A STUDY TO DETERMINE HOW EFFECTIVELY A SCHOOL IS FUNCTIONING AS A COMMUNITY SCHOOL

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A STUDY TO DETERMINE HOW EFFECTIVELY A SCHOOL
IS FUNCTIONING AS A COMMUNITY SCHOOL

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CHAPTER I

INTRODUCTION

Purpose of Study

The investigator purposes to make a study of the McCaulley Independent School to determine how effectively it is functioning as a community school.

Delimitations of the Study

This investigation is limited to a study of the existing conditions of the McCaulley School and to the present methods of operation. Olsen lists some characteristics of the community school in his book School and Community Programs.1 Some of these points will be used as criteria for a study of the school being evaluated.

Source of Data

Each teacher in the system will be observed several times while engaged in regular class work. The teachers will be interviewed. Information concerning the school standards, grounds, and buildings will be compiled. Data will be obtained from the high school pupils concerning democratic pupil-teacher relationship. A great deal of

1Edward G. Olsen, School and Community Programs, pp. xii-xiv.
information will be gathered by using the check list published by the Texas State Department of Education in the bulletin entitled Handbook for Self-Appraisal and Improvement of Elementary Schools.\textsuperscript{2} Additional information will be obtained by securing answers to the questions in a check list published by the National Association of Secondary-School Principals.\textsuperscript{3}

Proposed Treatment of Data

This study will be divided into five chapters. The first chapter will state the purpose of the study and the delimitations. It will give the source of data, the proposed treatment of data, and related studies. The second chapter will contain some standards of a community school, some traditional standards, and a summary to be used in evaluating the school. Chapter III will be in the nature of a survey of the school and what it is actually doing. The evaluation of the school and what it is doing will be given in Chapter IV. Chapter V will contain a summary of the study, general conclusions, and recommendations for improving the school.

Related Studies

Allen, in his thesis, "A Study to Determine the Sound Administrative Steps in the Organization of a Community


School," has made a study that is similar to this work, but it is different in one respect. One of his primary objectives was to determine how to organize a community school. In the present study, the major objective is to find out whether or not a particular school is operating as a community school.

Davis has made a study similar to the present one in her thesis, "A Study to Determine Some Sound Procedures for Organizing the Community School Curriculum." Her study gives the procedures for organizing the school and the community around the needs of youth which, according to her, seem to be the four purpose areas of living--living in the home, leisure or recreational living, making a living, and living in the community.5


CHAPTER II

STANDARDS

The purpose of this chapter is to give some traditional school standards and some standards of a community school and to give a summary of standards to be used in evaluating the school.

Methods

Lecture method.--The lecture method is one of the older, traditional types of teaching. There are some advantages to this type of teaching, especially where the classes are large and there is insufficient time for individual discussion. One disadvantage is the fact that the pupils are prone to let the instructor do most of the preparation, whereas they attempt to get their information during the class period. They do not read enough material.

Class discussion.--Class discussion may offer each student a chance to take part; however a few pupils will monopolize most of the time unless the instructor skillfully manages to bring the more reticent ones into the conversation. This type of instruction is a traditional method, and it may become monotonous to the pupil and the teacher. The students may be inclined to do a little more study outside the
classroom if this method of instruction is used instead of the lecture type. Discussion questions may be improved if the teacher will keep in mind the aims or purposes to be served by questioning. The most important of these, according to Burton, are as follows:

1. To stimulate reflective thought.
2. To bring about emergence of new concepts.
3. To develop understanding.
4. To apply information.
5. To develop appreciation and attitudes.
6. To develop the power and habit of evaluation.
7. To change beliefs or attitudes.
8. To focus attention on cause-and-effect relationship.
9. To determine the informational background, interest, and maturity of individual or class groups.
10. To create interest, arouse purpose, develop mind-set.
11. To test directly for designated achievements.\(^1\)

Besides having a definite aim in asking questions, the teacher should be guided by a number of other principles that characterize good questioning. Some of those listed by Burton are as follows:

1. The general sequence of questions should be organized around a thread or core.
2. The answers to be accepted should be reasonably full, rounded replies.
3. Accept any answer or part thereof which can be used.
4. The questions should be within the pupil's experience and knowledge.
5. Allow time to think of an answer and to put it into words.
6. The attitude during questioning should be natural, friendly, and conversational.
7. Pupils should be encouraged to ask questions.

8. Develop an attitude of pupil responsibility for answering questions from the class as well as those from the teacher.

9. Do not hesitate to say, 'I do not know' to a pupil's question.  

When an instructor knows the purposes to be served by questioning, he should then concentrate on the form and wording of the questions to be asked. Burton lists several suggestions designed to be of assistance to the teacher in forming questions:

1. The objective of the question should be clear and definite.
2. Avoid discussion questions.
3. Avoid leading questions.
4. Avoid catch questions.
5. The question should be directed at attainable objectives.
6. The wording of the question should be precise and direct.
7. Avoid digressions and involved statements.
8. Avoid ambiguity.
9. Avoid asking the question two or more ways in one statement.
10. Avoid calling for more than one unified reaction at a time.
11. The vocabulary should be within the comprehension of the pupil.

Discussion of interesting and well-worded questions seems to be a very good method of instruction. The teacher should not relax her efforts to improve questioning, but should be guided by the aims and general principles of good questions. According to Burton, there are a few mechanical features of questioning that should not be overlooked:

\[\textit{Ibid.}, \text{ pp. 367-368.}\]

\[\textit{Ibid.}, \text{ pp. 368-372.}\]
1. Present question to class before calling upon some one to answer.
2. Distribute questions.
3. Do not habitually repeat questions.
4. Do not repeat answers.
5. With certain exceptions, secure answers in complete sentence form.

Round-table plan.—The class discussion method may be varied occasionally to produce better results and create interest and effort on the part of the pupil. Parham explained how she varied the program by using the round-table plan. The plan was used in medieval history. The main topics and sub-topics for study were written on the board. A different speaker was chosen to deal with each topic. The speakers were told to know all the facts given in their parts of the text and to try to get additional information. The pupils were given ample time to prepare the assignment. When time for the lesson came, the teacher introduced the topics and the speakers in the proper order. After the speakers had finished, the teacher summarized the material and asked for questions from the other members of the class. The audience had questions ready, which they addressed to the persons responsible for that part of the discussion. The pupils seemed interested and were willing to contribute the parts expected of them. After a few lessons of this nature, the students

4Ibid., pp. 373-374.
were given more responsibility. Different ones acted as moderators. Parham notes the following benefits from this type of procedure:

1. More interest and enthusiasm in history were evidenced.
2. Individuals showed more ease when speaking before the group.
3. Being termed 'a specialist' brought out the need for being well informed on topics.
4. Students became aware of good speech and the value of poise and a pleasing personality.
5. Boys and girls were especially alert during the questioning period, and raised their standard of achievement in gathering and retaining information.
6. Careful attention was directed toward 'better speech,' choice of words, correct spelling, and the use of new vocabulary.
7. General class improvement and achievement were further emphasized by a rise in test grades at the conclusion of a unit of work.6

The unit plan.--The unit plan of instruction is one of the modern types of teaching. There seem to be many variations in this procedure. There are also several definitions and interpretations of the unit plan. The subject-matter unit emphasizes the proper arrangement of materials for the pupils to study in order that they may acquire learning outcomes from experiences with the subject matter. The experience unit is dominated by learning experiences. Educational experiences are organized around a pupil purpose. Materials are used for acquiring the purpose and for obtaining learning outcomes. A modern school that uses the experience

6Ibid., p. 103.
unit as a method of instruction will use more subject matter than the traditional school. All learning activities are experiences, and the traditional school that assigns subject matter utilizes experiences. The difference is that the traditional school uses few experiences, and these are for the purpose of teaching subject matter.\(^7\)

The laboratory plan.--The laboratory study procedure is designed to use the time spent in class as a learning period rather than a recitation or testing period. If the plan is functioning effectively, the pupils will work on their assignments the whole period without waiting for the other fellow. They may work on entirely different problems, and they may work in small groups. The teacher and the pupils should work through the assigned tasks together. Assistance should be given by the teacher when it is needed. Slow pupils should be encouraged, but the work must not be done for them. The laboratory method requires that the teacher be skillful in using the best methods for analyzing conditions for study. It is necessary for the teacher to be able to detect individual difficulties. She must be able to apply needed remedial instruction. Each child should have a chance to work to his maximum capacity. One of the first things to be done is the selection of a unit topic. This selection may be made by the teacher and pupils together.

\(^7\)Burton, op. cit., pp. 244-247.
The unit should be broad enough for the information on it to be drawn from several different sources. Some time should be spent in deciding upon different phases of the problem that are to be worked on by individuals or groups. The teacher may add important elements of the problem that have been missed and insist that certain facts should be learned by all members of the class. The ordinary procedure is for each pupil to choose some aspect from the general topic on which he wishes to study and work. When the pupils have completed their respective problems, they report to the class what they have found. Class members may ask questions and offer suggestions. The completion of one unit may suggest to the pupils another unit on which they wish to work.8

Visual aids.—It is found that learning is based largely on sense experience. New things are interpreted in terms of past experiences, and imagery is very important in understanding and learning new meanings. First-hand experience is desirable; however, if it is not possible to give such experience, pictures should be used. The teacher should have a large number of visual aids, such as pictures, slides, charts, maps, and diagrams. Films are probably more important than other visual aids. Other sense experiences are important in getting a real understanding of some conditions. This is

8Robert W. Frederick, Clarence E. Ragsdale, and Rachel Salisbury, Directing Learning, pp. 181-186.
one reason why sound pictures are more effective than still pictures.

If the school is to be an ideal community school, visual aids will be used. The intelligent pupil may learn easily from the printed material because he has a rich background of imagery, but visual material is needed to supplement his experience. Recent studies show that average and dull pupils need the use of concrete material more than bright ones, for they have a narrower range of imagery. They require more time and experience with concrete things to get meanings. The high school enrollment has increased a great deal in the last few years, and a larger per cent of pupils are drawn from lower levels of intelligence.9

Although visual aids are essential to the community school, care should be exercised in their selection and use. The technique will vary, but there are some general principles to be kept in mind in the use of such aids. The following list should be of some value to the teacher in the use of visual aids.

1. The use of any type of visual aid should be for a definite purpose.
2. Visual materials should be used to aid in establishing adequate imagery of particular objects, places, persons, events, etc., related to the topics or problems being studied.

3. Visual aids should not be used when pupils have an adequate experiential background to interpret and imagine the relations being discussed.  
4. Visual aids should be used when they serve to stimulate renewed interest and to center attention upon desired relationships. In such cases a few good aids are better than many.  
5. Visual aids are a valuable means of summarizing and getting a perspective of relationships being studied. The type of aid must necessarily be adapted to the particular kind of work being done.  
6. Pupils should be able to use visual aids intelligently, and for this reason it may be necessary to teach them how to use certain types of illustrative material. They must know what to look for and how to interpret it.  
7. Certain types of visual materials should be prepared in advance to prevent waste of time and effort in class.  
8. The use of certain types of visual material should be checked to see if the desired ends have been attained and to provide for correction of misconceptions.  
9. Pupils should be encouraged and required to make use of visual material in studying and in classwork where it will assist in clarifying what is being discussed.10

Another visual aid that the community school (will soon) make use of is television. Some of the large schools have already installed sets, and instructors are doing effective teaching through their use. An expert musician is able to teach several hundred pupils through the use of television. The possibilities of television are unlimited. The extensive use of television might eventually result in a reduction in teachers, but a school would be able to hire the best musician available, for he could instruct a large

10Ibid., pp. 575-577.
number of pupils. Stone has this to say about the future of television in the modern school:

A future place for television in education has been assured. Several early experimental and inexpensive programs of small commercial stations, pioneered in cooperation with local museums, universities and colleges, public schools, libraries, churches, government agencies, and other educational institutions and groups, have now become firmly established television features.11

Another author explains the use of television thus:

But the peculiar art of television will consist more and more in the appraising of truer and more fundamental values. We shall be given a selection of life, a proud display of exceptional people in exceptional situations. The artist of the future, working directly with life itself, will discriminate as sharply and shrewdly as did the great artist of the past, and by their ruthless rejection of everything that is inferior will hold up to the world a new ideal of living.12

It is probably true that knowledge is acquired primarily by work on the part of the student, but we are now able to present education in a manner that creates interests in learning. It has been definitely established that material previously taught in high school and college has been woefully incomplete. Television can do more than can film alone, for the television receiver can also be used to reproduce impromptu lectures, demonstrations, and travelogues, as well as other educational programs of a more spontaneous


12J. Porterfield and K. Reynolds, We Present Television, p. 281.
type. The voice and personality of the best teachers available can be brought to every schoolroom equipped with television. Specialists normally would be teaching before limited classes in the more advanced schools. Their talents would be available to only a few people. By the use of television small rural schools could derive benefits from participating in broadcasts with larger educational associations.\(^{13}\)

Instruction by television has been tested on a group of children interested in making model airplanes. Materials were procured in advance by members of the audience, and work was done at home. Outstanding instructors then outlined steps in construction. Demonstrations were made on each step of construction. Excellent results were obtained by students taking part in the experiment.\(^{14}\)

Television can be used to teach mathematical processes in a manner that the average student can learn. Manual arts will lend themselves to mass presentation in a greater degree. Radio broadcasting does not require complete attention by the listener, but television does. Advertising agencies will want to confine broadcasts to a time when they are assured of a large audience. Since an audience could be

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\(^{14}\)Ibid., p. 290.
assured by using certain hours of the day for education in
the schools, an alert broadcaster probably will be willing
to underwrite the educational program broadcast.\textsuperscript{15}

Eddy says this about the use of television in schools:

The coverage of local school systems with a
Television broadcast is well within the range of
possibility today, and any school equipped with re-
cievers can become a part of this new classroom of
the air. The material, both film and direct pickup,
has been tried, tested, and found to be applicable
to the problem at hand.\textsuperscript{16}

All community schools should make an effort to take
part in the television program. If it is not practicable
to install a set at the present time, school authorities
should endorse the project and indicate a willingness to
take part in the program as soon as it is feasible to do
so. Eddy, who believes that we should hasten to avail our-
selves of the benefits of television, states:

This is not a problem that can or should be
postponed pending development of the industry.
While the framework of the medium is still pliable,
and while the new educational concepts of the war
period are still fresh in our memory, we should
attempt to avail ourselves of the magnificent op-
portunities that television appears to present.
To fail to conduct the tests necessary to prove
or disprove the value of television to our educa-
tional process is to ignore the concepts on which
our economic and cultural standards are now based.\textsuperscript{17}

Many small schools in isolated districts are not finan-
cially able to install television sets, and some schools are

\textsuperscript{15}Ibid., pp. 290-295. \textsuperscript{16}Ibid., p. 291.
\textsuperscript{17}Ibid., p. 295.
too far away from broadcasting centers to receive benefits at present; but the time will probably come soon when broadcasting centers will be located so that all sections of the country will be able to enjoy television.

Using workbooks.--Workbooks have been in use for several years. At the present time the average teacher is deluged with a number of workbooks from which to choose. There are also various types of these books. It requires a great deal of time to check workbooks to decide which is the most desirable for the needs of a particular group of students. There are several limitations to the usefulness of workbooks. Pupils sometimes copy answers from the text with little consideration of the problems or the meaning and importance of the answers. Completing the exercise may become the main objective. Of course this situation will restrict independent thinking and planning. A teacher may be inclined to fit the pupils' work to the workbook instead of adapting the work to their needs. Some school libraries are not adequate for the use of certain types of workbooks. The cost of workbooks may be a burden for some pupils, especially if they are required to buy a book for each subject. There are a number of schools which are unable to supply the workbooks for the pupils.\textsuperscript{18}

\textsuperscript{18}Rusk, \textit{op. cit.}, p. 606.
Although there are these several factors that seem to discourage the use of workbooks, the desirable features outweigh them. Workbooks save time for the teacher. Busy teachers may not be able to supply supplementary material unless workbooks are used. Since they save the teacher's time and energy, the effectiveness of the learning activities is improved. There is one type of workbook that provides a review of the important points covered in the text. Practice exercises to develop ability to organize facts are used.

The better type of workbook provides for supervised study and also develops reflective and independent thinking. The workbook may be of value to some teachers in showing pupils how to study, for some exercises are adapted to teaching pupils how to proceed in studying a problem. ¹⁹

Risk, after making a study of a number of workbooks, compiled a list of the important functions of the more desirable types. The list is as follows:

1. To supplement classroom learning exercises.
2. To give practice in perfecting abilities.
3. To give practice for skill.
4. To test achievement and self-improvement.
5. To diagnose learning difficulties.
6. To provide for individual differences.
7. To stimulate interest in self-improvement and record of work.
8. To provide for independent, individual work. ²⁰

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¹⁹Ibid., pp. 603-605.
²⁰Ibid., p. 603.
Using the radio.--Only a few years ago the use of the radio in the school was not thought to be essential. After making a study of the problem, Risk said this about its use: "Among the newer inventions, it has proved its worth as an educational medium." The radio was first used extensively in schools for the purpose of teaching music appreciation. The radio is a valuable supplement to classroom work. Much of the school work deals with life problems, and the radio makes a useful contribution in this field. The radio is of special value in regard to current events. Maps, charts, and other visual material are more interesting when used in connection with the radio. Many realities of life are presented over the radio. These visual aids serve to broaden the outlook upon life and to create desirable values.

There are several ways in which the radio may stimulate and direct learning. A list of these functions is as follows:

1. The radio may provide excellent supplementary material.
2. The radio provides firsthand information.
3. It provides a possibility of securing direct contact with leaders in various fields of endeavor.
4. The radio provides an excellent means of motivating pupils.

Ibid., p. 609.

Ibid., pp. 610-611.
5. It provides an opportunity to train pupils in listening and notetaking.
6. The radio provides opportunities for pupils to observe good standards in English speech.
7. The radio may serve in establishing interests.
8. The radio serves to set standards of instruction and to unify work.
9. It may serve to stimulate more interest in education.
10. The radio provides an opportunity to build favorable attitudes fostering worthy use of leisure time.23

Buildings and Grounds

The community school should have a useful and beautiful building. It is wise to employ a skilled architect to plan an artistic building that will meet the needs of the community and be economical to keep up. Beauty and utility should be the outstanding aims in the construction of the building. Of course the architect should know something about the financial ability of the district. The interior of the building should be made attractive. Pictures can be used to improve the interior. Since the school is the home of the child for several hours of the day, it exerts a great deal of influence on his life. The school location should be selected with care, and the grounds should be properly equipped and beautified. The grounds can be landscaped at a small cost. Trees and shrubs create a pleasant atmosphere and are well worth the money and time spent on them. If people of the

23 Ibid., pp. 610-611.
community help to plant trees and shrubs, they will take pride in the property.\textsuperscript{24}

The \textit{Handbook for Self-Appraisal and Improvement of Elementary Schools} gives a number of standards that an ideal school building should have. The list is too long to repeat in full, but a few of the outstanding requirements are given here:

1. The building is so placed that future additions can be made without the destruction of such arrangement.
2. All aspects of the basic structure are completely fireproof.
3. Corridors have an eight foot minimum width between projections and have ample light.
4. The ventilating and heating system is suitable to keep the temperature at the average nose line of seated children at about 68 degrees. Rooms are thermostatically controlled.
5. Usable fire extinguishers are readily available. All gas supply pipes girdle the building. Heating and ventilating units have minimum electrical hazards and are located in rooms which are free from combustible materials.
6. The windows are so placed as to give complete lighting of all space within the room itself. Light-colored translucent, adjustable shades are used so as to cover all portions of the windows.
7. Fountains are recessed in corridor walls and are accessible to pupils in all parts of the building. Lavatories are installed in all classrooms.
8. All toilets are indoors. Entrances to toilets are screened and are provided with adequate signs. Toilets are of the automatic flush type. Separate toilet provisions are made for kindergarten and primary grades.
9. There is an intra-building communication system between office and classrooms.
10. There is not less than 20 sq. ft. of floor space per pupil in the classroom. Cloakrooms or

\textsuperscript{24}William A. Yeager, \textit{Home-School-Community Relations}, pp. 128-129.
lockers are conveniently accessible for each class group. The ceilings are acoustical. Floors are of dry, hard maple of first grade with no checks or splinters.

11. Movable, adjustable seats are provided for the entire enrollment. Tables and chairs are provided for primary grades.

12. The central library is large enough to seat the largest class. It has an audio-visual room properly equipped and constructed.

13. Radio and record players are provided for each room. The rooms are properly equipped for special music activities. There is at least one sound-proof practice room.

14. The auditorium is located on the ground floor where it is easily accessible from other parts of the building and from the street. It is designed for auditorium activities only.

15. A gymnasium is located on the ground floor. It has dressing and shower rooms. Toilets adjoin all dressing rooms.

16. There is a cafeteria located so that it is easily accessible to the children. The serving counter is located between the kitchen and the dining room and is of sufficient length to serve rapidly. A well equipped kitchen is located to the rear of the serving counter and is closed off from classrooms.25

It is difficult to standardize a school building, for design standards do not necessarily produce the answer to the special needs of any school program. If a minimum set of standards are followed, there is a tendency not to exceed this minimum. Bursch has the following to say about the school plant:

The school program is a growing, changing thing. The school plant, at the time of construction, reflects the program at the moment. Does it mean that it must begin to be outmoded from the laying of the cornerstone? The school plant must have designed into it, by the architect, the means of renewing itself. Otherwise it only becomes a hindrance

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25Texas State Department of Education, op. cit., pp. 75-84.
in realizing the objectives of the school program. It must have flexibility not only to keep up with changing needs, but to meet new ones. Many of our advances in school plant planning only rectify the inadequacies of the past in terms of the present. Good planning looks to the future.26

One main characteristic of a building program is long-range planning. During emergencies, such as those existing during the second World War, few schools were able to plan ahead. A lack of planning usually results in wasted capital and a plant that is finally unsuitable. Bursch says:

The master plan is a complete, comprehensive, and long-range plan made by a school district to meet the anticipated growth of a school system over a period of years. It must be flexible enough to allow for unforeseen contingencies. It must be regarded as a document of considerable authority, and yet it is not so sacred that it cannot be revised if changed conditions seem to warrant it. When adopted by the governing board of a school district, it serves as an instrument of policy to guide all future building programs as long as it remains in force.27

There are some standards that are characteristic of a community school. The following list suggests some things that a modern school building should have:

1. The width of a classroom, unilaterally lighted, should not be more than twice its height.
2. The normal seating capacity of classrooms should be determined by allowing sixteen square feet of the total floor area for each elementary pupil and floor space in the high school in accordance with the educational organization of the school.

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26Charles W. Bursch and John L. Reid, You Want to Build a School? p. 27.

27Ibid., p. 45.
3. East and west fenestration is to be preferred over north and south.
4. Natural daylight illumination should be adequate at the desks of all pupils.
5. The ratio of window area to floor area should be governed by the intensity of illumination necessary for a proper distribution of a sufficient amount of light at each desk. The actual ratio of required glass area to floor area will vary between one-fourth and one-sixth.28

All school buildings should have sound-proof walls and floors. The halls should be spacious and light. Englehardt gives a detailed list of standards for buildings and classrooms. Part of his list is as follows:

The building should be placed on the site for the maximum aesthetic effect. It should be planned so as to permit significant additions to the entire structure and to the major departments housed therein. The building should be located a sufficient distance from highways or adjoining properties so that all outside noises may be reduced to a minimum at the points of instruction. Sunlight during the day is desired for all instruction rooms. The foundations should be made of stone or concrete and should be made waterproof. Outer and interior walls should be of hard brick or stone. Interior and non-bearing walls should be of hollow tile. Mortar for outside walls should be waterproofed. Exit doors should open outward and should in all cases be provided with panic bolts. All entrances should be provided with some type of approved mat, recessed in the floor, to prevent the tracking of mud and dirt throughout the building. Soundproofing includes the insulation of walls, floors, ventilating ducts, and passages against the transmission of sound from various parts of the building. The floors, walls, and ceilings should be of fireproof material. All finished hardware on doors, windows, and cabinets should be rustproof and durable. Dust-catching projections and recesses should be avoided. Saddles

or thresholds should be eliminated as much as possible to facilitate cleaning of passages. Corridor walls should be utilized for a continuation of the educative process and should not be left barren and ugly.29

McCharen has made a study of community schools in the South in order to interpret the community school, to present a number of case reports of community school programs, and to analyze the characteristics of a community school.30 A summary of his findings pertaining to buildings and grounds is as follows:

The school plant facilities meet recognized standards of sanitation and safety, and serve as a demonstration of desirable operation and maintenance of property. The school plant facilities lend themselves to flexibility of program and are suitable for the type of program carried on. The school grounds are adequate for the type program carried on, are sodded, well-kept, and appropriately landscaped. Ground space is provided for a school garden either on the school property or on property made available for garden purposes by some of the community members. Adequate building equipment, instruction materials, janitorial equipment and supplies, and playground apparatus are provided for use in the program.31

Light Control

Numerous studies have been made of lighting, and authors are not in complete agreement as to the best method of


30William McCharen, Selected Community School Programs in the South, pp. 1-2.

31Ibid., pp. 151-152.
lighting a modern school building. Harmon has made a recent study of lighting and the effects of proper lighting on the health of the child. Part of his data has been taken from studies made in the Texas State Department of Health and from other sources.32

The Becker school in Austin, Texas, was selected as one of the experimental centers. The children enrolled in Becker were given physical examinations before any changes were made in the classrooms. Tests showed that 53 per cent of the children had functional and organic visual difficulties. The rooms were redecorated, daylight controls were installed, and the seating was rearranged. Six months later the children were given physical examinations again. This test showed a reduction of 65 per cent in the visual problems found in the tests given to the same pupils six months previously. Nutrition problems dropped 47 per cent, and chronic infection had been reduced 43 per cent.33

The control of light is one of the principal problems of the classroom construction. The location of the child in the room changes throughout the day, and it is not possible to plan lighting for illuminating the central field of vision at a fixed point. Plans must provide for a light distribution pattern that will permit the child to work at a task in

33Ibid., pp. 25-26.
any position in the room. Background brightness should never exceed task brightness or be less than the one to one-third ratio. A distribution pattern that will satisfy the needs of all children is one that will provide an even distribution of light in all dimensions of the visually purposeful areas of the classroom. Optically designed controls are necessary. Clear glass windows, without other aids, cause glare and a loss of working light through horizontal reflection. Window shades reduce glare, but they reduce the quantity of light. Opaque louvers control glare and also improve lighting on horizontal working subjects. They do not provide adequate light for vertical planes. The optically controlled device diffuses the light. Some of the light is redirected upward and into the room. Some horizontal direct and some oblique downward light is also provided. The optical control of daylight is obtained by the use of the light-directional glass block. This device is more desirable for new buildings.

Another device is the auxiliary diffuser system. This system can be used in buildings being renovated. The vision strips below each of these control devices should be equipped with shades for controlling adverse horizontal brightness.34

Artificial lighting should be provided in all classrooms, because weather conditions may make it necessary to

34Ibid., pp. 33-35.
supplement daylight. The quantity of artificial lighting should be adequate to keep the light level throughout the room. It should be distributed in the room according to the same pattern in which the daylight is distributed, or it will not supplement but will conflict.\textsuperscript{35}

There are other factors that have an important bearing on the quality of lighting in a room. It has been found that decoration and furniture serve to balance the light and distribute it so that task recognition and visual field tolerances are met. Decoration patterns also provide, through reflection and interreflections, the secondary light sources that create "light solid." This type of light is needed for three-dimensional seeing. Room decoration, combined with structural lines, should provide a background for the child's task; it must define the limits of the functional space, and it must integrate the structural limits of the room into a three-dimensional unit. The decoration plan must be one that will give texture and substance to the limits of the room and to the placement and form of objects within the room. Walls should have the highest possible reflectiveness, but the portions of the walls that could be in a plane parallel with the plane of any task cannot be much brighter than the task itself. Walls must also define the limits of space and the

\textsuperscript{35}\textit{bid.}, pp. 35-36.
localization and nature of objects. Wall brightness must be higher than object or working brightness. Since wall surfaces must function to maintain visual adaptations for the critical tasks, they must approach task brightness. Lower walls should have a reflectance range from an amount not much more than three times greater than the lowest limit permissible for floors, up to a reflectance not over the lowest for the task. Wall area under windows should have at least the highest permissible wall reflectance. This is 70 per cent. Objects having a high range of reflectance should be placed toward the center of the room. Surfaces of lower reflectance can be placed near the windows. Surfaces will then be more uniform in appearance than if they all had the same reflectance. Some wave lengths have a greater luminosity than others. Yellow-green has the greatest luminosity. The eye at rest accommodates to yellow-green with shorter wave lengths falling to focus ahead of the retina, and lower wave lengths behind it. Colors in the classroom should be more apparent than real. They should tend to be desaturated, without being drab. Different colors should not vary significantly in luminosity. Their reflectances should be high to offset variations. Chalkboards should be darker than the crayon used. The best color for the chalkboard is in the range of yellow-green.\textsuperscript{36}

\textsuperscript{36} Ibid., pp. 37-41.
Stoneman says that in order to provide an even distribution of light for pupils in all parts of the room, ceiling fixtures should be so arranged that the entire area of the room receives approximately the same amount of light.\textsuperscript{37}

In regard to reflected light, the following statements were made by Stoneman:

\begin{quote}
The light in many classrooms, coming from one direction, may be particularly strong and concentrated on the wall opposite the window wall. The reflected light in such a room may often be rendered equally effective by the use of wall colors of three values. The darkest color is applied to the wall opposite the windows where the light is strongest. The two end walls which receive slightly less direct light are painted in a lighter value and the window wall at which little or no direct light is pointed, in the lightest value of the three.\textsuperscript{38}
\end{quote}

Rating of the Teacher

Since the success of any school depends largely upon the effectiveness with which the teachers perform their respective duties, a rating of all teachers in the system should be made. Some qualities of the teacher are difficult to rate in an objective sense. Appearance and voice are characteristics that are not easily measured. The following list of standards will be considered in rating the teachers of the school being evaluated.

1. The teacher should use her intelligence, think in terms of ideas, concepts, and

\textsuperscript{37}M. A. Stoneman, K. O. Broady, and A. D. Brainard, \textit{Planning and Modernizing the School Plant}, p. 238.

\textsuperscript{38}\textit{ibid.}, p. 291.
generalizations as well as in terms of concrete facts and factors.
2. She should think comprehensively rather than being largely detail minded.
3. The teacher should do long range planning.
4. She should follow her ideas to their logical conclusions, and work rapidly with precision and accuracy.
5. She should use sound judgment.
6. The instructor must possess a good sense of humor.
7. She must display consistent behavior patterns which are socially acceptable.
8. She should take suggestions and directions without offense and give suggestions and directions with composure.
9. The teacher should smile easily and display a friendly manner; she should put others at ease when in her presence.
10. She should carry her share of school responsibilities.
11. The teacher should know when to talk and when to remain silent.39

The Community School

The traditional school placed too much emphasis on the training of the intellect and neglected needs and interests of the pupils. Since this was the philosophy of the traditional school, the material was limited. The textbook was considered the most important thing to be mastered. Workbooks were sometimes used, and a few field trips were made, but supplemental material was not considered important. Frequently the subjects studied were uninteresting and not needed by the child.

The community school formulates its purpose according to the needs and interests of the people. Since the needs of

the pupils in one locality differ from those of another, the purposes of the schools will likely differ. In reality, the community school develops material to meet the needs and interests of each pupil. Children are usually interested in the things about them; therefore a study of the community is essential. The material will be varied. Pupils may want to study about the climate. The teacher may help them to make charts to record temperature, rainfall, and other data. Meteorological information can be secured from the local weather bureau.

If the pupils wish to study about the type of soil and its fertility, or how to save the land, a collection of specimens will be of interest to them. Material can be secured from the Soil Conservation Department. The Reclamation Division will furnish material for the study of reforestation and the building of dams to control flood water. A study of the local water supply is of vital importance. The county or state health department will supply pamphlets pertaining to pure drinking water and the value of testing it at regular intervals.

The community school will secure material for the study of mineral deposits, especially so, if minerals are present in the community and some occupations and wealth of the community result from these deposits. Some oil companies furnish interesting and valuable information about the history
of the oil industry and the present methods of extracting it from the ground. The community school will also provide material for the study of forest and animal resources. 40

A study of how the community makes a living should be made by the school. Different occupations might be studied and observed by visits and field trips. Pamphlets describing occupations are available. The United States Department of Agriculture furnishes a great deal of material describing different operations necessary for the production of cotton. County agents will occasionally show films about the production of cotton and how to control harmful insects. The study of occupations should include manufacturing plants, wholesale and retail stores, public utilities, banks and finance, food production, garages, and other works in the community. 41

Transportation material is available for study in the community school. Much information can be obtained from booklets and pamphlets published by the major bus and railway lines.

It has been found that documentary materials provide essential matter for community study. Some of the chief kinds of documentary material are encyclopedias, year books, the World Almanac, the Statistical Abstract of the United

40 Edward G. Olsen, School and Community, pp. 43-51.
41 Ibid., p. 55.
States, and pamphlets containing transcriptions of radio discussions concerning foreign policy and public affairs. Other documentary materials are published by civic associations, such as historical societies, social agencies, churches, housing authorities, women's civic organizations, farm and home bureaus, and patriotic associations. 42

Several educators have given suggestions of functional curriculums and how material should be presented to the pupils. The objectives listed below form a typical list of aims of a functional program:

1. Education, to be universal through adolescence, will teach citizenship and individual personality needs of all youth.

2. Education for modern living should be concerned with developing an understanding of the continual, cultural growth; it should also stress human experiences and democratic methods of analysis and discussion of social issues.

3. There is a place for common learning and the study of common problems, even though individuals may not have had experiences related to the problem being studied.

4. Pupils will not be separated into different groups on the basis of intelligence or vocational choice.

5. It is necessary that youth of different races be taught that they can live together without prejudice.

\[42\text{Ibid.}, pp. 76-81.\]
6. A search for similarity of purpose and ideas will lead to the formation of unified courses and in scientific research in patterns of courses extending beyond any field in scope.

7. The program will provide opportunities to practice what is learned. Work experiences in citizenship and vocations will be provided for.

8. Field trips should be provided for pupils so they can study birds, animals, insects, plants, earth structure, and astronomy. The trips should teach them to relate creative art to nature, and to develop an understanding of the importance of natural resources and their conservation.

9. The school program should lead the pupil to look for information in various places.

10. It should teach him to understand that human development is a process that is constantly being built up over a period of many years, and that there are many human institutional and physical resources for improving this growth.

11. It should cause him to arrive at a set of values which are closely associated with his own standards of excellence and which will help him in the evaluation of human actions.

12. The program should teach the pupil certain skills which he needs to know in order to become self-sufficient
economically and intellectually, and at the same time will not conflict with the welfare of others.

13. It should lead the pupil to act in harmony with the democratic process of life, realizing that actions without thought, or thought without actions, are dangerous to democratic growth.

14. The program should be fitted to the social needs of the pupil and should conform to his maturity.

15. The program should stimulate the pupil so that he will be able to make rapid social changes, and should free him from dependence upon others without making him intolerant of superior thought.

16. The program should cause the pupil to be free from fears, prejudices, bigotry, and domination of mind and body; it should make him feel that his own safety is found in the good of the whole, in the freedom of all men, and in the peace of the world. 43

Clapp, who made a study of a school operating on a community basis, has this to say about functional living and the community school:

Community education is, it seems to me, more concerned with life and people and places than is realized. It names a process, a growth. It takes account of the means at hand for the discovery and

development of resources and methods and materials. The unique feature of community education is that it refers to some kind of inclusive situation in which people of all ages, in all their activities and relationships, together work for shared results. Social functioning delimits the term 'education,' and makes it a function of living. This changes education as we have known it. It becomes less impervious and predetermined and more penetrated by realities. Community education suberves needs. They alter its approach, condition its content. Its scope is widened, necessarily; its basic responsibilities become imperative.

Co-operative working on common problems is a process whose course is slow, and often halting. A community school is not provided—it grows, by concurrence and consent. It is a function, never a system. It is a joint production, the result of living and learning, shaped and guided by many events, as well as by ideas and purposes, and by the feelings and responses of a large number of people whose school it is.44

Clapp points out also that:

Community education is, from the point of view of the people working in it, primarily education of themselves in facing new problems, in working with others on these, and in guiding work upon them. It is here that learning is not only shared, but mutual. Leadership is direction by participation. A teacher who enters community education surrenders prerogatives. His authority is the authority not of position, but of usable knowledge confirmed by action and events. Community education is not brought into being by the putting over of a plan, or by the imposing of ideas. It requires that full recognition be given to people's desires and needs, feelings and opinions, ways of doing and thinking; and that the relation of any particular enterprise to other enterprises and to the whole be currently understood. The demand on anyone directing it is to recognize opportunities when they appear—usually unlabeled—and to use the capacities of everyone—including himself—at the time and in the way that will help the enterprise and the people working in it; to discern new

developments, fresh approaches to the problem, and different ways of getting past obstacles. Community education puts a premium on everything a teacher knows about learning; it requires a liking for people and a knowledge of them, and some experience in working with them. All of which is to say that community education is social education—especially of those directing it.45

Davis, in her curriculum study, gives a list of needs that the community school should meet. These needs are:

1. A program must develop the attitude of tolerance.
2. A program must develop the attitude of broadmindedness.
3. A program must develop the willingness and ability to cooperate effectively in democratic institutions.
4. A program should broaden and enrich the pupil's life by the awakening and growth of cultural interests.
5. A program must help the students to improve in their social relationships in the school, the home, and the community.
6. A program must give the student an understanding of the economic system of which he is a part, and to help him find a place for himself in it.
7. A program must teach the students to respect others.
8. The curriculum should be constructed in such a manner as to make a real situation—a real experience.
9. The learner must be satisfied and understand what he is trying to learn.
10. The curriculum should provide a program of physical and mental activity for the student.
11. The curriculum should begin with the interests already developed.
12. There must be provision for individual differences.
13. The curriculum should help pupils select experiences that will fit their needs and abilities.
14. The curriculum should be based on life.

15. The relationship of students and teachers should be one of friendly comradery, of mutual respect for others as persons.

16. The behavior should be marked by integration.

17. The learner should have knowledge of his status and progress.

18. The teacher should help pupils to select experiences that will fit their needs and abilities.

19. The individual should share decisions and cooperate with others for the common good.\textsuperscript{46}

As a result of her study of the organization of the school and the community, Davis formed these conclusions:

1. The school's processes of administration and supervision, the pattern of its program, and the relationships of those engaged in the program should conform to democratic principles.

2. There should be participation by pupils, teachers, and parents in the planning and operation of the school program.

3. The educational program should provide opportunity for all individuals to experience a feeling of personal achievement.

4. The environment provided school personnel, including such factors as the nature and amount of work, opportunities for study and recreation, remuneration, living conditions, and status in the community, should be such as to contribute to the welfare, happiness, and professional growth of staff members.

5. The school's physical plant and its operation should meet the needs and safeguard the welfare of those served by it; and should be designed to contribute to the achievement of the school's purposes.

6. All youth should be given opportunity to attain proficiency in the proper use of leisure time.

7. The curriculum should evolve from the needs and aspirations of the people served by the school program.\textsuperscript{47}

\textsuperscript{46}Davis, op. cit., pp. 34-44.

\textsuperscript{47}Ibid., pp. 90-92.
Allen gives a list of principles that summarize, according to his opinion, the soundness of a community school:

1. The organization of the community school should have as its central purpose the welfare of all the people.
2. The organization of the community school should guarantee to all the members of the community the right to share in determining the purposes and policies of the school.
3. The organization of the community school should make effective use of all the personnel of the community.
4. The organization of the community school should recognize as well as stimulate the contribution of all to the common purpose.
5. The organization of the community school should represent the democratic belief in the emergence of leaders out of the struggle of the group to solve its own problems more intelligently.
6. The organization of the community school should set out a pattern whereby the levels of compulsion, compromise, and exploitation can be easily avoided.
7. The organization of the community school should provide for individual personal growth by providing all persons with opportunities to participate actively in all enterprises that concern them.
8. The administration of the community school should stand the test for democracy.
9. All groups in the agency are equally important parts of the whole.
10. Participation in group life is essential if that group is to meet the needs of the members and develop a high enough group morale to carry responsibility.
11. Administrative authority is authority along with rather than over others.
12. The use of the group approach in administration calls for a reorganization of many of our habits and for new patterns of thinking.
13. All agencies should have up-to-date information and basic social facts about the community for use in policy making and program planning.48

Allen, as a result of a study to determine sound administrative steps in organizing a community school, formed these conclusions concerning the program of a community school:

1. The program of the community school should involve activity, both physical and mental.
2. The program of the community school should include some projects which can be accomplished with ease so that the satisfaction of success can be felt.
3. Plans should be made for the community school to begin its responsibility for better living with the immediate school environment.
4. The curriculum of the community school should be sufficiently comprehensive and reliable to facilitate the realization of its purpose.
5. The community school should develop and use distinctive types of teaching materials.
6. The community school should maintain democratic pupil-teacher-administrator relationship.
7. The community school buildings, equipment, and grounds should be so designed and constructed and used as to make it possible to provide for children, youth, and adults those experiences in community living which are not adequately provided by other agencies.
8. The community school should develop continuous evaluation in terms of the quality of living for pupils, teachers, and administrators for the total school program and for the community.
9. The director of the school must be willing to realize that the job belongs primarily to the school itself. He should be willing to share his authority with staff members, committee members, parents, and students.\(^{49}\)

It is a recognized fact that the modern school of today must teach people how to live together and how to improve community life. It is also important to know how other people of the world live and what some of their problems may be.

\(^{49}\text{Ibid.}, \text{pp. 104-106}\).
The American Association of School Administrators makes the following statements:

It should be possible thru education to reduce the frequency and tragedy of world-shaking disasters. Essentially, the task is to help people learn to live well together. There is opportunity for educators in every community to teach youth and adults to live well together. The cumulative effect of these positive actions will be nationwide and worldwide in constructive influence. Basic to living together is the development of a greater sense of sharing and of a greater common sense of the importance of the task. We live today in a world that is growing increasingly interdependent, which means that living well together must extend far beyond the day-by-day experiences of the home and community. Learning to live well together is not merely a matter of learning to tolerate others in the interest of one's own well-being but of finding in these conditions many opportunities for individual self-realization. All phases of the school's program should contribute to a friendly environment in which living together grows naturally out of daily experiences. If a school contributes positively to learning to live together, it must increase the range and depth of experiences in community living and help each individual child develop a sense of partnership in coming to grips with his world. The school is successful in teaching pupils to live together to the extent that youth get a sense of partnership in man's great adventure of learning to walk in an upright manner.\(^50\)

The community school will teach pupils and adults how to live together. According to the American Association of School Administrators, co-operative living will be accomplished as follows:

1. The range and depth of firsthand experiences in community living should be increased thru the school program.

\(^{50}\)"Learning to Live Together," Schools for a New World, Twenty-Fifth Yearbook of the American Association of School Administrators, p. 90.
2. Pupils' day-by-day experiences in community merit more attention as study material for classwork.

3. The range and quality of vicarious experience should be improved. The use of the press, the radio, and the motion picture should then serve the dual purpose of extending immediately the pupil's grasp of life and of guiding him to a more effective use of these same devices in out-of-school hours.

4. Some plan for classifying human experience is needed as an aid to organized study.

5. The study of the past and of other contemporary societies is essential for the understanding of the present.

6. The school should not only teach about life but should also help pupils to clarify what they will value in life.

7. The means of acquiring knowledge should be learned and used. A scientific method of studying problems of living together should be used.

8. The over-all objective should be to help each pupil to come to terms with his world.51

The following list of standards, published by the Texas State Department of Education, is similar in many respects to other criteria used in this study:

1. The curriculum is organized into broad fields of core areas, social living, health and safety, science, arithmetic, and creative and recreative arts. Subject matter in the fields is fused when feasible and correlation between the fields is planned.

2. Problems of living arising out of the child's life at home, school, in the community and society as a whole form the basis for the selection and organization of the content of the curriculum. The emphasis is upon acquisition of functional meanings, habits, and skills as integral parts of larger experiences. Variable achievement in learning is recognized.

3. Students participate in such activities as a well-functioning student council, community improvement projects and similar activities.

4. Language is considered not as a content subject but as the basis of communication of thought

51Ibid., pp. 101-105.
in school and out of school. Language is an important part of the whole program of the school. Levels of growth are recognized, and the language program is developed in terms of these levels. Pupils progress at their own rates of speed.

5. There is much sharing of literature by both teachers and pupils and reading aloud, thus broadening the acquaintance of all the children with the fields of good literature. Listening to recordings of stories, dramatizations, etc., adds to the enjoyment of literature.

6. All phases of group living at school are utilized as a laboratory for social education. The centers of interest in classroom teaching are viewed as vehicles for enhancing children’s social and citizenship education and as vehicles for giving intelligent guidance to the gradually emerging higher levels of self-directed cooperative behavior of growing children.

7. The more extensive curriculum planning is clearly reflected in methods of teaching. In primary grades the units relating to home, school, and community are enriched with a variety of supplementary picture books, excursions, and construction activities. All types of visual aids that can contribute to the social living program are used.

8. Emphasis in teaching is clearly focused upon an understanding of terms and principles and upon attitudes and ideals translated into functional behavior in and out of school. Subject matter is used extensively, not as something to be memorized but to bring insight and intelligent viewpoints or solution to the problems which form the center of interest. Materials are drawn from related subject areas to enrich, broaden, and unify the topics and problems used as centers of interests in the social education program.

9. The aims of the broader concepts of science instruction are: (a) an understanding of the nature and organization of the environment and man’s relation to it; (b) acquisition of desirable understandings, skills, habits of work, study, and behavior, and social and scientific attitudes; (c) ability to do household tasks such as repairing electrical appliances, removing stains from clothing and other goods, caring for house and garden plants, etc.; and (d) effective application in home, school, and community activities of the guidance which science can give to safe, healthful living. To achieve these ends emphasis is placed upon the educational use of in-school and out-of-school experiences as means of making science meaningful and functional for children.
10. The health program is an integral part of the total curriculum. Problems pertaining to the school, home, and community form the basis of the instructional program.

11. Safety instruction is a part of the integrating program. Pupils also participate in a continuing program of evaluation of the safety program of the school and in self-appraisal in regard to the acquiring of attitudes, skills, and habits needed for safe living.

12. Music is considered a means of child development and creative expression for all rather than for the talented ones only. Emphasis is on sharing experiences in music, singing or playing together, listening to others and cooperation without competition. The school choral group, orchestra, and band provide many opportunities for group experiences. Participation in all group enterprises has as its purpose the children's development of their objectives rather than the creation of polished performances for the public.

13. Experiences in art are considered an important phase of the school curriculum. It is through guidance in art experiences that each child develops certain abilities, skills, and attitudes which enable him to experience the joy of creative work and aesthetic satisfaction. The scope of the art program is broad, including drawing, design, construction and appreciation. Art makes a definite contribution to all phases of the curriculum and to the many phases of development of children. Emphasis is placed upon the pleasure that comes through art experiences and upon the functional application of art in the entire school program.

14. Experience in dramatics is considered an integral part of the school program rather than as an 'extra-curricular' activity. Informal creative dramatic activities are among the most useful experiences in social studies and language arts. Emphasis is placed on the growth that comes from the experiences of creating the play and on enjoyment of the creation and production rather than on the play as a finished product.

15. Participation in school and classroom management is for the purpose of giving children actual experience in democratic living. Through purposeful assistance in solving the problems of group living in the school environment, the pupils develop responsibility, cooperativeness, leadership, initiative, respect for property of others, and good social attitudes.
16. There is evidence of a genuine working partnership between teacher and pupils in significant, purposeful activities. The teacher never needs to take steps to exert her authority. Her leadership with the group is clearly evident through the genuine interest she manifests in every child, her friendly and helpful ways with children, and the nature of the assistance pupils seek from her. Continuity of relationship between pupils and teacher is achieved by having each pupil spend a majority of each day with one teacher, and by having teachers stay with their group two or more consecutive years. Dishonesty, discourtesy, and other anti-social behavior is an unusual occurrence.

17. The library in the elementary school is both a teaching agency and a service agency. It contributes to the accomplishments of the school’s aims, and it serves the reading and informational needs of individual pupils. Its efficiency and effectiveness are dependent upon the nature of the total school program and in turn the efficiency and effectiveness of the total program are enhanced by the services of a well administered library service.52

Olsen, in his study of school and community programs, gives these standards for a community school:

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

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

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

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

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

6. The community school makes full use of all community resources for learning experiences.
7. The community school develops and uses distinctive types of teaching materials.
8. The community school shares with other agencies the responsibility for providing opportunities for appropriate learning experiences for all members of the community.
9. The community school recognizes improvement in social and community relations behavior as an indication of individual growth and development.
10. The community school develops continuous evaluation in terms of the quality of living for pupils, teachers, and administrators; for the total school program; and for the community.
11. The pupil personnel services of the community school are cooperatively developed in relation to community needs.
12. The community school secures staff personnel properly prepared to contribute to the distinctive work and continuous professional growth by members of the staff, and maintains only those personnel policies which are consistent with the school's purposes.
13. The community school maintains democratic pupil-teacher-administrator relationships.
14. The community school creates, and operates in, a situation where there is high expectancy of what good schools can do to improve community living.
15. The community school buildings, equipment, and grounds are so designed, constructed, and used as to make it possible to provide for children, youth and adults those experiences in community living which are not adequately provided by agencies other than the school.
16. The community school budget is the financial plan for translating into reality the educational program which the school board, staff members, students, and other citizens have agreed upon as desirable for their community.

Summary

After making a study of the opinions of various writers regarding standards and characteristics of a community school,

and after studying in detail the Handbook for Self-Appraisal and Improvement of Elementary Schools, one concludes that the community school should be evaluated according to these standards:

Methods.

1. The lecture method should be used sparingly.

2. Class discussion should be used to determine the interests of the individuals.

3. The pupil should be taught to appreciate the opinions of others through class discussion.

4. Questions should be within the range of the pupil's knowledge and experience.

5. Questions should stimulate thought.

6. Materials should be arranged so that the pupil will gain knowledge from experiences with subject matter.

7. Experiences should be organized around the purpose of the pupil.

8. The laboratory period should be used for work on projects instead of a recitation period.

9. The pupil should work on his individual assignment without waiting for others.

10. The instructor should help students on difficult projects, but individual work should be encouraged.

11. Each pupil should have the opportunity to work at his maximum capacity.
12. Visual aids should be used if there is a probability they will stimulate new interests.

13. Visual material that is related to the problem being studied should be chosen.

14. Visual aids should be prepared in advance so that time will not be wasted.

15. Television sets should be installed if the school is within the range of a television broadcasting center.

16. Since workbooks save time and energy for the teacher, they should be used.

17. A workbook that will supplement the text should be chosen.

18. The workbook should provide for individual projects.

19. The radio should be used in the school, for it contributes programs dealing with life problems. The school work deals with problems of life.

20. The use of radio will stimulate interests.

21. The radio gives the pupils a chance to observe good English.

22. The radio supplies the latest information.

**Building and grounds.**

1. The school grounds are adequate, are sodded, well-kept, and appropriately landscaped.

2. Space is provided for a school garden.

3. Playground equipment for children of all ages is provided.
4. Buildings are planned so that future additions can be made without altering the whole structure.

5. All buildings should be fireproof.

6. The ventilating and heating system is suitable to keep the temperature at about 68 degrees.

7. Gas supply lines are placed around the building instead of under it.

8. The gymnasium should be located on the ground floor. It should be provided with dressing and shower rooms, and toilets should adjoin dressing rooms.

9. The school should have a modern cafeteria that is centrally located.

10. The auditorium is located on the ground floor. It is designed for auditorium activities only.

11. A communication system should be installed between the office and the classrooms.

12. All buildings and rooms should be beautiful as well as useful.

Rating of the teacher.

1. A good teacher is friendly and sympathetic.

2. The teacher should conduct herself in a manner that is socially acceptable.

3. The teacher should think intelligently instead of being largely detail minded.
4. She should have a genuine interest in the pupils and in the community at large.

5. The teacher should have a sense of humor.

6. The teacher should be able to remain calm under trying circumstances.

7. The teacher should use sound judgment.

8. A teacher should be fair to all.

9. A teacher should accept suggestions without offense.

10. The teacher should continually strive to improve herself by attending summer schools and professional meetings and by taking educational trips.

   The community school.

1. The community school program should be based upon the social needs of the learner and his maturity.

2. The program should teach the pupil certain skills he needs to know in order to become self-sufficient, economically, socially, and intellectually.

3. The school should teach the people how to cooperate in solving problems, and that learning is a mutual accomplishment.

4. Training should improve the child physically as well as mentally.

5. The program should develop the attitude of forbearance.

6. Some provision should be made for individual differences of pupils.
7. Experience in democratic living should be given in the school.

8. The school program should allow pupils to take part in classroom management for the purpose of developing leadership, responsibility, co-operativeness, initiative, respect for property, and good social attitudes.

9. The school program should be flexible enough to choose distinctive types of teaching material.
CHAPTER III

A SURVEY OF PRESENT SCHOOL PRACTICES

Appraisal of Teachers

There are eight teachers in the school of which this study is made. In the survey of the teachers and the methods used by them, no reference will be made to any teacher by name. The teachers will be designated by numbers only. Neither will the survey be made by successive grades.

Teacher Number 1 seemed to make effective use of visual aids. She had several picture charts. The hectograph was also used to supply supplemental material. It seemed to be the custom for the pupils to work in groups. All pupils were not working at the same thing, but many of them were busy with some project. Tables and chairs were provided, but there was not room for all of the pupils to use the tables at the same time. The teacher used the question and answer method of instruction occasionally, but most of the time she had the pupils busy on projects. They had made a number of exhibits. Most of these consisted of pictures that had been colored. Very few original drawings were made. Outline drawings were furnished, and the pupils colored these to suit their own fancies. The teacher had designated one period each day for reading or dramatizing one or two stories.
Sometimes she acted parts from the story. If time permitted, the pupils re-enacted certain parts.

The second teacher had good order. This was maintained partly through student fear of being punished instead of interest in the work. The unit plan was being used in most of the work. The pupils did a great amount of work on notebooks, but most of them tried to get help from the teacher or some other member of the class. They seemed to be in a hurry to complete the notebook exercise. Few of them were energetic enough to spend much time looking for an answer. They were not required to make use of supplemental material. There was not enough supplemental material in the classroom. Pupils were allowed to go to the central library for material, but this practice consumed a great deal of time. The teacher spoke in such a manner as to command respect. New ideas were explained in a way that was easily understood. She did a fair job of organizing the work and directing the pupils. Democratic environment was not in evidence. The pupils did not seem to be relaxed in their work. This schoolroom was overcrowded, and the lighting was not very good. The teacher had excellent poise, and there was no evidence of worry or fear on her part. She did not like to attend social affairs and did not attract people to her, especially outside the schoolroom. She was kind enough and seemed to have a sincere interest in the pupils, but she rarely ever
smiled. The children did not fully appreciate her good intentions. This room contained a globe and an adequate supply of maps. The teacher required a great deal of map work. The pupils were given some choice in deciding what work they would do. They were interested in history and geography more than they were in other subjects.

A survey of the work of the third teacher showed that practically all her pupils were interested in the work. This teacher had a great deal of supplemental material, and she frequently worked on projects with the pupils. Besides numerous posters and pictures, the children had made several clay figures. They had also done some splash painting with screen wire and brushes. During part of the time the teacher used the "question and answer" method of teaching. She seemed to follow Burton's plan of questioning.\(^1\) The questions were evenly distributed among the pupils. This teacher, however, was inclined to be nervous. She was easily upset by trivial matters, and she did not seem to try to hide her emotions. This nervousness had a bad effect upon the pupils. The teacher did not hesitate to admit her mistakes when she was wrong.

Teacher Number 4 used a variety of teaching devices. She was an expert at asking questions; however, she did not

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\(^1\) Burton, op. cit., pp. 363-364.
use this method excessively. Her assignments were chiefly of the unit type. The pupils took part in deciding what particular phase of a unit they wished to study and report on. The teacher assisted some of the pupils with their reports, but most of the pupils were able to work up the material and use the central library without any help. The instructor used notebooks in some of the subjects. She kept the books except when the pupils were working on them during the study period. The children were working on different exercises most of the time. Some were farther along in the books than others. The teacher did not give many tests. She usually made out a list of questions for the pupils to study. Her test would be taken from this list. When a new topic was introduced, the teacher did a great deal of explaining. Her explanations seemed to lighten the task for the pupils and to give them confidence. The phonograph was used occasionally. It was used in connection with English. The motive of the teacher was to develop better speech and the ability to tell a story.

The fifth teacher had made ample preparation for the profession of teaching and was professionally interested in growth. This person belonged to two or three educational associations and took an active part in them. The teacher kept informed by reading educational journals and pamphlets. The personality of the instructor commanded respect. Teaching
was occasionally done by using the unit plan, but most of the 
time lessons were assigned from day to day. The students were 
given a great deal of work to bring up, and they usually 
brought [up] the assignments. The pupils did not think democ-
rapy was practiced as much as it should be. The teacher had 
a good sense of humor and maintained initiative on most oc-
casions. Pupils were required to do supplemental work, and 
the assignments on this work were made so that the students 
had to do individual work in the library. The teacher was 
loyal to the ethics of the profession.² All pupils were 
treated alike. Fairness was insisted upon in all cases. The 
teacher frequently gave tests. These tests were preceded by th-
rough reviews. A great deal of emphasis was placed on 
learning facts.

The sixth teacher appeared to be a refined person. She 
carried her share of responsibilities and was eager to work 
on committees and group projects. This teacher did not at-
tend professional meetings very often. She used the lecture 
method of teaching part of the time. Some difficulty was ex-
perienced by the teacher when using the discussion type of 
lesson. The pupils all tried to talk at the same time. They 
did not respect each other or the teacher. This seemed to be 
the opportunity they wanted for clowning. The teacher re-
quired a considerable amount of notebook work. She was more

successful during the working period. The pupils used the library efficiently, and the teacher gave just enough help to stimulate work. She welcomed assistance from other teachers and took suggestions and directions without offense. The radio was used by the teacher on rare occasions. It was used in connection with current events to stimulate interest and also as a guide for the use of better English. A few times the radio was used primarily for entertainment.

Another teacher in the school system being surveyed used the unit plan primarily, but she made use of several other devices. A few field trips were made. On one occasion a trip was made for the purpose of observing business establishments and factories in Abilene. The pupils learned something about the procedure used in pasteurizing milk, in making ice cream, in making bread, and in printing a daily newspaper. The teacher seemed to be emotionally stable at all times, and she exercised initiative most of the time. The instructor was quick to adjust herself to the social level of the group. She enjoyed meeting people and taking part in community social affairs.

Table 1 shows the appraisal of the teachers in the school being surveyed. It was made by most of the faculty members of this school. The final tabulation was arrived at by taking an average of the ratings made by the different teachers.
### TABLE 1

**APPRaisal OF TEACHERS IN THE SCHOOL BEING SURVEYED**

<table>
<thead>
<tr>
<th>Trait</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
<th>Level 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intellectual efficiency</td>
<td></td>
<td></td>
<td>5</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Emotional stability</td>
<td>1</td>
<td></td>
<td>6</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Human relations</td>
<td></td>
<td></td>
<td>8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Understanding of pupils</td>
<td></td>
<td></td>
<td>6</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Classroom management</td>
<td></td>
<td>1</td>
<td>6</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>

In making the rating, the following instructions were observed:

Teachers in Level 1 are those who are in the lowest 10 per cent of the teachers the appraiser has known. Teachers in Level 2 are in the lowest 25 per cent of the teachers he has known. Teachers in Level 3 are about the average of the teachers he has known. Teachers in Level 4 are those who are in the upper 25 per cent of the teachers he has known. Teachers in Level 5 are those who are in the upper 10 per cent of the teachers he has known.  

\(^3\text{Ibid.}, p. 10.\)
Although there were not enough teachers in the system to get a very accurate picture, the appraisal tends to show that the teachers were about average. Some of the raters placed a teacher under Level 5 in about two instances, but the majority did not have that opinion. One teacher fell in a low level on one item. This grading was not unanimous, however. Under the item entitled "Human Relations," all eight teachers were rated under Level 3, which was the column designated as the average teacher. Six teachers were listed in the average column under "Classroom Management." One fell below the average, whereas another was above. There were two items in which one teacher was below average, and there were four other items in which at least one teacher was above the average.

School Campus

The grounds of the school being surveyed are large enough to accommodate many more pupils than are now enrolled in the school, but they are rather barren. The people of the community at one time planted a few trees and shrubs, but these were not properly cared for during the summer months, and all of them died. The baseball field has been converted into a softball diamond. It is spacious and is located so that it will not interfere with other play activities. The ball field is used for football, but there is no grass
present. There is very little equipment on the playground for the children. About the only usable equipment they have is a small merry-go-round. The gymnasium is a modern structure. In fact, it is far better than the other school buildings. Pupils in the lower grades do not benefit a great deal from the gymnasium, however.

The high school building is of ample size, and the classrooms are large enough, but the building is not modern; it needs many repairs.

Table 2 shows the rating of the grounds and buildings, according to standards set up by the Texas State Department of Education.\(^4\) There are five different levels. The first level is the lowest standard, whereas the fifth level is the ideal situation. In cases where standards for Level 5 were the same as for Level 1, the check was placed in the fifth column.

Table 2 indicates that the building and grounds do not measure up to the desired standards. The gymnasium is the only item that falls in the highest level. The library has the next highest rating. Four things are rated in the lowest level, whereas ten items are in Level 2. Five items are rated in Level 3, which is the average of the five different levels.

\(^4\)Ibid., pp. 76-81.
<table>
<thead>
<tr>
<th>Standards</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
<th>Level 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Location</td>
<td></td>
<td>×</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Size</td>
<td></td>
<td></td>
<td>×</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Landscaping</td>
<td></td>
<td>×</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Playground areas and equipment</td>
<td></td>
<td></td>
<td>x</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Type of structure</td>
<td></td>
<td></td>
<td></td>
<td>×</td>
<td></td>
</tr>
<tr>
<td>Condition</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>Heating and ventilating</td>
<td></td>
<td></td>
<td>x</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fire protection</td>
<td></td>
<td></td>
<td>x</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cleaning system</td>
<td></td>
<td></td>
<td></td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>Natural lighting</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>Artificial lighting</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>Water supply</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>Toilet system</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>Construction of classrooms</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>Storage space</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>Seating</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>Auditorium or assembly room</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>Gymnasium</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lunchroom</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>Administrative office</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>Library</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>x</td>
</tr>
</tbody>
</table>
Democracy

A survey was made to determine the attitudes of the high school pupils toward democracy in the school. The pupils were asked to score opinions on forty-five questions that were published by the Federal Security Agency. Each question could be scored under one of three different headings. The column headings indicated different degrees as to the extent democracy was being practiced in the school. Each pupil knew that his standing would not be affected by his answers to the questionnaire. Two students distributed the papers and also collected them after they had been scored. Pupils were asked not to sign their names to the questionnaire, so that they would be more likely to give frank, honest opinions.

Table 3 shows the combined opinions of the pupils. Column One, entitled "Almost Always," indicates the practice of a great degree of democracy. Although opinions are rather divided, Table 3 indicates that democracy is being practiced in most of the situations under consideration, but there are some exceptions. Figures in the second column suggest that democracy is practiced during part of the time. This is not an ideal situation; however it is not considered a completely unsatisfactory one.

TABLE 3
EXTENT DEMOCRACY IS PRACTICED IN THE SCHOOL ACCORDING TO OPINIONS OF HIGH SCHOOL PUPILS

<table>
<thead>
<tr>
<th>Question</th>
<th>A</th>
<th>B</th>
<th>C</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Do you volunteer your services to help the school or teacher in any way you can?</td>
<td>28</td>
<td>11</td>
<td>1</td>
</tr>
<tr>
<td>2. Are study halls quiet and orderly enough for you to study well when no teacher is present?</td>
<td>5</td>
<td>20</td>
<td>15</td>
</tr>
<tr>
<td>3. Are students considerate of others during cafeteria period?</td>
<td>11</td>
<td>17</td>
<td>12</td>
</tr>
<tr>
<td>4. Do your student friends avoid gossip and dirty talk about fellow students?</td>
<td>7</td>
<td>20</td>
<td>13</td>
</tr>
<tr>
<td>5. Do students with cars drive carefully and cautiously as school is being let out?</td>
<td>27</td>
<td>12</td>
<td>1</td>
</tr>
<tr>
<td>6. Do students going to and from school on a school bus or public carrier behave themselves even when there is no one in authority there to make them?</td>
<td>9</td>
<td>22</td>
<td>9</td>
</tr>
<tr>
<td>7. Are student officers elected because they are fit for office or because they belong to the gang that runs things?</td>
<td>9</td>
<td>26</td>
<td>5</td>
</tr>
<tr>
<td>8. Does your school paper or magazine present more than one point of view on controversial school problems?</td>
<td>..</td>
<td>..</td>
<td>..</td>
</tr>
<tr>
<td>9. Do you express your opinions in club or homeroom meetings?</td>
<td>13</td>
<td>25</td>
<td>2</td>
</tr>
<tr>
<td>10. When chosen for a student committee, do you give unselfishly of your time and energy?</td>
<td>23</td>
<td>13</td>
<td>4</td>
</tr>
<tr>
<td>Question</td>
<td>Aa</td>
<td>Sb</td>
<td>Ho</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------</td>
<td>----</td>
<td>----</td>
<td>----</td>
</tr>
<tr>
<td>11. Do students of your school refrain from fights and acts of violence after losing an athletic contest?</td>
<td>25</td>
<td>4</td>
<td>11</td>
</tr>
<tr>
<td>12. Do you place the good of the entire school above your own personal desires, prejudices, or interests?</td>
<td>5</td>
<td>27</td>
<td>8</td>
</tr>
<tr>
<td>13. Do students willingly obey building regulations, such as those concerning smoking, leaving the grounds at recess or noon, passing in corridors, etc.?</td>
<td>6</td>
<td>16</td>
<td>18</td>
</tr>
<tr>
<td>14. Do you assume your share of responsibility for whatever goes on in class?</td>
<td>21</td>
<td>17</td>
<td>2</td>
</tr>
<tr>
<td>15. Do you take part in class discussions?</td>
<td>14</td>
<td>24</td>
<td>2</td>
</tr>
<tr>
<td>16. Do you take into consideration what other members of the class have said before you speak?</td>
<td>23</td>
<td>17</td>
<td>..</td>
</tr>
<tr>
<td>17. When members of the class disagree, do they do so with courtesy and without losing their temper?</td>
<td>4</td>
<td>30</td>
<td>6</td>
</tr>
<tr>
<td>18. Do you willingly do the tasks given you by the student chairman of a project undertaken by the class?</td>
<td>26</td>
<td>14</td>
<td>..</td>
</tr>
<tr>
<td>19. Do you understand why your marks or ranks differ from those of other students?</td>
<td>22</td>
<td>18</td>
<td>..</td>
</tr>
<tr>
<td>20. Do you suggest things to help the class rather than only to find fault with what is being done?</td>
<td>11</td>
<td>24</td>
<td>5</td>
</tr>
<tr>
<td>21. Do you base what you say on many accurate facts?</td>
<td>15</td>
<td>23</td>
<td>2</td>
</tr>
<tr>
<td>Question</td>
<td>A^a</td>
<td>B^b</td>
<td>C^c</td>
</tr>
<tr>
<td>------------------------------------------------------------------------</td>
<td>-----</td>
<td>-----</td>
<td>-----</td>
</tr>
<tr>
<td>22. Do students serve as discussion leaders in class?</td>
<td>8</td>
<td>26</td>
<td>6</td>
</tr>
<tr>
<td>23. Do opportunities exist in your school for you to lead a meeting?</td>
<td>2</td>
<td>24</td>
<td>14</td>
</tr>
<tr>
<td>24. Do your studies deal with community problems?</td>
<td>1</td>
<td>35</td>
<td>6</td>
</tr>
<tr>
<td>25. Is the special knowledge of experts about any subject respected and used in class?</td>
<td>13</td>
<td>22</td>
<td>5</td>
</tr>
<tr>
<td>26. Do students do most of the planning and most of the talking about class work?</td>
<td>11</td>
<td>10</td>
<td>19</td>
</tr>
<tr>
<td>27. Do students give courteous attention to assembly programs, even when not particularly interested?</td>
<td>15</td>
<td>20</td>
<td>5</td>
</tr>
<tr>
<td>28. When asked in assembly to take part in devotions, singing, cheering, etc., do students do so wholeheartedly?</td>
<td>21</td>
<td>17</td>
<td>2</td>
</tr>
<tr>
<td>29. Do you have an opportunity to help plan or take part in an assembly program?</td>
<td>5</td>
<td>14</td>
<td>21</td>
</tr>
<tr>
<td>30. Do students have something to say about the type of assembly programs conducted in the school?</td>
<td>8</td>
<td>13</td>
<td>14</td>
</tr>
<tr>
<td>31. Are your assembly programs so varied with music, speaking, devotions, drama, demonstrations, exhibits, etc., that they have value and interest for most of the students?</td>
<td>18</td>
<td>14</td>
<td>8</td>
</tr>
<tr>
<td>32. Do your school clubs and organizations have student-made constitutions definitely stating their purposes?</td>
<td>16</td>
<td>16</td>
<td>8</td>
</tr>
<tr>
<td>Question</td>
<td>A</td>
<td>b</td>
<td>c</td>
</tr>
<tr>
<td>------------------------------------------------------------------------</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>33. Are you an active worker in the school clubs you have joined?</td>
<td>23</td>
<td>13</td>
<td>4</td>
</tr>
<tr>
<td>34. Do students in the school clubs to which you belong secure and discuss all information that may be brought to bear on a problem about taking action?</td>
<td>12</td>
<td>25</td>
<td>5</td>
</tr>
<tr>
<td>35. Do the officers of your student organizations provide enough leadership to make them successful?</td>
<td>19</td>
<td>14</td>
<td>7</td>
</tr>
<tr>
<td>36. Are your school clubs free from small groups controlling their activities?</td>
<td>9</td>
<td>21</td>
<td>10</td>
</tr>
<tr>
<td>37. Do your club treasurers make regular and accurate reports to members concerning the finances of the organization?</td>
<td>..</td>
<td>..</td>
<td>..</td>
</tr>
<tr>
<td>38. Do you have a voice in determining how your club spends its money?</td>
<td>8</td>
<td>27</td>
<td>5</td>
</tr>
<tr>
<td>39. When your school clubs engage in money-raising ventures, do they try to give value for money received?</td>
<td>33</td>
<td>6</td>
<td>1</td>
</tr>
<tr>
<td>40. Do you respect students who honestly have different opinions from you on club matters?</td>
<td>32</td>
<td>8</td>
<td>..</td>
</tr>
<tr>
<td>41. Does your student council think and act for itself within its field of responsibility without domination by the principal or faculty?</td>
<td>..</td>
<td>..</td>
<td>..</td>
</tr>
<tr>
<td>42. Do you know what your student council is doing?</td>
<td>..</td>
<td>..</td>
<td>..</td>
</tr>
<tr>
<td>Question</td>
<td>A^a</td>
<td>B^b</td>
<td>C^c</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------</td>
<td>-----</td>
<td>-----</td>
<td>-----</td>
</tr>
<tr>
<td>43. Are reports of student council meetings regularly given in the home-room or in some other place?</td>
<td>..</td>
<td>..</td>
<td>..</td>
</tr>
<tr>
<td>44. Do you obey the regulations of your student council?</td>
<td>..</td>
<td>..</td>
<td>..</td>
</tr>
<tr>
<td>45. Do you call the attention of your student council representative to those school affairs which you think need attention?</td>
<td>..</td>
<td>..</td>
<td>..</td>
</tr>
<tr>
<td>46. Do you think your school permits as much self-government as its students can handle?</td>
<td>19</td>
<td>11</td>
<td>10</td>
</tr>
<tr>
<td>47. Is your student council doing worthwhile things in the school?</td>
<td>..</td>
<td>..</td>
<td>..</td>
</tr>
<tr>
<td>48. Do you discuss with other students, matters that have come up or are coming up before the student council?</td>
<td>..</td>
<td>..</td>
<td>..</td>
</tr>
<tr>
<td>49. Do you feel that the student council does a good job in giving you a say about school affairs?</td>
<td>..</td>
<td>..</td>
<td>..</td>
</tr>
<tr>
<td>50. Does a student who gets into trouble with a teacher have an opportunity to present his side of the case?</td>
<td>16</td>
<td>4</td>
<td>20</td>
</tr>
<tr>
<td>51. Do you refuse to ask for or accept special favors from friends who hold office in student organizations?</td>
<td>4</td>
<td>23</td>
<td>13</td>
</tr>
<tr>
<td>52. At school gatherings, do you associate with students outside your particular gang?</td>
<td>27</td>
<td>11</td>
<td>2</td>
</tr>
<tr>
<td>53. Do you do any of the work in preparation for a school social affair?</td>
<td>13</td>
<td>23</td>
<td>4</td>
</tr>
</tbody>
</table>
TABLE 3—Continued

<table>
<thead>
<tr>
<th>Question</th>
<th>A&lt;sup&gt;a&lt;/sup&gt;</th>
<th>S&lt;sup&gt;b&lt;/sup&gt;</th>
<th>H&lt;sup&gt;c&lt;/sup&gt;</th>
</tr>
</thead>
<tbody>
<tr>
<td>54. Are students permitted to present to the faculty statements of students' opinions on school affairs?</td>
<td>3</td>
<td>24</td>
<td>13</td>
</tr>
<tr>
<td>55. Does attendance at school social affairs reflect a cross section of the student body?</td>
<td>10</td>
<td>21</td>
<td>9</td>
</tr>
</tbody>
</table>

A<sup>a</sup> Almost Always  
S<sup>b</sup> Sometimes  
H<sup>c</sup> Hardly Ever

Figures in the third column are adverse opinions and indicate a fault in the operation of the school. The students point out that the majority of them do not willingly obey building regulations, such as smoking and leaving the grounds. Item 26 indicates that the pupils do not do much of the planning. One rather important question, Number 50, is given an adverse rating by the students. Answers to the second question suggest that study halls are not quiet enough for work unless a teacher is present.

Student answers to some important questions in the questionnaire indicate a desirable situation. According to Question Number 46, the majority of the pupils believe that the school permits as much self-government as the students can handle. Answers to Question Number 52 show that the greater per cent of the pupils associate with others outside
their particular gang. Answers to another key question, Number 40, point out that a high majority of the students respect others who honestly have different opinions from them. A few of the questions were not scored, as they did not apply to the school being surveyed.

The teachers filled out a questionnaire similar to the one used by the high school students. Table 4 shows the opinions of the teachers relative to democracy in the school. This set of questions was originally prepared by the Federal Security Agency. The teachers were asked not to sign their names to the questionnaires. Since there are not many teachers in the system, the findings may not be conclusive.

According to the answers to Question Number 53, the majority of the instructors think that students have a fair opportunity to defend themselves against a teacher's charge of misconduct. This opinion does not coincide with the belief held by the majority of high school pupils. All teachers taking part in the survey rated themselves in Column 1, under Question Number 43, indicating that they carry out the obligation of a good citizen, such as voting and keeping informed on what is going on. It is interesting to note that this is the only item on which all teachers scored themselves in the same column. Item 8 shows that most of the teachers consider that the attitudes of the students toward the school program are almost always important.

6Ibid.
<table>
<thead>
<tr>
<th>Question</th>
<th>A</th>
<th>B</th>
<th>C</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Do students in your classes have a voice in determining the proj-</td>
<td>1</td>
<td>5</td>
<td>1</td>
</tr>
<tr>
<td>ects or problems on which they will work?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. When you are called from classes, does the class work by itself al-</td>
<td>3</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>most as if you were there?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Do students in your classes share in evaluating what they have done?</td>
<td>2</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>4. Are patriotic holidays used in classes as the basis of realistic</td>
<td>3</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>programs designed to present the significance of the occasions?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Is the slow learner in your classes given opportunities to do some-</td>
<td>5</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>thing important which he can do relatively well?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Do you encourage students to express their own considered opin-</td>
<td>4</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>ions on topics under discussion in your classes even if in dis-</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>agreement with your ideas?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Are members of minority groups in your classes accepted by other</td>
<td>4</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>students without condescension or aloofness?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Do you consider that the attitudes of your students toward the school</td>
<td>6</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>program are important?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. In class discussion, do students permit each other to present a</td>
<td>3</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>point of view without rude inter-</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Question</td>
<td>Aa</td>
<td>Sb</td>
<td>He</td>
</tr>
<tr>
<td>----------------------------------------------------------------------------------------------------------------------------------------</td>
<td>----</td>
<td>----</td>
<td>----</td>
</tr>
<tr>
<td>10. Do your students refrain from generalizing about types of conduct in terms of national origins?</td>
<td>5</td>
<td>..</td>
<td>2</td>
</tr>
<tr>
<td>11. Do you allow a group of students to proceed with a socially acceptable project which they have planned together and want to try, but one which you have warned will fail?</td>
<td>5</td>
<td>2</td>
<td>..</td>
</tr>
<tr>
<td>12. Is there freedom in your class to explore controversial subjects?</td>
<td>4</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>13. When your students cooperatively plan an activity, do they carry out their agreed upon assignments and responsibilities?</td>
<td>6</td>
<td>1</td>
<td>..</td>
</tr>
<tr>
<td>14. Do your students have opportunities to participate in panel discussions in forums, or in other forms of group discussion?</td>
<td>3</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>15. Do you admit to your students that you are not an authority on all questions arising in your class?</td>
<td>5</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>16. Do your students have opportunities to work with adult organizations in improvement of the community?</td>
<td>1</td>
<td>5</td>
<td>1</td>
</tr>
<tr>
<td>17. Do students from your classes participate in school service projects?</td>
<td>3</td>
<td>4</td>
<td>..</td>
</tr>
<tr>
<td>18. Do your students distinguish between an article written by an authority in the field and one by a non-authority for popular consumption?</td>
<td>1</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>Question</td>
<td>$A^a$</td>
<td>$S^b$</td>
<td>$H^c$</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------</td>
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<tr>
<td>19. Do your students follow Robert's <em>Rules of Order</em> when conducting</td>
<td>1</td>
<td>6</td>
<td>..</td>
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<tr>
<td>meetings?</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>20. Do students have opportunities to discuss community conclusions?</td>
<td>4</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>21. Do your students seek factual bases from more than one source</td>
<td>2</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>before drawing conclusions?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>22. Do you stress with your students the qualities of and necessity</td>
<td>5</td>
<td>2</td>
<td>..</td>
</tr>
<tr>
<td>for both leaders and followers in a democracy?</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>23. Do your students indicate an awareness that democracy should</td>
<td>4</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>be practiced in the home?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>24. Do your mature students have opportunities to secure realistic</td>
<td>5</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>knowledge of how political parties function in American govern-</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ment?</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>25. Have your students compared newspapers and other publications to</td>
<td>2</td>
<td>..</td>
<td>2</td>
</tr>
<tr>
<td>ascertain differences in news treatment?</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>26. Do your students have opportunities to discuss the qualifications</td>
<td>1</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>needed for office before voting for student officers?</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>27. Do your students have experience resulting in their knowing which</td>
<td>3</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>local authorities to consult on community problems?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>28. Do your students show eagerness to participate in student self-</td>
<td>1</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>government?</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Question</td>
<td>A</td>
<td>B</td>
<td>C</td>
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<tr>
<td>-------------------------------------------------------------------------</td>
<td>----</td>
<td>----</td>
<td>----</td>
</tr>
<tr>
<td>29. Do your students select friends irrespective of their religious beliefs?</td>
<td>5</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>30. Is the school's citizenship education program evaluated in terms of the civic behavior of graduates who have become adult citizens?</td>
<td>3</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>31. Do you share willingly in faculty discussions of school problems?</td>
<td>4</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>32. When appointed on faculty committees, do you willingly do your share of the work?</td>
<td>6</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>33. Is your faculty free from a clique which dominates all decisions?</td>
<td>6</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>34. Do you have the opportunity to express your opinion in the formulation of school policies?</td>
<td>3</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>35. Has each staff member a specific function to perform in the school's program of education for democracy?</td>
<td>2</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>36. Do staff members accept differences of opinion impersonally as part of the democratic process?</td>
<td>5</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>37. Do staff members at a faculty meeting require facts bearing on a given question before deciding upon a course of action?</td>
<td>3</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>38. Do staff members refrain from unfavorable gossip about each other?</td>
<td>3</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>39. Are staff members impelled to make themselves as proficient in their work as possible?</td>
<td>5</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Question</td>
<td>Aa</td>
<td>Ab</td>
<td>Ac</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------</td>
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<td>----</td>
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</tr>
<tr>
<td>40. Do you belong to and actively participate in a local civic organiza-</td>
<td></td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>tion?</td>
<td></td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>41. Do staff members participate in local programs designed to increase</td>
<td></td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>the civic understanding of adults?</td>
<td></td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>42. Do you help inform the public about the problems of education?</td>
<td></td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>43. Do you carry out the obligation of the good citizen--such as voting,</td>
<td></td>
<td>7</td>
<td>1</td>
</tr>
<tr>
<td>respecting laws, keeping informed on what is going on?</td>
<td></td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>44. Are teachers of your school identified with movements to improve</td>
<td></td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>the community?</td>
<td></td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>45. Does the student editor of your school paper or magazine have the</td>
<td></td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>freedom of the press?</td>
<td></td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>46. Is your school free from harmful influence by student cliques?</td>
<td></td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>47. Do students have opportunities to share in group solutions of school</td>
<td></td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>programs?</td>
<td></td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>48. Are school regulations for both students and teachers--such as</td>
<td></td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>leaving the building and smoking--cooperatively devised?</td>
<td></td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>49. Is the student council free from faculty domination in formulating</td>
<td></td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>policies and carrying out an action program within its assigned realm of</td>
<td></td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>responsibility?</td>
<td></td>
<td>4</td>
<td>2</td>
</tr>
</tbody>
</table>
TABLE 4--Continued

<table>
<thead>
<tr>
<th>Question</th>
<th>A\textsuperscript{a}</th>
<th>S\textsuperscript{b}</th>
<th>H\textsuperscript{c}</th>
</tr>
</thead>
<tbody>
<tr>
<td>50. Are students encouraged to evaluate the quality of their school</td>
<td>3</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>citizenship?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>51. Does the school use an educative process to insure appropriate</td>
<td>4</td>
<td>3</td>
<td>.</td>
</tr>
<tr>
<td>wearing apparel by students?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>52. Do students maintain self-discipline in the corridors?</td>
<td>2</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>53. Do students have a fair opportunity to defend themselves</td>
<td>4</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>against a teacher's charge of misconduct?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>54. Are opportunities provided for students to discuss student council</td>
<td>.</td>
<td>.</td>
<td>.</td>
</tr>
<tr>
<td>activities?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

A\textsuperscript{a} Almost Always
S\textsuperscript{b} Sometimes
H\textsuperscript{c} Hardly Ever

The answers to three of the questions suggest the existence of undesirable situations. Answers to Question Number 40 show that a majority of the instructors do not belong to and actively participate in a local civic organization. According to the scoring of item Number 21, most of the teachers think that the students do not seek factual bases from more than one source before drawing conclusions.

Imperative Needs

A check was made by some of the faculty members to determine how the school rated on the ten imperative needs
listed by Ransom in the Bulletin of the National Association of Secondary-School Principals. Each need had several different items under it. These items were checked to find out in which level the school would be rated under each need. The scores on the items were connected with a line drawn from the top to the bottom of the page. It was then easy to see whether the school was rated as strong or weak on a particular need. By comparing the ratings made by the different faculty members, one could determine under which level the school was to be placed. There was some discussion of a few of the points, especially where opinions were divided. The headings for the five levels were as follows:

Level One, very inferior in this characteristic. Meets the condition or provision almost never. Level Two, inferior in this characteristic. Condition or provision receives little emphasis. Level Three, average in this characteristic, condition or provision receives some emphasis. Level Four, superior in this characteristic. Condition or provision receives much emphasis. Level Five, very superior in this characteristic. Meets the condition or provision almost always.

A checklist of this type is not only valuable for showing how the school rates on the needs, but it points out the weaknesses of the school. Ransom has this to say about it:

The value of the checklist lies in the fact that its use will enable a school more easily to

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8Ibid., p. 12.
identify the weaknesses in its program as a means for meeting the imperative needs of youth. If a school's program is good when it meets the imperative needs of its youth, as our Association is on the record as believing, then the only really valid criteria by which a school's program can be legitimately judged are those which measure it in terms of its success in meeting these needs.

Table 5 shows how the school being surveyed rated on the ten imperative needs.

### TABLE 5
RATING OF THE SCHOOL ON THE TEN IMPERATIVE NEEDS

<table>
<thead>
<tr>
<th>Imperative Need</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
<th>Level 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. All youth need to develop salable skills and those understandings and attitudes that make the worker an intelligent and productive participant in economic life.</td>
<td></td>
<td></td>
<td>x</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. All youth need to develop and maintain good health and physical fitness.</td>
<td></td>
<td></td>
<td></td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>3. All youth need to understand the rights and duties of the citizen of a democratic society and be diligent and competent in the performance of their obligations as members of the community and citizens of the state and nation.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>x</td>
</tr>
</tbody>
</table>

9Tbid. 3
4. All youth need to understand the significance of the family for the individual and society and the conditions conducive to successful family life.

5. All youth need to know how to purchase and use goods and services intelligently, understanding both the values received by the consumer and the economic consequences of their acts.

6. All youth need to understand the method of science, the influence of science on human life, and the main scientific facts, concerning the nature of the world and of men.

7. All youth need opportunities to develop their capacities to appreciate beauty in literature, art, music, and nature.

8. All youth need to be able to use their leisure time well and budget it wisely, balancing activities that yield satisfaction to the individual with those that are socially useful.

9. All youth need to develop respect for other persons, to grow in their insight.
### TABLE 5—Continued

<table>
<thead>
<tr>
<th>Imperative Need</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
<th>Level 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>into ethical values and principles, and to be able to live and work co-operatively with others.</td>
<td></td>
<td></td>
<td>x</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. All youth need to grow in their ability to express their thoughts clearly and to read and listen with understanding.</td>
<td></td>
<td></td>
<td></td>
<td>x</td>
<td></td>
</tr>
</tbody>
</table>

The school was rated in the third level on five of the imperative needs. Three of the needs were scored in the second level, which characterizes the school as inferior on those points. Two items were placed in the fourth level. This suggests that the school is superior on two of the needs.
CHAPTER IV

EVALUATION OF PRESENT SCHOOL PRACTICES

Instruction

A majority of the teachers use the unit plan of teaching. Whereas this method is superior to some traditional types of instruction, it is inferior to creative teaching that formulates its purpose according to the needs and interests of the pupils. Too much emphasis is placed on the learning of facts. Some excellent work is being done by a few of the grades in the study of community problems. In a few instances the teachers and pupils are developing material that is valuable and interesting to the students. Supplemental material is inadequate, though, especially in the higher grades. Field trips that are made seem to be very effective, but few trips are accomplished. Instructors do not have definite plans made in advance for the use of visual aids. There is one radio in the school. It is not used systematically, but is passed about occasionally. When a teacher wishes to use the radio, she gets it from the main office, provided it is not in use. Educational pictures are shown at the school. Frequently the picture shown is not closely related to any topics or problems being studied. A
majority of the teachers use workbooks to supplement the text. The main fault prevalent in the use of notebooks is that some pupils are allowed to get too much help. There is more individual work on notebooks by elementary grade pupils, and each pupil is allowed to progress at his own rate of speed.

Instructors

The school board has employed teachers that seem to rate, according to Table 1, as average instructors. There are not sufficient teachers in the system to follow a very flexible schedule. The teachers are not required to attend professional meetings, and as a result, some do not avail themselves of this opportunity. The majority of the instructors supervise play activities and encourage all pupils to take part. Several projects are carried out by the elementary grades. More work of this type is done in the fields of art and history.

Campus

Some effort is being made to modernize the buildings, but this movement does not have the support of the whole community. One new building, the gymnasium, was recently constructed at a cost of $50,000.00. It is a modern structure. The lunchroom is only partially modern. It is difficult to supply the lunchroom with good water. A mechanical
refrigerator is provided. The lunchroom does not have sufficient storage space, nor does it have an electric dishwasher.

Table 2 shows that the main school building rates below the average, according to standards set up by the Texas State Department of Education.\(^1\) The grounds are large enough to accommodate all the pupils, but they are not sodded. At present there are no trees on the grounds. Neither is there any shrubbery. All of the buildings are not fireproof. The hallway in the high school building is dark and has no decorations. Some of the rooms have fair lighting on clear days. The artificial lighting is not adequate, and the wires are in poor condition. The building is not equipped with light-directional glass blocks or auxiliary light diffusers. There is an uneven distribution of light. The office is provided with a telephone, but there is no intra-building communication system between the office and classrooms. The heating system does not meet the minimum requirements. Gas stoves are used, but the temperature frequently is below 68 degrees. This inadequate heating is partly due to low gas pressure and partly to the fact that the windows are not properly fitted and have no weather stripping. Table 2 indicates that the physical plant rates

\(^1\)Texas State Department of Education, op. cit., pp. 76-81.
above the average on two items: the gymnasium and the library. On all other items the rating is average or below average, with a majority of the items being below the average.

Democracy

The school seems to operate on a rather democratic basis. Opinions of high school pupils substantiate this belief. Table 3 shows that a large majority of the students refrain from fights and acts of violence after losing an athletic contest. Answers to Question Number 17 indicate that the pupils assume responsibility for whatever goes on in class. A majority of the students take part in class discussions, and all of them indicate a willingness to perform tasks assigned to them by a class chairman on a project by the class. Answers to Question Number 19, which deals with the rating of the students, indicate that the pupils understand why their marks or ranks differ from those of other students. Answers to Question Number 40 point out that students respect others who have different opinions from them. Although there is some difference in opinion, a majority of students say that the school permits as much self-government as its students can handle. There are a few instances where the students think democracy is not being practiced in the school. A majority of them say that study halls are not quiet enough for study when no teacher is present. Answers to Question Number 13 indicate that most of the students do not willingly
obey building regulations, such as those concerning smoking and leaving the grounds at recess. A large majority of the students say that they do not have an opportunity to help plan or take part in assembly programs. Answers to Question Number 54 indicate that pupils are not permitted to present to the faculty statements of students' opinions on school affairs. Although there is an indication that some undesirable situations exist, there is evidence supporting the belief that democracy is practiced in most instances.

Table 4 shows that the teachers think democracy is usually practiced in the school. Since there are not many teachers in the system, the conclusions from this questionnaire may not be very accurate. A majority of the teachers say that there is freedom in the class to explore controversial subjects. All the teachers consider that the attitudes of the students toward the school program are important. Answers to Question Number 3 indicate that pupils share in evaluating what they have done. Most of the teachers say that they admit to students that they are not authorities on all questions arising in class. There is one adverse answer to this question. Faculty members point out that they willingly do their share of the work when appointed on a faculty committee. In answering Question Number 43, all faculty members scored themselves in the first column, indicating that they almost always carried out the obligation of a good citizen. A majority of the teachers are of the opinion
that students do not distinguish between an article written by an authority in the field and one by a non-authority for public consumption. More than half of the teachers point out that students do not seek factual bases from more than one source before drawing conclusions. From a study of Table 3 and Table 4 the conclusion is made that the school is operating in a democratic manner in most instances.

Imperative Needs

According to ratings made by the teachers, the school ranked above average on two of the imperative needs of youth, the two needs being:

1. All youth need to develop and maintain good health and physical fitness.
2. All youth need to grow in their ability to express their thoughts clearly and to read and listen with understanding.²

This rating is an indication that the school is strong on those particular needs. Table 5 points out that the school is weak on three of the needs: opportunities are not provided for pupils to develop the appreciation of beauty in literature, art, music, and nature; the school does not give the average training in the development of salable skills; adequate opportunities are not provided for instructing the youth how to purchase and use goods intelligently. On the other imperative needs the school was rated as average.

²Ransom, op. cit., pp. 45-46.
Considering all the needs as equal in importance, the school would be considered a little below the average.

School Program

The school program seems to be based upon the idea of teaching skills and facts; especially is this the practice in the high school. Not much emphasis is placed upon teaching pupils how to live. The school program is not flexible enough. Pupils do not have a wide range of courses from which to choose. The program does not provide for enough work on projects. Since no garden space is provided, children are deprived of enjoying work on a gardening project. Through the cooperation of the county agent, however, the school boys are able to study modern farming methods, how to control insects, and conservation of the soil. The school does not have credit in vocational agriculture, but boys are encouraged to take part in county club work, such as raising calves and sheep. Few field trips are made by the school. Pupils do not have adequate opportunities for the study of birds, animals, insects, and art. The school does not have a summer program of any type. The school program provides for the health and physical growth of the pupils. The school nurse makes regular visits to the school each week. Vaccinations are administered free. In some instances the school merely acts in a diagnostic manner. Recommendations are then given to the parents as to what
remedial course of action should be taken. Sanitary conditions are maintained. Pasteurized milk is served in the lunchroom, and the drinking water is tested. All pupils in the school engage in some type of physical exercise. The athletic program for high school pupils is well organized. During inclement weather, more time is given to them in the gymnasium than is allotted to the elementary pupils.
CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

The purpose of this study, as stated in the introduction, was to determine how effectively a school was functioning as a community school. Several authors have made studies of community schools. Some of their standards were used to set up criteria for measuring a particular school. Questionnaires were used to determine how democratically the school was operating. One set of questions was answered by forty high school pupils. Another set was checked by the teachers of the school. The members of the faculty also rated the school on the imperative needs of youth. Standards of a modern school campus and buildings, recognized by the Texas State Department of Education, were used to measure the school buildings and grounds. Criteria for measuring the school program were drawn from a study made by the Texas State Department of Education and from a study of school and community programs that was made by Olsen. Several observations were made of teachers who were doing class work in the school. By a study of the various steps mentioned, one can determine whether or not the school was functioning as a community school.
Conclusions

The following conclusions were formed as a result of the study:

1. The school ground is of ample size, but little attention has been given to landscaping and beautifying it.

2. There is a lack of playground equipment for elementary pupils.

3. The gymnasium is a modern building; it meets the standards recommended by the State Department of Education.

4. The high school building rates below the accepted standards.

5. Natural and artificial lighting systems are inferior.

6. The heating system is inadequate.

7. The school program should be more flexible.

8. Democracy is generally taught and practiced in the school.

9. The health and physical program meets the needs of the school and the community.

10. Visual equipment is effectively used, but material is insufficient.

11. The school rates below the average on the imperative needs of youth.

12. Teaching methods are largely traditional instead of creative.
13. Field trips that were undertaken created valuable interests.

14. Faculty members rate as average teachers.

Recommendations

The following recommendations are made for the McCaulley Independent School:

1. The appearance of the school grounds should be improved by putting out native trees around the borders and near the barrow ditches. Grass should be planted on the portion of the ground that is near the water system.

2. It is recommended that additional playground equipment for elementary grades be purchased. Money for this purpose could be raised through a school benefit program.

3. If funds are not available for a new high school building, the old one should be repaired. The heating system should be renovated. Light diffusers should be installed and additional artificial lighting facilities supplied.

4. The school program should be made more flexible. A greater number of field trips are recommended. Since space is available for a school garden, this project should be undertaken.

5. Opportunities should be made for pupils to plan and take part in some assembly programs. The pupils indicated that democracy was not practiced in this phase of school life.
6. It is recommended that teachers do more in-service training and strive to improve teaching methods.

7. It is further recommended that the school provide opportunities for the community to take part in recreational activities in the school.
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