated person is skilled in homemaking.

**Democracy in the Home.** The educated person maintains democratic family relationships.

**THE OBJECTIVES OF ECONOMIC EFFICIENCY**

**Work.** The educated producer knows the satisfaction of good workmanship.

**Occupational Information.** The educated producer understands the requirements and opportunities for various jobs.

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8 Ibid., p. 72.
Occupational Choice. The educated producer has selected his occupation.

Occupational Efficiency. The educated producer succeeds in his chosen vocation.

Occupational Appreciation. The educated producer appreciates the social value of his work.

Personal Economics. The educated consumer plans the economics of his own life.

Consumer Judgment. The educated consumer develops standards for guiding his expenditures.

Efficiency in Buying. The educated consumer is an informed and skillful buyer.

Consumer Protection. The educated consumer takes appropriate measures to safeguard his interests.

THE OBJECTIVES OF CIVIC RESPONSIBILITY

Social Justice. The educated citizen is sensitive to the disparities of human circumstance.

Social Activity. The educated citizen acts to correct unsatisfactory conditions.

Social Understanding. The educated citizen seeks to understand social structures and social processes.

Critical Judgment. The educated citizen has defenses against propaganda.

Tolerance. The educated citizen respects honest differences of opinion.

Conservation. The educated citizen has a regard for the nation's resources.

Social Applications of Science. The educated citizen measures scientific advance by its contribution to the general welfare.

World Citizenship. The educated citizen is a cooperating member of the world community.

Law Observation. The educated citizen respects the law.

9Ibid., p. 90.
Economic Literacy. The educated citizen is economically literate.

Political Citizenship. The educated citizen accepts his civic duties.

Devotion to Democracy. The educated citizen acts upon unswerving loyalty to democratic ideals.\(^{10}\)

Although these two lists of objectives appear to differ widely, a careful comparison reveals that they have much similarity. They are expressed under different headings, but they have much the same meaning. The health objectives, as set up by the Chico school, are classified by the Educational Policies Commission as part of the self-realization objectives. The Chico school, however, has an additional health objective in the development of a desire on the part of the pupils for a wholesome environment.

The objectives of the fundamental processes, as set up by the Chico school, are classified under the heading of self-realization objectives by the Educational Policies Commission. Both groups list reading, writing, speaking, use of numbers, problem solving, and observation, whereas only the Chico school makes provision for time-place relationships and for creative abilities. These last two objectives are not listed in any of the four areas formulated by the Commission.

In the division of objectives classified as recreational by the Chico school, only one corresponding objective is offered by the Educational Policies Commission. This says that

\(^{10}\)Ibid., p. 108.
"the educated person is participant and spectator in many sports and other pastimes."\textsuperscript{11} The Chico school lists three other objectives in this area, which merely go more into detail in describing forms and types of activities.

In the areas of citizenship, the objectives are almost parallel in thought. A comparison of the two lists of citizenship objectives shows that the Chico school has included objectives under this heading that may properly belong elsewhere. In general, there are slight variations in the two lists, with the exception that the Chico objectives have very little reference to economic efficiencies, objectives that are particularly emphasized by the Educational Policies Commission. This negligence of vocations on the part of the Chico school is due to the fact that these objectives are set up for the elementary school, while those set up by the Educational Policies Commission are for education in general.

Another group of educational objectives that is quoted frequently was formulated by the Commission on the Reorganization of Secondary Education in 1918 and is called "The Seven Cardinal Principles of Secondary Education." They are:

1. Education should safeguard and promote the pupil's physical health.

2. It should perfect his command of the fundamental processes; that is, reading, writing, arithmetical computation, and oral and written expression.

3. It should train for worthy home membership.

4. It should equip him vocationally, so that he may be able to earn a living.

\textsuperscript{11}Ibid., p. 51.
5. It should develop in him desirable civic qualities.
6. It should equip him for the worthy use of leisure time.
7. It should definitely promote ethical character.\textsuperscript{12}

A comparison of this group of objectives with the objectives set up by the Chico school shows that the same phases of education are covered by each with the exception of the vocational objective which the Chico school ignores. The reason for this is the same as that stated in a previous paragraph—that these principles are set up for the high school and not for the elementary school. The principles set up by the Commission on the Reorganization of Secondary Education are stated much more generally than the objectives of the Chico Elementary School, but this is to be expected since objectives should be more specifically stated for a particular situation.

A comparison of "The Cardinal Principles" and the objectives formulated by the Educational Policies Commission reveals that the latter is much more modern in form and in thought. Of course, this is to be expected, since the Educational Policies Commission formulated their objectives some twenty years later than the commission on the Reorganization of Secondary Education. The Seven Cardinal Principles have contributed much to educational progress, just as the other group of objectives have and will, but all educational objectives must necessarily change to meet the needs of a changing society.

As previously stated in this section, the Chico Elementary

School has never formulated any definite educational philosophy, or has never set up any written objectives in the light of such philosophy. The philosophy, as discussed in this section, is a composite statement of the philosophies of each individual teacher, and the objectives discussed are those set up in the light of that philosophy. A comparison of the Chico school's philosophy and objectives with the philosophy and objectives set up by the Commission on the Reorganization of Secondary Schools and by the Educational Policies Commission shows that the Chico Elementary School has a fairly good list of objectives based on social and political democracy, but that it has poorly provided for objectives based on economic democracy. The Chico school objectives are more specifically stated and more modern in thought than those found in "The Seven Cardinal Principles," but they must be modernized still more to be on the same level as those formulated by the Educational Policies Commission.

The teachers and administrators of the Chico Elementary School should make a study of the philosophy of American education, and a study of pupil and community needs as a basis for a written philosophy to be made and accepted by the group. In the light of this philosophy, an acceptable list of objectives should be set up. Each part of the curriculum should then be justified in terms of these objectives.

School Administration

Administration is necessary in order to coordinate the educational program, the staff, and the school plant, and to make them all operate effectively for the development
of pupils. Responsibility for the administration of schools is usually entrusted to some type of board of control. Members of such boards should be prevailingly, if not exclusively, laymen.\textsuperscript{13}

School administration is divided into six areas. They include organization, supervision of instruction, business management, school and community, administrative staff-qualifications, and administrative staff-improvement in service.

The data in Figure 1 show that the organization of the Chico Elementary School is equal to or better than thirty-two per cent of the schools measured. It is of the same level as the average for Southern schools, but is ten points below the average for public schools, fifteen points below the average for medium-sized schools, and sixteen points below the average for accredited schools. Not only is the particular school low, but the average for all Southern schools is low.

The lowest item evaluated under organization is general policies which is rated below average. The lack of understanding of duties and relationships on the part of the individuals within the system and the lack of a complete audit\textsuperscript{14} are largely the reasons for the low rating of these general policies or organization of administration. Concerning this matter, J. R. McCaughey says:

This functioning of school administration as an autocratic instrument is in direct opposition to the implications of the


\textsuperscript{14}\textit{Ibid.}, p. 122.
Fig. 1.—School administration.
tions for administration in a school system whose pro-
gram and types of organization have been arrived at on a
truly democratic basis. In this latter situation, the direc-
tion of flow, as it might be called, is exactly reversed,
and it is this latter relationship of administration to
the school program which we defend as sound, and which
we propose is most likely to be found in the elementary
school organization of the future.\textsuperscript{16}

Another cause of the inefficiency of administration is the
failure on the part of the superintendent to delegate authority
and responsibility upon the proper staff members. The \textbf{Evaluative
Criteria} says:

\begin{quote}
Education is one of the largest business enterprises
in every community and directly influences the daily lives
of the great majority of the inhabitants. The head or
superintendent of an enterprise so extensive, complex, and
influential should have marked administrative ability and
should be especially prepared for the task. The board of
control should delegate administrative functions and
authority to an individual qualified for the work. The
board should retain the determination of general policies
and some judicial functions. An additional responsibility
of the board is the raising of funds and their disburse-
ment, the latter being largely in the hands of the adminis-
trator acting on the basis of policies determined by the
board.

The administrative head is then the chief executive
officer of the board of control. He should be responsible
for the selection and assignment of all school employees
(the board confirming his selection), for the business
management of the school, including school plant and equip-
ment, and for the administration of the educational program,
including supervision of instruction. This should require
organization of resources, both material and personal; dele-
gation of duties and authority; and supervision of all dele-
gated tasks and of all individuals to whom authority and
responsibility are assigned. The better the administrative
personnel, the more efficient will be the organization and
management and the greater the probability of the success-
ful attainment of the school's objectives, provided the
personnel is always mindful of the primary function of the
school—the development of its pupils. Success should be
measured in terms of results, not of machinery.\textsuperscript{17}
\end{quote}

\footnotesize{
\textsuperscript{16}An Evaluation of the Elementary School, p. 273.
\textsuperscript{17}Cooperative Study of Secondary School Standards, Evaluative
Criteria, p. 121.
}
The data in Figure 1 show that the supervision of instruction is neglected in the Chico Elementary School. In this activity the school is equal to or better than thirty per cent of the two hundred schools measured, but is seventeen points below the average for public schools, eighteen points below the average for southern schools, and twenty-one points below the average for medium-sized schools and accredited schools. All the norms are low, since not one has a rating of three on the five-point scale. Supervision, according to the standards of measurement, is low generally all over the country. In this particular school, the low rating is due largely to the lack of democracy and cooperation in organization and operation, to inflexibility, and to the lack of variety of procedures and activities used by the administrator.\textsuperscript{18} The negligence of supervision of instruction by the administrator is emphasized in the \textbf{Evaluative Criteria} as follows:

The activity most neglected by administrators is supervision, particularly supervision of instruction. This involves not only the organization of programs of studies and of instructional activities but also revision of curricula, pupil activities, non-instructional school activities of staff members, and every other phase of the educational program. Alert and sympathetic supervision makes management and organization effective. Whatever is educationally desirable and attainable should be made available and effective through able administration.\textsuperscript{19}

Data indicate that supervision in the Chico Elementary School is poor, largely because of the organization of the system. The principal is not given an opportunity to do much supervisory work because of his teaching load. In speaking of

\textsuperscript{18}\textit{Ibid.}, pp. 125-127.
\textsuperscript{19}\textit{Ibid.}, p. 121.
the supervisory functions of the principal, J. R. McGaughey says:

In better practice at the present time, and certainly in the organization of the future, the individual principal must take almost full responsibility for the supervisory leadership of the teachers in his group. This means that he must be both an administrator and a supervisor. Superintendents of schools who are employing principals at the present time are much more concerned about their qualifications as supervisors than they are with their administrative training and ability.\footnote{An Evaluation of the Elementary School, p. 291.}

Business management has a summary rating of 2.64, as shown in Figure 1 which makes it equal to or better than fifteen per cent of the two hundred schools rated. It is 18 points below the average for southern schools, 34 points below the average for public schools, 36 points below the average for medium-sized schools, and 37 points below the average for accredited schools. Some of the more outstanding weaknesses are the system of accounting, the lack of staff participation in formulating the budget, and the lack of a system of reporting financial conditions to the staff members and to the public.\footnote{Cooperative Study of Secondary School Standards, Evaluative Criteria, pp. 131-135.}

The \textit{Evaluative Criteria} states the following concerning business management:

\begin{quote}
Education in and for a democratic society is a task so difficult and comprehensive, calls for the expenditure of such considerable funds, affects the well-being of so many pupils, challenges the interest and support of so many parents and other patrons, requires the services of so many individuals, and influences the welfare of democracy itself in such degree that it is of necessity a cooperative enterprise. Enlisted with the administrative staff in this enterprise are the board of control, the school staff, the pupil population, the parents, and the entire school community as well as the larger communities of which it is a part.\footnote{ibid., p. 121.}
\end{quote}
The Chico school ranks higher in school and community relations, in comparison with the norms set up in *Educational Temperatures*\textsuperscript{23} than in any other phase of administration. The data in Figure 1 show that the school and its community relations are equal to or better than fifty-five per cent of 199 schools measured. It is one point above the average for medium-sized schools, three points above the average for public schools, and twenty-one points above the average for southern schools.

A high point in school and community relations is that the patrons cooperate well with the school, and support school projects whenever their support and cooperation are sought.\textsuperscript{24}

The teachers of the elementary school make special effort to enlist the support of patrons by visiting in the homes, by taking an active part in community activities, by encouraging classroom visitation, by providing assembly programs, and by participating in a community and school club.\textsuperscript{25}

The pressure on the schools to take over functions formerly performed by other institutions, and the newer philosophy that reorients the school in the community, require attention to the problem of how the school should readjust itself. There are two approaches to the problem of school-community relations. One is that of making the school the community center and constantly drawing more and more activities into the school...The second approach to the development of school-community relationships, which is rapidly gaining headway, is in the opposite direction. It is that of taking the school out into the com-


\textsuperscript{24}Ibid., p. 135.

\textsuperscript{25}Ibid., p. 135.
munity; of considering the school as a means of strengthening other institutions and agencies in the community. 26

Very little has been done toward using the press to promote better school and community relations in Chico. Such a movement was started during the school year of 1937-38, but it was a disappointment to those who were instrumental in promoting the activity. The Evaluative Criteria emphasizes school and community relations in the following paragraph:

The administrative head of the school should share with the controlling board responsibility for establishing and maintaining desirable relations with the school's public. Communities too little appreciate that the school is their greatest cooperative enterprise and that it permanently affects the welfare of their children. This requires that the supporting public be informed regarding the policies, program, objectives, activities, and plans for the future of the school and that the support of the public be assured for the school's undertakings. There should always be a sympathetic and understanding relationship between the school and its administration on the one hand and its public on the other—whether this public be closely concentrated as is usually the case with public schools, or more widely distributed as is often the case with private schools. 27

The qualifications of the administrative staff of Chico, as indicated in Figure 1, is at the forty-six percentile point. This evaluation is seven points above the average for southern schools, one point below the averages for the medium-sized and the public schools, and five points below the average for accredited schools. These evaluations are the averages of the administrative staff which is composed of the superintendent and the principal. Such features as committee judgment, out-

standing contributions to the school life, and personal and professional qualifications are considered in the average evaluation. Such personal qualifications as coöperation, sincerity and loyalty, intelligence, self-control, general culture, interest in current problems, good physical health, good mental health, enjoyment and understanding of adolescents, and an understanding of educative value of environmental factors are considered in evaluating the superintendent and the principal.\textsuperscript{28} Professional qualifications are based on broad scholarship, understanding of the school's program, administrative ability, educational leadership, and supervisory ability.\textsuperscript{29}

Data show that the administrative staff is making better than average progress in its improvement in service. In this phase the school is equal to or better than fifty per cent of the 188 schools rated. It is seven points above the average for southern schools, one point below the average for the public and the medium-sized schools, and two points below the average for accredited schools. Such factors as membership in national professional organizations, appearances on programs of national organizations, authorship, and research are largely the causes of lower ratings\textsuperscript{30} No credit is given for membership

\textsuperscript{28}\textsuperscript{Ibid.}, p. 151.
\textsuperscript{29}\textsuperscript{Ibid.}, p. 152.
\textsuperscript{30}\textsuperscript{Ibid.}, p. 144.
in state and local professional organizations, and to appearances on local and state programs. College work and reading are largely the factors that tended to offset the low ratings to make a fair average.

In determining the summary score by the alpha scale, Figure 1 shows that twenty-four per cent is given to organization, twenty-four per cent to supervision, twenty per cent to business management, twelve per cent to school and community relations, fifteen per cent to administrative staff-qualifications, and five per cent to administrative staff-improvement in service. Figure 1 reveals that the first three items which have low ratings, have a total value of sixty-eight per cent, whereas the last three items which have fairly high ratings have a total value of thirty-two per cent. This situation naturally causes a low summary score for administration. The summary score as shown in Figure 1 is twenty-seven per cent. It is ten points below the average for the southern schools, twenty points below the average for the public schools, twenty-four points below the average for the accredited schools. This low average, it must be repeated, is due largely to an improper organization, to the lack of a program of supervision, and to the lack of good business management.

School Plant

The aim of this section is to present the findings of an analytical study of the Chico school plant and to compare its norms with the norms of schools measured by the Executive Committee.
No one would expect to judge the efficiency of a school system entirely by its buildings and equipment, but they serve as a fair index of the educational progress of any school system. In speaking of buildings and equipment G. D. Strayer says:

The school plant with its equipment is a most important factor in providing a modern educational program for the present-day youth. For him the school building should be, first, an efficient workshop, suited to his needs, his safety, and his comfort. Second, it is his home where he spends six or more hours a day, and as such, it should develop him esthetically with whatever pleasant and beautiful surroundings the community may afford. 31

The Executive Committee agreed that the plant is one of the major conditioning factors in a good school, but its ultimate relation 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. The school plant should be made flexible. An 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 buildings should be well kept. The entire plant should, whenever possible, be an integral part of a community planning program. 32

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32 Cooperative Study of Secondary Schools, Evaluative Criteria.
Figure 2 shows that the analytical study of the plant is divided into four divisions: health and safety, economy and efficiency, the educational program, and the relation of the school plant to the community. The first three mentioned are subdivided under the headings of site, building, and equipment; each of these is discussed with reference to all three divisions.

In reference to health and safety, Figure 2 shows that the site of the Chico plant has the same norm as the accredited schools; it ranks slightly above the medium-sized and the average public schools, and twelve points above the norm of the southern schools.

The site is largely free from environmental noises and confusion, and from environmental bad odors and contamination. There is an adequate supply of water on the ground for drinking purposes and for showers. There are no facilities provided, however, for fire protection. The site is free from traffic and transportation dangers; facilities are adequate for receiving and discharging pupils transported in school buses; and all walks leading from the building exits are in good condition.33

Figure 2 shows that the economy and efficiency of the site surpasses the highest norm by twelve points; it ranks twenty-three points above the southern schools, eighteen points above average public schools, fourteen points above the accreditation schools, and twelve points above the medium-sized schools. This

33Ibid., pp. 104-105.
Fig. 2.—School plant.
SCHOOL ADMINISTRATION

General Statement
All thermometers on this page are based upon Section L of the Evaluative Criteria, SCHOOL ADMINISTRATION. Sources for each thermometer are indicated below. The special scales on the first four thermometers are in terms of the regular five-point evaluative scale ranging from 5.0, "highly satisfactory or practically perfect," to 1.0, "very poor."

1. Organization

2. Supervision of Instruction

3. Business Management

4. School and Community
   Based upon V, "School and Community Relations," not including E, "General Evaluation of School and Community Relations" (pages 135-36). Average of 8 evaluations.

5. Administrative Staff - Qualifications
   Based upon data recorded in Sections M and N of the Evaluative Criteria, PERSONAL DATA OF STAFF MEMBERS and INDIVIDUAL EVALUATION as filled out for individual administrators and as summarized in VI-A-3, "Summary of Data for Individual Administrators" (page 138) of Section L, SCHOOL ADMINISTRATION. The special scale is a combined score including four different measures of the preparation and qualifications of the administrators. For full details see How to Evaluate a Secondary School, pages 91-92.

6. Administrative Staff - Improvement in Service
   Based upon data recorded in Section M of the Evaluative Criteria, PERSONAL DATA FOR STAFF MEMBERS, as filled out by individual administrators and as summarized in VI-B-2, "Summary of Data for Individual Administrators," (page 139) of Section L, SCHOOL ADMINISTRATION. The special scale is a combined score including three different measures of the improvement in service of the administrators. For full details see How to Evaluate a Secondary School, page 92.

7. SUMMARY
   Based upon the other six thermometers on this page, each weighted as indicated below its bulb.
high rating is due to several factors. The site is readily accessible to the school population, being as near the center of the school population as other pertinent factors make it advisable. In setting up standards for elementary school buildings G. D. Strayer says:

The geographical center of the district, the center of the district, the center of present and estimated future population, and types of streets leading to the school should be fully considered. Location may be sacrificed in the interest of adequate size of site and environment.

The play areas are readily accessible and sufficiently extensive for building and play needs, and the site has possibility of future expansion, extension, or adaption without too great a cost.

The site, considered from the point of view of the educational program as shown in Figure 2, ranks slightly, or one point above the southern schools, three points below the average public schools, and nine points below the medium-sized and the accredited schools. Several elements are considered in this phase of the study. The environment has some elements of beauty, but it is not entirely free from ugliness; its layout does not completely prevent playground noises and games from interfering with study and classroom activities of the high school, which is housed on the second floor of the building; shrubs, flowers, and lawns are not provided to promote the beauty of the surroundings and to cultivate the appreciation of beauty.

34 Ibid., p. 110.
On the other hand, the location does not oblige many of the pupils to pass through unwholesome areas in walking to and from school; the environment is socially wholesome; and the site is sufficiently extensive and adaptable to accommodate many desirable educational activities. In reference to play areas, data show that the space available is not as carefully planned and utilized as it might be, that facilities are not sufficiently provided for a large variety of games and sports, and that necessary supplies and equipment are very insufficient. The few facilities which are provided are used to the maximum by the personnel.

The second consideration in this section is relative to the building, which houses the Chico Elementary School. As previously stated, the elementary grades are housed in six classrooms on the first floor of the building, in addition to a combination gymnasium and auditorium. In the matter of health and safety of the building, Figure 2 shows that the school has the low ranking of fifteen per cent in comparison with the forty-one per cent, the forty-eight per cent, and the fifty-two per cent norms of the Southern schools, the average public schools, and the medium-sized and the accreditation schools respectively. This low norm is due to several factors. First, provisions for illumination are inadequate and inefficient in the classrooms. Although the light from the windows

\[37\text{Ibid.}, \text{p. 111.}\]
\[38\text{Ibid.}, \text{p. 112.}\]
\[39\text{Ibid.}, \text{pp. 105-107.}\]
is satisfactory on clear days, there is no provision for artificial lighting when it is needed. The study does reveal, however, that the windows have translucent shades which are adjustable, that the walls and ceilings are tinted to reflect the light, and that the desks are arranged so that the pupils, when seated, do not face the direct light continuously. Data show that the illumination of the auditorium and the stage is adequate and adjustable to varying needs. The corridors, the building exits, and other spaces are not always adequately illuminated. Second, the lavatory facilities for teachers and for pupils are entirely lacking, and the outdoor toilets were not carefully planned, and are not properly equipped. Third, the sanitary drinking fountains, although sufficient in number, and serviced with relatively pure water, are not readily accessible during inclement weather since they are located outside the building. Fourth, the classrooms are heated with wood stoves that do not always properly function, which makes it difficult to maintain an even temperature of sixty-eight to seventy degrees Fahrenheit.

With reference to economy and efficiency, Figure 2 reveals that the building has a norm of four points and two points above the southern schools and the average public schools respectively, and three points and four points below the accredited schools and the medium-sized schools respectively. The building is so planned that it may be expanded, without too great a cost, to meet future needs because of increased attendance, but modified educational plans or instructional needs would probably prove
rather expensive. Without a doubt, the community felt that the building must necessarily be constructed and equipped as economically as possible, not realizing that it might prove very expensive from the standpoint of the restriction and limitations which it places on a desirable program of education. This building is supplied with the traditional seating equipment, thereby probably retarding educational progress. J. R. Gaughey, speaking of this matter, says: "It is all too true that a standardized schoolroom and standardized equipment have a tremendous influence in determining the kind of educational program which may be developed in that room."  

Of course, the financial condition of the Chico school district is a factor in re-equipping the rooms according to modern conceptions of the proper provisions for children, since the present equipment is far from being worn out. McGaughy, in evaluating elementary buildings, says:

The present inflexible, highly standardized buildings and equipment will rapidly become obsolete. The rapidity of this movement will, of course, be retarded because we already have a great number of practically indestructible school buildings. It will be hard to persuade many communities that it is economically sound to scrap these buildings when they are still in sound condition, even though they are a distinct liability from the educational point of view.  

There are no provisions for administrative office space in the Chico Elementary School, as the major portion of the floor

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40 An Evaluation of the Elementary School, p. 316.

41 Ibid., p. 408.
area is devoted to instructional purposes. Also there is no general storage space readily accessible to the rooms in which equipment and supplies may be kept. There are no provisions, whatever, for lockers. The building is equipped with a plain, effective roof, with adequate gutters and downspouts, and is free from ornamentation and architectural features, which tend to promote deterioration. There is a satisfactory arrangement of drive ways, doorways, and floor levels to facilitate truck deliveries.

Figure 2 shows that the building, with reference to the educational program, has the low norm of nineteen per cent in comparison with the forty per cent norm, the forty-three per cent norm, the fifty per cent norm, and the fifty-two per cent norm of the southern schools, the average public schools, the medium-sized schools, and the accreditation schools respectively. The aesthetic factors, influences, and values are somewhat below average. An adequate amount of space is not provided for health and physical education needs during inclement weather, for the shower and dressing rooms, for the medical program, or for reading and library activities.

Some fixtures, which facilitate the educational program, are good blackboards, well mounted at the proper height; comfortable, noiseless seats in the auditorium, good curtain and stage properties, and a gymnasium floor so marked as to facilitate certain games. Fixtures that are almost entirely lacking in the educational program include adequate bulletin and mounting

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board space in all rooms, display cases, cabinets, and other means of exhibiting products and materials, sinks and lavatories with hot and cold water, whenever it is needed, and permanent equipment to facilitate a modern physical education program.

Data show that the library is not centrally located, or readily accessible to the pupils, that the floor is not covered with approved library floor covering, that the decorative features are few, that a conference room for librarian, pupils, and teacher is not provided, and that no card catalogue cabinet is accessible. A more thorough study of the library is made in Chapter IV of this study.

The problem of the equipment of the Chico Elementary School plant has already been discussed somewhat in connection with the building, but a more detailed analysis follows. Figure 2 reveals that the school plant has its lowest rating when considered from the standpoint of the health and safety of the equipment. This low norm is nineteen points below the lowest norm given and thirty-six points below the highest norm given. Several factors are responsible for this situation.43 No provisions are made for soap and soap dispensers, for towels and towel dispensers, for toilet paper, for soap in shower rooms, and clean towels in dressing rooms, or for fire fighting equipment.

The norm of equipment, with reference to economy and efficiency as shown in Figure 2 is thirty per cent in comparison

43 Ibid., p. 108.
with the other norms, which range from thirty-nine to fifty-three per cent. Teaching and learning materials are not provided by the school, but by the individual teachers. The signal system is inadequate.

In the educational program, Figure 2 shows that the equipment is sixteen points below the southern school norm, thirty-two points below the medium-sized and the public schools norms, and thirty-six points below the accredited school norm. The equipment for instructional purposes are almost entirely lacking; the classrooms are supplied with pupils' desks, teacher desk and chair, crayon, and erasers. There are a very few maps and globes, and no charts at all, except those provided by the teachers. There are no slides, radios, or other such instructional materials, and there is not adequate cabinet space for shelving and filing the materials furnished by the teachers. Such lack of equipment retards the educational program greatly.\footnote{J. R. McRaughey, \textit{op. cit.}, p. 316.}

Figure 2 shows that the relation of the school plant to the community ranks slightly below the norms of the other schools compared. The school plant is a part of the community planning program. The combination auditorium-gymnasium is available for community programs but frequently not available for community health education and recreation.

The summary score of the Chico Elementary School plant is seven points below average for the southern schools, seventeen points below the average public schools, and twenty-two points
and twenty-three points below the medium-sized and the accredited schools respectively. This study shows that the site of the school plant is above average, whereas the building and the equipment are decidedly below average. Some serious inadequacies are fire fighting equipment, toilet facilities, instructional materials, drinking fountains, artificial lighting system, and playground equipment. It is emphasized that this equipment should be provided immediately.

Summary

In this chapter an examination of the organization and administration of the Chico Elementary School has been made, and particular notice has been given to the more outstanding inadequacies and inefficiencies.

This study shows that the Chico Elementary School has never formulated any definite educational philosophy, and has never set up any written objectives in the light of such philosophy. The philosophy, as discussed in the first section of this chapter, is a composite statement of the individual educational philosophies of the teachers. It is recommended, in the face of such evidence, that the teachers and the administrators of the Chico Elementary School make a study of the philosophy of American education, and a study of the pupil and community needs as a basis for a definite, written philosophy of the school. A good list of objectives should then be written in terms of the accepted philosophy. A comparison of the objectives of the Chico Elementary School with the objectives set up by two educa-
tional commissions shows that the Chico school has a fairly good list of objectives, but they need to be reorganized and restated continually to meet the changing needs of the pupils and of the community.

The second section of this chapter reveals that the school has an improper organization caused by a lack of understanding of duties and relationships of individuals within the system, that there is a lack of a complete audit system, and that there is a lack of delegation of authority and responsibility to the proper staff members. It is recommended that there be a definite reorganization of administration as a means of improving the inefficiencies just mentioned.

This study indicates that the Chico Elementary School has an improper plan of supervision caused by a lack of organization. It is recommended that a thorough examination be made by school officials as a basis for a reorganized plan of supervision.

An analysis of organization and administration shows that the low rating of the business management is caused by the system of accounting employed, by the lack of participation of the staff members in formulating the budget, and by the lack of a system of reporting financial conditions to the staff members and to the public. It is recommended that an accepted system of accounting be incorporated, that the staff members assist somewhat in the formulation of the budget, and that a definite plan of reporting financial conditions be employed.

This study indicates that the relationships of the Chico Elementary School and its community are satisfactory. Both the
school and the community are to be commended for this existing spirit of cooperation. The qualifications of the administrative staff are found to be satisfactory; the members of the administrative staff are making some progress in improvement in service.

The third section of this chapter contains an examination of the Chico Elementary School's plant and its equipment. The information secured from this study shows that the school plant, considered from all points of view, rates low in comparison with the two hundred schools measured. The school plant has a rather low rating with reference to health and safety, the building and the equipment being largely at fault; and the artificial lighting system in the building is inadequate. It is recommended that sufficient lighting facilities be added to the plant as soon as possible. It is also recommended that, since lavatory facilities are entirely lacking, and that the outdoor toilets are not properly planned and equipped, they be provided and properly equipped at the earliest possible date. An analysis of the school plant also shows that no provisions are made for fire fighting equipment. It is recommended that sufficient equipment be installed immediately for the safety of the pupils and of the staff members, as well as for the protection of the building itself. Since an analysis shows that the school plant ranks low in equipment, such equipment as is needed should be installed as soon as the financial conditions of the school permit.
CHAPTER III

PERSONNEL

Pupil Population and the School Community

The increasing emphasis on the importance of relationships between the school and the community promises to become a major development in American education. When the chief aim of the school was to teach certain specified subject matter, the relations between school and community were less important than they have become since the aim in teaching has been shifted from subject matter to serving the child's needs. It is impossible to serve the needs of the individual child without understanding those needs, and it is impossible to understand the child without understanding his environment.¹

The immediate community in which the child lives usually constitutes his chief environment, physical and social. According to Skinner's definition, "a community is a group of people who, through common interests and living together, have developed a large number of human relationships with each other."² The modern teacher needs to study the educational implications of the community environment just as he needs to study the child's physical and psychological characteristics. An understanding of the individual community is as important as an understanding of the individual child. Skinner says that "this two-fold problem of education in a democracy has focused attention upon the necessity for developing and maintaining closer and more effective relationships between school and community."³

¹Skinner, Langfitt, and Others, An Introduction to Modern Education, p. 80.
²Ibid., p. 86.
³Ibid., p. 80.
J. L. Mursell, in speaking of the school and the community says:

The school should have its roots in the local community, and should deal with its problems and explain its phenomena. It should definitely set out to capitalize for educational ends the local contacts and relationships of the pupils. 4

In this study, the basic data regarding the community include population, school and community occupations of adults, financial resources, agencies affecting education, and additional socio-economic information. Such information is an important factor in planning an educational program.

Since no surveys have been made to determine the exact economic status of the Chico community, the sanitary and health status, the general educational and cultural status, and the general ethical and moral tone, the data are evaluated by general information obtained largely by observation. Figure 3 shows that the data on the community have the rating of two and five-tenths on the five-point scale.

The population of the entire community of Chico is approximately 1337; approximately 220 of this number make up the elementary school enrollment and approximately 117 make up the high school enrollment. Data reveal that approximately thirty-three per cent of the people in the school community above secondary school age are engaged in occupational agriculture, forty per cent in home-making, two per cent in professions, two per cent in sales work, two per cent in skilled labor, four per cent in business, one per cent in bookkeeping and accounting, two per

Fig. 3.—Pupil and community.
cent in miscellaneous clerical work, one per cent in the secretarial and stenographic field, eight per cent in unskilled labor, and five per cent unemployed or on relief. This study shows that approximately seventy-three per cent of the total adult population are engaged in two occupations, agriculture and homemaking.

The limited information concerning the financial resources was obtained from the office of the Chico School Superintendent. This information shows that for the year 1938-39, the cost of entire school per pupil, both high school and elementary, in average daily attendance, was approximately $57.50. This is low as compared with Wise County per capita cost of $48.57 and the state per capita cost of $55.15. Of course, the elementary per capita cost is less than the high school, since there are the same number of teachers in each division, but almost twice as many pupils in the elementary grades.

One of the most important needs in the development of wholesome community life is a closer coordination of all community agencies. While the average community has many organizations, these usually fail to serve the total population. Too often they provide a multiplicity of activities for a relatively small group, while a large number of people engage in few or none. Just how much this applies to the Chico community is impossible to state, since no survey has been made concerning this matter. As the school is the chief educational institution, it has a responsibility for assuming leadership in bringing community leaders together to study their common problems.
The activities of the families, churches, lodges, community club, farm organizations, Boy Scouts, Red Cross, and similar institutions or agencies taken together constitute the life of the community. The school cannot understand community life as a whole, and utilize it in the education of the pupils, unless there is an understanding of these individual organizations.

The school needs to know the size and type of the families and the standard of living in the homes, since the types of homes found in a community have an important bearing on the educational needs. Many of the homes in the Chico school community are farm homes, in which efforts are made to raise as much of the food as is possible on the farms. The members of these homes are aided in their efforts by such farm organizations as the Home Demonstration Clubs and the 4-H Clubs, and by the Vocational Agriculture and Home Economics Departments of the high school. As previously stated, there are twenty-seven percent of the community population who are not engaged in farming and homemaking. This per cent includes the business men, professional men and women, sales people, stenographers, bookkeepers, unskilled laborers, unemployed, those on relief, and others.

Chico sponsors four churches with their auxiliaries, two lodges, a community club, a study club for women, a Boy Scout organization, and others. These, in addition to the school, constitute the community life of this small town. This study shows that there are no parks, no playgrounds, no immediate swimming facilities, no movies, except in nearby towns, and no
public library. The school library is open to the public during the summer months, however, and a large lake is within a few miles for fishing, camping, and swimming.

Figure 3 shows that data regarding the pupils have a higher rating than data on the community. This may be due to the fact that more information is available on the pupils, although the amount for each is very inadequate. The pupil information is based largely on pupil enrollment and on pupil age-grade distribution.

Table 1 gives the enrollment of the pupils in the elementary grades from 1935 through 1939.

**TABLE 1**

ENROLLMENT OF THE CHICO ELEMENTARY SCHOOL FOR 1935 TO 1939

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Seventh...</td>
<td>22</td>
<td>25</td>
<td>32</td>
<td>30</td>
</tr>
<tr>
<td>Sixth.....</td>
<td>28</td>
<td>30</td>
<td>27</td>
<td>34</td>
</tr>
<tr>
<td>Fifth.....</td>
<td>29</td>
<td>34</td>
<td>34</td>
<td>39</td>
</tr>
<tr>
<td>Fourth....</td>
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<td>Third.....</td>
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<td>30</td>
</tr>
<tr>
<td>Second....</td>
<td>20</td>
<td>19</td>
<td>21</td>
<td>27</td>
</tr>
<tr>
<td>First.....</td>
<td>30</td>
<td>40</td>
<td>44</td>
<td>36</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>197</strong></td>
<td><strong>221</strong></td>
<td><strong>209</strong></td>
<td><strong>220</strong></td>
</tr>
</tbody>
</table>

| Number of pupils graduated... | 20 | 23 | 28 | 30 |
| Number of pupils entering high school next year... | 18 | 22 | 27 | .. |
This study shows that a large percentage of the pupils enter high school after graduation from the seventh grade.

Table 2 shows the distribution of children in the Chico Elementary School by ages and by grades. The heavy lines enclose the numbers which represent pupils who are "at age," meaning that they are in the grade in which they should be, according to commonly accepted age-grade standards. These pupils may be said to be making normal progress, in so far as their rate of progress can be inferred from their present location. The numbers outside, above, and to the right of the diagonal lines, represent the pupils who are beyond the grades in which expectations would place them for their ages. The numbers outside, below, and to the left of the diagonal lines represent the pupils who are retarded, or behind their class in point of age. The extent of the deviation from the normal section represents the degree of acceleration or retardation, each space in the vertical columns representing a whole year.

Definite information concerning the school community and the pupils is so inadequate that it is impossible to make a thorough and systematic analysis of this phase of the school program. Of course, in a school as small as this particular one, the school officials can secure some information by inquiry and by personal observation, but a permanent record should be made and kept of each individual pupil.
### Table 2

**AGE-GRADE DISTRIBUTION OF PUPILS OF THE CHICO ELEMENTARY SCHOOL FOR THE SCHOOL YEAR 1938-1939**

<table>
<thead>
<tr>
<th>Age</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>Total (By Ages)</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>24</td>
<td></td>
<td></td>
<td></td>
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<td>24</td>
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<tr>
<td>7</td>
<td></td>
<td>11</td>
<td>4</td>
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<td></td>
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<td>22</td>
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<td>13</td>
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<td>2</td>
<td>9</td>
<td>10</td>
<td>3</td>
<td>1</td>
<td></td>
<td></td>
<td>27</td>
</tr>
<tr>
<td>10</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>5</td>
<td>17</td>
<td>2</td>
<td></td>
<td>27</td>
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<tr>
<td>11</td>
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<td>2</td>
<td>4</td>
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<td>17</td>
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<td>12</td>
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<td>1</td>
<td>1</td>
<td>1</td>
<td>4</td>
<td>5</td>
<td>14</td>
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<tr>
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<td></td>
<td></td>
<td></td>
<td>6</td>
<td>5</td>
<td>6</td>
<td></td>
<td>17</td>
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<tr>
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<td></td>
<td>2</td>
<td>2</td>
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| Total enrollment | 56 | 27 | 30 | 24 | 39 | 34 | 30 | 220 |

| Number at age | 31 | 23 | 22 | 15 | 24 | 22 | 20 | 157 |

| Per cent at age | 66.1 | 852 | 73.3 | 62.5 | 61.5 | 64.7 | 66.7 | 71.4 |

| Number accelerated | .. | .. | 4  | 4  | 3  | 3  | 5  | 19  |

| Per cent accelerated | .. | .. | 13.3 | 16.7 | 7.7 | 8.8 | 16.7 | 8.6  |

| Number retarded | 5  | 4  | 4  | 5  | 12 | 9  | 5  | 44  |

| Per cent retarded | 13.9 | 14.9 | 13.3 | 20.8 | 30.8 | 26.5 | 16.7 | 20  |

**The Teaching Staff**

In this section an examination is made relative to the status of the teachers in the Chico Elementary School in respect to qualifications, improvement in service, and conditions of service; and a comparison is made with the two hundred schools measured on the basis of data found in the Evaluative Criteria.

It is generally accepted that the success of a school system depends, to a great extent, upon the character and train-
ing of the teaching staff. Good buildings and adequate equipment are essential, but without a highly trained and professionally-minded teaching personnel, the best possibilities in public education cannot be fully realized. J. B. Sears says:

However wisely a city may have chosen its educational aims, and however satisfactorily it may have erected the chief administrative structure of its school system, if it fails to provide a strong and progressive staff of teachers and principals through whom to work, its aims and development can never be satisfactorily realized. 5

Figure 4 shows that qualifications of the staff members are based on the following nine separate items: academic and professional preparation, source of degree, educational experience, non-educational experience, personal qualifications, outstanding contributions, instructional qualifications, and non-professional qualifications. Data show that the last mentioned does not apply to this particular school.

The elementary school is composed of six faculty members, including the principal, who is really a classroom teacher in the present situation. Each of these teachers has at least a Bachelor's degree; four have done graduate work—two have six semester hours, one has nine semester hours, and one has practically completed sufficient graduate work for a Master's degree. This accounts for the ratings in academic and professional preparation shown in Figure 4. In academic preparation the school ranks six points above the norm for the Southern schools and one point, four points, and seven points below the average public schools, the accredited schools, and the medium-sized schools respectively. In professional preparation the school

5 The Boise Survey, p. 41.
Fig. 4. -- Staff qualifications.
STAFF -- IMPROVEMENT IN SERVICE

General Statement
This is the second of three pages on the school staff. This page contains five thermometers dealing with the improvement in service of the professional staff members. All thermometers on this page, except the first one, are based upon Section M of the Evaluative Criteria, PERSONAL DATA FOR STAFF MEMBERS, as summarized in II-B, "Improvement in Service of Professional Staff Members" (page 91) in Section J of the Evaluative Criteria, THE SCHOOL STAFF. Sources for each thermometer are indicated below.

1. Group Improvement
Based upon II-B-1, "Group Improvement" (page 91) in Section J, THE SCHOOL STAFF. The special scale is in terms of the regular five-point evaluative scale ranging from 5.0, "highly satisfactory or practically perfect," to 1.0, "very poor." Average of 2 evaluations.

2. Organizations
Based upon III-A, "Professional and Non-Professional Organizations" (page 144) of Section M, PERSONAL DATA FOR STAFF MEMBERS. The special scale is the average of the ratings for all individual staff members for whom the information is available. The individual ratings are based upon the number of memberships in national professional and non-professional organizations and the number of appearances on programs of national professional organizations. For full details see How to Evaluate a Secondary School, page 89.

3. Authorship
Based upon III-B, "Authorship" (page 144) of Section M, PERSONAL DATA FOR STAFF MEMBERS. The special scale is the average of the ratings for all individual staff members for whom the information is available. The individual ratings are based upon the number of books and magazine articles published. For full details see How to Evaluate a Secondary School, pages 89-90.

4. Reading
Based upon III-C, "Reading" (page 144) of Section M, PERSONAL DATA FOR STAFF MEMBERS. The special scale is the average of the ratings for all individual staff members for whom the information is available. The individual ratings are based upon the number of books and magazines read regularly. For full details see How to Evaluate a Secondary School, page 90.

5. Research
Based upon III-F, "Research and Related Activities" (page 144) of Section M, PERSONAL DATA FOR STAFF MEMBERS. The special scale is the average of the evaluations for all individual staff members for whom the information is available (2 evaluations for each member of the staff). The individual evaluations are in terms of the regular five-point evaluative scale ranging from 5.0, "highly satisfactory or practically perfect," to 1.0, "very poor."
ranks thirty-six points above the nearest norm.

Three of the six elementary teachers received Bachelor degrees from the North Texas State Teachers College, Denton, Texas, two from Texas State College for Women, Denton, Texas, and one from Abilene Christian College, Abilene, Texas. Since none of these institutions are members of the Association of American Universities, and only one has been approved by the Association of American Universities, the ranking in the source of degree is very low, as is shown in Figure 4. The method of rating the colleges is based on data in *How to Evaluate a Secondary School*.6

Of the six elementary teachers, one has taught seventeen years, one has taught seven years, one has taught four years, and three have taught two years each, making a total of thirty-one years or five and two-tenths years experience per teacher, which is far below the lowest norm shown in Figure 4. In comparison with the schools in the state of Texas, however, it is not so low.7 The group of schools in which the Chico school is included has an average teacher experience of from six to ten years, or slightly above that shown for this particular school in Figure 4. The belief that teachers grow in effectiveness as they have experience in actual work with children is borne out by J. R. McGAUGHY.8

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8 *J. R. McGAUGHY, An Evaluation of the Elementary School*, p. 69
In non-educational experience the staff members rank eight points above the norm for the southern schools and six points below the average for the accredited schools.

Robert M. Bear, in speaking of personal qualifications, says:

The young develop human and personal traits through interaction with the personalities of the individuals about them. With pupils spending as much time as they do in intimate relations with teachers, the latter by all means should themselves be personally adjusted and integrated. Skinner lists the outstanding personal qualifications of a successful teacher, but he especially comments on the qualifications of health, resourcefulness, enthusiasm, industry, and philosophy of education. Data show that Executive Committee particularly emphasized cooperation, sincerity and loyalty, intelligence, self-control, general culture, interest in current problems, good physical health, good mental health, enjoyment and understanding of adolescents, and an understanding of the educative value of environmental factors as being good personal qualifications of staff members. In personal qualifications, Figure 4 reveals that staff members of this particular school rank slightly above the average for southern schools and ten points below the highest norm.

In outstanding contributions the staff members rank eight

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10 Skinner, Langfitt, and Others, *An Introduction to Modern Education*, p. 266.

points above the southern schools, four points below the average public schools, and six points below the medium-sized and the accreditations schools, according to Figure 4.

Data show that the instructional qualifications of teachers are based largely on broad scholarship, practical scholarship, and good teaching ability.\textsuperscript{12} The school has a fifty per cent rating in comparison with the thirty-eight per cent, the forty-nine per cent, and the fifty-two per cent ratings of the southern schools, the average public schools, and the medium-sized and the accredited schools respectively.

Figure 5 shows that staff improvement in service is based on the items of group improvement, organizations, authorship, reading, and research. Figure 5 indicates that none of the staff members in the Chico Elementary School belongs to national educational organizations, and that none have contributed articles to magazines or to books within the last two years, but data from Section M of \textit{Evaluative Criteria} show that three are members of the Texas State Teachers Association, and that four are members of county school organizations for teachers.\textsuperscript{13} Although none of the staff members have written articles for national educational magazines, three have contributed educational features to the local newspaper.

The efforts toward professional improvement are being made individually by the elementary teachers and not collectively as

\begin{itemize}
\item \textsuperscript{12}Ibid., p. 152.
\item \textsuperscript{13}Ibid., p. 144.
\end{itemize}
STAFF - IMPROVEMENT IN SERVICE

Fig. 5.--Staff-improvements in service.
STAFF -- CONDITIONS OF SERVICE

General Statement
This is the last of three pages on the school staff. This page contains one summary thermometer and eight thermometers dealing with conditions of service of the professional staff members. All thermometers on this page are based upon Section J of the Evaluative Criteria, THE SCHOOL STAFF. Sources for each thermometer are indicated below. All special scales, except the summary one and the second, fifth, and sixth ones, are in terms of the regular five-point evaluative scale ranging from 5.0, "highly satisfactory or practically perfect," to 1.0, "very poor."

1. Selection
Based upon II-C-1, "Selection of Staff Members" (page 92). One evaluation.

2. Pupils per Teacher
Based upon II-C-2, "Pupils per Teacher " (page 92). The special scale is the number of pupils per teacher.

3. Salary Schedule
Based upon II-C-3, "Conditions of the Salary Schedule" (page 92). One evaluation.

4. Conditions of Tenure
Based upon II-C-5, "Conditions of Tenure and Turnover" (page 93), and II-C-6, "Tenure and Turnover as Reflected in Average Length and Variety of Service in the School" (page 94). Average of 2 evaluations.

5. Service in This School -- Length
Based upon II-C-6, "Tenure and Turnover as Reflected in Average Length and Variety of Service in the School" (page 94). The special scale is the average number of years of service in the school for all staff members.

6. Service in This School -- Variety
Based upon II-C-6, "Tenure and Turnover as Reflected in Average Length and Variety of Service in the School" (page 94). The special scale is the average deviation of all the individual staff members' lengths of service from the school's average length of service.

7. Leave of Absence
Based upon II-C-7, "Leave of Absence" (page 95). One evaluation.

8. Retirement
Based upon II-C-8, "Retirement" (page 95). One evaluation.

9. SUMMARY
Based upon the other 22 thermometers on this page and the two preceding pages, each weighted as indicated below its bulb.
a group; therefore, the improvement is somewhat slower than it would be if it were definitely outlined and planned in cooperation with the superintendent.\textsuperscript{14} The faculty meetings are largely concerned with announcements, discipline, and routine, rather than with educational problems, principles, and progress. On the other hand, several individual members of the staff are definitely studying how to improve school conditions through curriculum revision, guidance, health, teaching methods and procedures, and other educational phases of the school. Figure 5 indicates that only the accredited schools rate above the Chico Elementary School in group improvement of staff members. Much of the improvement is due to professional reading, as is shown by the same figure. This indicates that the school is far above the highest norm of the 199 schools measured.

Figure 5 shows that in research, the Chico school has the same norm as the southern schools but is twenty-two points below the highest norm, which is for the accredited schools. Data in the \textit{Evaluative Criteria} show that research has largely been in the use of different teaching methods and procedures.\textsuperscript{15}

Figure 6 shows that conditions of service concerning the staff include selection, pupils per teacher, salary schedule, service in this particular school, leave of absence, and retirement. The data reveal that the Chico Elementary School ranks very low in five of these seven items, ranks above average

\textsuperscript{14}\textit{Ibid.}, p. 91.

\textsuperscript{15}\textit{Ibid.}, p. 144.
Fig. 6.--Staff-conditions of service.
GENERAL STATEMENT
All thermometers on this page are based upon Section K of the Evaluative Criteria, SCHOOL PLANT. Sources for each thermometer are indicated below. All special scales, except the summary one, are in terms of the regular five-point evaluative scale ranging from 5.0, "highly satisfactory or practically perfect," to 1.0, "very poor."

1. Health and Safety: Site
   Based upon I-A, "The Site" (pages 104-05). Average of 4 evaluations.

2. Health and Safety: Building
   Based upon I-B, "The Building" (pages 105-07). Average of 11 evaluations.

3. Health and Safety: Equipment
   Based upon I-C, "Equipment and Supplies" (page 108). Average of 6 evaluations.

4. Economy and Efficiency: Site
   Based upon II-A, "The Site" (page 110). One evaluation.

5. Economy and Efficiency: Building
   Based upon II-B, "The Building" (page 110). Average of 6 evaluations.

6. Economy and Efficiency: Equipment
   Based upon II-C, "Equipment and Supplies" (page 111). Average of 2 evaluations.

7. Educational Program: Site
   Based upon III-A, "The Site" (page 111), and III-B, "The Play Areas" (page 112). Average of 4 evaluations.

8. Educational Program: Building
   Based upon III-C, "The Building" (pages 112-13). Average of 12 evaluations.

9. Educational Program: Equipment
   Based upon III-D, "Equipment and Supplies" (page 114). Average of 5 evaluations.

10. Relation to Community
    Based upon IV, "Relation of the School Plant to the Community" (page 115). Average of 2 evaluations.

11. SUMMARY
    Based upon the other ten thermometers on this page, each weighted as indicated below its bulb.
in one, and ranks rather high in one.

The Evaluative Criteria suggests that teachers be selected as follows:

1. The superintendent of schools, the principal, the assistants, and the 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.

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.16

The very low rating of teacher selection in this school as shown in Figure 6 is largely due to the fact that candidates are not selected to teach in the particular positions for which they have been especially trained. Of the six teachers in the elementary grades, only three are especially prepared for the particular positions which they hold. Data reveal also that teachers are frequently selected without careful scrutiny of the candidate's training and experience records. Skinner has set up criteria for the selection of teachers, taken from several...

16 Ibid., p. 92.
different educators' viewpoints. These qualifications are:

1. Good physique, excellent health, power of endurance and sustained effort, resistance to fatigue, and stamina...

2. The fact that the candidate who has never taught has long entertained the notion that she would like to teach.

3. Wholehearted participation in one or more extra-curricula activities.

4. Ethical character.
5. Sound preparation.

The Chico Elementary School has an enrollment of 820 pupils and a faculty of six members, which is an average of thirty-six and six-tenths per teacher. The low rating of the school in Figure 6 concerning the number of pupils per teacher is largely due to the fact that the criteria set up is to be used in evaluating secondary schools and not elementary grades.

All teachers' salaries are based on the state schedule, which has a base pay of ninety dollars, with two dollars and fifty cents added for each year of college work above the first year, and with one dollar added for each year's experience, not exceeding ten years. Figure 6 shows that the school compares favorably with the norms of the 197 schools measured, its ranking being eight points above the norm for the southern schools, one point below the average public schools, two points below the medium-sized schools, and three points below the accredited schools.
Figure 6 shows a low rating in conditions of tenure in comparison with the schools measured. This is due to the fact that the school has no definite plan of tenure. Dismissals are usually made without a specific statement of defects, and without real efforts of the administrative officers to improve the employee. This is a practice that seems to be common in small schools.

Service of the staff members is divided into length of service and variety of service as indicated in Figure 6. In the Chico elementary system, both of these are far below the lowest norms. One teacher has been in the school system seven years, two have been in two years, and three have been in one year each, making a total of fourteen years or two and four-tenths years per teacher. The low norm of nine per cent in variety of service as compared with forty-seven per cent, forty-eight per cent, forty-nine per cent, and fifty-three per cent of the medium-sized schools, the average public schools, the Southern schools, and the accreditation schools respectively surely is sufficient indication that service in the school has been regarded as insignificant by the administration.

The fact that the Chico school has no provisions concerning leave of absence for the attendance of professional meetings, for personal illness, or for continuity of educational training accounts for the rating of zero in Figure 6. Whenever any teacher is absent from school for any reason, he must pay a substitute teacher two-thirds of his salary. The particular defect of this plan is that the salaries are paid on a twelve
months basis, and the substitute must be paid on the basis of nine months. Frequently the last one or two checks of the school year are not paid promptly and sometimes not at all; hence, the substitute teacher has the advantage of the regular teacher.

Figure 6 reveals that the one item in which the Chico Elementary School ranks above all the schools measured is in retirement. Four of the six staff members have membership in the State Retirement System of Texas. The school has a norm of sixty per cent in comparison with the norms of twenty-seven per cent, forty-eight per cent, fifty-one per cent, and fifty-two per cent of the Southern schools, the medium-sized schools, the accredited schools, and the average public schools respectively.

The low summary score of twenty-five per cent for the staff as shown in Figure 6 is due to factors over which the teachers have little control. The factors in the conditions of service are methods of teacher selection, number of pupils per teacher, conditions of tenure, variety and length of service in the school, and leave of absence. The factors in the staff qualifications are source of degree and educational experience; and the factors in staff-improvement in service are membership in national organizations, authorship, and research. The last three named are partially caused by inexperience of the teachers who have not realized the benefits of such aids to improvement.
Summary

In this chapter an examination has been made of the personnel of the Chico Elementary School and its community, giving particular emphasis to the inadequacies and inefficiencies of such.

This study shows that no surveys have been made by the Chico school and community to secure necessary information for the planning of a definite educational program. It is recommended, on such findings, that some surveys be made to determine the economic status, the sanitary and health status, and the general ethical and moral tone of the Chico community to aid in the planning of a definite educational program.

This study indicates that the population is largely engaged in two occupations, with very little provisions being made in the elementary school for a practical knowledge of these; hence, it is recommended that especial effort be put forth to include courses of study in the elementary school curriculum that will be a practical basis for improvement of knowledge in these fields.

Information secured from this study shows the average per capita cost of each pupil in the entire school, both high school and elementary, but it does not show the variation between the high school and the elementary school, or how favorably the Chico school compares with other schools its size in the country and in the state. Therefore, it is recommended that a study be made by the school officials concerning the use of the money for the per capita cost, in order to make a comparison of such with other schools in Wise County, and with other schools its
size in the state, and to make a comparison of the per capita cost of an elementary school child with the per capita cost of each high school child to see if the variation is justifiable.

The study further indicates the necessity of a community park and playground to care for the recreational needs of the community. It is recommended that a representative body be selected to make provisions for a community park and playground that will include recreational facilities for all ages.

This study also reveals that the percentage of retarded pupils is too great; hence, it is suggested that the school officials make a study of the age-grade distribution situation to determine the causes for this large percentage of retardation in order to make definite plans for improving the situation.

The second section of this analysis shows that each of the six elementary teachers hold at least a Bachelor's degree, and that some are continuing their professional growth by graduate work, professional reading, membership in local and state organizations, and by use of newer and more progressive methods of teaching. It is recommended that those teachers who are not active members of the local and state professional organizations affiliate themselves with such at their earliest convenience. This study reveals that some of the teachers are not especially trained for the position which they now hold; therefore, it is recommended that those teachers in the elementary grades, who have specialized their training in other fields, take courses particularly suited for elementary teachers as soon as possible.

This analysis further reveals that there are too many pupils
per teacher in the elementary school; it is recommended that another teacher be added to the elementary school faculty. It is recommended that a system of tenure be adopted since the study shows that the school has none at present. The study indicates that the teachers have no leave of absence. It is recommended that provisions be made for leave of absence, in case of illness, for a limited time without loss of pay.
CHAPTER IV

EDUCATIONAL PROGRAM

Curriculum and Courses of Study

The curriculum may be defined as all the experiences which pupils have while under the direction of the school; thus defined it includes both classroom and extra-classroom activities work as well as play. Courses of study may be defined as that part of the curriculum which is organized for classroom use.1

Figures 7 and 8 show that the curriculum evaluation is based on eleven major items. Other courses that are offered by the school are not evaluated in terms of norms, since the criteria used is not adaptable to those elementary school subjects or courses. Those courses that are not directly evaluated are spelling, reading, and penmanship, but they have an indirect evaluation in other courses of study of which they are a part. The thermometers are not filled in for them, as the norms set up for the secondary school subjects cannot be used; therefore, those thermometers are not included in the summary score.

Figure 7 shows that in the general provisions regarding the curriculum, the Chico Elementary School, based on two evaluations,2 is equal to or better than sixty-two per cent of the two hundred schools measured, stands decidedly, or nineteen

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Fig. 7.—Curriculum and courses of study (1).
CURRICULUM AND COURSES OF STUDY (2)

General Statement
This is the second of two pages on the curriculum and courses of study of the school. This page contains one summary thermometer and seven thermometers dealing with curricular fields not all of which are necessarily found in any one school. All thermometers on this page are based upon Section D of the Evaluative Criteria, CURRICULUM AND COURSES OF STUDY. Sources for each thermometer are indicated below. All special scales, except the summary one, are in terms of the regular five-point evaluative scale ranging from 5.0, "highly satisfactory or practically perfect," to 1.0, "very poor." When a subject is not found in the curriculum but is judged to be needed a rating of 1.0 is assigned. When a subject is not found but is judged not to be needed the thermometer is marked "Not applicable."

1. **Music**
   Based upon the sixth columns of the two tables under IV, "Provisions for Subject-Matter Fields" (pages 22-23). Average of 4 evaluations.

2. **Arts and Crafts**
   Based upon the seventh columns of the two tables under IV, "Provisions for Subject-Matter Fields" (pages 22-23). Average of 4 evaluations.

3. **Industrial Arts**
   Based upon the eighth columns of the two tables under IV, "Provisions for Subject-Matter Fields" (pages 22-23). Average of 4 evaluations.

4. **Homemaking**
   Based upon the ninth columns of the two tables under IV, "Provisions for Subject-Matter Fields" (pages 22-23). Average of 4 evaluations.

5. **Agriculture**
   Based upon the tenth columns of the two tables under IV, "Provisions for Subject-Matter Fields" (pages 22-23). Average of 4 evaluations.

6. **Business Education**
   Based upon the eleventh columns of the two tables under IV, "Provisions for Subject-Matter Fields" (pages 22-23). Average of 4 evaluations.

7. **Health and Physical Education**
   Based upon the twelfth columns of the two tables under IV, "Provisions for Subject-Matter Fields" (pages 22-23). Average of 4 evaluations.

8. **SUMMARY**
   Based upon the other fifteen thermometers on this page and the preceding page, each weighted as indicated below its bulb.
Fig. 8.--Curriculum and courses of study (2).
PUPIL ACTIVITY PROGRAM

General Statement
All thermometers on this page are based upon Section E of the Evaluative Criteria, PUPIL ACTIVITY PROGRAM. Sources for each thermometer are indicated below. All special scales, except the summary one, are in terms of the regular five-point evaluative scale ranging from 5.0, "highly satisfactory or practically perfect," to 1.0, "very poor."

1. General Nature

2. School Government
   Based upon II, "Pupil Participation in School Government" (page 29). Average of 3 evaluations.

3. Home Rooms
   Based upon III, "Home Rooms" (page 30). Average of 2 evaluations.

4. School Assembly
   Based upon IV, "The School Assembly" (page 30). Average of 4 evaluations.

5. School Clubs
   Based upon V, "School Clubs" (page 31). Average of 3 evaluations.

   Based upon VI, "School Publications" (page 31). Average of 4 evaluations.

7. Physical Activities
   Based upon VII, "Physical Activities" (page 32). Average of 3 evaluations.

8. Finances
   Based upon VIII, "Finances of Pupil Activities" (page 33). Average of 3 evaluations.

9. SUMMARY
   Based upon the other eight thermometers on this page, each weighted as indicated below its bulb.
points higher than the average southern school, and rates eleven
points higher than the average public school, the medium-sized
school, or the accredited schools in general. According to the
data, there are several factors responsible for this high rating.\(^3\)
The teachers try to emphasize the interrelation of subject matter
fields and their relation to life situations rather than subject
matter as separate entities; the selection of learning activities
and materials which will best promote each pupil's interests
and his plans is emphasized more than uniform group achievement;
the teachers encourage enlargement and enrichment of the pupil's
scope of interests and avoid great specialization; and materials
and activities are adapted to the degree of development and
maturity of the pupils. The study shows that the main criticisms\(^4\)
in regard to the general provisions of the curriculum in this
school are that the school's underlying philosophy of education
and its educational aims are not clearly formulated or frequently
discussed.

J. L. Mursell, in speaking of curriculum development, says:

Our curriculum has developed towards enrichment—which
is good; but it has done so in the wrong way—which is bad.
Changes have been forced, rather than deliberate; hap-
nazard, rather than determined to accord with some in-
telligible schema. We know how to go about reorganizing
the curriculum for the sake of making it a more effective
educational instrument, but the actual job has never been
undertaken in a really large way. Many teachers have
changed their words, but not their ways or their minds.
When it comes to a practical decision, education still
means to them the old, traditional content, accepted be-
cause it exists...Clearly, this will not do. It is neces-
sary to translate our new educational conceptions into

\(^3\)Ibid., p. 20.
\(^4\)Ibid., p. 20.
effective action, and above all, to apply them to the vital problem of curriculum. 5

According to Figure 7, the sources available for the development of the curriculum in this school are equal to thirty-two per cent of the two hundred schools measured, ten points lower than the average southern schools, seventeen points lower than the average public schools, eighteen points lower than the medium-sized schools, and nineteen points lower than the accredited schools in general.

According to the Executive Committee, who studied the two hundred schools measured, some of the sources for curricular development include the following: first, surveys should be made to determine the social and economic characteristics of the community; second, there should be a careful, continuous study of what pupils, leaving or graduating from school, do and where they go; third, there should be studies to show pupil needs, interests, and plans; fourth, carefully conducted and evaluated classroom experimentations should be used in the local school or in other schools; fifth, courses of studies in other schools should be studied; and sixth, a study should be made of curriculum material in educational literature. 6

In development procedures the Chico school is equal to thirty-seven per cent of the two hundred schools measured, according to Figure 7, is two points lower than the average southern

5Principles of Education, pp. 380-381.

school, and is decidedly, or fourteen points lower than the medium-sized schools, the average public schools, or the accredited schools in general.

The information concerning the development procedures of the curriculum of the Chico Elementary School shows that no particular person directs the school's program of development and adaptation of curriculum and courses of study, that no general plans are made concerning a program of development and adaptation, and that no changes are discussed generally. On the other hand, some of the teachers are made aware of the need of probable changes in the curriculum and courses of study through a professional study of progressive methods and procedures and through college education courses. The summary score for all courses of study is based on four following evaluations:

1. How adequately does the amount of offering in each field meet pupil needs?

3. How fully do pupil needs justify the amount of offerings provided?

5. How adequate is the nature of the offerings?

4. How effectively do teachers use the means placed at their disposal?

The subject of English is divided into two divisions, literature and language arts, the latter including forms of oral and written expression, reading, writing, and spelling. McCaughey

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7Ibid., p. 21.
8Ibid., p. 21.
9Ibid., pp. 22-23.
says that formal grammar, as a subject, should not be included in the curriculum, but that a good procedure is to place the child in an environment in which he will have interesting and worthwhile experiences, and then to help him to express himself intelligibly, vividly, and accurately in his verbal and written reports of these experiences.  

Figure 7 reveals that the subject of English in this elementary school is equal to fifty-six per cent of the two hundred schools evaluated, is slightly or four points higher than the accredited schools, is seven points higher than the average public schools, and is eleven points higher than the norms for both the medium-sized schools and the southern schools.

J. R. McGaughy says that arithmetic is still stressed in the elementary school, because of the importance of mathematical relationship in the modern world and because of its importance in the traditional school. He says that the mastery of arithmetical facts is important, but the belief that this mastery must be obtained by the age of twelve or fourteen, beyond need or ability, rests on no sounder basis than that of tradition. He suggests that since it has been proved that comparatively few people need so much arithmetic, it should not be stressed until the child is sufficiently mature to recognize common-sense reasons for learning the techniques and processes.

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11 Ibid., p. 112.
The Chico school has a high percentile in mathematics, as shown in Figure 7. It is equal to or better than eighty-two per cent of the schools measured. It ranks well above any of the norms set up, being thirty-one points above the accredited norm, thirty-three points above the average public school norm, thirty-four points above the medium-sized school norm, and forty points above the southern school norm. According to the data obtained from the teachers, the school rates high in elementary mathematics due to the fact that the pupils, as a whole, can make computations and use measurements and symbols with a fair degree of readiness and accuracy, that they habitually check results, that they are able to analyze and interpret problems fairly well, that they have developed clear, definite concepts of quantitative relationships, and that they are able to use and interpret graphs and other means of visualizing relationships. This is partially contradictory to J. R. McCaughey's idea explained in the previous paragraph.

In the elementary sciences or natural sciences, the Chico school, according to Figure 7, is equal to fifty-nine per cent of the two hundred schools measured, is seven points above the medium-sized schools, is eight points above the accredited schools, is ten points higher than the average public schools, and is nineteen points above the southern schools. The elementary sciences are presented largely from the social point of view. According to J. R. McCaughey, the major objective of these courses is "to give the young pupil a better understanding of the social significance of insects, birds, plants, trees,
electricity, and other manifestations of the world of science which are all about him."\(^\text{12}\) The pupils in this school observe and study the development from small beginnings to adult plant and animal life, and so are helped to become intelligent, rather than superstitious, concerning the phenomena of birth and growth, and the important part that they play in social living.

Figure 7 shows that the school ranks high in social studies. Based on four evaluations that averaged three and five-tenths, the social studies of the school are equal to or better than forty-seven per cent of the two hundred schools measured. They rank more than twenty points higher than any of the norms. Social studies include history, citizenship, geography, and safety education. Sometimes an approach is made through current events, and the pupils are led back to the past as a means of explaining the better trends and forces of the present. Often an approach is made from a study of some present problems, such as soil erosion, flood control, traffic accidents, and others.

Figure 8 shows that music in the Chico school is at the forty-one percentile mark, which is about ten points below the norms set up for similar schools, but is twelve points better than the average of the southern schools. This rating is largely due to the methods that have been used in the teaching of music. J. R. McGaughy describes the situation that has existed in the Chico school when he says that "children were forced to learn

\(^{12}\)ibid., p. 130.
to read notes, and even to sing the names of the notes repeatedly before they were allowed to express themselves in terms of the sentiment and harmony of a lovely song.\textsuperscript{13} To remedy such a situation he says:

Though the purpose of teaching music as a subject is ostensibly that of music appreciation, the philosophy underlying much of the teaching of music seems to be that each child is a potential "producer" of music and a "consumer" of music. In the better elementary schools, children are provided with experiences which give them a chance to express themselves joyously and whole-heartedly in musical forms. They have opportunities to listen to truly beautiful music on the radio and on the phonograph. They may be given the setting and some understanding of the personality of the composer, but musical selections are no longer analyzed microscopically from the standpoint of music as a technical science.\textsuperscript{14}

Figure 8 shows that arts and crafts in the Chico school are one point above the norm for accredited schools, three points below the average public school, and are higher than the southern schools and the medium-sized schools by eight and fifteen points respectively. This rating is due to the facts that the pupils have developed the habit of observing and appreciating examples of the artistic in everyday surroundings, that the pupils use various kinds of materials for making art and craft products and that they have revealed their creative abilities in the making of art and craft products.\textsuperscript{15}

\textsuperscript{13}\textit{Ibid.}, p. 130.

\textsuperscript{14}\textit{Ibid.}, pp. 132-133.

According to Figure 8, the health and physical education in the Chico school stands at the seventy-eight percentile mark for the two hundred schools rated, being twenty-four points above the norm for the accredited schools, and forty-four points above the norm for the Southern schools.

J. L. Mursell says that the school must seek to educate for health by organizing a comprehensive program of health activities first of all. He says that the basic activities should include, not only certain routine procedures, but also a planned program of health activities that should reach far beyond the school. Second, he recommends that the whole program of health activities should be carried on in a spirit of active, social participation and cooperation, so as to enlist the active, increasingly intelligent interest of the children. Third, he suggests that there must be an integration between the health activities and the subject matter of the general curriculum.¹⁶

This analytical study of the curriculum of the Chico Elementary School shows that the individual teachers of the school are, in general, particularly concerned about health education, and that they are using all available materials and procedures to improve this particular course of study. This is sufficient explanation for the rating in Figure 8.

In general, the curriculum rates rather high, the summary score standing at the seventy percentile mark. Figures 7 and 8 show that, although the school curriculum ranks fairly high in

several features, it is rather low in development procedures, development sources, and music. There is fifty points difference between the highest thermometer score of eighty-two per cent as compared with the lowest score of thirty-two per cent. This condition probably should not exist in the school that has a well-planned and well-organized curriculum.

The curriculum should provide more for the building of the personality of the pupil. The first-hand experiences of children are of primary importance in the activities provided for in a desirable curriculum. The curriculum should provide for growth of the pupil's intellectual curiosity. It is an accepted fact that the child who is continually curious concerning the things about him, grows much more rapidly than does the uninterested, passive child. The Chico school curriculum does not provide sufficiently for the enrichment of the leisure of the child, and for the development of abilities and interests, which will enable him to use his time more pleasantly and more profitably now and later.

Another criticism is that the school does not use the privilege of being unique as much as it probably could. Of course the state-wide adoption of textbooks or courses of study is partially at fault for this, but by cooperative planning, more supplementary materials could be secured with a minimum of expense and effort. It should be kept in mind that, since leading educators agree that the environment of the child plays such an important role in his learning, environment should be enriched to the greatest possible extent.
Data secured from a study of the Chico school indicate that each teacher is left largely to himself in devising and following his own courses of study. To a certain degree this is satisfactory, but cooperative planning would strengthen the entire school program in meeting the needs of the pupils.

Pupil Activity Program

Since the curriculum comprises all the experiences which pupils have while under the direction of the school, there can be no rigid dividing line, educationally, between the usual classroom activities and those activities sometimes called "extra-curricular" activities, which commonly permit more freedom and are more largely initiated and directed by the pupils themselves.17

There is need for pupil participation and expression in experiences which are more essentially like out-of-school and daily life experiences than are the usual classroom procedures. The pupil activity program should aim to develop desirable social traits and behavior patterns in an environment favorable to their growth and, in general character, no similar to life outside the classroom that a maximum carry-over may be expected. Under competent guidance, pupils should share responsibility for the selection, organization, and evaluation of such activities and their probable outcomes. In all such activities the development of leadership ability in pupils should be one objective. Opportunities for exercising leadership should therefore be abundantly provided.

The school must be a place where pupils become aware of the possibilities of a wide range of significant pursuits; where opportunities are provided for doing all kinds of things which

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a person might well wish to continue doing all of his life. J. L. Mursell bears out this statement when he says that "School must be a place where ways are opened rather than one where preparation is made." He recommends that the curriculum and extra-curricular program be organized and chosen with a view to recreational values, and in doing so, young people will be led into pursuits which they will be able to carry on throughout their entire lives.

Figure 9 shows that the pupil activity program of the Chico Elementary School is, in general, of the same level as the average southern school, that is forty per cent, is eight points below the average for the medium-sized and the public schools, and thirteen points below the norm for the accredited schools. Figure 9 reveals that five items have very low percentiles while three have rather high ratings.

The item of general nature of the pupil activity program has a percentile rating of twenty-nine, which is six points below the average southern school, eighteen points below the average public schools, and twenty-three points below the average medium-sized and the average accredited schools. An examination of data shows that this rating is due largely to a lack of organization.

School government is another item that has a low rating, according to Figure 9. The Chico Elementary School has a rating

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18 *Principles of Education*, p. 199.
PUPIL ACTIVITY PROGRAM

Fig. 9.—Pupil activity program.
General Statement
This is the first of three pages on the library service of the school. This page contains eight thermometers dealing with the adequacy of the library's collection of books, periodicals, and other materials. All thermometers are based upon Section F of the Evaluative Criteria, LIBRARY SERVICE. Sources for each thermometer are indicated below.

1. Book Collection: Number of Titles
Based upon data from first column of I-A, "Book Collection" (page 41). The special scale is the number of different titles found in the library. For further explanation see W. C. Eells, "Measurement of the Adequacy of a Secondary School Library," American Library Association Bulletin (March 1938), 32:157-63.

2. Book Collection: Distribution
Based upon data from first column of I-A, "Book Collection" (page 41). The special scale shows the average deviation from a school's own average standing on the main divisions of the Dewey decimal classification. For further explanation, see W. C. Eells, "Measurement of the Adequacy of a Secondary School Library," American Library Association Bulletin (March 1938), 32:157-63. For the relative number of titles in each of the Dewey decimal classifications see the 11 thermometers on page 8.

3. Book Collection: Appropriateness
Based upon data from third column of I-A, "Book Collection" (page 41). The special scale is the percentage of the titles in the library which are found in Wilson's Standard Catalog for High School Libraries. For further explanation, see W. C. Eells, "Measurement of the Adequacy of a Secondary School Library," American Library Association Bulletin (March 1938), 32:157-63.

4. Book Collection: Recency
Based upon data from fourth column of I-A, "Book Collection" (page 41). The special scale is the percentage of titles in the social sciences and natural sciences which have been copyrighted within the last ten years. For further explanation, see W. C. Eells, "Measurement of the Adequacy of a Secondary School Library," American Library Association Bulletin (March 1938), 32:157-63.

5. Book Collection: General Adequacy
Based upon evaluations of the adequacy of the book collection as indicated in the fifth column of I-A, "Book Collection" (page 41). The special scale is in terms of the regular evaluative scale ranging from 5.0, "highly satisfactory or practically perfect," to 1.0, "very poor."

6. Periodicals
Based upon data furnished under I-B, "Periodicals" (page 42). The special scale is one devised by the Cooperative Study to measure the quality and quantity of library periodicals. For derivation and use of this scale, see two articles by W. C. Eells in the Wilson Bulletin for Librarians, "Scale for the Evaluation of Periodicals in Secondary School Libraries" (June 1937), 11:668-73; and "Evaluation of Periodical Collections of Secondary School Libraries" (October 1937), 12:150-53.

7. Pamphlets and Bulletins
Based upon I-C, "Pamphlets, Bulletins, Clippings, etc." (page 43). The special scale is in terms of the regular five-point evaluative scale ranging from 5.0, "highly satisfactory or practically perfect," to 1.0, "very poor." Average of 3 evaluations.

8. Visual Aids
Based upon I-D, "Illustrative and Visual Aid Materials" (page 43). The special scale is in terms of the regular five-point evaluative scale ranging from 5.0, "highly satisfactory or practically perfect," to 1.0, "very poor." Average of 3 evaluations.
of thirty per cent in this item which is seven points below southern schools. School clubs, school publications, and finances have ratings of seventeen per cent, twenty per cent, and twenty-six per cent, respectively. Lack of a definite program in these fields is largely the reason why the school is ranked so far below the average. Some clubs and organizations that are functioning in the Chico Elementary School are the 4 H-Clubs for boys and for girls, a citizenship club, a safety club, and a Boy Scout organization. These do not have a definite place in the curriculum, but the homeroom teachers integrate such activities with classroom work. These organizations are characterized by pupil initiative, pupil participation, and pupil management. If these were definitely planned for in the curriculum, it is likely that much improvement could be made. The individual teachers are to be commended for their efforts in initiating such activities in spite of obstacles.

The three high points of the pupil activity program, homerooms, school assemblies, and physical activities, are ranked sixty-six per cent, seventy-six per cent, and sixty-seven per cent, respectively. Data show that these are well above any of the norms largely because of the existence of better organization in these activities.

The school is to be commended for having homerooms, because they have a definite place and share in stimulating and developing a desirable school morale; they afford and encourage opportunity for full discussion and evaluation of various school conditions and problems, and seek their improvement or correction;
and they encourage self-expression on the part of all their members to the end that creative abilities may be discovered and encouraged.\(^{20}\)

The school assembly programs are, in a large part, given by pupils and by pupil organizations with pupils presiding. They have instructional, cultural, and inspirational value, and are characterized by a variety of presentation, such as music, dramatization, speaking, demonstration, and exhibits.

The physical activities in the school are organized somewhat on the intramural plan with a large percentage of pupils participating. Each physical activity is under the direction of a competent, trained teacher who encourages team play and good sportsmanship. R. M. Bear says that the large percentage participation is to be commended as it so commonly is not found in schools.\(^{21}\)

Data reveal that in the Chico school all pupil activity finances are not deposited with the school treasurer, that there is no provision for auditing pupil activity funds, and that no accurate and detailed record is kept of all the incomes and expenditures of funds.\(^{22}\) There are largely the reasons for the low rating of twenty-six per cent for finances of the pupil activity program.

According to Figure 9, the summary score of forty per cent


\(^{21}\) Social Functions of Education, p. 143.

ranks this school on the level with the southern schools, but it is eight points below the average public school and the medium-sized school, and thirteen points below the accreditation schools. It is suggested that the low ratings in social activities, such as clubs, school government, and school publications, could be raised by definite planning and action.

It is likely that the social environment has been somewhat neglected in the Chico school, and it is possible that the teachers could do much more toward providing an enriched social environment by thoughtful planning and cooperative action.

Library Service

The library should be a center of the educational life of the school, not merely a collection of books. It should provide the reading and reference facilities necessary to make the educational program effective. Its books and other resources should therefore be chosen in the light of the specific aims and purposes of the school. Many pupils do not have access to good books and periodicals in their homes and therefore lack the background which acquaintance with such material would supply. By teaching pupils how and where to find library materials, how to select them, and how to use them effectively, the library should provide pupils with valuable means not only of extending their knowledge and understanding but also of developing desirable leisure habits. The library and its facilities not only should be readily and easily accessible but also should be so attractively equipped that aesthetic tastes will be developed.25

The elementary school and the high school libraries in this particular school are housed in the same room, which is located on the second floor of the building, whereas the entire elementary school is on the lower floor. This condition makes it very inconvenient and very difficult to eliminate confusion aris-

ing from such a situation.

Although the funds are limited for the purchasing of library materials, those which have been secured during the years 1937-38 and 1938-39 were fairly carefully selected, and due to this fact, the library, although small, is better than might be expected in a school of this size. Three times as much money was spent for book binding materials in 1938-39 as was spent in 1936-37. The amount of money that is spent for periodicals, magazines, and newspapers is inadequate to meet the needs of the pupils, but definite plans are being made for an improvement in this field of library service for the ensuing year.

The average number of book withdrawals by pupils for 1938-39 was approximately five hundred per month. The average number of pupils making book withdrawals per month for the same year was approximately two hundred.

The book collection of the library in Figure 10 is rather misleading. Three thermometers, distribution, appropriateness, and recency, register seventy-five, sixty-two, and ninety-one per cent, respectively. These are quite above the norms, but when two other thermometers are noticed, it can be seen that it is very easy for a library to rank low in the number of titles and general adequacy, and yet those few titles may be fairly well distributed, appropriate, and recent, thereby causing a very low rating generally.

The Chico library contains only 441 titles and ranks seven per cent, which is far below any norm. To place the book collection where it should rank, according to Figure 10, the school
would have to have approximately fifteen hundred titles. The
general adequacy is equal to thirty-six per cent of the schools
and is six points below the norm for the southern schools.

Periodicals rank very low, the percentile point standing at
seven. This means that this school is forty-six points below the
accreditation schools, forty-four points below the average public
school, and forty-three points below the medium-sized schools.
The school plans to raise this rating the ensuing year by subscrib-
ing to more periodicals.

In the matter of pamphlets and bulletins, the school stands
slightly or four points above the southern schools, one point
below the medium-sized schools, ten points below the accredited
schools, and nine points below the average public schools.

According to Figure 10, this school ranks above the southern
schools in visual aids by nine points, and below the medium-
sized schools, the average public schools, and the accredited
schools, by five, eight, and twelve points, respectively. The
norms, however, are very low.

In Figure 11 it is noted that the library has a very un-
equal distribution of books. The number of reference books,
including dictionaries, is equal to thirty-nine per cent of the
196 schools measured, and is five points below the norm for the
southern schools. Fiction reaches the forty-two percentile
point, which is only slightly below the three norms, but is
eighteen points below the average for the southern schools. The
number of titles in other fields is very few, showing that the
school should give this deficiency its immediate attention.
Fig. 10.--Library adequacy.
General Statement
This is the second of three pages on the library service of the school. This page contains eleven thermometers dealing with the number of titles in each of the main classes of the Dewey decimal classification. All thermometers on this page are based upon data furnished in the first column of I-A, "Book Collection" (page 41), in Section F of the Evaluative Criteria, LIBRARY SERVICE. All special scales are in terms of the number of titles in the library.

No weights are given to the rankings on each thermometer, but the average deviation from the school average for all eleven thermometers is used as the basis of the second thermometer, "Distribution," on page 7.
Data reveal that since this school has no titles in the fields of philosophy, religion, and philology, they are not counted in the summary score for library service.

The Chico school has a norm of thirty-nine per cent in reference books, ranking slightly or five points below the Southern schools and the medium-sized schools, and ten and twelve points, respectively below the average public schools and the accredited schools as compared with the 196 schools studied by the Executive Committee.

It is apparent from Figure 11 that the Chico school ranks far too low in the number of books in the field of social science. It is interesting to note from a reference to the first section of this chapter that, although this school ranked fairly high in social science as a course of study, it ranks very low in the number of titles in this field. Data in the same figure show that the school stands thirty-six points below the Southern school, forty-three points below the medium-sized schools, forty-six points below the average public schools, and forty-eight points below the accredited schools. This is sufficient evidence that the school needs to be more careful in securing books that cover all phases of the courses of study.

According to Figure 11 the ranking norms are far below those of the other classes of schools in the book distribution in natural science, useful arts, fine arts, literature, history, travel, and biography. In natural science it is thirty-nine points below the Southern schools, forty-four points below the medium-sized schools, forty-six points below the average public
Fig. 11. -- Library -- book distribution.
LIBRARY -- SERVICE

General Statement
This is the last of three pages on the library service of the school. This page contains one summary thermometer and six thermometers dealing with aspects of the library service not included in the two preceding pages. All thermometers are based upon Section F of the Evaluative Criteria, LIBRARY SERVICE. Sources for each thermometer are indicated below. The special scales on the first four thermometers are in terms of the regular five-point evaluative scale ranging from 5.0, "highly satisfactory or practically perfect," to 1.0, "very poor."

1. Organization and Administration
   Based upon II, "Organization and Administration" (pages 43-45). Average of 8 evaluations.

2. Selection of Materials
   Based upon III, "Selection of Library Materials" (page 46). One evaluation.

3. Use by Teachers
   Based upon IV, "Teachers' Use of Libraries" (page 46). Average of 2 evaluations.

4. Use by Pupils
   Based upon V, "Pupils' Use of the School and Other Libraries" (page 47). Average of 4 evaluations.

5. Library Staff -- Qualifications
   Based upon data recorded in Sections M and N of the Evaluative Criteria, PERSONAL DATA FOR STAFF MEMBERS and INDIVIDUAL EVALUATION, as filled out for individual librarians and as summarized in VII-A-3, "Summary of Data for Individual Librarians" (page 49), in Section F, LIBRARY SERVICE. The special scale is a combined score including six different measures of the preparation and qualifications of the librarians. For full details see How to Evaluate a Secondary School, pages 75-77.

6. Library Staff -- Improvement in Service
   Based upon data recorded in Section M of the Evaluative Criteria, PERSONAL DATA FOR STAFF MEMBERS, as filled out by individual librarians and as summarized in VII-B-2, "Summary of Data for Individual Librarians" (page 50), in Section F, LIBRARY SERVICE. The special scale is a combined score including two measures of the extent of reading and the extent and quality of research and related activities as carried on by the librarians. For full details see How to Evaluate a Secondary School, pages 77-78.

7. SUMMARY
   Based upon the other fourteen thermometers on this page and page 7, each weighted as indicated below its bulb.
schools, and forty-nine points below the accreditation schools.

In useful arts the school ranks forty-six points below the southern schools and the medium-sized schools, and fifty points below the accredited schools and the average public schools. It does not rank as low in the field of fine arts as it does in useful arts, but even there the standing is far too low, with the southern schools ranking nineteen points above it, the medium-sized schools twenty-two points, the average public schools twenty-six points, and the accredited schools twenty-nine points.

In literature the medium-sized schools, the public schools, the southern schools, and the accredited schools rank forty-three points, forty-five points, forty-seven points, and fifty-one points, respectively above the Chico school. In history, travel, and biography the school has the low rating of three per cent in comparison with forty-six per cent, forty-seven per cent, forty-eight per cent, and fifty-three per cent of the medium-sized schools, the southern schools, the average public schools, and the accreditation schools, respectively.

The school ranks higher in the field of fiction than in any other field of book distribution, being four points below the medium-sized schools, five points below the average public schools, nine points below the accredited schools, and twelve points below the southern schools. It is interesting to note the ranking of the southern schools in this field as indicated in Figure 11.

Figure 12 shows that the organization and administration
of the library ranks very low, as compared with the two hundred schools measured. Its rank of seventeen per cent is thirty points below that of the southern schools, and is thirty-four points below the accreditation schools. This low ranking is due largely to the facts that library funds are not properly apportioned to new books, periodicals, repairing, and other features, that the librarian does not have any college credit in library science, that there is no recognized standard system of decimal classification used, that no sort of card cataloguing is maintained, and that the library is used as a classroom part of the day.24

The low percentile of fifteen per cent for the selection of materials as compared with forty-six per cent, forty-eight per cent, forty-nine per cent, and fifty-three per cent of the southern schools, the average public schools, the medium-sized schools, and the accredited schools, respectively shows a deficiency in that phase of library service that does not seem to correspond to Figure 10, which shows a high ranking in distribution, appropriateness, and recency. This can be explained by the fact that prior to 1937-38, proper planning was not given to the library, but in 1937-38 and 1938-39 a fairly careful selection of material was made, with more attention being given to proper distribution, appropriateness, and recency. Of course, over a period of two years the average has not been raised greatly, but over a longer period it will be.

Figure 12 shows that this school ranks fairly high in only

LIBRARY - SERVICE

Fig. 12.—Library—service.
GUIDANCE SERVICE

General Statement
All thermometers on this page are based upon Section G of the Evaluative Criteria, GUIDANCE SERVICE. Sources for each thermometer are indicated below. The special scales on the first four thermometers are in terms of the regular five-point evaluative scale ranging from 5.0, "highly satisfactory or practically perfect," to 1.0, "very poor."

1. Articulation
   Based upon I, "Articulation between Schools" (pages 56-57). Average of 3 evaluations.

2. Guidance Information
   Based upon II, "Basic Information Regarding the Pupil" (pages 57-60). Average of 14 evaluations.

3. Guidance Program
   Based upon III, "Operation of the Guidance Program" (pages 60-63). Average of 13 evaluations.

4. Post-School Relationships
   Based upon IV, "Post-School Relationships" (pages 64-65). Average of 6 evaluations.

5. Pupils per Counsellor
   Based upon data furnished in VI-A, "Pupils per Counsellor" (page 65). The special scale is the number of pupils per full-time counsellor or his equivalent.

6. Guidance Staff -- Qualifications
   Based upon data recorded in Sections M and N of the Evaluative Criteria, PERSONAL DATA FOR STAFF MEMBERS and INDIVIDUAL EVALUATION, as filled out for individual counsellors and as summarized in VI-B-4, "Summary of Data for Individual Counsellors" (page 67), of Section G, GUIDANCE SERVICE. The special scale is a combined score including five different measures of the preparation and qualifications of the counsellors. For full details see How to Evaluate a Secondary School, pages 79-80.

7. Guidance Staff -- Improvement in Service
   Based upon data recorded in Section M of the Evaluative Criteria, PERSONAL DATA FOR STAFF MEMBERS, as filled out by individual counsellors and as summarized in VI-C-2, "Summary of Data for Individual Counsellors" (page 67), of Section G, GUIDANCE SERVICE. The special scale is a combined score including three different measures of the improvement in service of the counsellors. For full details see How to Evaluate a Secondary School, pages 80-81.

8. SUMMARY
   Based upon the other seven thermometers on this page, each weighted as indicated below its bulb.
one item in library service and that is the use of the library by the teachers. It might be explained here that the teachers do not use it for professional growth as much as for a means of cultivating good study and learning habits in pupils, and for stimulating pupils to find and to organize materials. Its norm stands eleven points above the average public schools, nine points above the medium-sized and the southern schools, and eight points above the accredited schools.

The use of libraries by pupils as specified by the check-list includes public and home libraries as well as the school library. When it is taken into consideration that there are no public libraries and practically no home libraries available, and that the summary score for the entire library ranks a low norm of twenty per cent, it tends to explain the low ranking of twenty-five per cent of this school in the phase as compared with the ranking of forty-seven per cent of the medium-sized schools, forty-nine per cent of the southern schools and the average public schools, and fifty-one per cent of the accredited schools among the two hundred schools measured.

The librarian, who is furnished by the Works Progress Administration, is assigned to her position by the Works Progress Administration County Library Supervisor with the consent of the school superintendent. The librarian ranks low in training; she has no particular preparation other than that she obtains from the training schools under the direction of the county sponsors. In such training schools she is taught book binding, card cataloguing, and other methods of library service. In this
way she has shown a certain degree of improvement as indicated in Figure 12.

The past two years have brought about several improvements in the service of the library. These include the careful purchasing of new books, new materials, and new equipment; setting up definite objectives and trying to reach them; and qualifying the librarian by practical training.

Some improvements that are planned for the ensuing year are a better system of card cataloguing, a more efficient plan for filing materials in order to have them more accessible to both teachers and pupils, a larger number of subscriptions to periodicals, magazines, and newspapers, and a careful purchase of new books, using Wilson's Children's Catalogue as a guide.

The lack of a well-rounded program of library service, as noted several times previously in this section, is sufficient explanation for the low summary score of twenty per cent. The school is making improvement in library service, but it must necessarily be slow due to the lack of finances.

Guidance Service

Guidance, as applied to the secondary school, should be thought of as an organized service designed to give systematic aid to pupils in making adjustments to various types of problems which they must meet—educational, vocational, health, moral, social, civic, and personal. It should endeavor to help the pupil to know himself as an individual and as a member of society; to enable him to correct certain of his shortcomings that interfere with progress; to know about vocations and professions so that he may intelligently choose and prepare, in whole or in part, for a life career; and to assist him in the constant discovery and development of abiding creative and recreational interests. Such objectives should be achieved through a better understanding among the school, the home,
and the community; through a closer coordination of the work of the secondary school and the school or schools from which its pupils are received; through adequate and specific data on the individual pupil secured at or prior to his entrance to the school; through a system of cumulative records and reports; through a comprehensive and effective system of counseling and guidance; and through definite provisions for articulating the work of the school with whatever activity the pupil engages in after he leaves it. 25

Guidance in the elementary school is concerned primarily with the same thing as the secondary school—that of helping the individual pupil, whether of the elementary or secondary school level, to adjust himself to his environment. In the secondary school more vocational and educational guidance, especially in the later years, should be stressed. The other types of problems should be well provided for in the elementary school. Many authorities on guidance give support to the principle that probably more real guidance can be done in the early years of the pupil's life than in any later period.

Very little organization for guidance has been provided for in the Chico Elementary School. Departmental organization of instruction is used for only one class. This situation permits home-room teachers an opportunity to do real guidance; however, it is left to the teacher to determine her own program, a condition that is prevalent in all school activities, with the exception of a few detailed schedule rules. This problem is dealt with in Chapter II under the heading of "Administration."

Figure 13 shows that the articulation among schools is

poor. A number of neighboring rural schools send pupils to this school by bus. Very little information is exchanged by the sending and receiving schools. The school is equal to or better than twenty-one per cent of 192 schools measured, and is seventeen points below the norm for southern schools. Practically no information is collected that would aid in guidance. The only cumulative records that are collected list only such information as attendance, age, and grade. The school is equal to or better than only four per cent of the schools rated, and is twenty-four points below the southern norm, which is low.

Since the elementary and the secondary schools are housed in the same building, and since the same situation does not exist in the post-school relationships as in the high school, this item of post-relationships is labeled as not applying. The same condition exists in the division of pupils per counselor as no one is assigned that service.

According to Figure 13, the three high points of the guidance service are the program, which has a percentile rating of forty-three or eight points above the southern norm, staff qualifications, which has a percentile rating of forty-one or on the same level as the average southern schools, the staff improvement in service, which rates fifty-seven per cent or thirteen points above the southern norm.

The summary score for guidance service in this school is thirty per cent, or six points below the average of the southern schools. This program, although not very well planned and organized is functioning, but it could function more cooperatively and ef-
Fig. 13.—Guidance service.
INSTRUCTION

General Statement
All thermometers on this page are based upon Sections M and N of the Evaluative Criteria, PERSONAL DATA FOR STAFF MEMBERS and INDIVIDUAL EVALUATION, as summarized in Section H, INSTRUCTION. Sources for each thermometer are indicated below. All special scales, except the fourth and the summary one, are in terms of the regular five-point evaluative scale ranging from 5.0, "highly satisfactory or practically perfect," to 1.0, "very poor."

1. Teacher's Plans
Based upon I-C-1, "The Teacher's Plans and Preparation" (page 149), in Section N, INDIVIDUAL EVALUATION. The special scale is the average of all the evaluations for all teachers for whom the information is available (1 evaluation for each teacher).

2. Teacher's Activities
Based upon I-C-2, "The Teacher's Activities" (page 149), in Section N, INDIVIDUAL EVALUATION. The special scale is the average of the evaluations for all teachers in the school for whom the information is available (3 evaluations for each teacher).

3. Cooperation of Pupils and Teachers
Based upon I-C-3, "Cooperation between Pupils and Teacher" (page 150), in Section N, INDIVIDUAL EVALUATION. The special scale is the average of the evaluations for all teachers for whom the information is available (2 evaluations for each teacher).

4. Teacher Load
Based upon II, "Teacher Load" (page 143), in Section M, PERSONAL DATA FOR STAFF MEMBERS. The special scale is the average of the scores for all the teachers for whom the information is available. For full details see How to Evaluate a Secondary School, pages 83-85, and Harl R. Douglass, Organization and Administration of Secondary Schools, Ginn & Co., 1932, pp. 114-21.

5. Committee Judgment
Based upon "Special Evaluation of Classroom Instruction and Other Work" (page 150), in Section N, INDIVIDUAL EVALUATION. The special scale is the average of the "y" evaluations for all staff members for whom the information is available (1 evaluation for each teacher).

6. SUMMARY
Based upon the other five thermometers on this page, each weighted as indicated below its bulb.
fectively if the teachers were organized and supervised by an administration that understood and supported guidance in school. In reality, the teachers are giving guidance in a natural way and fairly extensively which is, after all, probably the best type of guidance. It could be much more effective, however, by having and using the necessary information that a good program must have. A program of guidance would also be more effective with the assistance of a trained counselor.

Instruction

According to Evaluative Criteria, the instructional program is composed of the following five phases: textbooks and other instructional materials, test and measurements, and the classroom period, which is discussed under the headings of teacher’s plans, teacher’s activities, and cooperation of pupils and teachers. Since the first two above-mentioned phases are not counted in the summary score for the school, they are not discussed as extensively as the others.

The textbooks are state-adopted, and, of course, most of them are of fairly recent publication. Some have moderately well selected illustrations, study aids and suggestions, graphic representations, references, and other such materials, but these are supplemented by other instructional materials such as workbooks, hectographed materials, pictures, and various types of reference books provided by the teachers.

Standardized tests and measurements are very infrequently

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used. However, tests formulated by the teacher, both the new type and the older essay type, are used to measure progress and achievement in the development of desirable habits, skills, and knowledges, and to stimulate the pupil's thinking, understanding, and ability to apply knowledge.

It might be well to state in the beginning of this analytical study of instruction that, although the school is a rather conservative school, with a subject matter curriculum and a daily class schedule, there are still numerous opportunities for the utilization of various teaching methods which are employed by the individual teachers in connection with the daily work.

George A. Retan, Director of the Training School of the State Teachers College in Mansfield, Pennsylvania, brought out the situation that exists in this school when he made the following statement:

What is needed is alertness on the part of the teacher to the means that the environment and the natural course of events offer her. The seasons, the holidays, the local celebrations, the occupations of the parents, the children's pets, the travel experiences of the group, and the home experiences of the children—these are the sources of many activities that will make subject matter vital and functional. These can be easily adapted to the conservative school demands.27

Before briefly discussing some of the methods employed by the individual teachers, it might be well to give some of the modern conceptions of the term "method" according to certain authorities in the field of education. Retan says:

Modern conceptions of method are not interested in sub-

ject matter as an end in itself, but in the child as a growing organism adjusting himself to his environment. Method consists, then, in providing a stimulating and guiding social environment that meets the needs of the innate self-activity of the child providing opportunities for worthwhile learning. Such a conception of method places the emphasis first upon the child, his interests, his capacity, his degree of maturity, and his impressive past experience. It does not assume that children should be equal in speed and efficiency in learning, but rather, it recognizes the duty of the school to provide each child with an environment varied enough to stimulate his peculiar abilities and to produce growth. 28

Franklin Bobbitt wrote the following:

In the functional education, method on the part of the teacher is the procedure that he must employ in getting the child or youth currently to hold to high grade human living. On the part of the pupil, his method is simply currently holding in all of his behavior to a proper level and type. Teacher method is guiding the life continuity. To the pupil, life and the educative process are identical. The teacher is a conditioner of this process. His method consists of providing the necessary opportunities, stimulations, leadership, and guidance. 29

One of the methods of instruction that the teachers in Chico most frequently use, according to their checklists, is the activity method. Each teacher agrees that the work is not an activity unless the children, in carrying it on, feel that they are having a real, enjoyable life experience. This does not imply that the activity does not involve work, and comprehend subject matter of educative value. Rather, it implies that from the point of view of the child there is in progress a very desirable series of experiences. The teachers also find that the activity method is not the usual textbook subject matter method,

28 Ibid., pp. 205-206.

but some textbook materials are frequently used.

They also find that the activities sometimes cut across the boundaries of subject matter, and run out into unexpected but worthwhile topics. However, they often fail to fall sharply into the curricular divisions of the schoolroom subjects.

In reference to the activity method, G. A. Retan says that "the textbook activity is likely to be limited in scope and interest; the functional activity is inherently broad and far-reaching."

Another procedure that most of the teachers use might be termed the question procedure which is used as a means to point discussion and as a challenge to thinking. In informal discussion groups, the questions often come from members of the group, with the teacher guiding the activity, and directing it in channels to stimulate growth.

Sometimes the lecture method is used as a means of initiating a new interest and introducing a new activity or a new assignment in subject matter.

Much time is given over to the drill method in the Chico school. Possibly the greatest reason for this is that subject matter is stressed; nevertheless, some of the newer methods of instruction are often used.

According to the checklists, most of the teachers believe that the school is a real social situation rather than an artificial one; they believe that attitudes are more important than facts, and that group living is an ideal, inside of school and

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30 Management and Teaching Techniques, p. 226.
outside; yet they are conservative in bringing about rapid changes largely because of the existing local situation. They also state that they endeavor to have new educational activities begin with and develop from the interest, purposes, and former experiences of the pupils. The desirability of this procedure is borne out by G. A. Retan.31

According to Figure 14, the Chico school ranks fifteen points above the southern schools in teacher’s activities, and slightly or five points below the accreditation schools in comparison with the two hundred schools measured. In teacher planning it is slightly above the southern schools and twelve points below the accredited schools.

The individual checklists of the Chico elementary teachers show that, with the possible exception of one teacher, the co-operation between the teacher and pupils has a fairly good rating. On this item the school is again slightly above the southern norm and slightly below the accredited norm. Some of the ideals that the teachers seek to reach include developing good citizenship habits and attitudes by such activities as keeping the room orderly and attractive, and attending to routine matters quickly and efficiently; cultivating desirable health habits and attitudes by such activities as maintaining proper illumination and condition of air in the classrooms; emphasizing the proper use of English as an effective means of thinking and communication; and evaluating progress in learning and modify-

31 Ibid., p. 225.
## INSTRUCTION

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**Fig. 14.**--Instruction.
General Statement
This is the first of two pages on the outcomes of the educational program of the school. This page contains five thermometers dealing with outcomes in curricular fields which ordinarily are represented in all or almost all secondary schools. All thermometers on this page are based upon Section I of the Evaluative Criteria, OUTCOMES. Sources for each thermometer are indicated below. All special scales are in terms of the regular five-point evaluative scale ranging from 5.0, "highly satisfactory or practically perfect," to 1.0, "very poor."

1. **English**
   Based upon I-A, "English" (pages 76-77). Average of 5 evaluations.

2. **Foreign Languages**
   Based upon I-B, "Foreign Languages" (page 77). Average of 4 evaluations.

3. **Mathematics**
   Based upon I-C, "Mathematics" (page 78). Average of 4 evaluations.

4. **Sciences**
   Based upon I-D, "Sciences" (page 78). Average of 3 evaluations.

5. **Social Studies**
   Based upon I-E, "Social Studies" (page 79). Average of 6 evaluations.
ing plans when some evaluations suggest the need for change.

The item of instruction, in which the school has a very low rating, is in teacher load which has a norm of three per cent in comparison with the thirty-five per cent norm of the medium-sized schools, the forty per cent norm of the average public schools, the forty-six per cent norm of the southern schools, and the fifty per cent norm of the accredited schools.

Data show that the teacher load of the Chico Elementary School averages thirty-six and seven-tenths pupils per teacher, a load that is much too heavy, especially when it is noted that three of the six elementary teachers are carrying all the work for four entire grades. Since there are only six teachers for the seven grades, the second grade has been divided, giving approximately one-third of the class to each of three teachers in charge of the first grade, the third grade, and the fourth grade. This necessitates a double schedule for each of the three teachers. Such a situation should be corrected immediately in order that both the teachers and the pupils may receive greater benefit from their work. Some recommendations will be made concerning this matter in the final chapter of this study.

Data reveal that, with the exception of the matter of teacher load, all the phases of instruction are given relatively the same evaluations. Percentages, however, varies widely, especially that of the committee judgment. It might be noted that three and five-tenths, which is the committee judgment, is eighty-five per cent on the educational thermometer, whereas other thermometer scales with the same evaluation are below the
fifty percentile point.

The summary score of fifty-six percent ranks slightly or four to eight points above the accredited schools, the medium-sized schools, the average public schools, and the southern schools. The teachers in this particular school use many of the newer methods, although subject matter is stressed. They are to be commended for slowly initiating some rather progressive methods in a conservative school. The heavy teaching load of the teachers of the first grade, the third grade, and the fourth grade should be lessened by adding another teacher for the extra grade.

Outcomes

In the educational program of a good secondary (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. What evidences are available that teachers and pupils are and have been happily and harmoniously cooperating in the stimulation of a wholesome curiosity about themselves and their environment? What evidences are available to show that pupils are and have been securing knowledge and developing worthwhile skills, attitudes, tastes, appreciations, and habits? What evidences are there that pupils are able to make desirable choices or to exercise good judgment in the selection of friends, vocations, leisure activities, goods and services, and in other important matters which confront youth today? Evaluations 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 of these are. Among others, intangible qualities such as cooperativeness, tolerance, openmindedness, 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 measures 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.\textsuperscript{32}

The \textit{Evaluative Criteria} deals with outcomes in two divisions. The first part, which is an evaluation of subject matter outcomes, is given a value of two-thirds of the total summary score. The second part, which is an evaluation of attitudes and appreciations, is given a value of one-third of the total summary score. All subjects taught in the elementary school are placed under those subject titles that are discussed. Other subject titles included in the tables that do not apply to the elementary level are disregarded, and the total summary score is so computed.

Since most of the outcomes of education are not easily susceptible of direct measurement, other means must be relied upon for evaluating such outcomes. Observation and study of pupils and of factors and evidences as the following should be helpful: examinations and examination papers, notebooks, study habits, conversation with and among pupils, use of leisure, undirected activities, conduct in halls and on playing fields or areas, activities during out-of-school hours, school records, teacher opinion, pupil opinion as revealed in conferences or by means of questionnaires, parent opinion similarly revealed, carefully kept records of individuals, and other means that teachers find useful.\textsuperscript{33}

Under the title of English is included the elementary subjects of literature and language arts; oral and written forms of expression, including spelling are included under the heading of the latter. From Figure 15, it is noted that the Chico school is equal to better than forty-nine per cent of the two hundred schools measured; it is five points above the average.


\textsuperscript{33}Ibid., p. 76.
for southern schools, two points above the average for both the medium-sized and the average public schools, and three points below the average for accredited schools. English subjects are taught largely by the textbook methods; there is not sufficient participation in the actual situations to stimulate a great deal of functional learning, although data show that some of the teachers do use new teaching procedures.

Data show that only two subjects are rated above the fifty percentile point. They are mathematics and social studies, which are equal to fifty-six per cent and fifty-five per cent of the two hundred schools rated. Mathematics is four points above the accredited norm, eight points above the public school norm, ten points above the norm of the medium-sized school, and thirteen points above the average for southern schools. The social studies are three points above the accredited norm, seven points above the norm of the medium-sized schools, eight points above the public school norm, and ten points above the southern norm. The same criticism applies to these fields as applied to the teaching of English, as mentioned in the preceding paragraph. In addition to what has been said, it must be stated that, although the school is still clinging to the subject matter type of teaching to some extent, it does recognize that first consideration should be given the child and not the subject. There are about as many points of view in this regard, however, as there are teachers.

The good school accepts the fact of the personality of the pupil. It believes that he is a real personality,
OUTCOMES (I)

Fig. 15.--Outcomes (I).
OUTCOMES (2)

General Statement
This is the second of two pages on the outcomes of the educational program of the school. This page contains one summary thermometer, seven thermometers dealing with outcomes in curricular fields not all of which are necessarily found in any one school, and one thermometer dealing with outcomes which are not directly associated with any particular field of the curriculum. All thermometers on this page are based upon Section I of the Evaluative Criteria, OUT- COMES. Sources for each thermometer are indicated below. All special scales, except the summary one, are in terms of the regular five-point evaluative scale ranging from 5.0, "highly satisfactory or practically perfect," to 1.0, "very poor."

1. Music
   Based upon I-F, "Music" (page 79). Average of 3 evaluations.

2. Arts and Crafts
   Based upon I-G, "Arts and Crafts" (page 80). Average of 3 evaluations.

3. Industrial Arts
   Based upon I-H, "Industrial Arts" (page 80). Average of 4 evaluations.

4. Home Making
   Based upon I-J, "Home Making" (page 81). Average of 5 evaluations.

5. Agriculture
   Based upon I-K, "Agriculture" (page 81). Average of 5 evaluations.

6. Business Education
   Based upon I-L, "Business Education" (page 82). Average of 2 evaluations.

7. Health and Physical Education
   Based upon I-M, "Health and Physical Education" (page 82). Average of 5 evaluations.

8. Attitudes and Appreciations
   Based upon II, "Attitudes and Appreciations" (page 83). Average of 17 evaluations.

9. SUMMARY
   Based upon the other thirteen thermometers on this page and the preceding page, each weighted as indicated below its bulb.
a real human being even before he reaches the magic age of twenty-one, and that he has problems just as real and just as important as are the problems of any adult. 34

Subject matter in the fields of mathematics and social studies is frequently presented in social problems or great episodes of human endeavor, such as the Industrial Revolution in history and citizenship, and the fishing industry in geography.

According to Figure 16, the outcomes of health and physical education have a rating of three on the five-point scale which indicates average. It is two points below the average, however, for the 198 schools rated. This is two points above the average for the average public schools and four points above the average for southern schools. The Chico school uses natural play as its physical education program. This type of program is recognized by leading educators as the best for children.

Physical education should be a natural, not an artificial process. It should agree fundamentally with the tenets of general educational theory. All education, after all, is a development from within; we are not all created equal, as is shown by the comparative study of children; education cannot be taken on, but comes through the working of natural instincts and desires; it is an internal development, not an acquisition of information. Adequate physical education cannot be attained by thinking of it as a system of exercises for health purposes. It must represent an effort to afford the child a wholesome opportunity to express himself in the doing of worthy things. It must recognize the play instinct; it must renounce the theory of formal discipline; it must vivify the gymnasium with living, purposeful, wholesome forms of play and physical exercises. 35


Fig. 16.—Outcomes (2).
STAFF -- QUALIFICATIONS

General Statement
This is the first of three pages on the school staff. This page contains nine thermometers dealing with the preparation and qualifications of the staff members. All thermometers on this page, except the fourth and the ninth, are based upon Sections M and N of the Evaluative Criteria, PERSONAL DATA FOR STAFF MEMBERS and INDIVIDUAL EVALUATION, as summarized in II-A, "Qualifications of Professional Staff Members" (page 90) in Section J of the Evaluative Criteria, THE SCHOOL STAFF. Sources for each thermometer are indicated below.

1. Adequacy of Preparation: Academic
Based upon I-C, "Academic Preparation" (page 142) in Section M, PERSONAL DATA FOR STAFF MEMBERS. The special scale is the average of the ratings for all the individual teachers for whom the information is available. The individual ratings are based upon the amount of formal education in the teacher's major teaching field or fields. For full details as to the derivation of the rating scale see M. L. Altstetter, "Scales for the Evaluation of the Training of Teachers," The School Review (September 1937), 45:529-39.

2. Adequacy of Preparation: Professional
Based upon I-D, "Professional Preparation" (page 142) in Section M, PERSONAL DATA FOR STAFF MEMBERS. The special scale is the average of the ratings for all the individual staff members for whom the information is available. The individual ratings are based upon the amount of formal training in professional courses in education. For full details as to the derivation of the rating scale see M. L. Altstetter, "Scales for the Evaluation of the Training of Teachers," The School Review (September 1937), 45:529-39.

3. Source of Degree
Based upon I-A, "Colleges, Universities, Normal Schools Attended" (page 141) in Section M, PERSONAL DATA FOR STAFF MEMBERS. The special scale is the average of the ratings for all the individual staff members for whom the information is available. The individual ratings show the source of the highest degree received, using the following scale: 5, Member of Association of American Universities; 4, Institutions on approved list of Association of American Universities, or equivalent; 3, Other accredited colleges or universities, or equivalent; 2, Other four-year institutions; 1, Junior colleges, normal schools, and miscellaneous.

4. Educational Experience
Based upon II-C-6, "Tenure and Turnover as Reflected in Average Length and Variety of Length of Service in the School: Educational Experience" (page 94) in Section J, THE SCHOOL STAFF. The special scale is the average number of years of educational experience for all the members of the staff.

5. Non-Educational Experience
Based upon I-B-2, "Non-Educational Experience" (page 141) in Section M, PERSONAL DATA FOR STAFF MEMBERS. The special scale is the average number of years of non-educational experience for all the members of the staff.

6. Personal
Based upon II-A, "Personal Qualifications" (page 151) in Section N, INDIVIDUAL EVALUATION. The special scale is the average of evaluations for all the individual staff members for whom the information is available (10 evaluations for each member of the staff). The individual evaluations are in terms of the regular five-point evaluative scale ranging from 5.0, "highly satisfactory or practically perfect," to 1.0, "very poor."

7. Outstanding Contributions
Based upon II-B, "Outstanding Contributions" (page 151) in Section N, INDIVIDUAL EVALUATION. The special scale is the average of evaluations for all the individual staff members for whom the information is available (1 evaluation for each member of the staff). The individual evaluations are in terms of the regular five-point evaluative scale ranging from 5.0, "highly satisfactory or practically perfect," to 1.0, "very poor."

8. Instructional
Based upon II-C, "Instructional Qualifications" (page 152) in Section N, INDIVIDUAL EVALUATION. The special scale is the average of evaluations for all the individual staff members for whom the information is available (3 evaluations for each member of the staff). The individual evaluations are in terms of the regular five-point evaluative scale ranging from 5.0, "highly satisfactory or practically perfect," to 1.0, "very poor."

9. Non-Professional
Based upon II-A, "Qualifications of Non-Professional Staff Members" (page 97) in Section J, THE SCHOOL STAFF. The special scale is the average of evaluations for all the members of the non-professional staffs for whom the information is available (10 evaluations for each member of the non-professional staffs). The individual evaluations are in terms of the regular five-point evaluative scale ranging from 5.0, "highly satisfactory or practically perfect," to 1.0, "very poor."
Henry S. Curtis says, "nearly all students of childhood have come to believe that play is the most fundamental thing about the child and that it is nature's school for his physical, social, and mental development." 36

The percentage of pupils participating in the physical education program is very high. Almost every pupil takes part in at least one or more games and activities.

We would not rank the school system high that secured the attendance of only ten per cent of the children. There is no reason for regarding the play system with a similar attendance as more successful. 37

The variety of games and activities in the Chico school are hardly as great as is desirable. A lack of equipment, including play area, is given as one of the reasons for this condition. The types of activities are also too limited. H. S. Curtis says:

Any satisfactory system of physical education must be one that reaches every child during the physical or first period of life. It must furnish a form of exercise that will be continued after childhood is over, so as to meet the need of exercise and recreation for later years. 38

The outcomes of health are not stressed as much as the physical education program. They are handled almost as two separate fields. Health rules and knowledges of the functioning of the human body are not practiced in the actual situation as much as they probably should be. The most serious criticism of the out-

36 Education Through Play, p. 179.
37 Ibid., p. 179.
38 Ibid., p. 19.
comes of the program is due to a lack of medical and dental
examinations upon which a program of health and physical educa-
tion should be based. In only one class was a medical examina-
tion required for participation during the past year.

The outcomes of the elementary sciences, music, and art
and crafts in the Chico Elementary School are the lowest in com-
parison with the total number of schools measured. The ele-
mentary sciences are equal to or better than forty-five per
cent of the schools rated, and are three points above the southern
norm, three points below the public school norm, four points
below the average for medium-sized schools, and seven points
below the accredited norm. The lack of materials, the limita-
tion of subject matter, and the failure to have a well-rounded
program in this field are largely the reasons for the low rat-
ing. The importance of the natural sciences is recognized
by many leading educators. This is shown in Figure 15, by the
number of points given the subject in arriving at a summary
score for the evaluation of outcomes by the Executive Committee.

The outcomes of music and of arts and crafts are rated as
thirty-two per cent and forty-two per cent, respectively. Music
is at the norm level of the northwestern states, but is nine
points below the southern norm. Very little emphasis has been
given the music program in the Chico school. Music in the ele-
mentary grades in the state has had very little recognition and

emphasis until recently; the school has been rather conservative in adopting a new type of musical program. About the same criticism also applies to arts and crafts. Probably not as much effort has been expended in this field as could have been. Arts and crafts rank eleven points above the norm for southern schools, one point below the medium-sized schools, and seven and nine points below the public school norm and the accredited school norm respectively. The arts are not neglected as greatly as the crafts, although some craft work is being started in the school.

Probably the most important part of the entire survey is the evaluation of the outcomes of attitudes and appreciations. In this item the school's total score is at the fifty-five percentile point on the scale. It is three points above the accredited norm and nine points above the norm for the average public school, the medium-sized school, and the southern school.

According to Figure 16, the total summary score for outcomes is at the fifty-one percentile point on the thermometer scale, being two points below the accredited norm, four points above the medium norm, six points above the public norm, and eleven points above the southern. This is a rather high summary score, since only three thermometers registered above fifty per cent.

Summary

The importance attached to the educational program of the Chico Elementary School is shown by data which reveal that it counts fifty per cent in the grand total for the entire school
evaluation.

The curriculum of the Chico Elementary School ranks fairly high, with a rating of seventy per cent. Development procedures, development sources, and music are the very low items which need particular attention. Data show that inadequate provisions are made for the development of the personality of the child, and for the growth of his intellectual curiosity. By cooperative planning many of the supplementary materials, which are insufficient at present, could be supplied at a minimum cost. Since many educators agree that environmental factors of the child plays such a significant role in his learning, environment should be enriched to the greatest possible extent by a sufficient supply of the best materials. Since the Chico Elementary School is conservative, subject matter is stressed; however, the teachers use the newer and the more progressive methods and procedures in presenting the subject matter. The teachers realize that changes in a traditional school must come slowly; hence, these newer teaching procedures are gradually employed. No surveys have been made to determine the social and economic characteristics of the community, no thorough study has been made to find what pupils do, or where they go after leaving school, and no definite study has been made to show pupil needs, interests, and plans to be used as the basis for curricular development. No particular person directs the school's program of development and adaptation of the curriculum and the courses of study. The only changes that have been made are those made by the individual teachers who, through the study of progressive methods and procedures,
and through professional study, have made improvements.

The Chico school ranks fairly high in the courses of English, elementary mathematics, social studies, and health and physical education. Data show that each teacher is largely left to herself in devising and following her own plans for the courses of study. It is likely that the curriculum of the school would be much more progressive and much more beneficial to the pupils and to the community if it were based on an organized and a cooperative plan of action.

Pupil activities receive as many points in computing the grand total summary score for the school as does the curriculum and courses of study. This is sufficient evidence that this phase of the educational program should be planned and provided for as carefully and as thoroughly as the others. The school ranks low in pupil activities because the social activities have been neglected. The teachers have encouraged pupil activities as much as possible in spite of the fact that little or no provision has been made for them in the curriculum. They are to be commended for the progress that they are making.

The library has a very low summary score of twenty per cent. This study indicates that slow but definite improvement is being made in this phase of the educational program. Data show that the library ranks low in the number of titles, but these few titles are fairly well distributed, appropriate, and recent in publication. Very few periodicals and magazines are provided for the school, but an improvement has been made in this particular library service within the last two years. The library
ranks low in organization and administration largely because there is not a proper distribution of library funds for new books, periodicals repairing, and other features; because the librarian has no college credit in library service; because no recognized standard system of decimal classification is used; and because no sort of card cataloguing is maintained. The teachers use the library as a means of cultivating good study and learning habits, and for stimulating pupils to find and to organize materials. The lack of a well-rounded program of library service is responsible for the low rating of the library.

The guidance program, although not very well planned and organized, is functioning in the Chico Elementary School. The lack of organization and the lack of cooperative planning are responsible for the low score of thirty per cent. Data show that the teachers are giving guidance in a natural way which is, after all, probably the best type of guidance. The program could be much more effective by having and using the necessary information that a good guidance program must have, and by the assistance of a trained counselor.

Data show that instruction counts more than twice as much as any of the other phases of the educational program in computing the grand total summary score for the evaluation of the school. Although the school is a conservative one, with a largely subject matter curriculum and a daily class schedule, there are still numerous opportunities for the teacher to utilize various teaching procedures. The method that is perhaps used more than any other is the activity method. The teachers find that this par-
ticular program, although not the usual subject matter method, can be used frequently, even in presenting textbook subject matter. Another method employed by the teachers may be called the question procedure which is used largely as a means to point discussion and as a challenge to thinking. Sometimes the lecture method is used as a means of initiating a new interest and introducing a new activity or a new assignment in subject matter. The drill method and others are also used. The teachers are conservative in bringing about rapid changes because of the existing local situation.

Probably the most important part of the entire survey is the evaluation of the outcomes of attitudes and appreciations. The outcomes of subject matter can be measured with some degree of accuracy, but for the intangible qualities, attitudes and appreciations, the evaluation is necessarily one of judgment. The outcomes of English, mathematics, social studies, health and physical education are ranked above average, and the outcomes of the elementary sciences, music, and arts and crafts, are below the average. The last three named, with the possible exception of nature study, have received very little emphasis in the Chico Elementary School. Data reveal that the outcomes of attitudes and appreciations are equal to or better than fifty-five per cent of the total number of schools measured. This rating is to be commended since it is above any of the norms with which the Chico Elementary School is compared.
CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

The purpose of this chapter is to summarize, briefly, the data presented in previous chapters, to point out the outstanding inadequacies, and to make recommendations for improvement.

This study shows that a definite educational philosophy has never been formulated by the Chico Elementary School. The school also has never set up a formal list of aims and objectives to guide its activities. The philosophy, as used in this study, is a composite statement of the individual educational philosophies of each teacher in the school, and the objectives are set up in the light of such philosophy. It is found that the comparison of the objectives of the Chico Elementary School with the objectives set up by two educational commissions shows that the Chico school has a fairly good list of objectives, but that they need to be reorganized, restated, and added to continually, in order to meet the changing needs of the pupils and of the community. It is recommended that the administrators and the teachers make a study of the philosophy of American education and a study of the pupil and community needs as a basis for a definite written philosophy of the school. It is further recommended that objectives be set up by the group in agreement with the accepted philosophy. Each part of the curriculum should then be justified in terms of the stated objectives.

Data in Figure 17 show that the administration of the school
is equal to or better than twenty-seven per cent of the two hundred schools measured. It is found to be ten points below the average for southern schools, twenty points below the average for public schools, twenty-four points below the average for medium-sized schools, and twenty-five points below the average for accredited schools. It is found that sixty-eight per cent of the total summary score for administration is given to organization, supervision, and business management, and only thirty-two per cent is given to school and community relations, administrative staff-qualifications, and administrative staff-improvement in service. The last three named are found to be rated above average, while the first three are found to be rated below average. Data reveal that the low rating in organization is due to a lack of understanding of duties and relationship of individuals within the system, and to a lack of delegation of authority and responsibility to the proper staff members. It is recommended that there be a definite reorganization of administration as a means of improving these inefficiencies. It is also found that the Chico school lacks a definite plan of supervision, due largely to the lack of democracy and cooperation in organization and operation, to inflexibility, and to the lack of a variety of procedures and activities used by the administrators. Since it is recognized by leading educators that supervision is the most important function of the administrator, it is recommended that a carefully planned program of supervision in agreement with democratic philosophy be incorporated. The business management is found to be rated low
SUMMARY
OF EVALUATIVE CRITERIA

Fig. 17.--Summary of evaluative criteria.
CURRICULUM AND COURSES OF STUDY (1)

General Statement
This is the first of two pages on the curriculum and courses of study of the school. This page contains three thermometers dealing with the curriculum in general and five thermometers dealing with curricular fields which ordinarily are represented in all or almost all secondary schools. All thermometers on this page are based upon Section D of the Evaluative Criteria, CURRICULUM AND COURSES OF STUDY. Sources for each thermometer are indicated below. All special scales are in terms of the regular five-point evaluative scale ranging from 5.0, "highly satisfactory or practically perfect." to 1.0, "very poor."

   Based upon I, "General Provisions" (page 20). Average of 2 evaluations.

2. Development Sources
   Based upon II, "Sources for Development" (page 21). One evaluation.

3. Development Procedures
   Based upon III, "Organization and Procedure for Development" (page 21). Average of 2 evaluations.

4. English
   Based upon the first columns of the two tables under IV, "Provisions for Subject-Matter Fields" (pages 22-23). Average of 4 evaluations.

5. Foreign Languages
   Based upon the second columns of the two tables under IV, "Provisions for Subject-Matter Fields" (pages 22-23). Average of 4 evaluations.

6. Mathematics
   Based upon the third columns of the two tables under IV, "Provisions for Subject-Matter Fields" (pages 22-23). Average of 4 evaluations.

7. Sciences
   Based upon the fourth columns of the two tables under IV, "Provisions for Subject-Matter Fields" (pages 22-23). Average of 4 evaluations.

8. Social Studies
   Based upon the fifth columns of the two tables under IV, "Provisions for Subject-Matter Fields" (pages 22-23). Average of 4 evaluations.
because of a poor system of accounting, a complete lack of participation of the staff in formulating the budget, and a lack of a system of reporting financial conditions to the staff members and to the public. It is recommended that the administrative officials of the school make a study to determine means of improving the inefficiencies in business management, and to set up a system that will best serve the school.

Figure 17 shows the summary score for the school plant to be equal to or better than thirty per cent of the two hundred schools measured. It is seven points below the average for southern schools, seventeen points below the average for public schools, and twenty-two points and twenty-three points below the medium-sized and the accredited schools, respectively. The site is found to rank slightly above average, when considered from points of view of health and safety, economy and efficiency, and educational program. It is found that there is sufficient space for play areas, but that it is not being utilized to the fullest extent. It is recommended that schedules and other administrative procedures be changed in order to secure greater use from the grounds and courts. The community is to be commended for the splendid location of its school plant. The building is found to rate very low, regarding health and safety and the educational program, but about average in economy and efficiency. It is found that the building lacks adequate artificial lighting facilities, lavatory facilities, inside drinking fountains, toilet facilities, heating system, office space, conference rooms, and library space. It is recommended that adequate artificial lighting
fixtures be installed in the classrooms and in the corridors; that lavatories be installed in the dressing rooms at present, and in the rest rooms when they are provided; that four drinking fountains be installed in the halls and two drinking fountains in the gymnasium; that the heating system be improved; and that space be provided for an office, for conference rooms, and for an elementary school library entirely separate from the high school as soon as the financial conditions of the school permit. The school plant is found to rank very low in equipment, a situation that has greatly retarded the educational program of the school. It is found that fire fighting equipment, display cases, soap and soap dispensers, towels and towel dispensers, lockers, radios, and other instructional materials are entirely lacking. It is also found that inadequate provisions are made for bulletin and mounting boards, for pointers, for globes, maps and charts, for pencil sharpeners, for waste baskets and garbage containers, and for playground equipment. It is recommended that adequate standard modern equipment be provided at the earliest opportunity. It is also recommended that sufficient fire fighting equipment be installed immediately for the safety of the pupils and of the staff members, as well as for the protection of the building itself.

It is found in this study of the Chico Elementary School that no surveys have been made to secure the necessary information for planning a definite educational program. It is recommended, on such findings, that a survey be made to determine the economic status, the sanitary and health status, and the general ethical
and moral tone of the Chico community to aid in the planning of a definite educational program.

It is further found that the population is largely engaged in two occupations with very little provision for a practical knowledge of these being made in the elementary school; hence, it is recommended that courses be included in the curriculum that will give a foundation of practical knowledge in these fields.

A need for a community park and playground is also revealed by the study. It is recommended that the school lead in the movement for the providing of such a park.

It is found that forty-four or twenty per cent of the pupils in the school are retarded. It is recommended that a testing program be conducted to help in reducing the number of retardations.

The per capita cost of the entire Chico school is found to be approximately $37.50, but no available information is found as to the exact per capita cost in the elementary school; therefore, it is recommended that a study be made by the school officials in order to make a comparison of per capita costs in this school with the per capita cost of other elementary schools in the locality, and to make a comparison with the per capita cost of the high school to see if the variation in costs is justifiable.

It is found that the data in Figure 17 reveal that the staff of the Chico Elementary School is equal to or better than twenty-five per cent of the two hundred schools measured. The school staff is found to be nine points below the average for
southern schools, twenty-four points below the average for medium-sized schools and public schools, and twenty-seven points below the average for accredited schools. The adequacy of the preparation and qualifications of the staff members is found to be above average, with each teacher holding at least a bachelor's degree. Membership in national professional organizations, authorship, and research are found to be the only items ranked low, over which the teachers have direct control. It is also found that not all teachers belong to local and state professional organizations; therefore, it is recommended that they affiliate themselves with such organizations as soon as possible. Some of the teachers now in the elementary school, who have specialized their training in other fields, and are teaching in positions for which they are not especially trained, should take courses particularly suited for elementary teachers. It is found by this study that there is an urgent need for an additional teacher in the elementary grades, as the pupil-teacher load is found to be much too heavy. It is recommended that this condition be corrected by providing a teacher for each elementary school grade. It is suggested that the unoccupied room in the Home Economics Building be equipped and used for the seventh grade classroom. It is found that the manner of selecting teachers, the conditions of tenure, the length and variety of service in the school, and leave of absence have been inadequately provided for by the administrative officials. It is suggested that those responsible for these conditions make a study of the practices employed by progressive schools as a means of raising the standards of the
school in regard to conditions of service.

It is found from Figure 17 that the educational program of the school counts fifty per cent in the grand total summary score in the evaluation of the school; the curriculum counts seven per cent of this fifty per cent in the educational program. Data show that the curriculum of the Chico Elementary School has a rating of seventy per cent, which is above the norms of all the other schools with which the Chico school is compared. The curriculum of the school ranks fairly high in the courses of English, mathematics, social studies, and health and physical education, but ranks below average in development procedures, development sources, and music. It is recommended that a survey be made to determine the social and economic characteristics of the community, and that a study be made to show pupil needs and interests to be used as the basis for curricular development. It is also found that no particular person directs the school's program of development and adaptation of the curriculum and the courses of study. It is recommended that some particular person or committee with the cooperative help of the entire faculty be responsible for such direction and adaptation in curricular development. It is found that each individual teacher largely devises and follows her own plans for the courses of study. It is recommended that this planning be a cooperative enterprise of the entire staff for a more definite and a more rapid progressive curricular development. It is found that there is an inadequate supply of supplementary curricular materials available
to meet the needs and interests of the pupils; hence, it is recommended that the environment of the pupil be enriched by providing an adequate supply of the best supplementary learning materials as a factor in pupil growth. It is found that the school ranks low in music largely because it has been taught as a technical science. It is suggested that music be taught largely from the viewpoint of an appreciation of music, based on the idea that each child is a "consumer" of such. It is recommended that the administrators of the school provide the means whereby opportunities may be provided for the pupils to listen to truly beautiful music on the radio, on various musical instruments, and on the phonograph. The pupils may be given the setting and some understanding of personality of the composer, but musical selections should not be analyzed microscopically as a technical science. It is found that the curriculum, in general, needs to be broadened and the courses of study to be enriched. It is recommended that the teachers and administrators make a personal study of curricular needs and present such to findings to the faculty as a whole to be used as a basis for a definite plan of cooperative action.

Figure 17 shows that pupil activities count the same as the curriculum in the grand total score in evaluating the school, which is sufficient evidence of its importance in the educational program. It is found that the Chico Elementary School ranks rather low in pupil activities in general. It ranks fairly high in school assemblies, home rooms, and physical activities, but it ranks rather low in social activities, which are not provided
for in the curriculum. It is recommended that the desirable so-called "extra-curricular" activities be provided a definite place in the curriculum of the school and be an accepted part of the curriculum.

The library of the Chico Elementary School is found to have the low rating of twenty per cent, according to Figure 17. It is housed in the same room with the high school library, and on a different floor from the elementary grades. It is recommended that the elementary school be provided with a separate library as soon as financial conditions of the school permit; at present no floor space is available for such an arrangement. The library ranks low in organization and administration largely because there is not a proper distribution of library funds to new books, periodicals, repairing, and equipment; because the librarian has no college credit in library service; because no recognized standard system of decimal classification is used; and because no sort of card cataloguing is maintained. It is recommended that a study be made to determine the needs of the library and that the library funds be proportionately distributed according to these needs. It is further recommended that a standard system of decimal classification be used, and that a simple system of card cataloguing be employed for the convenience of the teachers, the pupils, and the librarian. It is found that the Chico Elementary School library has very few titles, periodicals, and magazines. It is recommended that a committee composed of all the teachers, the administrators, and the librarian make a careful selection on books, periodicals, and magazines from
Wilson's *Children's Catalogue*, giving particular attention to distribution, appropriateness, and recency. It is recommended that the maximum amount of money be spent for these library materials.

The low rating given to guidance as shown in Figure 17 is due largely to the fact that the guidance program in the Chico Elementary School is not carefully planned and well organized. It is recommended that a cooperative study be made to determine the types of guidance that is needed in this particular school, and then a definite plan be formulated whereby guidance of the best type may be provided.

According to data in Figure 17, the significant role that instruction has in the educational program can be seen by the fact that instruction counts more than twice as much as any other phase of the educational program. The Chico Elementary School is to be commended for having a rating in instruction better than the norms of all the schools with which it is compared. It is found that this situation exists largely because most of the teachers use a variety of progressive teaching methods and procedures in presenting the subject matter and in linking it as much as possible with real life experiences; the better methods and procedures are found to be emphasized regardless of the fact that subject matter is stressed in this rather conservative school. It is recommended that the teachers continue their studies of progressive teaching procedures, and that they gradually incorporate such plans, activities, and teaching devices as they find usable and helpful in their class planning.
and their class activities. Several deficiencies are found in the instructional program. It is found that very little provision is made by the school for a sufficient supply of various instructional materials to be used in the classroom, the materials and supplies being provided by the individual teachers. It is recommended that funds be provided for the purchasing of sufficient instructional materials, and that each teacher have a part in their selection.

It is found by this study that the school has no definite testing program; no intelligence tests are given, and very few standardized diagnostic and achievement tests are given. It is recommended that such tests be given as a means of promoting a better instructional program. The limitations of these tests, however, should be recognized.

As previously stated, the most serious deficiency is found to exist in the pupil–teacher load. It is found that there are only six teachers for the two hundred twenty pupils in the seven grades of the elementary school, the second grade being divided among the first grade teacher, the third grade teacher, and the fourth grade teacher. This necessitates a double schedule for each of these three teachers, and necessarily lessens the efficiency of each teacher's work. As previously recommended, the unoccupied room in the Home Economics Building should be equipped and used as a classroom, and an additional teacher should be provided.

The Chico Elementary School is rated above average in outcomes, according to Figure 17. It is found that the outcomes
of English, mathematics, social studies, and health and physical education are above average, but that the outcomes of elementary sciences, music, and arts and crafts are below average. The last three named, with the possible exception of nature study in the elementary sciences, have received very little emphasis in the Chico Elementary School. It is recommended that a study be made to determine desirable outcomes for these courses of study, and that these courses be enriched sufficiently to produce such outcomes. Data show that the outcomes of attitudes and appreciations are found to be above any of the norms with which the Chico Elementary School is compared. The school is to be commended for this rating.

Figure 17 reveals the general summary score for the Chico Elementary School to be thirty-three per cent or slightly three points below the average for southern schools, fifteen points below the average for public schools, seventeen points below the average for medium-sized schools, and twenty-one points below the average for accredited schools. It is found that the school varies widely in its different characteristics and its different functions. Some aspects of the school are found to be decidedly above average which shows that progress is being made; however, many phases are being neglected as shown in Figure 17. It is recommended that the Chico Elementary School take the necessary steps to raise the type form of work it is trying to accomplish by giving special attention to those items that have a low ranking as shown in the previous chapters. By better planning and organization, the school can substantially raise its total
score. For the improvement of the school's educational program, all sources of information and help should be solicited. It is hoped that the constructive criticisms in this analytical study of the Chico Elementary School will stimulate and encourage a definite program of improvement.
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