AN EVALUATION OF THE SAINT JO ELEMENTARY
SCHOOL AND SOME RECOMMENDATIONS
FOR IMPROVEMENTS

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AN EVALUATION OF THE SAINT JO ELEMENTARY SCHOOL
AND SOME RECOMMENDATIONS FOR IMPROVEMENT

THESIS

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TABLE OF CONTENTS

LIST OF TABLES .................................................. v
LIST OF ILLUSTRATIONS ......................................... vi

Chapter

I. INTRODUCTION .................................................. 1

Statement of the Problem
Source of Data
General Procedure
Treatment of Data
Plan of Study

II. THE PERSONNEL OF THE SAINT JO ELEMENTARY
    SCHOOL ................................................... 7

The Children and School Practices

Census
Attendance
Classification and Promotion of Pupils
Report to Parents
Transition from Elementary to High School
Teacher Load
Provisions for Health and Safety
Welfare
Welfare Service
Meeting Special Needs of Children

The Teacher as a Professional Worker

Preparation
Professional Interest and Growth
The Personal and Professional Attributes of the Teacher

The Responsibility of the Community to the Teacher

Salary
Tenure
Sick-Leave
Teacher-Load and Teacher-Pupil Ratio
Summary
III. THE PROGRAM OF SCHOOL LIFE . . . . . . . . 31

Scope and Organization of the Curriculum
Language Arts
Social Living
Science
Health and Safety Education
Arithmetic
Music
Art and Handicrafts
Physical Education
Dramatics and Auditorium Activities
Pupil Participation in School and
Classroom Management
Mental Hygiene, Democratic Practices,
Character and Citizenship Education
The Elementary School Library
Summary

IV. HOME, SCHOOL, AND COMMUNITY RELATIONS . . . 56

Learning About the Community
Informing the Community About School
Working with the Community on School-
Centered Projects
Working with the Community on other
Community Projects
Using the Community Resources
Enriching Community Life
Summary

V. CONCLUSIONS AND RECOMMENDATIONS. . . . . . 70

Conclusions
Recommendations

BIBLIOGRAPHY. . . . . . . . . . . . . . . . . . . . 76
<table>
<thead>
<tr>
<th>Table</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Age-Grade Distribution on Basis of Original Entries 1940 to 1949</td>
<td>11</td>
</tr>
</tbody>
</table>
### LIST OF ILLUSTRATIONS

<table>
<thead>
<tr>
<th>Figure</th>
<th>Description</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Graphic comparison of school practices related to the pupils enrolled at the elementary level in the Saint Jo Public School</td>
<td>26</td>
</tr>
<tr>
<td>2.</td>
<td>Graphic comparison of items related to the teachers in the Saint Jo Elementary School</td>
<td>29</td>
</tr>
<tr>
<td>3.</td>
<td>The Self-evaluation Score sheet of the children and the teacher and the responsibility of the community to the Teacher</td>
<td>30</td>
</tr>
<tr>
<td>4.</td>
<td>Graphic comparison of the items in the program of school life in the Saint Jo Elementary School</td>
<td>56</td>
</tr>
<tr>
<td>5.</td>
<td>The Self-evaluation score sheet of the program of school life</td>
<td>57</td>
</tr>
<tr>
<td>6.</td>
<td>Graphic comparison of items related to the home, school, and community relations</td>
<td>72</td>
</tr>
<tr>
<td>7.</td>
<td>The Self-evaluation score sheet of the home, school, and community relations</td>
<td>73</td>
</tr>
</tbody>
</table>
CHAPTER I

INTRODUCTION

Enough research has been done to prove that schools are not justified in assuming that desirable social attitudes will be developed as by-products of ordinary school instruction. However, by means of carefully planned activities and discussions, with an emphasis upon problems that are real and meaningful to young people, it has been shown that it is possible to modify attitudes and prejudices and help students develop a sound philosophy of life and a value pattern that will enable them to take their place in the world as intelligent, mature citizens.¹

No one doubts that great progress has been made by the Texas schools, and no one doubts that much greater progress can be made. The school has the great part in holding high the ideals of democracy, such as the worth of each individual personality, freedom to act, to control oneself, and to take part in his government. That the school may maintain this role, it is proper to evaluate in order to determine the effectiveness and to find the needs of the school.

It is probably true that our system of universal free public schooling has been the largest single factor in the rapid and significant cultural evolution in this country. But the very fact that our culture is a rapidly changing culture precipitates a continuously changing role for the schools. The rapid rate at which new knowledge is created in every phase of our culture applies to educational purposes, methods, and facilities as well as other phases of life. Change, adjustment, or improvement is inherent in the very nature of things. During our Colonial period, schools served the culture of Colonial days. Today schools should serve the culture of today. Primarily it is not a question of whether schools are good or not so good; it is a question of determining the ways in which and the degree in which they are utilizing the best knowledge about education and serving the educational needs of today’s culture.

In our country the relationship between the school and the community has fortunately been very close. This close relationship has two implications which are pertinent here. On one hand the school is under constant appraisal by the faculty, the pupils, the parents, the school board and other constituents of the community. Frequently such appraisal is uninformed and of a destructive nature. On the other hand, school programs in each generation are a fairly good reflection of the notion which the general public has about the nature and function of education. The fact that some com-
munities have a broader and more up-to-date school program in due largely to the kind of educational leadership which has prevailed.

It seems clear that if our schools are to utilize the best knowledge about education and to serve today's culture in the best possible way, the public must become familiar with today's educational needs.²

Statement of the Problem

The problem in this study is to present as accurately as possible the status of the Saint Jo Elementary School in Saint Jo, Texas, and to suggest recommendations for the improvement of this school.

Source of Data

The Handbook for Self-Appraisal and Improvement of the Elementary School was used as a criteria to evaluate certain factors in the elementary education program. Information necessary to make these evaluations was gathered from the available school records, interviews with school personnel, and from observation.

General Procedure

The general procedure will be to evaluate the Saint Jo Elementary School in the terms of the Handbook for Self-Appraisal and Improvement of the Elementary Schools.

As a first step in evaluation, the Saint Jo School staff assisted in giving the needed information in the rating of the school according to the accepted criteria. The second step is to draw conclusions and make recommendations based on the criteria.

Treatment of Data

The Handbook for Self-Appraisal and Improvement of Elementary Schools, which has been used as the criteria in the appraisal of the school, represents the culmination of the combined efforts and whole-hearted support of every type of educational organization in Texas. This book was developed under the direction of Edgar Ellen Wilson, State Director of Elementary Education, and Dr. Henry J. Otto, General Consultant. The Handbook is intended for use in all sizes and types of elementary schools throughout Texas as a mirror against which each school may reflect its own practice.\(^3\)

\(^3\)Ibid., p. xii.
Recommendations will be made for the improvement of the school in those areas analyzed in this study. These recommendations will be in the terms of necessary steps to reach the goals set up by the criteria.

Plan of Study

Chapter II takes the study and evaluation of the pupils, teachers, and the responsibility of the community to the teachers. The status regarding these items is shown by an "x" placed at the level where the descriptive items correspond most closely to the practices of the Saint Jo Elementary school. These ratings are substantiated by a description of school practices.

Chapter III presents those data concerning the program of school life. This section includes: (1) the scope and organization of the curriculum, (2) the course of study, (3) mental hygiene, democratic practices, character and citizenship education, (4) the elementary school library. This chapter was developed by the same method of procedure as Chapter II.

Chapter IV deals with homes, school, and community relations. This chapter is divided as follows: (1) learning about the community, (2) informing the community about the school, (3) working with the community on school-centered projects, (4) working with the community on other community
projects, (5) using community resources, and (6) enriching community life. The same procedure as used in the previous chapters is continued.

Chapter V consists of a short summary of conclusions from this study and some recommendations for the improvement of the school.
CHAPTER II

THE PERSONNEL OF THE

SAINT JO ELEMENTARY SCHOOL

The Children and School Practices

A single purpose prevailed in the preparation of the Handbook; that is the improvement of elementary schools. Therefore the educational practices of the school were analyzed according to the different levels of the practices by the Handbook for Self-Appraisal and Improvement. These levels are I, II, III, IV, and V. The column Level I is the lowest level and Level V, on the other hand, represents features and procedures drawn from the frontier of thought and research in elementary education.

This chapter presents the data on the topics of the children and school practices and the teacher and the responsibility of the community to the teacher.

Census

The Saint Jo School District complies with all state regulations in taking the scholastic census. Each year the superintendent of the school takes the census between the first day of March and the first day of April. Before the first of May, the superintendent files the report of the census with the county superintendent. This report is made
on forms prescribed and proved by the State Department of Education.

The census includes all children that are living in this district March first to April first who will be over six and under eighteen years of age on the first day of the following September. The census roll is continuously checked by the Superintendent against previous census rolls, the school enrollment of the current year, public utility records, and real estate sales. A permanent and continuous record of all children in the district from age six to eighteen is kept.

The present practices of the school in taking the scholastic census correspond most closely with the descriptive items in the fourth column of the Handbook, which is Level IV. Therefore the school is given a rating of 2.0 because in addition to meeting the legal provisions in Levels I and II there is no special effort made to choose enumerators who have had special training in social work and to appoint these same persons from year to year. However, the census rolls of the previous year and the school enrollment records of the current year are checked to ascertain the accuracy of the census roll being compiled.

This school's score on census is about 2.5. The major requirements to be attained for the practices of Level III is to choose census enumerator from year to year that are specially trained in social work.
Attendance

The school has a high rate of daily attendance. The average daily attendance for 1948 and 1949 was ninety-one to ninety-five per cent. The yearly average was ninety-one per cent, which placed this in Level IV.

The attendance record of each pupil is kept and reported to the parents every six weeks. Attendance is checked daily. The individual attendance records are also kept on his cumulative record card and the record from year to year may be found on this permanent record card.

Besides the six-week report made to parents, the principal and teachers call the parents by telephone if possible when an absence occurs. Sometimes the absence is checked personally when the parent does not have a telephone. These practices placed the school in Level II in reporting and recording attendance.

Enforcing compulsory attendance.--The superintendent of the school district is the attendance officer. At the beginning of the school term, the school enrollment is checked against the census of the preceding March and pupils who come under the compulsory-school-attendance laws who have not enrolled are visited and asked to produce excuses for their not attending school. No legal action has been taken to enforce these laws. Justifiable excuses for absence are:

(a) sickness or death in the family, (b) personal sickness,
(c) quarantine, (d) damage and danger resulting from storms, high water, or fire and (e) other acceptable excuses for unusual causes.

If on investigation absence is found to be caused by lack of clothing and shoes, the school, churches, and the different clubs of Saint Jo are glad to supply the needed clothing.

The rank of this school is Level IV according to the Handbook in enforcing compulsory attendance, because it has an average of ninety-one to ninety-five per cent membership with a decrease in times of an epidemic.

The final rating in eligibility and enrollment is almost Level III or the score of 2.8.

Classification and Promotion of Pupils

Composition of class groups.—In the grouping and promotion of pupils the teachers consider wholesome development the most important factor; in other words, the child should be happy while he learns. First the chronological age of the child is considered; the social adjustment of the child in the group is also considered the greatest influence in grouping pupils. The measurement of achievement is based on informal tests made and given by the teachers and on the Harlow achievement tests that are given near the end of the school term each year.
Table I gives the 1948-1949 enrollment of the elementary grade according to age-grade. The heavy lines enclose the number which represents pupils who are "at age," meaning they are in the grade in which they should be, according to commonly accepted age-grade standards, these pupils may be said to be making normal progress in so far as their rate of progress can be inferred from their present location.

### TABLE 1

**AGE-GRADE DISTRIBUTION ON BASIS OF ORIGINAL ENTRIES 1948 TO 1949**

<table>
<thead>
<tr>
<th>AGE</th>
<th>First</th>
<th>Second</th>
<th>Third</th>
<th>Fourth</th>
<th>Fifth</th>
<th>Sixth</th>
<th>Seventh</th>
<th>Eighth</th>
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<tr>
<td>6</td>
<td>25</td>
<td>5</td>
<td></td>
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<tr>
<td>7</td>
<td>11</td>
<td>32</td>
<td>2</td>
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<td></td>
</tr>
<tr>
<td>8</td>
<td>1</td>
<td>3</td>
<td>24</td>
<td>3</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>1</td>
<td>1</td>
<td>4</td>
<td>35</td>
<td>3</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>1</td>
<td>2</td>
<td>15</td>
<td>28</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td></td>
<td>1</td>
<td>6</td>
<td>27</td>
<td>4</td>
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<tr>
<td>12</td>
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<td>2</td>
<td>2</td>
<td>7</td>
<td>17</td>
<td>4</td>
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<td>13</td>
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<td>2</td>
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The numbers to the right of the diagonal lines outside, above, and to the right represent the pupils who are beyond the grades in which expectations would place them for their age. The number outside, below, and to the left of the diagonal lines represent the pupils who are retarded, or
behind their class in point of age. The deviation from
the normal section represents the degree of retardation;
each space in the vertical column represents a whole grade.

Deliberate steps are taken to keep the grade-range
for each grade within reasonable limits and a child is rarely
kept in the same grade two years. Some attempts have been
made to adjust the work to each grade subject to the indi-
vidual needs and abilities of the children. For example,
the fast learning pupils are permitted to do more extensive
reading on the different units of work and to make reports
to the class on their findings; often they are allowed to
read when their work is finished, or permitted to work on
art and handicrafts. The fast learners help the slow
learners. Some individual help is also given to those who
can not keep the average rate of speed in learning from
some causes or otherwise.

The pupils work in a group but not at the same rate of
speed. It is the seven year olds that are generally given
special consideration and permitted to advance as rapidly
as possible until they reach their grade-age class group.
It is recommended that these major steps be made to qualify
for Level IV. More use should be made of tests that
evaluate individual progress, physical development, social
and emotional security, and mental age. These are to be
considered in addition to chronological age and academic achievement in the grouping of children. The rate of 3.5 was given the school in composition of class groups.

Report to Parents

In reports to parents this school rates nearest the Level III. In addition to providing grades in each subject area, the card also contains a list of behavior and character traits such as "honesty," "reliability," and "cleanliness." There is also a space for reporting the number of days absent and the number of times tardy. This report card is sent to the parents at six-weeks intervals for their examination and their signatures. Teachers have conferences with the parents of the children who are not making satisfactory progress.

Transition from Elementary to High School

The transition from elementary to high school is made easy for each pupil. The situation is not difficult because both the elementary and high school are in the same building. As a result, the elementary pupils know much about high school by the time they are ready to enter. Pupils often attend the same programs and activities. Their individual cumulative cards and records are already in the school system.
There is close association and co-operation between the elementary and high school and because of this, the school is rated Level IV in elementary school-high school relations. Four evaluations were made for this area. The average of 3.2 is the school score for classification and promotion.

Teacher Load

Eight teachers are employed to teach the eight grades in the Saint Jo Elementary School. Every grade has one teacher. Three grades exceed forty pupils. One grade has an original enrollment of fifty-five pupils. This school falls in the Level III bracket because there are more than thirty pupils in a class or room and the average size of the classes exceeds twenty-five. The score is 2.3.

Provisions for Health and Safety Welfare

Health practices.—The health practices of this school are sufficient. The cafeteria provides lunch for all who desire it at a small cost.

The children who bring their lunches are required to eat in the lunchroom in order to emphasize the habits of cleanliness and the responsibility of keeping the school and grounds clean.

There are no rest periods. Children with contagious diseases such as measles, mumps, whooping cough,
chickenpox, German measles, scabies, impetigo, and fagus are excluded from school but no health certificate is required for readmittance. Except for the cots and mats for the afternoon rest period for the primary children, and for the required health certificate, this school conforms to all the health practices necessary to place in Level II; therefore it is recommended that this school make the above steps in advancement so as to be rated Level II. It was scored 1.0.

Safety practices.--The safety practices of the school are a part of the regular instruction. Through observation and questions answered it is believed this school may be rated Level III. School and county officials see that traffic regulations are met in regard to school buses. In addition the city traffic officer and school administrators have informed the public of all traffic regulations. Every school bus is regularly inspected and carries a first aid kit and fire extinguisher.

Fire prevention lessons are taught and some of the grades observe Fire Prevention Week. Fire drill instructions are posted, but fire drills are not conducted regularly. No record is kept of the fire drills.

Safety practices in the school building.--The health practices of this school hardly meet Level III, because the school does not have adjustable seats for all the pupils.
and there are no rag rugs or mats or cots furnished for primary children. It is recommended that these be furnished so that the school can qualify completely for Level III.

Through observation and questions answered, it is believed that this school meets all the requirements for Level III in safety practices in the building, according to the Handbook rating. It is recommended that all practices in Level III be continued plus: (a) every precaution be taken against slippery floors and steps; (b) a snake bite kit be kept in the school office; (c) student patrols be used to aid traffic in school building; and (d) pupils be appointed to assist the principal when he is making inspections to eliminate hazards, in order to rate Level IV in safety practices in the building.

On the playground.—Every requirement needed to meet Level III is found in the Saint Jo Elementary School according to the criteria for safety education on the school ground, except that there are no bicycle racks provided for parking bicycles. In order to meet the requirement for Level III, it is recommended that all practices in Level III be continued plus: (a) the playground be well drained; and (b) there be a segregated play space for small children. This school has already met the (b) requirement, because the small children
have their playground near the school building. The school is scored 2.8.

On the way to and from school.—Safety education on the way to and from school rate Level III because a survey was made in Saint Jo of dangerous street crossings up town and near the school; the city officials and patrons cooperated in placing the traffic signs and signals and in marking all the side streets or streets that cross the highway on which the pupils walked to and from school, and the teachers gave safety lessons by taking their pupils on excursions around through town so they would learn by experience how to cross streets. It is recommended, in order to meet Level IV, that pupils be adequately supervised on the bus and to and from school. The average score is 2.6 on provision for health and safety.

Welfare Services

Food.—This school meets Level IV in that the school, assisted by the Parent-Teachers Association provides wholesome lunches to needy children, in welfare services. To meet the requirements for Level V, in addition to that done in Level IV: (a) milk or fruit juices and crackers or cookies must be provided in mid-morning for the smaller children and for all under-nourished children; (b) breakfast must be provided for all children who come to school before eating breakfast.
Clothing.---In welfare service in regard to clothing this school probably rates Level IV, because the school (a) assumes responsibility for identifying the pupils in need of clothing and seeing that no pupil stays away from school because of lack of clothing. For instance if a home should burn, or continued illness in the family or absence from school is noted, all these matters are thoughtfully, as well as tactfully, examined to determine if clothing is needed; (b) and churches and other civics organizations are helpful; but there is nothing known about government agencies checking regarding needy children. (Maybe this last sentence was meant for the pre-war period.) It is recommended that a standing committee of staff members be chosen to cooperate with the standing committees of other organizations who are interested in needy children, for this is the major requirement to meet Level V.

Medical and dental care.---In medical and dental care this school automatically falls in Level I, because of: (c) the school assumes no responsibility for the medical and dental care of children. It is recommended to meet Level III in medical and dental care of children (found in Level I) and that the school require: immunization against contagious diseases before the children are allowed to enter school.
Meeting Special Needs of Children

Instructional Problems.—This school attempts to meet the special needs of children. The chief responsibility in planning instruction which will meet special needs of the children depends upon the teachers. The heavy pupil-load greatly hinders the teacher in planning this work. Despite this fact, however, this school rates Level III in meeting instructional problems. For instance, it is indicated by the following procedures: (a) The school does make some effort to adjust assignments and achievement standards to the varying abilities of the pupils; (b) Some effort is made to make or plan the units of work so the fast-learning will have some work in the form of research work, outside reading, or exploring some special interest. The fast-learning pupil is encouraged to help the slow-learning pupil; (c) Sometimes classes are divided into different groups and given certain types of activities by assignments being made in a way to give, as much as is possible, the kind of work each child is interested in. For instance, if the slow-learner is interested in horses give him the assignment to find out all he can about horses both by talking to people and reading about them. He might want to tell the class about the horse show. He could even be willing to write a paragraph about horses; (d) The
teacher helps each child but does not forget to give
guidance to the superior child. For example, when a
child is studying science and becomes interested in
planets and stars, but the textbook did not tell her
enough, it is then that the teacher directs her to
certain sources of information.

It is recommended that the major steps be made to
meet Level IV requirements. These are (a) Use objective
tests of various kinds as well as informal teacher-made
test to ascertain pupils' interests, abilities, and
instructional needs; (b) Make available instructional
materials of varying levels of difficulty in generous
amounts for most subjects in each grade; and (c) Provide
a daily schedule of thirty or more minutes for individual
help and independent work.

Surveying the talents and achievements of children.--
This school should qualify for Level III were it not for the
fact that no intelligence tests are given and no anecdotal
records are kept of the exceptional children. The use of
the informal teacher-made tests covering the subject-matter
is one of the chief means of discovering the talents and
achievements of children. A great deal of information
about the talents and disabilities of the children is found
through the teacher's observation of the children in the
classroom and on the playground. This school is rated Level II.
It is suggested that this school can readily qualify for Level III by keeping anecdotal records of the behavior of the exceptional children and by giving intelligence tests. And when these steps are taken it will be easy to make advanced steps to Level IV.

Meeting the need of exceptional children.—In meeting the need of exceptional children this school is in Level II because children with physical handicaps are referred to the Division of Special Education; parents of blind or deaf-mute are urged to send their child or children to special schools and parents of feeble-minded children are urged to send them to state hospitals; special seating arrangements are made for those with defective hearing or vision are near the center of activities; and the gifted children are provided extra duties to perform and extra library work. It is recommended that Level III meet these requirements which are that children of lowered vitality and nervous disorders be given a rest period; and that gifted children should be provided a great number of books to read. These requirements will not be hard to meet, because the other Level III requirements are already in practice.

Making case studies of individuals.—The Saint Jo School does not have any teachers who are trained in making case studies of pupils. In the superintendent's office is a
cumulative record card for each pupil that the teacher may see at any time. The teacher attempts to know as much about each child as possible by obtaining information from those cards, by special conferences with the child and by visiting and talking with the parents if the child seems to be maladjusted.

The rating given the school in case studies is nearest Level III. It is recommended that the teachers get more training in the techniques of case study. The score given this school in meeting the special needs of the children was 2.5.

The Teacher As A Professional Worker

Preparation

In this section an examination was made relative to the status of the teachers in the school in respect to their qualifications, improvement in service, and conditions of service. Then a comparison was made on the basis of the data found in the Handbook. The Handbook showed that qualifications of the teacher are based on the following two major divisions of the teacher as a professional worker, namely; (1) Preparation, and (2) Professional Interest and Growth.

The Saint Jo Elementary School faculty is composed of eight members, including the principal who is really a
classroom teacher for the eighth grade. Each teacher, with the exception of one, has a Bachelor's Degree. Two teachers have done graduate work of eighteen or more semester hours, and one has a Master's Degree.

Three of the teachers received Bachelor's Degrees from North Texas State College, Denton, Texas, one from East Texas State Teachers College, Commerce, Texas, one from North Eastern State Teachers College, Kirksville, Missouri, one from Baylor University, Waco, Texas, and one received both his Bachelor's and Master's Degrees from East Texas State Teachers College, Commerce, Texas. Each teacher had twelve or more hours of elementary education. The above preparation of teachers gave the school a rating or score of about 3.1.

It is recommended that the teachers take more semester hours in elementary education and continue work on their Master's Degree at least twenty-four semester hours beyond the Bachelor's, of which at least twelve hours is graduate level. This will meet the requirement for Level IV.

Professional Interest and Growth

Each teacher held memberships in Texas State Teachers Association, the Parent-Teachers Association, and in the local county unit of the Texas State Teachers Association. Two teachers held memberships in National Educational
Association. All the teachers participated in some phase of Parent-Teachers Association work. Some of the teachers held offices and every teacher's grade gave a program for the Parent-Teachers Association.

All the teachers attended at least one professional meeting during the year, in addition to the regular faculty meetings, but no days were spent in visiting other schools.

This school is given a rating in Level III or 2.8 scores in professional growth and interest. It is recommended that each teacher become a member of the National Educational Association, and that they continue their educational training in elementary education to qualify for Level III.

The Personal and the Professional Attributes of the Teachers

In making the rating, the rater has used the administrator's and her judgment on the teachers as persons and as professional workers. No attempt was made to follow minutely the Handbook criteria, but a consideration was made.

It is believed that all the teachers employed in the Saint Jo Elementary school rated in Level IV in (1) intellectual efficiency, (2) emotional stability, (3) human relations, (4) classroom management and direction, because teachers in this level are those who are in the upper twenty-five per cent of the teachers within one's acquaintances.
The Responsibility of the Community
To the Teacher

Salary

The salaries paid the teachers were the state legal salaries in accordance with the Rural Aid Law, the minimum being $2,000 a year. There were increments added as the years of tenure increased according to the regulations set up by the legislature. In salary the school received a score of 2.0.

Tenure

The old policy of employing a teacher on the one-year contract plan is employed in this school system by the school board. The school can not rate in this item because there is no criteria in the Handbook. Therefore, no rating is given tenure.

Sick-Leave

The Saint Jo School Board of 1949-1950 are to be commended for the advanced step that they put into practice when they formulated the sick-leave policy. This policy permitted the teacher at least five full days of leave for personal illness, or for death in the immediate family of the teacher plus accumulative sick leave for at least ten days with a substitute paid by the school board.
This act raised the school rating level from Level I to Level II with a score of 2.5 in sick-leave.

**Teacher Load and Teacher-Pupil Ratio**

This school is given a rating of 2.3 scores in teacher load and teacher-pupil ratio. The school practices are (a) not over one class or grade taught in the same room. The school failed to qualify for Level III, because it did not put into practice the provisions of (c) and (d) which are: (c) no room or class shall exceed more than thirty pupils. Every grade exceeded thirty pupils, except the seventh grade; and (d) which is as follows: the average size of the grades in any school should not exceed twenty-five pupils. This school's teacher-pupil ratio is 30.5.

It is recommended that the number of elementary teachers be employed to relieve this inadequacy the next school term. This provision will meet the requirements to rate the school Level III.

**Summary**

In this chapter an examination has been made of the personnel of the Saint Jo Elementary School practices and particular emphasis has been given to the inadequacies and
inefficiencies of each item. Recommendations were made for the next advanced steps to the next higher level.

The study of Section I, Children and School Practices, revealed that attendance and enrollment, classification and promotion rated Level III each. The census, provision for health and safety, and meeting special needs of children rated in Level III each. The personal and professional attributes of the teacher are rated Level IV.

Figure 1 gives a graphic comparison of the school practices related to the pupils enrolled at the elementary level, and figure 2 gives a graphic comparison of items related to the teachers in the Saint Jo Elementary School. The average score in both figures 1 and 2 was found by first determining the level in which each practice would fall, adding these levels together and dividing by the number of all the levels, which was five.

With the handbook came a tool for evaluation in the form of a graph. This graph takes into consideration the entire picture of the evaluation. Figure 3 is a reproduction of only those section used in the present evaluation. This figure states in more detail the exact location of a given rating.
<table>
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<tr>
<th>Census</th>
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<tr>
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<td>Classification and Promotion</td>
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<td>Meeting Special needs of children</td>
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Leaves  O  I  II  III  IV  V  2.3

Fig. 1.—Graphic comparison of school practices related to the pupils enrolled at the elementary level in the Saint Jo Public school.
| Preparation | X primeiro | X segundo | X terceiro | X quarto | 3.1 |
| Professional interest and growth | X primeiro | X segundo | 2.3 |
| Salary | X primeiro | 2.0 |
| Tenure | X primeiro | 1.0 |
| Sick Leave | X primeiro | 2.5 |
| Professional leave | X primeiro | 2.3 |
| Teacher load and teacher-pupil ratio | X primeiro | 4.0 |
| Teacher attributes | X primeiro |  |

Levels 0 I II III IV V

Fig. 2.—Graphic comparison of items related to the teachers in the Saint Jo Elementary School.
<table>
<thead>
<tr>
<th>Items Appraised</th>
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<td>B. Classification and Promotion</td>
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<td>E. Meeting Special Needs of Children</td>
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<td><strong>Section II -- The Teacher</strong></td>
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<td>and the Responsibility of the Community to the Teacher</td>
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<tr>
<td>A. The Teacher as a Professional Worker</td>
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<tr>
<td>B. The Responsibility of the Community to the Teacher</td>
<td>. . . . . . .</td>
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<tr>
<td>C. The Teacher as a Person and as a Professional Worker</td>
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</tbody>
</table>

Fig. 3--The Self-evaluation Score Sheet of the children and the Teacher and the Responsibility of the Community to the Teacher.
Below to Give Graphic Picture of Appraisal. Numerical Value of "Average Level Rating"

<table>
<thead>
<tr>
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<td>Average rating level</td>
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CHAPTER III

THE PROGRAM OF SCHOOL LIFE

This chapter attempts to evaluate according to the five level scale in the Handbook for Self-Appraisal and Improvement of Elementary School. (1) The Scope of the Curriculum and the Course of Study, (2) Mental Hygiene, Democratic Practices, Character and Citizenship Education, and (3) The Elementary School Library. Under each of these headings evidence will be presented to substantiate the rating of the Saint Jo Elementary School practices in one of the five levels.

Scope and Organization of the Curriculum

The scope and organization of the curriculum according to present practices will probably rank in Level IV. The school meets these requirements of Level IV: (1) There is a nine months' school term, (2) There is a curriculum consisting of the subjects as separate subjects, but there is planned correlations between subjects, such as history and geography known as social studies; health is correlated with both reading and science. Reading, writing, and spelling are correlated with all the elementary subjects.
taught. (3) Activities outside the realm of subjects are the different clubs such as the 4-H clubs for both girls and boys and book and health clubs.

The Audubon Society and Citizenship Club are organized in several rooms. There are active organizations of the Boy Scouts and Camp Fire Girls. School assemblies, numerous class parties, field trips, and excursions with other school activities are included in the school in the social activities of the school. There is a school lunch room program. Here wholesome lunches are prepared by people who have had some experience in preparation and serving of lunches to groups of children. The home making teacher assists in planning the menus. Lunches are served to all children who want to eat in the cafeteria and when a child is not able to pay for his lunch, arrangements may be made for him to eat. The Parent-Teacher Association has done much to aid financially this program.

A recommendation in order to fulfill the requirements for Level III is that children with contagious diseases must be excluded from school and must be re-admitted by certificate only. According to the state health law, measles, mumps, chicken pox, whooping cough, and fagus (ringworm) are listed as the contagious diseases. Then the following items will have to be put into practice in order to reach Level IV: (1) A pre-primary program for five-year olds and
(2) a well-rounded program of recreational and educational enrichment must be provided for about six weeks during the summer period; the curriculum must be organized into broad fields or core areas such as social living and health and safety; and (4) units must be developed and based on the interests and the needs of the pupils.

Through interviews with the teaching staff it was learned that the superintendent and a number of the teachers realize that a change in the curriculum is needed. Much of the needed change in the curriculum was felt because of the educational courses they had taken at North Texas State College during the school term and to the professional reading they had done. The school was rated with a score of 2.8.

Language Arts

The language arts practices in this school will probably rate at Level III, in a broad sense, because reading, writing, spelling, and language are correlated with each other and with the other subjects to some extent. For example reading is taught in every subject. The pupil reads his health, arithmetic, and library books. Spelling is correlated with the other subjects in the following manner: words that are misspelled in the other written work are added to the words in the spelling tests. Pupils are
asked to keep these lists and use them as home work, or if they have time in school they may study the words at school. Spelling is checked in all the written work in every subject. Writing deficiencies are checked in all work.

The teaching of language is made purposeful through correlation with other subjects in such ways as the following: dramatizations of stories read in the reading class. Group work is often planned in accordance with the needs of the pupils. Children become acquainted with good literature both by listening to the teacher read and by reading for themselves.

Formal reading is delayed in the first grade until the child indicates readiness for such reading. When formal reading is introduced much emphasis is placed on reading in meaningful phrases to prevent the child's getting the habit of word calling.

It is recommended that the school is ready to make the next advanced step toward Level IV.

Social Living

The present practices in social living in the curriculum that the Handbook mirrored were the following in Level III: (1) Social studies are taught in all the grades. Some effort is made to develop attitudes conducive
to group participation as a definite contribution to social living by teacher-pupils planned units and the solution of school problems. (2) Units of work are often based around the home and school and the community living. Much of this type of unit work is done in the subject called geography, but supplementary materials are used such as pictures, books and excursions. The language arts are correlated with the social science program in order to develop interests and motivation for reading.

In the intermediate grades the units in the separate subjects of geography, history and civics to some extent, are planned by both teacher and pupils. For instance, the development procedure of the units is group-planned. This procedure includes reading for information, the making of oral and the reading of written reports. Outlines are made as well as summaries. All this group work requires having books, magazines, newspapers, and other reference materials in the classroom and in the school library. Maps, globes, film-strips and pictures are used in this work. Excursions are made to the places of educational interest; and the community resources are used such as the teacher's inviting local citizens to talk to classes, show pictures, collections, or sing songs. The score given is 2.8 in social living.
Science

The Saint Jo School probably ranks Level III in Science practices because there are planned programs in addition to the materials in the text. For instance, units concerning the immediate surroundings such as rock collections were picked up when field trips were made, or some of the rocks may have been brought from home. Units were made on trees in the vicinity with the leaf collection and the fruit, when this is possible. The unit on flowers is perhaps the easiest collection to keep. Science was correlated with language when both written and oral reports were given after field trips or experiments were made. Simple experiments were made by the pupils such as testing for starch and oxygen. The school owns several filmstrips that were used in the classroom at the opportune time.

The recommendation for Level IV are a more extended science program organized around the development of an understanding of terms and principles that will further the individual's understanding of the influences of science upon his natural environment, his intellectual life, and his use and improvement of the environment. Second, the activity involving organization and presentation of data should be given proper emphasis.
Health and Safety Education

According to all available evidence and data, the health instruction program is in Level III according to the Handbook. This school correlates health instruction with reading. For instance, the reading period was used to look for information on a report to be given in the health class and if it were a written report it was written during the language period, or health and science, are correlated in a similar manner. It is believed a definite effort is made to provide experience in situations for the acquiring of information, attitudes, and habits that will result in healthful living. For example, there were problems that arose in the lunch room concerning food. The pupils notice which child did not drink his milk, or did not eat his spinach.

The school is in Level I in health practices, because children are re-admitted to school after having had contagious diseases without having a health certificate.

It is recommended that the child who has had a contagious disease be re-admitted after a health certificate only, in order that the school may reach Level III in all its practices.

The safety education program made use of the life activities approached by organizing the program around units based on natural experiences and school situations. For
instance, children were taught safety on the playground. The children made safety posters, signs, and pictures in the art classes. Fire Prevention Week was used especially to teach safety in regard to fire prevention. Stories were read. Plays were written and group discussions were engaged in regarding avoidance of fires and safe behavior during a fire. The teachers took their classes to town to show them how, where, and when to cross the streets.

When the child is required to bring a health certificate to school after he has had a contagious disease the school is ready to make the next advanced step toward Level IV.

Mathematics

The arithmetic practices of this school are probably Level III. Arithmetic diagnostic tests are not made much use of in order to correct individual deficiencies; however, it is believed, according to the data obtained from the teachers that the pupils did make computations and used measurements and symbols with a fair degree of accuracy and readiness. The pupils made few failures when the Harlow achievement tests were given.

In addition to correlation with other areas of the curriculum, it is recommended that the major steps for Level IV be taken in that arithmetic be considered a necessary tool for in-school and out-of-school life. The
social informational values should be emphasized and an attempt should be made to bring timely arithmetic problems to the children.

Music

The music rating for this school is Level III, but the rating would be Level IV were it not for the fact that only vocal music is taught. However, band music is taught to any child who desires it. There is a carefully planned music program. The pupils use the state adopted music text book.

In the primary grades music experiences include rote singing, tone drills, physical expression in little motion plays, songs and dances. In the upper elementary grades the music period includes these types of activities, such as, rote singing, tone drills, physical expression, sight reading of the music, drills on listening, folk dancing and marching in step to the music. In all the elementary grades music is correlated in units of work as in the health and geography units, and in the assembly programs.

It is recommended that simple musical instruments be taught, for example, a rhythm band in lower grades. It is also recommended that the pupils make some of these musical instruments.
Arts and Handicraft

Art and handicraft, according to present practices, are in Level III. This rating is due to the fact that some of the art work is correlated with the work in other classes, as has been stated before, in health and safety classes. In the reading, pictures are drawn to illustrate the story read. Murals are made, for instance, to illustrate the Indians and their manner of living, in a unit on the Indians. A great deal of freedom is allowed in the use of pencils, crayons, colored chalk, and a few use water colors in doing their art work. Some attention is given to handicraft activities of the simple type. For example, the children make their own handlooms and weave articles, such as pot holders and wash clothes. Children are taught to knit wash cloths, scarfs, and pot holders. There is a little soap and wood carving done in the upper grades, while clay modeling is done in the lower grades. The children are taught or encouraged to do much of the work in handicraft at home and bring it to school for display.

Some effort is made to help children acquire appreciation of art by making the schoolroom more attractive by observing the art element of order, balance, and harmony. For example, the pupil brings his picture, decides where it should be placed, and how high it should be placed.
The recommendations for the major adequate requirements for Level IV are the allowance of more freedom in the pupil's art work. Much group work should be permitted to provide for the sharing of ideas and for learning cooperation. Block printing and stenciling should be done. In Level IV much of the art and handicraft work must grow out of the units plan of teaching.

Physical Education

Physical education practices rank Level II, because all the teachers do not supervise the play by planning games for the groups as a whole. The forty-five minute period for physical education is the last period of the day. All the children from grades one through three are dismissed at 2:30 in the afternoon; therefore, only those children are left who have to wait, in order to ride the busses at four o'clock. The physical activities for the grades four through eight consist of football, basketball, and softball. The girls play volley ball, tennis and soft ball. These physical activities are under the direction of teachers who encourage team play and good sportsmanship.

It is recommended that physical education practices be raised to Level III by the supervision of planned activities for the group by the teachers. It is also
recommended that the grades one through three be given their physical educational period at some time during their school hours, which are 8:45 to 2:30 o'clock in the afternoon.

Dramatics and Auditorium Activities

According to the Handbook, in dramatics and auditorium activities this school ranks in Level III, which requires that children engage in dramatic play in the classroom by dramatizing a story read or something that happened. Some events in history or health, special holiday are included in this dramatizing. However, the programs given in assemblies, or for Parent-Teacher Associations are still chosen by the teacher, but the children have some part in planning the program. For instance, pupils may help in deciding what songs to use and they may make a choice in some of the plays. The children are taught how to listen to plays and how to be a good audience.

The recommendations for fulfilling the requirements of the next highest level, that is Level IV, are classroom plays given in the culmination of units in the various fields; these plays must be both planned and produced by the pupils. The teachers must give assistance when needed. Children participate in setting up standards of behavior both for those taking part in the plays and those that make up the audience.
Pupil Participation in School and Classroom Management

The Handbook shows this school to rate Level III on pupil participation in school and classroom management, with one exception; committees are not appointed by the principal with or without the consent and advice of the teachers for safety, lunch room, fire drills and other activities. Each room is organized in some way for promotion of pupil-participation, such as, "teacher for a day," feeding and caring for plants and animals in the school room. The teacher and pupils decide what duties are to be performed for the good of the group, many times, by a vote. All duties rotate so that every child will have a chance for participation and it is very seldom that a child does not gladly take his "turn." The school score is 3.0.

It is recommended that the major steps be made to qualify for Level IV which are: (1) Each room should have a civic or citizen type of organization where practice is given in democratic living through the election of officers. (2) A student council should grow out of an effort to coordinate the work of the committees. And (3) pupils should participate in safety patrols and in inspection of buildings and classroom to eliminate hazards.
Mental Hygiene, Democratic Practices, Character and Citizenship Education

Pupil-pupil relationships and related factors.-- The present practices in pupil-pupil relationships and the related factors of this school will probably fall in Level IV, because the children are noticeably happy at school. The children are kind, courteous, and helpful to each other, generally. For example, when there were not enough textbooks for a class of fifty-five, the children worked together and exchanged books with each other for several days without seeming unhappy about the book shortage. It is not uncommon practice for the children to act as good citizens should in settling their minor conflicts.

It is recommended that the major steps in Level V be taken, which is just a greater degree of the child's feeling his responsibility to the group. The learning goals they are striving for are made clear to the pupils but too much emphasis is placed on covering so much material and keeping up with the schedule.

Teacher-pupil relationships.--The present practices of this school in teacher-pupil relationships are most nearly Level III, since the teacher really maintains the controlling role in the classroom and she is seldom completely absorbed into the group as one of its participating members.
Children are fond of the teacher and maintain good behavior because the rules and the ideals of the teacher indicate that such is proper. The children move freely but quietly about the room. The class schedules are planned by both teacher and pupils. Both pupils and teacher show mutual respect and friendliness toward each other. For example, it is common to see teacher and pupils talking, working, and playing together. The school was given a score of 3.0.

It is recommended that the children be allowed to manifest more freedom and absence of restraint that comes from a happy and satisfying group life in order to reach Level IV.

Motivation by marking and awards.--The Saint Jo School most nearly falls in Level III in its present practices in motivation. There is no honor roll and few awards are given by individual teachers. Special effort is made to avoid those awards and competition which put individual pupils on the "spot" because of the economic or social status of the family. For example each pupil's efforts are directed toward improving his own performance instead of trying to make a higher grade than someone else. The children seldom compare grades with each other. There is very little dishonesty and discourtesy among the pupils.
The recommendation for attaining Level III is that more motivation for the school work should be found in the pupil's purposeful interests in the significance of the activities.

Children's attitude toward school work and procedures in evaluation.—The school's present practices place it in Level III in evaluating the children's attitudes toward school work and procedures in evaluation. The children show interest in their school but most of them, not all of them, are satisfied when they meet the teacher's requirements. For instance if there is required one paragraph to be written, the children may write several; or one story to be told, they may want to tell more than one story to the class. The children work to some extent in groups and not always guided by the teacher. The pupils have some understanding of the longer term goals and they have some appreciation of their values, even though the teacher does formulate most of the standards.

The teacher points out the merits and the weaknesses, but tries to find the child's or group's opinion. For example, the pupil may be a poor writer, letters are ill-formed, but the teacher never fails to find some of the letters made better than the others as she shows him his errors. The pupils are able to criticize their own work. They often find their well-formed and ill-formed letters.
The recommendations to meet the requirements of Level IV are that more freedom should be given pupils in the planning of larger units of work. The teacher should guide when difficulties are encountered. Evaluation should be broad enough to include all aspects of a well-rounded child life in a democratic society. For example, the learning goals they are striving for are made clear to the pupils; but too much emphasis is placed on covering so much material and keeping up with the schedule. In this phase of learning, the children are given the opportunity to help each other and some experience is gained in planning in this way.

Planning and procedures in classroom activities oriented to character and citizenship outcomes.—The school meets fairly well the requirements of Level III in its present practices in planning and procedure in classroom activities oriented to character and citizenship outcomes. There is much "give and take" between teacher and pupils regarding the work to be carried forward. This means the teacher is ever mindful of pupil-suggestions and the pupils place much emphasis on the teacher's suggestions. Longer term goals are made clearer because the pupils have helped plan the units along with the teacher. Pupils share responsibility for classroom routine. For example, pupils take turns in sharing responsibility for the neatness of the bookshelves, the natural science corner and many other classroom routines.
The school meets the requirements of Level IV in regard to group activities, such as the club work in the boys 4-H club, girls 4-H Club, the Audubon Bird Society, Citizenship Clubs, Boy Scouts of America, and Camp Fire Girls and Blue Birds. It is recommended that in order to fulfill the requirements in Level IV that the school should organize a Safety Patrol and some form of student council. More opportunities should be provided for pupils to function cooperatively, to practice leadership, to assume responsibility and to achieve a progressive development of desired character functioning in situations requiring responsibility for individual and group welfare.

Use and care of school facilities and other teaching resources.--This school perhaps rates in Level IV in accordance with its present practices in the use and care of school facilities and other teaching resources. Pupils are encouraged to bring materials to school, such as books, magazines, and science materials. The democratic practices in the schoolroom give the pupils poise in meeting guests and showing the visitor their work. The pupils take great price in "our work."

It is recommended that in order to meet the requirements of Level IV the teachers and pupils should be continuously alert to bring in materials related to the work at hand. The school should become such a vital personalized agency in
the community that no one would think of harming, misusing, or pilfering school property. The wide spread participation of pupils and adults in school and community improvement should be undertaken. The average score is 3.3 in this area.

The Elementary School Library

Type of library.--The library in this school has been given some consideration but no comprehensive plan has been developed. The books are in the classrooms and there is exchange of materials between rooms, in the following manner: as a teacher purchases books or secures some kinds of library materials that she has found helpful to her pupils or if it is above or below her grade level she exchanges or loans the library material to the other teachers. Last year one hundred books were purchased by the superintendent for the primary grades.

The above status of the elementary school library justifies the rank of Level II.

The recommendation for meeting Level III is: a comprehensive plan for library service should be developed in a centrally located library room; and a teacher should serve as half-time librarian.

The Librarian.--The fact that each teacher is librarian for her own class, and that no one is appointed to guide in
the selection and use of materials, places, this school in Level II. The major recommendation to qualify for Level III is a teacher-librarian available half the teaching day to work in the library.

Library materials.—Some of the library materials are selected from lists recommended by the State Department of Education, but there is no special fund for the purchase of library books; therefore, the school does not entirely meet the Level I requirement which says there must be a fund from some source, such as Parent-Teachers Association, or individuals to purchase books. Individuals, as teachers and patrons of the school, have given a few books. The Blue Bonnet Study Club gave a number of books to the school but most of these books were on high school level. The library has a Child Craft Encyclopedia.

When the fund for the purchase of books is arranged, the school will be ready for the next advanced step. These requirements should be, that in addition to the state list, the latest edition of the Children's Catalog should be provided as an aid in the selection of books; one magazine, at least one collegiate type of dictionary and some books in the subject fields should be included in the collection. A minimum of fifty cents per pupil must be provided for the purchase of library books.
Organization of library materials.--The school would probably meet the requirements for Level III in respect to organization of the library materials, because the books are arranged according to what is fictional, with some division of the non-fictional, into types. Card pockets are provided. Sometimes pupil-helpers serve as assistant librarians and there are an exchange and sharing of materials from room to room. It is recommended that the school make the forward steps to Level III which are the classification of the books according to the Dewey Decimal System of Classification, and an accession record kept.

Equipment and supplies.--In library equipment and supplies the school is generally able to meet Level II. There is a library corner equipped with book shelves, tables and chairs. It is recommended that the school make a forward step to satisfy the requirements of Level III by securing a library room large enough to seat a class with equipment for library service, such as tables and chairs.

Library service.--The present practices of this school in library service are rated Level II because books are issued for home reading. The teacher guides in the choice of the reading and encouragement through storytelling and reading aloud. Reference materials are used as the needs arise, if that material is available. The school possesses no story
records. All records used in school are owned by the teachers and the pupils.

Recommendations for Level III are that there should be a centrally located room used as the library and that there should be a teacher-librarian who serves one half the school day, each school day, to guide the pupils in the use of the materials. Teachers may take their classes to the library when the librarian is not on duty.

The instructional program and the library service.-- Stories and informational materials are used to understand lessons better. Practice in the use of the dictionary and encyclopedia are given by the teacher. For example, the language or reading period was used to teach the use of the dictionary and encyclopedia and any lesson period was used in these uses of this library materials that the pupils or teacher decide was opportune.

The above use of the instructional program and the library accords this school a place in Level II. It is advised that Level III be satisfied by a teacher-librarian who serves in the library one half of each school day in a centrally located room, large enough for a teacher to take her whole class.
Summary

The significance attached to the educational program of the Saint Jo Elementary School is shown by the data which reveal that Level III most closely identifies the present practices of the school according to the Handbook for Self-Appraisal and Improvement of Elementary Schools. This means that Levels IV and V are still ahead as goals to be reached. Every item in the curriculum can be made much better. By cooperative planning many of the supplementary materials, which are inadequate at present, could be supplied at little cost. To a great extent subject-matter is stressed, but the teachers do use many of the newer methods in presenting the subject-matter. Teachers realize that changes in a conventional school must come slowly; therefore, experimentation with methods of teaching are gradually being introduced.

The Saint Jo School ranks Level III in the courses of language arts, social living, science, mental hygiene, arithmetic, music, art and handicraft, and dramatics and auditorium activities.

The school ranks lowest, Level II, in health and safety education, in physical education, and library improvement. Improvement has been made in the library during the last school term. The library ranks low because of lack of financial aid.
Data show that each teacher is left alone to plan and follow her own plans for the courses of study. It is likely that the curriculum of the school would be more progressive and more beneficial to the pupils and to the community if it were based on an organized and a cooperative plan of action. The teachers are conservative in bringing about rapid change, because of the existing local conditions. Every teacher has encouraged pupil participation in school and in the classroom management to some extent. The teachers believe, as a group, that if a child is to understand democracy, he should have an opportunity to live democratically, to learn the necessities or behaviors for happy group living. Democracy is based upon group responsibility and personal standards of behavior of the highest order.

Figures 4 and 5 took on the same characteristics as Figures 1 and 3. The same procedure was taken in finding the averages and relating the meaning. Figure 5 illustrates the same materials as Figure 4, but it is shown in a different form.
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<thead>
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<tr>
<td>Dramatics and Auditorium Activities</td>
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<td>School Library</td>
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Fig. 4.--Graphic Comparison of the items in the program of school life in the Saint Jo Elementary School.
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<td>F. Arithmetic........................................</td>
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<td>J. Dramatics and Auditorium Activities...............</td>
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<td>K. Pupil-Participation in School and Classroom Management</td>
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<tr>
<td>L. Mental Hygiene, Democratic Practices, Character and Citizenship Education</td>
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<tr>
<td>M. The Elementary School Library......................</td>
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Fig. 5--The Self-evaluation Score Sheet of the Program of School Life.
Below to Give Graphic Picture of Appraisal

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</table>

Average Rating Level 2.8
CHAPTER IV

HOME, SCHOOL AND COMMUNITY RELATION

This chapter attempts to evaluate the home, school, and community relations of the Saint Jo Elementary School, with Section V in the Handbook as the criteria, and to make recommendations for the next logical steps for improvements.

There are six major headings which are discussed as follows: (1) learning about the community, (2) informing the community about the school, (3) working with the community on school-centered projects, (4) working with the community on other community projects, (5) using community resources, and (6) enriching community life.

Learning About the Community

All of the teachers in the school live in the Saint Jo community. All of them participate in some local community lay organizations. For examples, they are members of the different clubs, such as the Blue Bonnet Study Club, the Saint Jo Garden Club, and members of other clubs and organizations; but seldom are any of these meetings attended during school hours. The foregoing teacher activities are
scored 4.0. The requirements for the score of 4.0 are that at least three-fourths of the teachers vote and pay taxes in the local community; all of the teachers vote and pay taxes in the community, therefore, the score is 4.0.

All of the teachers exercise their citizenship duties and rights as other normal citizens. For example, all of them pay taxes, vote, and willingly perform much other duties as they may be called upon to do. The school score is 5.0 on this item because requirement for Level V is the practice in this school.

Some teachers do attempt to find out what they can about their pupils' home background, but there is no administrative plan to help them share this information with other teachers; therefore the school is scored 2.0 on gathering information about the children's homes. It is recommended that information about the child's background be gathered in a routine way and that homes be visited by the principal and the school nurse, as well as by the teacher. When these things are done the score will be 4.0 in this area. Most of the teachers learn about the community by participating in community activities, which consist of being a part of the local lay and religious organizations and in participating in civic activities. Some of the teachers have attempted to discover the community
resources which might be helpful in their own classes, but there seems to be little sharing of this information with other teachers; therefore the score is 2.0.

The score 3.2 or Level III is given Learning About The Community. A higher rating would result if there were more learned about the children's background, and if there were a greater degree of sharing what had been learned about the community problems and resources.

Informing the Community About the School

The school has no planned program for informing the community about the school activities and problems. Parents are called by the teachers or administrators only when there is a problem of unsatisfactory progress or adjustment. However, contact between parents and teachers occurs and is not confined to cases involving unsatisfactory progress or adjustment only. For instance, the room-mothers always consult the various teachers about their projects for the room.

The school is given a score of 2.0 on the teacher's and administrator's cooperation with the local newspaper in preparing school news. Most of the school news emphasizes athletics, student organizations, and some school programs for entertainment.
Parents are invited to visit their children's classes; but when the parents accept this general invitation, they are given little help on what to look for or how to observe a class at work. Here the score is 2.5. It is recommended that the parents be provided with a set of suggestions for observing a class situation when they come to visit the class. When this is done the score will be 4.0.

In the observance of such occasions as American Education Week and similar occasions, the teachers are left to their own initiative and ingenuity. The school is scored 2.0 in this item. It is recommended that such occasions be observed with special programs by and for the pupils, and that efforts be made to use the programs to interpret the school to the patrons, policies and practices, except through personal contact, by announcements of programs, holidays, and by pupil's invitation to parents to be present at the Parent-Teachers Association meetings and other programs. The school is scored 2.0 in this item.

It is recommended that bulletins and letters to parents be used to interpret the school policies and practices, and that circular letters be used when problems arise which require clarification. The fulfillment of these requirements would give the school a score of 3.0.

Informing the Community About the School scored 2.6 or Level II.
Working with the Community on School-Centered Projects

Working with the community on school-centered projects is not a difficult problem in Saint Jo. The Quarter Back Club has done much to sponsor athletic events and to build to a seating capacity for several hundred people on one of the best football grounds. Men worked after their regular working hours were over; and others gave money and materials for the project. Although this did little for the elementary school, it showed a fine spirit of co-operation on a school-centered project by the people of the community.

Suggestions concerning the general school policies are appreciated by both teachers and administrators. Lay citizens are given a general invitation to make suggestions about school policies, but no procedure is put into action that will assure lay citizens that their suggestions on school policies get official consideration. The score is 4.0 in this item.

So far as can be learned, lay citizens are not much interested or concerned about curriculum content or change in the curriculum. The score is 2.0 on cooperation between school personnel and laymen concerning the curriculum.

School officials may discuss building plans and problems with a few lay citizens, but changes and improvement of the school building are usually done without active participation
of lay citizens. The score in building planning is 3.0. It is suggested that the community citizens be invited to make suggestions about building plans and that a procedure be set up to assure consideration of these plans. When these suggestions are put into practice by the school the score will be 4.0.

This community does not financially support experimentation beyond the bare essentials of the local school program. The school score is 1.0 in financially supporting school experimentation. When means are used to enlist financial aid for experimental features of the school program, the score will be 2.0, which is still low.

The citizens are invited to make suggestions about building plans, but no procedure is put into practice to assure consideration of these plans; therefore the school is scored 3.5.

Neither Saint Jo nor Montague County has a public library or a county health unit at the present time; therefore no rating can be given school cooperation with these public agencies.

Parents are asked, but seldom go or give assistance in making field trips and other educational excursions; however, the room mothers give both their time and money to make such educational excursions possible. For instance,
ten of the fourth grade mothers gave their time and money to make an excursion to Denton with the children.

The score of 2.5 is given the school on parents offering their personal services to the school; however little, if any, assistance has been given in office and library work, temporary teaching to relieve the teacher for professional business or other reasons. This service would give the school the score of 3.0 in personal service to the school.

The total average score on Working With the Community on School-Centered Projects is 2.5 or Level II.

Working With the Community on Other Community Projects

It is believed that the teachers and the administrators of the school recognize their responsibility in working with the community on other community projects. Much of the help in solving of community problems comes from school personnel who, as individuals, work with temporary committees in the solution of community problems, but there is no plan for concentrated community action. The school score is 2.0. It is recommended that the school be represented on some type of continuing community council which constructively contributes to the solution of community problems in health, safety, recreation, and other community related problems. When this suggestion is school practice the score will be 3.0.
School leaders recognize their responsibility for the improvement of intercultural relations, but there is no continuing plan for attacking these community problems in intercultural relations. Here the school score is 2.0. It is recommended that school people occasionally discuss the problems of intercultural relations with interested lay citizens and groups; and that there be a continuing plan for attacking these problems. When the above recommendations are put into practice the school will score 3.0 in this area. Teachers and administrators admit they have some responsibility toward out-of-school problems which may lead to maladjustment and delinquency, but at present have no plans to carry out such responsibility. The school is given a score of 2.0 in this item. It is suggested that future action be taken by the school personnel in giving assistance to local agencies engaged in meeting children's out-of-school problems in such a manner that there may be some occasional carry-over of these activities into the school program. These suggestions practiced by the school will raise the score to 4.0.

Health projects in community are undertaken under the leadership of the Parent-Teachers Association with the assistance of some of the different women's clubs of the community. For instance, each year there is a spring-round-up of the pre-school children who are given the
different immunizations to diseases before they enter school. The local doctor gives his assistance when needed on this health project. The school scored 3.0 in the school's responsibility for community health.

The superintendent selects his teachers as a committee to carry on adult-interest community projects, such as the March of Dimes, Junior Red Cross, and funds that are collected for heart or cancer research work. This work is done by each teacher in her classroom. The children are permitted to study the problems and give whatever amount of money they want to, with no element of competition between grades in the school. The school probably rates 4.0 in this item.

The school is given an average score of 2.6 on Working With the Community on Other Community Projects, or Level II.

Using Community Resources

School trips are encouraged; and the school bus may be obtained occasionally to make the trip to take the children. For instance, the trip the fourth grade made to Denton; however the bus driver is paid by the interested persons. The score of the school here is 4.0.

To all appearances, the school must be rated 1.0 on camping opportunities because there is considered to be no need for school camping opportunities.
School leaders do not seem to consider school farming and gardening experiences to be important; therefore the school is given the score of 1.0.

These last two items were scored 1.0 each in these areas, which indicate there is much to be done by the school. The teachers and pupils study the community and environment on excursions and field trips.

The teachers invite local citizens to visit their classes to contribute to class activities. The citizens which appear before the classes make talks, show exhibits, and make other contributions to the classes; but no effort is made to keep a directory of such persons who are available. This item is scored 4.0.

The average score of 2.5 places the school in Level II. There is much indication that the school should work more closely with the community in using community resources.

Enriching Community Life

Individual teachers meet with the parents of the children occasionally, but adult education is not considered a function of the elementary school. In this area the score is 1.5. The major steps to score Level V would be the provision of leadership in a program of adult education in child growth and development for the parents of the children the school serves and for the parents of pre-school children.
The school meets the requirement for the score of 4.0 or Level IV because the school board policies govern the use of the school building by non-school groups. For instance, when the Masons had their annual oyster supper they received permission from the school board through the superintendent. Some types of groups are excluded, such as dances in the gymnasium.

The playground facilities are not used as much as they might be. The playground facilities may be used after school and for vacation recreation, but neither the school nor the community provides supervision or leadership. The school score in this area is 2.0. It is recommended that Level III be made the school practice; school ground facilities be used for after-school and vacation recreation with leadership furnished by the school or the local community civic organization. Perhaps some plan could be worked out whereby both school and community civic organizations could work together to make this arrangement possible.

Almost all of the pupil-participation program, such as health plays, band concerts, and plays put on by the different grades, are the outgrowths of the instructional program or activities. Occasionally programs are given of an entertainment nature, such as the Stump's Quartet or
a Negro Minstrel. The school is scored 4.0 in the provision of wholesome entertainment in the community. It is recommended that the school sponsor a schedule of cultural entertainment such as music, dramatics, and so forth, planned in the knowledge of the availability of such a program, from other sources in the community. Some of these programs are to be produced as part of the regular school work of the children. If these arrangements should fail to meet the community's cultural needs for entertainment, programs may be brought in by outside selected professional entertainers. When the foregoing cultural schedule is put into practice the school will score 5.0.

The school scores 3.0 in the use of school facilities, such as shop and auditorium by non-school organizations because no leadership is furnished by the school. The janitor is employed as a kind of "caretaker" of the school facilities during the summer when these are used by non-school groups. It is recommended that one or more teachers be employed during the summer to stimulate and guide a program of child and adult use of the school's special equipment. When this recommendation is put into practice the school will score 4.0 or Level IV in the use of special equipment of the school during the summer.
The school score is about 3.0 on the teaching of family relationships and the principles of family life, as individual teachers sometimes prepare special units on the principles of family life as they apply to the boys and girls. These units are most often done in the social studies or in health. It is recommended that the school make the next advanced step to Level 4.0 The requirements are that the school sponsor conferences and lectures for parents by outside authorities on home and family relationships; and that there be some integration of these lectures and institutes with the instructional program.

The average score is 3.0 or Level III in Enriching Community Life.

Using the same procedure, Figure 6 explaining a comparison of items related to the home, the school, and the community relations. Figure 7 states the same material in another form.

Summary

The total average of all six major areas in the school, home, and community is 2.7 or almost in Level III. This indicates that much can be done to improve the home, school, and community relationships. The school has a good situation in that all the teachers live in the community and assume their duties as citizens of the community.

In improving home, school, and community relations, the school practices are inadequate.
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**Fig. 6.**--Graphic comparison of items related to the home, school, and community relations.
### Section V -- Home, School, and Community Relations

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Fig. 7--The Self-evaluation Score Sheet of the Home, School, and Community Relations.
## Below to Give Graphic Picture of Appraisal

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**Total average level rating** 2.7
CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

This study has made an evaluation of the present practices of the Saint Jo Elementary School according to the Handbook For Self-Appraisal and Improvement of Elementary Schools, and has made recommendations for improvement in those areas analyzed in this study. If they are found to be practicable after thoughtful consideration, these conclusions and recommendations might be approved as future policies of the school.

Conclusions

As a result of this evaluations the following conclusions have been reached:

1. The greatest weaknesses were found in the teacher-pupil ratio and in the physical education program.

2. The school rated average or in the range of Level III.

3. The practices of the school in classifying and promoting the children were satisfactory to some degree; but more can be done in the use of objective tests.

4. Intelligence tests, achievement tests, personality tests, social tests, behavior journals, and case study records are used very little.
5. The class size is much too large.

6. There is no definite policy of teacher tenure adopted by the school board and the administration.

7. The visual aid equipment was found insufficient to meet the school needs.

8. Many features of the experience curriculum are lacking in the school program.

9. The language arts field does not receive enough emphasis in the school program.

10. Too much emphasis is still placed on subjects taught in isolation.

11. Equipment for the teaching of elementary science is not provided.

12. No organized system for using the community resources by the school is provided.

13. Teachers' in-service training is inadequate.

14. A guidance program similar to high school with the teacher as the leader is not provided.

15. Democratic practices and activities are limited in this school.

16. The school is not "sold" to the community by the pupils, teachers and the administrators.

17. The practices of the school are found inadequate in improving home-school and community relations.

18. It is found that the Handbook provides specific goals toward which the teacher may work.
Recommendations

After careful consideration of the evaluation of this school, the following recommendations are suggested as the next steps for improvement of the Saint Jo Elementary School:

1. A greater amount of consideration should be placed on the different tests; and the data obtained from intelligence, personality, and achievement tests as well as other sources should be used for grouping and promotion.

2. The teacher-pupil ratio should be reduced to approximately twenty-five.

3. The teachers should have conferences with each parent during the year in which definite anecdotal records are discussed. The information gained should be added to the permanent record for future reference whenever needed.

4. Children with contagious diseases should be excluded from school and re-admitted by certificate only.

5. There should be provided a place in which pupils may have a rest period when it is necessary.

6. Milk or fruit juices and crackers or cookies should be provided in mid-morning for the smaller children and for the under-nourished children.

7. A mid-afternoon lunch should be provided for the small children who have to wait on the buses.
8. A rest period should be provided in the afternoon for the small children, with rag rugs or mats for them to lie on while they rest.

9. The school should have a systematic guidance program.

10. The teachers should participate in an in-service training program.

11. Teachers should be given help in making case studies.

12. The teachers should take greater interest in their professional organizations.

13. Teachers should be given at least ten full days of leave for personal illness. Leave provisions should also be made for attending professional meetings, observations, or visitations without loss of pay.

14. Teachers should become better acquainted with the home conditions of their pupils.

15. There should be a definite policy of tenure adopted by the school board.

16. The parents who visit the classroom should be given instruction sheets that will help them know what to look for and how to observe a class situation.

17. Additional funds should be allotted the school library for buying books and subscribing to at least two children's magazines.
16. There should be a centrally located room for use as a library and a half-time librarian employed. The other half-time she may serve as a classroom teacher.

19. The school should work toward a development of the integrative-experience program in order to meet the needs of the child instead of so much emphasizing of subjects taught in isolation.

20. The language arts should be more closely correlated in all areas of the curriculum. Whenever the need arises with the child for some instruction in language, that need should be considered and the teaching arranged accordingly.

21. The curriculum should encourage the organization of instruction in units based upon experiences of children.

22. A better physical education program should be arranged.

23. The school should give more pupil participation in safety instruction by establishing a student patrol.

24. The program of the school should allow for more pupil evaluation and participation in planning.

25. There needs to be a clearer and more definite understanding between the school and the community concerning projects which need the attention of both.

26. More emphasis should be placed on informing the community about the school through conferences between
parents and teachers, and greater cooperating with the local newspaper.

27. Leadership and direction should be provided for the children who use the playground after-school and during vacation.

28. The school or the community or the school and the community should sponsor at least six-weeks of playground activities or some form of recreation during the summer months.
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