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# HOW GOOD IS YOUR LOCAL SCHOOL SYSTEM?

Bulletin No. 100

A Guide for Examining the Quality  
of Your Local School System

STATE DEPARTMENT OF PUBLIC INSTRUCTION  
STATE OFFICE BUILDING, DES MOINES 19, IOWA

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### Purpose of this Bulletin

This bulletin is for exploratory purposes. The criteria contained herein for evaluating the programs of local school systems are to be carefully studied by an advisory committee to be chosen by groups representing educators and school patrons during the Spring and Summer of 1958.

It is intended to utilize recommendations from this committee and other groups in drawing up recommended goals for school systems and in suggesting the minimum standards to be adopted by the State Board of Public Instruction for the approval of school districts.

## FOREWORD

Citizens of each local community are frequently asked, "How good is your school system?" This question is raised by families who are considering moving into the community. Business and industry include this question in the careful studies which precede a decision as to the location of an enterprise. Most of all, local citizens ask this question in their eagerness to have the best possible opportunities for their children and in their concern for the "general welfare" of their community and of society.

Before one can tell how good anything is, he must have a definition of what is generally regarded as a good example of that thing at its best. So it is with a school system. When one knows what a good school system is like, he is in a position to evaluate the schools in his own district.

The staff of the Iowa State Department of Public Instruction has had a Committee on Approval Standards at work and reporting to it since September, 1956. The counsel of many Iowa educators, school administrators, and teachers has been secured. Book and magazine sources have been carefully studied. Finally, the informed layman's point of view has been available to the Committee at all times as a result of frequent appearances at meetings of the State Board of Public Instruction.

Now, after a complete review of the Committee's work by the staff of the Department, this bulletin is being released as a suggested **guide** for informal use in evaluating the adequacy and quality of local school systems in Iowa. This publication represents only the first of a series of proposed steps designed to focus state-wide attention on the question: "What makes a good school?"

It will be noted that this evaluative guide has been set up in terms of classified questions with each question to be answered only with a simple "yes" or "no." Obviously, many Iowa school systems could not, at present, answer "yes" to a high percentage of the questions which are presented in this bulletin. In the first place, some of the questions may indicate goals which have not been considered up to date while others may not have been thought important enough to strive for. Furthermore, a "yes" answer does not give any clue as to the degree to which many of the criteria have been met. They will, however, serve as a point of departure for evaluative purposes.

The law requires that the State Department shall have "standards, regulations and rules . . . for the approval of all (public) schools and public junior colleges . . ." It is important that such standards shall be kept under continuous, cooperative review. Only by keeping them up-to-date can they serve as adequate guides to the development of better school systems. This publication is designed to meet this condition.

It will be noted that this bulletin **does not** present any items as standards. However, it is anticipated that it will serve as a basis for forming judgments about desirable changes in or additions to present standards. The Department plans to foster the widest possible discussion of desirable standards among school patrons and members of the teaching profession during the coming spring and summer. As a result of suggestions arising from these discussions, the State Board of Public Instruction will be in a better position to set up recommended goals and to adopt formal, minimum standards for the approval of school districts.  
December, 1957

J. C. WRIGHT  
State Superintendent of Public Instruction

## INTRODUCTION

Our public schools belong to all of us. They are everybody's business. They are the most important element in America's future. They conserve and cultivate the human resources essential to the preservation and extension of our American way of life. In our present-day world we recognize that good schools are increasingly imperative as a bulwark of our national strength. Therefore, we need constantly to seek ways of making our schools as good as we possibly can.

This bulletin first presents the goals of public education as interpreted by the Iowa State Department of Public Instruction. The remainder of the publication is organized into thirteen sections, each concerned with an important area of education by means of which a local school system may be evaluated. There is a brief introduction descriptive of the nature of each of these sections followed by a series of questions designed to help local evaluating groups judge the quality of their own school systems in these particular areas.

The contents of this bulletin are selective rather than comprehensive and all inclusive. Good school systems will have many characteristics not treated herein. On the other hand, the State Department is convinced that the great majority of the questions included will have validity when applied to any school system. No doubt the discussions stimulated by these questions will reveal some items that may not prove important enough to retain and others which need to be reworded for clarity and precise meaning. Too, the study groups who will discuss this bulletin will no doubt contribute new questions that deserve inclusion. The Department is eager to obtain constructive suggestions and every idea presented will be given thoughtful and serious consideration.

The Department is entirely aware of the fact that a school system may be able to "chalk up" affirmative answers to most of the questions in this bulletin and yet fall short of having top-level schools. On the other hand, a school system that has a relatively low percentage of affirmative answers may prove to be especially strong in some respects. The important point is this: all school systems will profit by the thoughtful self-analysis that can be promoted by the judicious use of the evaluative questions included in this bulletin—and, where areas of improvement seem to be needed (whether the school ranks high, average, or low), the taking of proper steps will lead to improved educational conditions in the community. It is not a matter so much of finding what schools are good or average or bad—it is a matter of helping each local school system to move ahead of its present status. In some cases, of course, the need for substantial progress will be greater than that of others.

In this bulletin it will be noted that certain areas such as library and materials-of-instruction services have been given somewhat greater emphasis than others. This added emphasis has been deliberately planned because such areas as the one just cited have been sadly neglected in many of our schools. In this area of educational materials, for instance, there is no expenditure other than for

teachers' salaries that is likely to yield greater learning dividends per dollar.

It will be noted that a relatively strong emphasis has been placed upon our secondary-school programs in terms of the itemized attention given to the various curriculum areas. This does not mean that programs at other educational levels are of lesser importance. It does point out, however, that the Department feels that there is a present need for examining our secondary schools as carefully and as honestly as we can.

In the first place we need to recognize clearly that a wide diversity of courses is necessary if we are to care for the individual needs of our teen-age population. Then, too, our secondary schools are being challenged with greater demands for program change to serve adequately the needs of our nation in the present world crisis.

It is only too obvious that there is now grave concern over the tremendous emphasis on the scientific and technological educational programs in the Union of Soviet Socialist Republics. Even the President has asked that our schools most carefully scrutinize their offerings so that all our students will be given appropriate courses in mathematics and science and the more able be given opportunities to develop fully their capacities in these fields. A stricter attention is being given to the necessity for better scholarship and even longer periods of active school time during the week and throughout the year. The Department is not interpreting this current demand to suggest a capitulation to a program that will be imitative of that in the Russian schools. It has no intention of urging undue excitement or unwarranted concern about the problem. The Department does feel, however, that we must be realistic in terms of a national urgency to see to it that our schools play their rightful part in keeping America strong. This is no time for our schools to complacently take an ostrich-like stance.

It is recognized that this bulletin might be used in ways which would defeat its purpose. For instance, it is possible that one or a number of the criteria set up in terms of questions could be "blown-up" in value out of proportion to their importance. It might also be shown that a school rated fairly high in terms of the number of affirmative answers while at the same time it might be greatly lacking in several important areas. The test of effective use of the bulletin will lie in the steps which are taken in the local community to improve its school system along lines suggested by the goals of public education and the questions relating to the means of reaching these goals.

The Department does not desire to be understood as saying that this bulletin represents the "last word" regarding good schools. Where there is vision on the part of local school systems as to new things which might profit the pupils, the Department encourages well-planned and thought-out experimentation. Good schools are always looking ahead to better ways of reaching the goals of education.

## Section B

### THE GOALS OF PUBLIC EDUCATION <sup>1</sup>

There seems to be a growing understanding that education is the most important public service in the United States today. Many will agree that the future of our country, in large measure, is to be found in its classrooms for "The continuance of our American way of life depends upon the way our citizens are educated."<sup>2</sup>

In determining the fundamental tasks of education, it is important to note that the social and governmental policy of the American people is based upon democratic principles. Thus, it follows that education and democracy must develop together. In Iowa the Department of Public Instruction seeks to bring about this partnership as our schools strive to build those understandings and attitudes that will make Iowa's children bulwarks of our democratic faith.

Probably the best measure of the success of an educational program is the degree to which our young people grow into effective, participating citizens. It follows, therefore, that the factors which contribute to effective citizenship are the ones which point out the goals toward which public education should strive. In order to clarify thinking, these goals need to be presented as separate entities; yet it is clear that each purpose serves and, in turn, is served by the others. They are closely interrelated and thus give mutual support. In other words, progress in the achievement of a given purpose is likely to mean the strengthening of all others.

Over the years, many state and national groups have seen fit to set forth the goals toward which our schools should strive. Often local school systems have done the same in order to give some common direction to their own school programs. It is no new task, therefore, which the Iowa State Department of Public Instruction faces in determining what shall be some of the more fundamental goals for our public schools. With the great range of educational needs confronting any state, and in consideration of the diversified desires and ambitions of a populace, this task of assessing the most important needs of our young people is by no means a simple one. There appear, however, certain major goals which the Department feels are commonly cherished as important to the task of meeting the needs of the pupils in our elementary and secondary schools. In many respects, these goals should also give direction to the ever-increasing challenge of providing further education for the adult population of our state.

#### Twelve Major Goals

##### I. To Develop and Maintain Sound Physical and Mental Health

There is a growing concern that our schools see to it that the children of Iowa grow healthy in body and sound in their mental outlook on life. And, of course, a high level of physical and mental fitness is to be greatly cherished. What parents are there who would not like to push a magic button guaran-

teeing that their children would live in health. The more thoughtful parents, in recent years, have been even more concerned that their children develop those qualities of character and emotional stability which are related to sound mental health. While the home and community should accept a major responsibility for the achievement of this important health objective, the State Department feels that it is the obligation of public education to insure opportunities for healthful living as the heritage of each child.

##### II. To Achieve a Growing Command of the Fundamental Learnings

American schools have always been concerned with the development of competencies in the three R's. The emphasis continues and will not diminish in the future; it is only the methods of presentation that change. Because we believe in progress, this should be expected.

It is true, however, that our concept of the fundamental skills of learning has broadened in recent years. In the language arts, for instance, facility in speech and skill in listening have grown in importance and emphasis. Furthermore, in our geographic One World, there are few who would question efficient map reading as a fundamental skill. We need, also, to be vigilant in assuring for all pupils a solid background of knowledges and skills in the fields of science and mathematics; we also should see to it that the highly capable in these areas are given school work which will challenge their talents. Certainly we want all of our young people to develop a genuine respect for all fields of organized knowledge and thus for their classmates who are especially successful in academic fields.

##### III. To Establish an Understanding of and Belief in Oneself

Someone has said that it is easier to understand other people than oneself. Whether this is true or not, it is surely important for growing youngsters to recognize why they think and act as they do. This in no way means that schools should encourage young people to be continually concerned about themselves—it means only that schools should help them to a reasonable understanding of why they "tick" the way they do. Equally important, our schools should provide opportunities for earned successes so that pupils develop self-assurance and self-respect. Our young people need to recognize their strengths and achievements as well as to sense where improvement is needed.

##### IV. To Work Easily and Effectively with Others

An important task of public education is to help our young people develop satisfying relationships with others. Children, early in life, need to learn how to get along well with members of their immediate family. As they grow older this need for desirable human relations extends to a wide variety of people and eventually encompasses the peoples of the world. Fundamentally, however, good human relations are rooted in early associations with people in our homes, classrooms, and communities. It is hardly an exaggeration to say that the peace of the

<sup>1</sup>The twelve goals of public education listed here are taken from *The Iowa State Department of Public Instruction—A Descriptive Handbook* (Des Moines: The Department, 1957.) For a discussion of the implications of each of these goals as they apply in a practical sense to the school program, please see the Handbook.

<sup>2</sup>National Education Association, American Association of School Administrators. *American School Curriculum* (Washington, D. C.: The Association, 1953), p. 9.

world rests upon the increasing ability of people everywhere to work well with each other.

#### V. To Understand and Respect Our Democratic Heritage

If democracy and education are to grow together it is fundamental that pupils understand what our American democracy means and accept the individual rights and duties which accompany them. Inherent in this understanding of our own country is an appreciation for the contributions of those people from other lands who have helped to make the United States a great nation.

Young people who develop a strong and understanding loyalty to our country are most likely to respect the individual worth of those of other races, religions, and national backgrounds. They will become strong champions of individuals who are striving for democracy in other parts of the world. They will develop such civic qualities as respect for authority, concern for the common welfare, belief in the will of the majority, and the practice of democracy in group relations.

#### VI. To Develop Ability to Use Personal Resources Wisely

Personal resources may be classified into two separate types: (1) material resources such as money and goods, and (2) human resources such as physical energy and mental endowment. In considering both types of resources, it is important that public education strive to bring about a high level of "consumer efficiency." Young people need to learn how to spend their money wisely and to use the goods which they possess with care and efficiency. This involves both the element of personal thrift and a judgment of values.

Equally important, our schools should teach pupils how to organize their work and make good use of their time, for probably there is no greater national waste than that of human resources. As schools devise ways by which abilities can be activated, as they teach effective study habits, and as they direct pupils toward a quest for excellence, they are helping these pupils develop wisdom in the use of their personal resources.

#### VII. To Build a Personal System of Moral Standards and Spiritual Values

One of the essential tasks of public education is to help each pupil develop a satisfying philosophy of life. This philosophy should help him become the finest person it is possible for him to be. It should give him stability of character, causing him to take life in its stride without undue worry or anxiety. It should also encourage him to contribute his talents and a reasonable share of his earnings to the society in which he lives.

As our young people build their personal systems of moral standards and spiritual values, they are growing in those traits of character which good people everywhere cherish. They are learning to do their work honestly and well; to make reasonable decisions without undue delaying action; to show genuine respect for the feelings of others; to see life's funny side with gentle humor; and to act consistently as responsible citizens. More important than all, they are growing in an understanding and practice of spiritual qualities which include a faith in a power greater than oneself.

#### VIII. To Grow in an Awareness and Enjoyment of Things of Beauty

People who live rich and satisfying lives have invariably developed an awareness of beauty in everyday life. For some this beauty is found in drama; others find it in great music; and many find it in such forms of art as paintings, sculpture, and architecture. But things of beauty are by no means confined to the arts. There is beauty in the world of literature—with the real beauty of great literature being that it becomes more satisfying each time it is read. And there is beauty everywhere in nature, in the graceful rhythm of the soaring bird, the stark majesty of a towering mountain peak, "the amber waves of grain," and the patter of the rain on the roof. There is beauty, too, in the gentleness of a kindly old man, in the helpful hand of a friend, and the generous act of a stranger. The mother, too, knows beauty in the fragrant brown-crust loaf of fresh-baked bread, the neat arrangement of living room furniture, and best of all in the angel smiles of children just asleep. The father sees beauty in the well-groomed lawn, the barbered hedge, the newly-made trellis holding bright red roses in its arms.

Yes, there is beauty to be found in the scenes of daily life as well as when these scenes have been placed artistically on canvas. Surely one of the goals of public education should be to help young people sense and appreciate the beauty which can be found in everyday living.

#### IX. To Develop Wholesome Leisure-Time Interests

The shorter work week can be of value to individuals and to our country only as the leisure time thus added can be used with profit. Our schools now have an increased responsibility for helping young people choose activities that will promote physical well being, stimulate the intellect, expand creative interests, and increase social enjoyment.

Because recreation is an essential part of normal life, our young people need to be educated along this line. Good choices in recreation do not just happen by chance. However, it would be a warped interpretation of leisure time if it consisted only of recreational pursuits, for the time thus spent should be socially useful as well as individually satisfying. Our young people should recognize that they have an obligation to practice civic duties as part of their well-planned leisure hours.

There are many reasons for schools promoting avocational interests. In the first place, such interests, reasonably balanced with academic work, make school life more vital and significant. It should also be noted that the academic subjects themselves often foster leisure time interests, as is witnessed by the development of such hobbies as creative writing, the reading of historical fiction, and bird watching. Most important is the fact that avocational interests afford people of all ages opportunities for companionship and the building of strong friendships.

#### X. To Grow Increasingly in Good Judgment and Intelligent Action

We live in an age where there are few homes without radio, television, and a number of daily and weekly periodicals. To our eyes and our ears come a nearly constant barrage of ideas. A great deal of the information we get through these mass media enriches our lives. On the other hand, unless

we have learned how to make good judgments, we are in danger of accepting distorted information, half truths, and even gross inaccuracies.

It seems apparent that the ability to make sound judgments has never been more important. But a person merely sitting in a comfortable rocking chair and making judgments about life in general is of little service to himself or his fellow men. Good judgment, to be of any importance, must be followed by intelligent action. It is the responsibility of our public schools to provide the conditions and the help needed for our young people to detect problems, to apply effective means of arriving at solutions, and eventually to put their decisions into constructive action.

#### XI. To Develop an Inner Compulsion for Lifelong Learning

Emerson once said that "We are what we contemplate." How wrong it is for children to grow up contemplating a vacation from further learning once they have left school. If our schools fulfill their best mission they will so captivate the interest of young people that, through an inner compulsion, learning will be sought throughout their lives. An ever-present goal of education should be to inspire our young people with the freshness of intellectual excitement.

But how can we open that door which leads to adventurous learning? There are several guideposts that both experience and common sense suggest. In the first place, children don't develop an enthusiasm for fields of endeavor where they experience little but frustration and defeat. Curriculums must be adjusted to our pupils' needs, rather than mass producing child-learning out of a rigid grade-level curriculum.

We recognize, too, that school life must have purpose and meaning for our young people. They must feel that the school has significant experiences to offer them. Probably the key word in education is interest, for interest assures purpose and "when children have purpose they do not recognize how steep the hill or how sharp the stones underneath their feet." Schools everywhere may well consider the question, "How can we plan our programs so that children will grow, year by year, in their zest for learning?"

#### XII. To Thoughtfully Consider and Plan for a Career

As all parents and teachers know, even small children do some thinking about what they some day want to be. We are familiar with the little boy's hope of being a truck driver, a policeman, or an airplane pilot; and the little girl's dream of some day being a teacher, a movie star, or a "Mommy." This interest in the future is continued in the primary grades through the study and dramatization of local occupations such as the storekeeper, the fireman, the farmer, and the post office worker. In the intermediate grades, through books and visual aids, the children's acquaintance with occupations is extended to other areas of the nation and the world. In the junior high school especially, many exploratory activities are provided. At the secondary-school level, more intensive study is made of many fields of work, often with specific skills being developed in occupational areas such as electricity, graphics, photography, journalism, drama, and homemaking. Pupils who are by nature qualified to succeed in professions such as teaching, medicine,

law, the ministry, engineering and science research will be given substantial insights and academic backgrounds.

While most public schools are more concerned with giving pupils a broad general education than with providing training for a specific occupation, nevertheless, a great deal of understanding and even specific skills related to career planning are developed. Of course, some of the larger school systems have vocational high schools, or vocational departments where systematic training in specific occupations is offered.

Public education, however, is more concerned with opening up the field of occupational possibilities, giving some exploratory experiences, and developing the skills and attitudes which would be helpful to a young person regardless of the specific career he may finally choose.

### Implementing the Goals

The goals just discussed have been set up in terms of child development—what we want public education to do for our young people. It is obvious, however, that these goals will be only hollow platitudes unless public education develops the means by which they can be attained. We need to be constantly concerned with ways of implementing the goals discussed in this section. It behooves us, therefore, to set about answering the question, "How can public education best achieve these goals of child development?"

The State Department believes that there are many ways of achieving the goals of public education. There seem to be some ways, however, that stand out as being of particular importance. These are briefly presented here:

1. The most important instrument for achieving the goals of public education is the highly qualified teacher. Our communities must provide inducements which will draw into teaching many of our best high school students. At the same time, certification requirements should be at such a level that these talented young people will be thoroughly prepared as "skilled professionals" in their chosen fields.
2. Continued efforts should be made to improve school-community relationships. It is only as our schools become closely integrated with community welfare that they will achieve the best results for their pupils. In reciprocal terms, the community must be ever concerned with supporting its schools in a positive and constructive fashion.
3. Public education must increasingly recognize that its duty is to the whole range of its citizenry. Public education is not merely education for young people five years of age through the high school years. Instead, it should be concerned with the mother of the unborn babe; with nursery school education; and with adult education that extends beyond high school for all those who can be interested.
4. The curriculum of a school consists of all those pupil experiences over which the schools have direction and control; it may be thought of as the life blood of any school system. It is only as the curriculum is practical, vital, and up-to-date, that it can bring about the achievement of the goals of public education.
5. Our school plants should be designed to house our school population in such a way that they can do

their work with a maximum of efficiency. Going-to-school is one of the most important businesses that a citizen will ever be engaged in. Thus, if we believe in business-like efficiency, our school plants should match the importance of the educational product which they house and help to develop.

6. In farming, industry, and business, those who are successful are most likely to be the ones who have the best tools with which to work. In like fashion, schools need adequate instructional materials and equipment if they are to fulfill, with efficiency, their responsibilities. Of course, this efficiency is a two-way street and while the community should strongly support the purchase of the necessary tools of instruction, the schools should, with equal emphasis, guarantee that such purchases will be based upon carefully determined needs.
7. In today's world it is recognized that a widely diversified set of curriculum offerings must be available if our young people are to have opportunity for the choice of school subjects and experiences which they need for personal fulfillment. For instance, it

is obvious that the potential engineer, whether he is living in the capital city or in the smallest village in the state, should have a wide range of subject offerings in the fields of science and mathematics. Furthermore, in order to be a well-rounded citizen, he should learn the social sciences, English, art, music and the like under the guidance of competent teachers—ones who are well-prepared in their chosen fields.

It seems obvious that this wide range of experiences cannot be afforded in school districts in which instructional facilities are inadequate and the members of the teaching staff are required to teach in areas of limited training. Furthermore, in small schools many subjects and activities cannot be provided let alone be taught by persons thoroughly prepared in these fields. Thus, if the goals of education are to be achieved for all of our young people, each pupil must be in a school system large enough to provide this range of subjects and activities, an adequate supply of instructional tools, and teachers who are highly qualified in the subject fields in which they teach.

## Section C

### ADMINISTRATIVE POLICIES AND PRACTICES

In the United States education is a function of the states. The people of each state elect the state legislature. This legislature enacts the laws which determine the method of selection, and the rights, powers and duties of each school board in every school district. The people of the school district elect the school board and vote on certain major issues all in accordance with conditions specified by law.

The state, through its department of public instruction, exercises broad supervisory and regulatory control over local schools and school districts. The Iowa State Department of Public Instruction is under the control of the State Board of Public Instruction. This State Board selects the State Superintendent of Public Instruction.

The offices of county superintendents under the control of elected county boards of education are a part of Iowa's legal structure affecting the administration of local schools. They render many important services to local school districts and serve an intermediate function between the local school district and the State Department of Public Instruction.

The local school board, and also the superintendent whom it selects are **agents of the state**. As such it is their duty, under the leadership and supervision of the Iowa State Department of Public Instruction, to achieve the broad educational goals established by the state legislature.

While the local school board exercises its powers and duties only by virtue of specific authorization of the state legislature, there are ample opportunities for the local exercise of initiative and decision. Thus the board and its employed personnel face a clear-cut responsibility to provide and operate a **good** school system for the community which they serve.

The staff of the Department of Public Instruction believes that the extent to which **affirmative** answers can be

given to the questions in this section and those which follow it will indicate how good your local system is.

#### School Board

##### I. Personal Qualifications of Board Members

1. Do they possess a genuine interest in helping advance education in the community?
2. Do they have a good acquaintance with the local system?
3. Do they have sufficient time to attend meetings of the board regularly?
4. Do they make decisions on the basis of evidence supplied rather than on the basis of prejudice or personal interest?
5. Are they respected by the community and do they get along well with people in the community?

##### II. Board Members' Concept of Their Responsibilities

1. Do they believe that the chief tasks of the board are to adopt policies, and to establish the climate in which good schools can operate?
2. Do they believe that a professionally-prepared and competent superintendent should be employed and held responsible for the administration of the adopted policies?
3. Do they realize that as individuals they have no more authority than any other individual in the community?

##### III. How School Board Members Seek to Improve Abilities to Perform Their Duties

1. Do they attend meetings of the board regularly?
2. Do they visit the schools in the local school system and also in other communities?
3. Do they participate as members of associations

of school boards and do they attend school board conventions?

4. Do they read professional journals of particular value to school board members?
5. Do they utilize opportunities to listen to pertinent reports by teacher and citizen committees?

#### IV. School Board Policies and Procedures

1. Does the board have officially adopted rules and regulations for its own organization and procedures?
2. Has the board formulated and adopted a set of written policies for the operation and administration of the schools in the local school system?
3. Does the board transact district business only when in official session?
4. Does the board hold regular meetings at least once each month with planned, written agenda to guide its deliberations?
5. Are all sessions of the board open to the public except when matters such as personnel and purchase of sites are under consideration?
6. Does the board truly regard the superintendent as "the executive officer of the board" and provide for his attendance at all meetings of the board except when he is under consideration personally?
7. Does the board require the superintendent to report school progress in a systematic manner and also problems facing the schools which need the attention of the board?
8. Does the board scrupulously delegate all executive functions to the superintendent and hold him responsible for the results within the framework of the adopted policies?
9. Does the board have and follow an officially adopted set of personnel policies designed to attract and retain competent teachers, and are these policies set forth in a handbook which is given to all teachers and also made available to the public?
10. Does the board recognize the fact that it should limit itself to the appraisal and selection of the superintendent and appoint teachers, principals, supervisors and also non-teaching personnel only on recommendation of the superintendent?
11. Does the statement of personnel policies give consideration to the following minimum characteristics where applicable:
  - a. Does it set forth the selection requirements and procedures?
  - b. Does it include provisions for assignment of duties, orientation to the local system, load, promotion, transfer and leaves of absence?
  - c. Does it define the beginning salary, the schedule of yearly increments and the maximum salary for each position or level of preparation and experience?
  - d. Does it include a plan for in-service professional growth of teachers?
  - e. Does it clearly delineate the legal and policy controls over tenure?
  - f. Does it outline the conditions of and provisions for retirement?
12. Does the board have and follow officially adopted salary and personnel policies for non-teaching personnel?

#### V. Selection of Superintendent

1. Does the board regard the task of employing a superintendent in the case of a vacancy as one of its most important undertakings?
2. Does the board have a definite policy or plan for its guidance for the selection of a superintendent?
3. Does the board make a public announcement that a vacancy exists?
4. Does the board draw up a set of specifications of the personal and professional qualifications it believes to be necessary for the position as superintendent of your particular local school system?
5. Does the board accept and consider qualified applicants from within the school system in exactly the same manner as other applicants?
6. Does the board seek actively to locate qualified applicants as well as to consider those who apply on their own initiative?
7. Does the board make its own, independent investigation of each applicant for the position as superintendent?
8. Does the board invite applicants to appear for individual interviews only after the preliminary list of applicants has been investigated and narrowed down to a reasonable number?
9. Does the board hold the names of applicants for the position as superintendent in confidence?
10. When the board announces the name of the person who has been selected as superintendent, does it refrain from announcing the names of the other applicants for the position?
11. Does the board determine the salary range it will offer and scrupulously avoid asking candidates for the superintendency to bid against one another?
12. Does the board assume the responsibility for retaining the superintendent only so long as he continues to give satisfactory service, yet refrain from hasty or ill-considered dismissal or transfer actions?

#### VI. School Board Records

1. Does the board's record system provide: (1) accurate minutes of all meetings of the board, (2) proper coding of all receipts and expenditures, (3) recording and filing all reports, and (4) census records including attendance of all children of compulsory school age upon instruction by certified teachers?
2. Does the board have a defined practice as to the retention or destruction of records?
  - a. Are the secretary's and treasurer's accounting forms retained as permanent records?
  - b. Are the minutes of meetings of the board retained as permanent records?
  - c. Are poll books retained as permanent records and are ballots retained for at least six months after election?
  - d. Are cancelled warrants, check stubs, bank statements, bills, invoices and receipts retained for five years?
  - e. Are bonds held for ten years from date of record and are bond coupons stamped paid and retained for ten years?
  - f. Are written contracts retained for ten years?

- g. Is a copy of each year's budget and financial report retained permanently for research purposes?
- h. Is the record of payments of judgments against the district retained for twenty years?

### VII. Financial Plan

1. Does the board adopt and follow a sound financial plan?
2. Is the financial plan one which is designed to ensure a good educational program for the local school system?
3. Does the board use the Iowa Uniform Financial Accounting System or one accepted by the Department of Public Instruction as being equivalent to it?

### VIII. Educational Program—Official Adoption by Board

1. Does the school board, as the official agency of the community in public-school matters, adopt and maintain a long-range educational program for children and youth, and, to the degree permitted by law, adults of the school district?
2. Does the board require its superintendent to maintain a written description of the officially adopted total elementary- and secondary-school educational program offered to pupils in the district?
3. Does the board periodically review the officially adopted educational program and revise it in the light of changing educational needs?
4. Does the educational program clearly indicate the following facts:
  - a. Does it indicate the subjects, courses or areas of instruction offered and required of all pupils? Offered but elective on the part of pupils?
  - b. Does it indicate the scope and sequence of offerings and the subjects, courses or areas of instruction, if any, offered in alternate years?

### IX. Depository Banks

1. Has the board designated a bank or banks for the deposit of funds of the district?
2. Has the board specified the maximum amount to be deposited in each bank?
3. Has the designation of each depository bank been made by a written order or resolution which has been entered as a matter of record in the minutes of the board?

## Superintendent

### I. Characteristics of Superintendent

1. Does his leadership show tolerance, fairness, capacity, conviction and courage?
2. Do his decisions reflect sound judgment?
3. Is he able to remain poised and calm under stress?
4. Does he have the confidence and respect of pupils, faculty and community?
5. Has he developed a well-formulated philosophy of education which is both practical and fully consistent with the American concept of democracy?
6. Does he constantly study the educational needs of the student population and the community and

seek to design a school program and secure the facilities to meet them?

7. Does he have a mature, well-balanced view of the total school program?

### II. How the Superintendent Seeks to Improve His Personal and Professional Confidence

1. Does he extend his formal preparation beyond the minimum level required to have his certificate endorsed for service as a superintendent?
2. Does he attend workshops, meetings and conventions designed to assist him "to grow in service"?
3. Does he hold membership in a reasonable number of professional associations including those for school administrators?
4. Is he a student of social, political and economic aspects of our society and their implications for public education?

### III. Superintendent's Working Relationships with Other School Personnel, School Board and Community

1. Does he work cooperatively with teachers, principals, supervisors, school board, and community members in the democratic development of school policies and objectives?
2. Does he delegate duties to appropriate professional and non-teaching staff members and hold them accountable for results?
3. Does he furnish professional leadership to his certificated staff in improving the educational program and the instructional procedures of teachers?
4. Does he assist the school board in its legislative and policy forming functions?
5. Does he keep the board informed relative to the school's objectives, achievements, needs and suggested plans for the future?
6. Does he keep the community informed on the total needs of the school as well as the operation of the school?
7. Does he utilize and coordinate the work and services of professional assistants made available through the county superintendent's office, college extension services and the Department of Public Instruction?

### IV. Office Staff for Superintendent and Teachers

1. Does the school board provide adequate clerical help for the superintendent, principals, supervisors and teachers?
2. Do the members of the office staff have specific preparation for their respective jobs?
3. Do the members of the office staff serve in a competent and courteous manner those persons who call at the office or make contacts by telephone?
4. Does the superintendent use the office staff in a manner which reduces the routine, clerical aspects of each teacher's work so that added attention may be given to the teacher's professional duties?

### V. Superintendent's Load and Conditions of Work

1. Does the superintendent have sufficient time to perform his administrative and supervisory duties adequately?
2. Does he avoid becoming loaded with duties which could be done just as well or even better by

principals, supervisors, teachers or clerical personnel?

3. Does he schedule his work so that he has the time necessary to exercise his duties as superintendent and does the school board employ sufficient staff to free the superintendent from assuming any of the following tasks:
  - a. Serving as principal of any school in the system, or as dean or director of the junior college if one is operated?
  - b. Coaching athletics, directing dramatics, serving as guidance counselor, directing music groups or other student activities?
  - c. Teaching for more than two class periods per day or the equivalent thereof?

#### VI. Superintendent and the School Plant

1. Does he hold appropriate employees responsible for the efficient operation and maintenance of the school plant?
2. Does he keep the school board adequately informed relative to matters relating to the school plant?

#### VII. Superintendent and the Budget

1. Does he annually prepare and submit a detailed budget for the school board's consideration?
2. Does the budget show the educational plan as well as anticipated income and expenditures?
3. Does the budget meet the uniform financial accounting principles established by the Department of Public Instruction? (See Department of Public Instruction, Research Bulletin No. 15, **Uniform Financial Accounting for Iowa School Districts.**)
4. Is the budget prepared and delivered to each board member prior to the annual July meeting?

### General Administrative Considerations

#### I. Reports

1. Does the superintendent submit on schedule and in proper form the reports needed by the Department of Public Instruction and County Superintendents?
2. Does the superintendent keep on file for local use a copy of each such report?
3. Do the regulations of the school board provide that an out-going superintendent shall convey this file of reports to his successor?

#### II. Pupil Records

1. Does the school keep an accurate, complete and cumulative individual record of the scholastic achievement and attendance of every pupil enrolled?
2. Is the individual record of each pupil kept up-to-date at all times?
3. Does each individual pupil record include these items: full name of the pupil, entry date, schools previously attended, name of each subject in which he has been enrolled, grades or marks, number of units of credit earned and date of withdrawal or promotion?
4. Are individual pupil records kept in folders or

on printed record cards prepared for this purpose?

5. Are individual pupil records filed where they are easily accessible to the superintendent, guidance counselors and other authorized personnel?
6. Do individual pupil records include the following items recommended as useful in counseling and guidance: personal data about the student and his family, results of standardized and other tests, records of interests, pupil activities, work experiences, educational and vocational plans, and health records?
7. Are permanent records of all pupils kept?
8. Are these records placed in a fireproof safe or vault, or, failing in that, are duplicate records kept in a fire-safe depository outside the school building?
9. Has the school board taken official action designating those types of pupil records to be kept on file permanently and is such designation in conformity with the recommendations of the Department of Public Instruction?

#### III. Financial Records of Pupil-Activities Funds

1. Are accurate, complete and up-to-date records of all pupil-activities funds kept?
2. Do these records meet the conditions specified by the Department of Public Instruction? (See Department of Public Instruction, Research Bulletin No. 17, **Special Activity Fund Accounting.**)
3. Are the superintendent and all school employees handling or responsible for funds bonded?
4. Are the financial records of all pupil-activities funds audited annually, at least by the school board, and are the results of such audit made a part of the official records of the board?

#### IV. Stability of Staff

1. Does the school board have a good standard and procedure for the initial selection of teachers and administrators?
2. Over a period of years does your local school system have a low turnover of teaching and administrative employees as compared with that of school systems in general?
3. Are the attitudes of the citizens in the community favorable toward the maintenance of conditions of salary, work and living accommodations which will tend to attract and hold competent teachers?

#### V. Community and Faculty Support

1. Is there evidence of united community support of your school system at an adequate organizational and financial level and also with respect to the whole range of activities by which good schools are established and maintained?
2. Do the faculty members, individually and collectively, possess high morale and exhibit support for the school program, administration, school board and community?
3. Do the faculty members participate in community activities at least to the same degree as do other responsible citizens?
4. Do the faculty members join and become eager participants in the activities of their professional organizations—local, state and national?

## VI. Qualifications, Assignments of Teachers and Official Records Relating Thereto

1. Does the school board require each superintendent, principal, supervisor or teacher including each substitute to supply evidence that he has registered with the local county superintendent of schools a certificate which is in force and valid for the type of position in which he is employed?
2. Do the records of the board show that this evidence has been supplied for each professional employee before any compensation is given?
3. Are all professional employees assigned to teach only in those subjects, grades or areas of special

service in which they meet or exceed the minimum personnel approval standards of the Department of Public Instruction? (See Department of Public Instruction, Bulletin No. 32, **Certification and Approval of School Personnel.**)

4. Does the superintendent maintain a file of the complete official transcripts of the preparation of all professional employees of the school district?
5. Does the superintendent maintain a file of the certificates or a copy of records made therefrom showing that each professional employee is legally eligible for the position which he holds and that his certificate is registered in the office of the local county superintendent?

## Section D

### ORGANIZATIONAL STRUCTURE

The administrative unit for public education is the school district. The organization of the school district is governed by law, but the people have considerable choice in determining how adequate a given district's organizational structure shall be.

Once the organization of a school district has been completed and the school board elected, the decision as to types of schools to operate and how to organize such schools needs to be made. Within certain broad legal limits established by law and regulation of the State Board of Public Instruction, the local community through its school board determines the type of "internal" organization the schools of the district shall have.

The questions in this chapter focus attention on important aspects of the two areas of organization for education cited in the preceding two paragraphs.

#### Characteristics of an Adequately Organized School District

##### I. In Terms of Community to Be Served

1. Is the school district so organized as to provide for the education of resident pupils only? In other words: Are parents and taxpayers citizens of the school district attended by their children?
2. Does the school district conform as nearly as possible to the boundaries of one or more self-sustained community areas?
3. Is the school district so organized as to provide flexibility in location of the attendance centers?
4. Is the school district so designed as to provide for maximum utilization of existing plant facilities?
5. Is the school district so organized as to have the greatest possible financial ability in terms of assessed valuation per child?
6. Is the school district so organized as to be able to provide adequate and efficient transportation service at a reasonable cost per pupil?

##### II. In Terms of Enrollment

1. Is the school district so organized as to have sufficient pupils to provide one grade per teacher

(with a reasonable pupil-teacher ratio) in each elementary attendance center?

2. Is the school district so organized as to ensure at least an enrollment justifying a minimum of ten teachers (with a reasonable pupil-teacher ratio) in each high school attendance center?

##### III. In Terms of Ability to Meet Pupils' Needs

1. Is the district able to offer a sufficiently diversified program to meet the needs of pupils in the normal academic fields such as English, science, mathematics, foreign language and social studies?
2. Is the district able to offer a sufficiently diversified program to meet the needs of pupils in vocational areas?
3. Is the district able to offer adequate instruction in areas such as art, music, industrial arts, driver education and safety, and health and physical education?
4. Is the district able to provide specially prepared teachers to serve pupils with handicaps in speech, sight, hearing, emotional adjustment, and physical or bodily conditions?
5. Is the district able to provide regular health inspections—medical and dental—for all pupils?
6. Is the district able to serve the gifted pupil in whatever special ways are appropriate?
7. Is the district able to employ specialists in areas such as guidance or counseling, librarianship, and psychological services?

#### Internal Organization of the School System

##### I. Organization for Elementary Education

1. Has the school board adopted a plan of organization for its elementary school(s)?
2. Have the details of this plan been filed with the State Department of Public Instruction?
3. Does each elementary school consist of kindergarten, and grades one through eight or grades one through six when grades seven and eight are included in the secondary school organization?
4. Is each elementary school administered by a person who is certificated for service as an elementary-school principal?

## II. Organization for Secondary Education (Junior and Senior High School)

1. Has the school adopted a plan of organization for the secondary school(s)?
2. Have the details of this plan been filed with the State Department of Public Instruction?
3. Is the general plan of organization for secondary education consistent with one of the following conditions:
  - a. A junior high school comprising grades seven, eight and nine, and a senior high school comprising grades ten, eleven and twelve?
  - b. A single junior-senior or six-year high school comprising grades seven through twelve?
  - c. A junior high school comprising grades seven and eight, and a four-year high school comprising grades nine through twelve?
  - d. A situation where grades seven and eight are included in the elementary school and there is a four-year high school comprising grades nine through twelve?
4. If the plan for the organization of the junior high school is one which provides for grades seven, eight and nine, or grades seven and eight, contained in a unit which is separately organized, is it administered by a person certificated for service as a secondary-school principal?
5. If the plan for the organization of the junior high school is one which includes grades seven, eight and nine in a single separately administered junior-senior or six-year high school, are at least two persons certificated for service as secondary-school principals employed as principal and assistant principal?
6. If the plan of organization of the senior high school is one which includes either grades nine through twelve or ten through twelve or some other combination of these grades in a separately organized school, is the school administered by a person certificated for service as a secondary-school principal?

## III. Organization for Junior College Education

1. If the local school system operates a junior college, is this educational unit organized to serve "all persons, who, having passed the normal age

for completing the twelfth grade, need or want to continue their education."<sup>1</sup>

2. Does the junior college serve each of the following functions:
  - a. To offer the first two years of a standard, liberal arts or preprofessional college program?
  - b. To provide "terminal education" consisting of both general education and vocational education of a semiprofessional or subtechnical nature, including supervised work experiences—all related to occupational opportunities in the community area served by the college?
  - c. To provide "adult education" for persons who may or may not have completed the twelfth grade, including general education, avocational education, and vocational education in either full-time programs running for either long or short periods of time and offered on a flexible day, evening, weekly, and annual schedule best adapted to the work schedules of persons employed either full or part time?
  - d. To provide a variety of services to the community through media other than courses and regular classes—forums, lectures, musical events, community surveys, services of staff to local businesses, industrial enterprises, service agencies, and the like?
  - e. To provide counseling and guidance services?

## IV. Organization for Adult Education

1. Does the local school system join with other community, state, regional, and national agencies in fostering an adult education program?
2. Is the organization for adult education adequate for the following purposes:
  - a. To enable adults to continue interrupted education?
  - b. To develop new knowledges and vocational skills demanded by technological changes?
  - c. To develop knowledge and information concerning social, political and economic problems which have developed subsequent to the period when adults had their formal elementary- and secondary-school education?
  - d. To foster the development of leisure time interests and activities?

<sup>1</sup>Roosevelt Basler, "Consistent and Increasing Adaptability of the Junior College," *Junior College Journal*, XXV (April, 1955), p. 428.

## Section E

### THE EDUCATIONAL PROGRAM

"What does the good school teach?" This question can have no final answer. If we are to equip our children and youth to face the problems of a complex and ever changing society, the educational offerings in our schools must undergo continuous modification. Yet, at any given time, we do have an educational program or offering which tends to be present in school systems which are widely regarded as having good schools.

Certainly, there will be those basic areas in which instruction will continue to be essential in every school in the years ahead. Other areas will be added to or even

deleted from the formal educational program in response to changing needs. Even within the so-called basic areas, changes in content and emphasis will need to be made if the schools are to keep responsive to new situations.

The term "educational program," as used in this bulletin, refers to those learning areas in which the schools offer formal instruction. The term "curriculum" is used herein to include all pupil experiences which take place under the guidance of the school. Since each pupil is different in significant ways from every other one, it follows that, within the same broad program of educa-

tional offerings, there will be as many different curriculums as there are pupils. It will be seen then that the educational program indicates broadly what is taught be it described by reference to subject titles or in other terms. The curriculum of a school, on the other hand, is the description of how the program runs in terms of each individual pupil. The word "curriculum" itself is derived from Latin words meaning in effect "running a course." Each pupil has his own school curriculum or set of school-connected experiences. Literally he "runs his own course" however similar it may be to that of others.

## Program Development and Operation

### I. Planning the Program

1. Does the school system have a written statement of the educational goals it strives to achieve?
2. Is this written statement compatible with sound educational practices, state laws and regulations, and does it reflect the generally accepted purposes of education in American democracy?
3. Is the planning and development of the educational program offered in the local system an on-going process and is it kept up-to-date?
4. Do the teachers, supervisors, principals, the superintendent, school board members and lay groups have an active part in developing the educational program?
5. Is the educational program broad enough in the scope of its offering to meet the needs of all educable children and youth in the school district?
6. Does the educational program make provision for each pupil to gain the skills, appreciations, habits, attitudes and knowledges which are essential for every person; does it provide opportunity for developing special talents in areas such as art, music, dramatic expression and physical activity; and does it provide—for those who terminate their full-time "schooling" upon high-school graduation—preparation needed for the occupational competence necessary for getting each young person started on his life work?
7. Is the educational program designed so that each pupil may make progress in terms of his abilities throughout the elementary- and secondary-school years in each of the following common areas of learning: language or communicative arts, including reading, writing, spelling, listening and speaking; social studies, including history and geography; science; arithmetic and mathematics; health and physical education, including safety education; and fine and practical arts?
8. Does each school in the local system offer instruction in all areas which are required by law? (Code of Iowa, 1954, Chapter 280.)
9. In addition to the common learning areas which are threaded all the way through the elementary- and secondary-school years, does the secondary-school program include offerings in specialized areas as determined by the educational needs, interests and post-secondary-school plans of the pupils enrolled therein?

### II. Operating the Program

1. Is there evidence of careful planning and preparation on the part of teachers?
2. Do teachers develop a guide for each course taught including (1) objectives, (2) outline of course content, (3) available teaching materials,

- (4) suggested instructional activities, and (5) the means of judging pupil attainment and progress at the end of each unit and at the end of the course?
3. Does each school have appropriate faculty committees which make careful studies of textbooks before they are recommended to the school board for official adoption?
4. Do teachers utilize the library and materials-of-instruction services provided for each school in the system; and do they encourage and guide pupils effectively in use of library services?
5. Do teachers display competence and skill in instructional procedures giving attention to individual interests, needs and abilities of pupils?
6. Do teachers utilize handbooks and resource units in the various subject-matter areas available from the Department of Public Instruction and other approved sources?
7. Is the educational program and its operation systematically evaluated by the superintendent, professional staff, and school board by:
  - a. Use of informal and standardized achievement examinations?
  - b. Systematic follow-up of graduates and "drop-outs"?
  - c. Studying the reactions of pupils, parents and employers as to the adequacy of the educational offering and the efficiency of its operation?
8. Is there evidence that improvements in the educational program and its operation are made as a result of the interpretation of the facts revealed through the evaluation process?

### III. Staff Evaluation

1. Do the superintendent and the certificated personnel evaluate themselves continuously in terms of one or more check lists of those common and specialized competencies, skills and practices generally expected of effective members of the profession who are properly assigned to their positions?
2. Are these self-evaluations carried on in an atmosphere of freedom and mutual respect with the objective of professional growth kept in mind at all times?
3. When an appraisal device of any type is applied to employed personnel by a "second party" for official record purposes, are the results in each individual case shared with the person involved and the privilege of including written comments to become an integral part of such results given to said person?

## Elementary-School Program

### I. Scope of the Elementary-School Program

1. Is the elementary-school program organized and operated so as to meet the needs of all educable children?
2. Does the program provide for the education of handicapped children to the extent possible within the regular classroom, and, where deviations from normal are so marked as to necessitate it, is special education provided?<sup>1</sup>
3. Does the program provide appropriate learning

<sup>1</sup> For information regarding special education, the Division of Special Education of the Department of Public Instruction may be contacted.

experiences for children with exceptional gifts and talents?

4. Does the elementary-school program have the subject-matter scope indicated in I, Question 7, page 15 of this bulletin?
5. Does the elementary-school program give adequate emphasis to the acquisition of knowledge and good study habits on the part of pupils?
6. Does the elementary-school program, while including the offerings needed by pupils regardless of geographic location, include attention to needs which are unique to the community in which the school is located?
7. Does the curriculum have a good sequence throughout the grades?

## II. The Elementary-School Program in Operation

Is the operation of the program characterized by:

1. An active effort to have the program meet the twelve goals of public education as summarized in Section B of this bulletin?
2. Flexibility in matters of pupil grouping, time allotments, grade placement and promotion, and in assignment to special teachers and school service personnel to meet the wide differences in rates at which children develop and learn?
3. Good rapport and working relationships between teacher and pupils?
4. Active and appropriate teamwork between parents and teachers?
5. Emphasis on the right kind of pupil habits and attitudes which insist ". . . on the respect for the rights of the individual, in the emphasis on the respect due all people regardless of race, religion, or national origin, and in the expectation that children will learn about the Constitution of the United States, the framework of its government, and the traditions that go to make up the American way of life."<sup>1</sup>
6. Democratic leadership by the administration (the superintendent, elementary-school principals, supervisors, and curriculum consultants)?
7. Teacher committees planning together ways for improving the school?
8. Teachers engaged in in-service education programs?
9. A system of evaluation which appraises teacher and pupils of the extent and nature of pupil progress?
10. Tangible evidences of effective learning activities in the way of dynamic bulletin boards, pupil projects, and other exhibits?
11. A business-like though friendly attitude in the classroom?
12. A scheme of describing pupil progress so that teachers may more effectively lead pupils to continue in succeeding years to grow without unnecessary repetitions or gaps in their learning experiences?

## Secondary-School Programs

### I. Junior High School Program

1. Are the subject-matter offerings planned so as to

serve the maturity level of junior high school boys and girls?

2. Does each junior high school comprising grades seven, eight and nine **require** all pupils to be taught the following:
  - a. English (language arts including skills in reading, writing, speaking and listening) to the extent of six semesters?
  - b. Mathematics to the extent of six semesters?
  - c. Music education to the extent of four semesters?
  - d. Physical education and health exclusive of athletics, with modified instruction for the handicapped to the extent of six semesters?
  - e. Science to the extent of at least three semesters?
  - f. Social studies including the constitution of the United States and the constitution of the State of Iowa to the extent of six semesters?
3. Does each such junior high school **offer**:
  - a. Foreign language?
  - b. Homemaking at least for girls in all three grades?
  - c. Industrial arts at least for boys in all three grades?
  - d. Music education and art or crafts in all three grades?
  - e. Personal typewriting?
4. Does the junior high school meet the following tests of an "offering" for each course taught:
  - a. Is a qualified teacher employed?
  - b. Are appropriate instructional facilities and materials provided?
  - c. Are the pupils informed, in terms of their individual aptitudes, interests and abilities as to the possible value for them of the course offered?

### II. Senior High School Program

1. Are the senior high school subject-matter offerings planned to meet the common needs of all high-school students and also those of each of the following broad groups:
  - a. The group expecting to go to college or other post-high-school educational institution?
  - b. The group expecting to enter a definite vocation or occupation (including homemaking) on graduating from high school?
  - c. The group not expecting to continue education beyond high school who will seek jobs in non-specialized occupations?
2. Is a **unit of credit** within grades nine through twelve defined as consisting of at least five 40-minute class periods per week for thirty-six weeks?
3. Does the daily class period in all grades from nine to twelve inclusive consist of at least forty (40) minutes exclusive of the time necessary for pupils to pass from one class to another, and, when periods are less than fifty-five (55) minutes in length exclusive of passing time, are ten (10) periods per week devoted to each course involving laboratory periods?
4. Does each secondary school annually offer within grades nine through twelve the minimum number of units in each of the areas listed in the following table? Does graduation from high school require at least sixteen (16) units including those

<sup>1</sup>Nolan C. Kearney (editor), *Elementary School Objectives, A Report Prepared for the Mid-Century Committee on Outcomes in Elementary Education* (New York: Russell Sage Foundation, 1953), p. 121.

indicated in the right-hand column of the following table?

Fields of Instruction	Units offered	Units required for graduation
Agriculture (See Question 5 below) ....	—	—
Art .....	1	0
Business Education (Including typewriting) .....	2	0
Distributive Education (See Question 5 below) .....	—	—
Driver Education and Safety .....	½	0
English .....	4	3
Foreign Languages (At least two years in each offered) .....	2	0
Homemaking .....	2	0
Industrial Arts .....	2	0
Mathematics .....	4	2
Music .....	2	0
Physical Education (Including at least 50 minutes per week, ⅓ unit per semester) .....	1	1
Science (Including offering of one full year of either physics or chemis- try) .....	3	2
Social Studies (Including the equiva-		

lent of one semester in American history, one in civics of the state and nation, and one in social problems and economics) .....	4	3
Trade and Industrial Education (See Question 5 below) .....	—	—
	27½	11

5. Does each such secondary school also offer at least two (2) units in agriculture, or distributive education, or trade and industrial training, or in lieu of said two (2) units in at least one of the three aforesaid areas, three (3) units each in industrial arts and business education?
6. Does each senior high school meet the following tests of an "offering" for each course taught:
  - a. Is a qualified teacher employed?
  - b. Are appropriate instructional facilities and materials provided?
  - c. Are pupils informed, in terms of their individual aptitudes, interests and abilities as to the possible value for them of the course offered?

## Section F

### PUPIL ACTIVITY PROGRAM

In a broad sense the educational program may be said to include all the services the school gives its pupils. In fact, any activity which does not contribute to attaining the educational objectives of the school should be discontinued. No matter how adequately the regularly scheduled courses are handled, there are many desirable educative and socializing experiences which pupils gain from informal, voluntarily-selected, and, in large part, pupil-directed extraclass activities. These pupil-centered enterprises are variously referred to by terms such as extra-class, extracurricular, or cocurricular. More recently it has become common to refer to them simply as pupil activities.

Certain courses or items of course content which are now a part of the formally scheduled educational program first came into our schools in the form of out-of-class activities. Thus, the test of the worth of any pupil or out-of-class activity is found in the degree to which it contributes to or interferes with the basic educational program. A good school system plans and supports the pupil activity program with the same zeal as it does its formal educational program. With proper supervision and guidance an extraclass activity often becomes just as good an opportunity for learning as does a regular class. It is one of the finest ways to meet many types of individual pupil needs.

#### I. Scope of Pupil Activity Program

1. Does the school system provide—at both elementary- and secondary-school levels—a program of pupil activities which is sufficiently broad and varied to offer opportunities for all pupils to participate?
2. Is the activity program cooperatively planned by pupils and teachers?
3. Are pupil activities supervised by qualified school personnel?

4. Is the activity program designed to:
  - a. Meet the needs and challenge the interests and abilities of all pupils in accordance with their individual stages of personal development?
  - b. Offer opportunities for both individual and group activities?
  - c. Be an integral part of the total school curriculum?
  - d. Provide balance of program whereby a limited number of activities are not perpetuated at the expense of other worthwhile areas of participation?
  - e. Be controlled to a degree that interscholastic activities do not unreasonably interfere with the regularly scheduled daily program?
  - f. Discourage interscholastic activities below grade nine?
  - g. Assure adequate guidance to pupils to discourage individuals from participating in activities to the extent that their benefits from other aspects of the school program will be impaired?
5. Does the school district make a reasonable effort to provide and maintain adequate facilities and equipment to develop and encourage a broad activities program?

#### II. Pupil Activities in Elementary School

1. Do the elementary schools in the school system provide a broad and balanced program of activities?
2. Are such activities closely integrated with the instructional program?
3. Are elementary-school activities designed to aid pupils in achieving maximum personal develop-

ment mentally, emotionally, physically, socially and morally?

4. Does the activity program include opportunities to participate in a variety of physical activities, art work, music, creative dramatics, homeroom and citizenship projects, class projects, and hobby pursuits?
5. Is it an official policy of the school board that elementary schools shall not encourage, promote or sponsor competitive, interscholastic physical activities?

### III. Pupil Activities in Junior High School

1. Does each junior high school in the school system have a broad program of activities which is a continuation and extension of that provided in the elementary schools?
2. Does the activity program for junior high school provide opportunities for pupils in the areas of clubs, intramural athletics, music groups, supervised social activities, student government embodying the principles of democracy, and other activities to meet the increasing range of interests, abilities and aptitudes of junior-high pupils?
3. Does the school board have an official policy which encourages supervised intramural sports in grades seven, eight and nine, but which precludes school encouragement, promotion or sponsorship of interscholastic athletics for pupils in these grades?

### IV. Pupil Activities in Senior High School

1. Does each senior high school in the district provide an activity program based on mutual as well as individual pupil needs, interests, abilities and enthusiasms?
2. Is the program so organized and administered that broad and varied experiences will be available which will contribute to the enrichment of the total educational program?
3. Are opportunities provided at least in the following areas:
  - a. Physical activity and athletics including intramurals with opportunity for pupils of widely varying athletic abilities?

- b. Speech activities and dramatics?
- c. Vocal and instrumental music?
- d. Student council organization embodying democratic principles?
- e. Journalism?
- f. Clubs?
- g. Social activities?
- h. Class activities?
- i. Assemblies?

4. Is the activity program in senior high school controlled in such a manner that activities in specific areas shall not be over-emphasized to the extent that other worthwhile, constructive activities are unduly weakened or eliminated?

### V. Provisions for Change

1. In planning the pupil activity program for the school system have provisions for change been incorporated?
2. Is care taken to make sure that pupils may propose the organization of new activities?
3. Is the entire pupil activity program kept under continuous evaluation and are modifications made as needed to make sure that it is serving the accepted goals of the total educational program?

### VI. Pupil Activity Program and Teacher Load

1. Do the teachers regard the sponsorship of out-of-class activities in areas in which they are competent as an opportunity to achieve the purposes of the school rather than as a nuisance to be avoided?
2. Is the time required of a teacher to sponsor a pupil activity regarded by the school board and administration as a part of that teacher's regular work load and are appropriate provisions made relating thereto?
3. Does each teacher voluntarily contribute his fair share of time to late afternoon and evening and even Saturday periods to those school activities which require guidance and sympathetic support of all teachers if they are to succeed and serve sound educational ends?

## Section G

### TESTING AND EVALUATION PROGRAM

As schools seek to reach the goals which are set for public education, it is essential that, from time to time, the degree of progress toward these goals shall be measured as accurately as possible. School testing and evaluation programs are designed for this purpose.

It is one thing to give tests or examinations to pupils and neatly tabulate the results. It is far more important that tests be given for clearly defined purposes and that the results actually be used in more effectively serving pupils. A good slogan would be ". . . tests are given to be used."<sup>1</sup>

<sup>1</sup> Robert L. Thorndike and Elizabeth Hagen, *Measurement and Evaluation in Psychology and Education* (New York: John Wiley and Sons, Inc., 1955), p. 422. Note: Chapter 16, "Planning a School Testing Program," in this book presents a comprehensive analysis of the various aspects of an adequate school testing program.

The questions which follow constitute a check-list of typical qualities of good programs which authorities writing in the field of school measurement and evaluation emphasize.

#### I. Planning the Testing Program

1. While recognizing that all good testing programs will have many elements in common, is the program planned to fit the needs of your **particular** school system?
2. Do all segments of the employed professional personnel participate in planning the program?

#### II. Essential Characteristics of the Testing Instruments Used

1. Does the school system have a long-range pro-

gram of systematic, periodic testing and evaluation of all pupils enrolled?

2. Is use made of comparable tests yielding stabilized, consistent year-to-year data on each pupil's development in terms of each of the various educational objectives covered by each test?
3. Is this long-range program on file with the Department of Public Instruction?
4. When individual tests of mental ability or intelligence are administered to pupils, is such administration handled only by a person holding a certificate endorsed for service as a school psychologist or accepted by the Department of Public Instruction as having competence equivalent to that required for said endorsement?
5. Does the program of testing and evaluation make appropriate use of teacher-made tests, observational records and other informal, largely subjective appraisals of pupils' development?

### III. Functions Served by the Testing Program

1. Are the functions to be served by the testing program clearly outlined before the program is adopted and put into operation?
2. Are the functions of the program organized under some such broad categories as:<sup>1</sup>
  - a. "Classroom Functions"?
  - b. "Guidance Functions"?
  - c. "Administrative Functions"?

### IV. Testing Program for the Elementary School

1. Does the testing program for the elementary school give priority to tests which indicate original readiness for reading, the reading abilities of pupils at any given time, and how these abilities develop from year to year?
2. If, in addition to reliable and valid tests of reading abilities, intelligence tests appear to be needed for certain pupils or groups of pupils, is preference given to individual intelligence tests especially in the kindergarten and primary grades?
3. Does the school system participate annually in a recognized cooperative every-pupil basic skills testing program?

### V. Testing Program for the Secondary School

1. Does the secondary-school testing program recognize the importance of test results as one important aid to pupils in making major decisions under appropriate guidance as to the general type of curriculum which they will elect to follow?
2. Are reading tests used at the secondary-school level at least at these specific points?
  - a. Entrance to junior-high school?

b. Entrance to senior-high school?

3. Is the secondary-school instructional program so designed as to give appropriate initial and also remedial instruction in reading especially as the necessity for it is revealed by test results?
4. Is appropriate use made of aptitude tests and interest inventories?
5. Does the school system participate periodically if not annually in a recognized cooperative every-pupil test of educational development?
6. If so-called standardized achievement tests in various subject-matter areas are used, are the results of such tests always interpreted in the light of the degree to which the specifications upon which such tests were developed and standardized are consistent with the objectives of the corresponding subject-matter courses as organized and taught in the local school system?
7. Are pupils always given the opportunity to attempt to complete courses even when prognostic tests suggest that they will have difficulty in achieving satisfactorily in such courses?
8. If personality and adjustment tests are included as a part of the school's testing program, is extreme care taken to have them administered by a professional person who is competent to do so and are the results used with careful recognition of the fact that, as of the present date, such devices are only in initial stages of refinement at least for general use by teachers?
9. Are provisions made whereby gifted pupils are encouraged to take advanced "placement tests," merit scholarship examinations and other examinations associated with plans for college attendance?

### VI. Cumulative Records

(See Section J of this bulletin, "Pupil Personnel Services.")

### VII. Public Reporting of Results of the Testing Program

1. Are careful and appropriate plans made and policies adopted relative to the reporting of test results to:
  - a. The pupils?
  - b. Their parents?
  - c. The school system's employed professional personnel?
  - d. The public at large through printed materials and public addresses or discussions?
2. Are public uses of test results always handled in such a manner as to avoid embarrassment to any individual pupil or teacher?
3. Are test results reported to the public presented accurately and effectively, and only for the purpose of appraisal and for pointing the way toward improving the effectiveness of the local school system?

<sup>1</sup> See Robert L. Thorndike and Elizabeth Hagen, *Ibid.*, pp. 423-429, for a breakdown of each of these broad classifications.

## Section H

### EDUCATION OF EXCEPTIONAL CHILDREN (SPECIAL EDUCATION)

Each pupil is exceptional to some degree. Modern schools recognize the fundamental fact of individual differences among pupils and seek to make program adjustments to meet these differences.

Most pupils can be served within the regular classroom situation especially when so-called special teachers in areas such as art, music and physical education are provided. However, every school has pupils who deviate from what we would call "typical" or "normal" in one or more characteristics related to the goals of education to such a degree that we refer to them as being exceptional.

With respect to intellectual capacity, pupils range from the mentally-retarded to the gifted or the genius. An alarming number of pupils are in poor mental or physical health or both. There is an array of specific handicaps including speech defects, seeing and hearing deficiencies, and physical impairments. The terms "education of exceptional children" or "special education" are used by educators to denote the organized effort of public education to meet the needs of pupils of this type more adequately.

Even with their differences pupils' similarities outweigh the characteristics in which they do differ. Therefore, good educational practice keeps exceptional children in contact with regularly organized groups as much as possible. Of course, there will always be certain pupils who must be given "segregated attention" throughout their school careers.

#### I. Identification of Exceptional Children

1. Is care always taken to make certain that professionally qualified persons are called upon to

make the final judgment before a pupil is classified as being exceptional in any specific respect?

2. Does the school system participate in all available "screening programs" for the identification of pupils in need of special education?
3. Do the members of the school-system's professional staff demonstrate an alert and positive attitude toward the identification of such pupils?

#### II. Provisions for the Education of Exceptional Children

1. Does the school system follow at least one of the following practices:<sup>1</sup>
  - a. Employ teachers of exceptional pupils whenever it has a sufficient number of any one type to justify it?
  - b. Employ teachers who, in addition to their usual backgrounds, have completed specific preparation in one of the areas of special education?
2. Does the school system utilize the provisions for special education provided by the Department of Public Instruction either directly or through regional and county arrangements?
3. Does the school system cooperate with regularly organized and recognized community agencies having a concern for children with special needs?

<sup>1</sup>For standards for teachers who serve in the area of special education, see Bulletin No. 32, "Certification and Approval of School Personnel." (Des Moines: The Department), pp. 11, 18, 19, 27.

## Section I

### JUNIOR COLLEGE EDUCATION

In Section D of this bulletin (page 14) reference has been made to the "Organization of Junior College Education." The junior college is rapidly growing in significance as an organizational unit in America's system of public education. Local communities will be giving increasing attention to their possible responsibilities for adding this unit to their public school systems.

Professional educators and community leaders could well keep the following definition of a junior college in mind as they consider long-range plans for the adequate education of their youth and even of adults:

"The junior college, an institution giving two years of education in advance of the high-school level, is designed not to supplant but to supplement the traditional American college and university. The fully organized jun-

ior college aims to meet many of the higher educational needs of the community in which it is located, including preparation for university or similar institution, specialized preparation for specific occupations on the semi-professional level, and appropriate courses of college grade for adults in the community."<sup>1</sup>

The State Board of Regents and the State Board of Public Instruction, in accordance with a new law relating to the establishment of standards for junior colleges qualifying for special state aid funds, have established a Joint Committee on Junior College Standards. As a consequence of this fact, further attention to public junior colleges is not included in this bulletin.

<sup>1</sup>*Encyclopedia of Educational Research* (New York: The Macmillan Company, 1952), p. 630.

## PUPIL PERSONNEL SERVICES

Schools exist to serve pupils. Instruction by teachers is the major service rendered. Next in importance are the pupil personnel services. They have been aptly defined as "... those services whereby all children of school age are 'kept track of,' caused to attend school, and so studied that they are aided in making the maximum good use of the abilities which they have."<sup>1</sup>

Many technical problems are involved in meeting the conditions of adequate pupil personnel services. While teachers will always occupy an indispensable role in performing these services, professional workers with specialized preparation and experiences are needed to deal with the more specialized needs of pupils.

Pupil personnel services have legal, quantitative, and qualitative aspects. These aspects, respectively, are illustrated by: compulsory attendance; school census; and guidance and counseling.

## School Census, Enrollment and Attendance

## I. Compulsory Enrollment and Attendance

1. Is the school census of the district made in accordance with law?
2. Is the school census kept up-to-date on a continuous basis?
3. Is a census and enrollment card maintained for every child of compulsory school age?
4. Is every child of compulsory school age (except where legally exempted) either enrolled in a public school or in attendance elsewhere upon instruction by a certified teacher?
5. Do the records for each child of compulsory school age in the district legally exempted from school attendance clearly show that all required legal steps leading to said exemptions have been taken?
6. Does the secretary of the school district secure each year from each private school located in the district a report as provided in Section 299.3 of the Code of Iowa, 1954?
7. Is this report secured between September 1 and October 1 of each year?
8. Is a pupil regarded as enrolled in a public school only when he has been registered and is taking part in the full public-school program at his grade level?

## II. Pupil Accounting

1. Does the school system follow pupil accounting procedures which yield valid enrollment and attendance data?
2. Does the pupil accounting system meet each of the following technical specifications:
  - a. Is a **school day** defined as the time, exclusive of the lunch intermission, that school is actually in session for any given division of the school, and does it include a minimum of five and one-half (5½) hours for all grades above

the third; four (4) hours for grades one, two and three, respectively; and two and one-quarter (2¼) hours for the kindergarten or primary grade?

- b. Is a **day of school in session** defined as a day on which the school is open and the pupils are under the guidance and direction of teachers in the teaching process, and is school considered in session during field trips and excursions only if pupils are engaged in school projects under the guidance and direction of one or more regular teachers?
- c. Is a **day of attendance** defined as a day on which a pupil is present for the full school day under the guidance and direction of a teacher while school is in session provided that, where a kindergarten or primary grade is limited to half-day sessions, each such half-day session is counted as a day of attendance?
- d. Is provision made **not** to count pupils in attendance on a day when school is dismissed for county institute?
- e. Is **aggregate days of attendance** defined as the sum of the days present of all pupils when school was actually in session during the school year?
- f. Is **average daily attendance** defined as that average obtained by dividing the aggregate days of attendance for the school year by the number of days school was in session? For example, if school was in session 179 days and dismissed one day for county institute, is the average daily attendance computed by dividing the aggregate days of attendance for the 179 days by 179?
- g. Is a pupil considered a **member of a class or school** from the date he presents himself at school and is placed on the current roll until he permanently leaves the class or school? Is the date of permanent withdrawal the date on which it is officially known that the pupil has left school, and not necessarily the first day after the date of last attendance? Is membership obtained by adding the total original entries and the total reentries and subtracting the withdrawals; or, in lieu thereof, by adding the total number present and the total number absent to determine the **total number belonging**?
- h. Is **aggregate days of membership** defined as the sum of the days present and absent of all pupils when school was actually in session during the year?
- i. Is **average daily membership** interpreted to mean the aggregate days of membership divided by the number of days school was actually in session?
- j. In reporting the number of children enrolled between the ages of seven and sixteen during a given school year, is each pupil counted if any portion of the school term falls between his seventh and sixteenth birthdays?

<sup>1</sup> Arch O. Heck, *Administration of Pupil Personnel* (Boston: Ginn and Company, 1929), p. 12.

- k. Is the pupil accounting system organized so as to recognize the fact that one day of state aid per pupil in average daily attendance is granted each year to a school district whose schools were dismissed a day for a legally called and approved county institute?
- l. Is the pupil accounting system operated in recognition of the fact that **time loss adjustment**<sup>1</sup> is **not** granted on General Aid for days of school lost when the school term of the district closes for the year prior to May 20?
- m. Is the pupil accounting system operated in recognition of the fact that (1) the minimum legal length of the school year shall be 180 days; and (2) is the day devoted to the county institute counted as one of the 180 days, but the other 179 days as days of school in session?

## Pupil Records and Reports, Progress and Graduation

### I. General Considerations

1. Does the scope of pupil records and reports show a recognition of their basic importance in the school system's pupil personnel services?
2. Are pupil records available and readily accessible to the superintendent, principals, guidance counselors, teachers and other authorized professional school personnel?

### II. Records Maintained

1. Does the school keep an accurate, complete and cumulative individual record of the scholastic achievement and attendance of every pupil enrolled?
2. Is this record kept up-to-date at all times?
3. Does the cumulative record include the full name of the pupil, birth date, entry date, schools previously attended, name of each subject in which he has been enrolled, health data, records of standardized test scores, grades or marks, number of units of credit earned and date of withdrawal or promotion?
4. Is the cumulative record for each pupil kept permanently in a fireproof safe or vault, or are duplicate records kept in a fire-safe depository outside the school building?

## Guidance and Counseling Services

### I. Guidance Program and Personnel

1. Does the local school system have an organized guidance and counseling program?
2. Does the guidance program provide individual counseling service for each secondary-school pupil as well as group guidance services?
3. Does the school employ a sufficient number of teacher-counselors<sup>2</sup> to provide the individual and

group counseling services suggested in the preceding question?

4. Is a counselor<sup>2</sup> employed to coordinate the guidance and counseling services of the entire school system?
5. When counseling services are a part of the scheduled assignment of a member of the professional staff having other duties also—principal, homeroom teacher, boys or girls adviser, etc.—does that person meet the standards of the Department of Public Instruction for guidance and counseling service?

### II. Role of Teachers in the Guidance Program

1. Is the teacher always given a significant role in the guidance program?
2. Are provisions made for the specialized guidance personnel to coordinate the efforts of teachers in best serving pupils?
3. Does the school system make provision for the in-service education of teachers—where needed—in their role of integrating guidance with classroom teaching?

## Health Services

### I. Provisions for Discovering Health Information

1. Is provision made for daily observation of each pupil's health condition?
2. Is reliable information secured regarding each pupil's vision, hearing and nutritional condition?
3. Is provision made for periodic physical and dental examinations?
4. Are careful health records maintained for each pupil?

### II. School Health Program

1. Does the school system have a well-planned program of instruction in healthful living?
2. Does the school cooperate with state and local departments of health and other community health agencies?
3. Is every possible opportunity taken to provide a safe and healthful school environment for pupils?
4. Does the school have an organized safety education program?
5. Is there a definite policy which the school follows when a pupil is either injured or taken suddenly ill while under the jurisdiction of the school?
6. Does each individual school have essential first-aid equipment at hand at all times and is there also available either a school nurse or one person on the school staff who has had specific training in first aid?

## Pupil Behavior

### I. Basic Policies

1. Does the school system have a written policy or code of practice relating to pupil behavior?

<sup>1</sup>Time loss adjustment as defined herein means adjustment of General Aid for days lost or reduction of average daily attendance due to conditions such as adverse weather or epidemics.

<sup>2</sup>For definitions of teacher-counselors and counselors and the standards they must meet, see Bulletin No. 32, "Certification and Approval of School Personnel," (Des Moines: Department of Public Instruction, Division of Teacher Education and Certification, 1957), p. 28.

2. Does this written statement relating to pupil behavior make provision for the development of pupils who are increasingly independent, self-disciplined, and responsible citizens of their school and community?
3. Are the roles of the individual teachers and their principal in dealing with problems of pupil behavior clearly delineated?
4. In cases where it is deemed necessary to take so-called "disciplinary measures" to enforce conformity with accepted standards of pupil behavior are attempts always made to seek out the causes of the misbehavior and apply remedial measures?

## II. Organization for Democratically Orientated Pupil Behavior

1. Does each school make careful provision whereby pupils may participate in formulating standards of pupil behavior and in using democratic procedures to maintain them?
2. Do the schools cooperate with the rest of the community in maintaining proper behavior of youth out of school as well as within?

## Post-School Placement and Follow-Up Services

### I. Follow-Up Studies

1. Does the school system have a plan which it uses in making follow-up studies of pupils who have either dropped out or graduated from the senior high school or junior college, if one is operated?
2. Are the results of such follow-up studies as are made used in modifying and strengthening the instructional and guidance program of the school system?

### II. Services to Former Pupils

1. Does the school serve its former pupils and graduates in areas such as the following:
  - a. Selection of appropriate institutions for continued education?
  - b. Securing of employment?
  - c. Individual guidance and counseling interviews?
2. Does the school system cooperate in providing direct educational service to its former pupils and adults in the community when it is needed and desired?

## Section K

### PROFESSIONAL STAFF

No responsibility of a school board and its superintendent is greater than that of selecting the people who make up the teaching staff of the schools of the district and assigning their duties to them. In Section B of this bulletin, page 6, we have already said, "The most important instrument for achieving the goals of public education is the highly qualified teacher." In Section C, pages 9 to 10, pertinent questions about general personnel policies and practices are presented. Here in Section K stress is placed on the nature of the professional staff needed for a good school system and the distribution of responsibilities among the members of this staff.

### Personnel Needed and How Organized and Used

#### I. Superintendent of Schools

(See Section C, pages 9 to 13.)

#### II. Principals

##### A. Elementary-School Principal

1. Is a qualified elementary-school principal employed for each separate elementary school in the school system?
2. Does the elementary-school principal have a minimum of sixty minutes of the regular school day, exclusive of noon hour and recess periods, scheduled for administrative and supervisory duties exclusive of classroom teaching?
3. Does the elementary-school principal have actual classroom visitations as a scheduled weekly activity?

##### B. Junior-High-School Principal

1. Is a qualified person employed as principal of

each separately organized junior high school in the school system?

2. Is the junior-high-school principal's time scheduled so that one-half of the regular school day is devoted to administrative and supervisory duties exclusive of classroom teaching?
3. Does the junior-high-school principal have actual classroom visitations as a scheduled weekly activity?

##### C. Junior-Senior High-School Principal

1. Does each school in the district organized as a combined unit comprising grades seven through twelve have the services of at least two qualified persons designated, respectively, as principal and assistant principal?
2. Does each such principal and assistant principal devote at least one-half of the regular school day to administrative and supervisory duties exclusive of classroom teaching?
3. Does each such principal and assistant principal schedule actual classroom visitations as a weekly activity?

##### D. Senior-High-School Principal

1. Is a qualified person employed as the principal of each senior high school in the district comprised of grades eight through twelve, nine through twelve, or ten through twelve?
2. Does this principal devote at least one-half of the regular school day to administering, supervising and coordinating the program of the school?

3. Does this principal carry on actual classroom visitations as a scheduled weekly activity?
4. Is this principal free of any assignment to time-consuming extracurricular duties such as athletic coaching?
5. In a senior high school with an enrollment of more than 300 pupils, is an assistant principal employed?

#### E. Junior-College Dean

1. Where a school district operates a junior college, is a person qualified for service as secondary-school principal or as a superintendent and holding a master's degree employed?
2. Is the dean of the junior college free of other administrative and teaching assignments in the junior or senior high school?

### III. Supervisors, Directors and Consultants

1. If the size of the school system makes it desirable and/or necessary, does the school board employ its own full-time supervisors of special subjects and special service areas?
2. If the size of the school system makes it desirable and/or necessary, does the school board designate certain areas such as guidance, playground, physical education, athletics, safety education, research, and cafeterias each as necessitating the services of a director who is held directly responsible to the superintendent for coordinating such services for the entire school system?
3. Does the school board provide for the use of the services of consultants in establishing and operating school services in areas such as administration, curriculum and instruction, education of exceptional children (special education), and guidance and counseling?

### IV. Classroom Teachers

#### A. Elementary-School Teachers

1. Does the school board employ for each elementary school in the system as a minimum one kindergarten teacher and one teacher for each grade?
2. Is the pupil-teacher ratio for each elementary school no greater than twenty-five to one?<sup>1</sup>
3. Is the number of pupils assigned to any given elementary-school grade, kindergarten through third limited to not more than 30 pupils for any one teacher and 35 pupils for any one teacher in grades four through eight?
4. Does each elementary-school teacher have, exclusive of classroom teaching duties, at least 45 minutes scheduled daily for planning, parent conferences, and attention to individual pupil or group problems?
5. Has the school board established a policy, implemented by the adoption of a single salary schedule, that all its elementary schools shall

be fully staffed at the earliest possible date by teachers holding certificates based on bachelor's degrees?

6. As vacancies occur in the elementary schools, is first preference given to applicants holding certificates based on bachelor's degrees?
7. Are elementary-school teachers already in the employ of the school district required to show progress toward the completion of a four-year college degree and a certificate based on that degree at a rate equivalent to at least six semester hours of college credit each year?

#### B. Secondary-School Teachers

1. Is the pupil-teacher ratio for each junior, senior, or junior-senior high school in the district not greater than twenty-five to one?
2. Is the pupil-teacher ratio for each junior, senior, or junior-senior high school in the district not less than twelve to one except for classes in speech therapy, corrective physical education, special small groups in instrumental and vocal music, small groups organized for meeting special needs of gifted or handicapped pupils or even of pupils in general who have special interests?
3. Is the maximum enrollment in such a school limited to thirty pupils enrolled in any one classroom section devoted to a so-called "academic" subject?
4. Is the maximum enrollment in such a school limited to forty-five pupils enrolled in any one classroom section in areas such as: physical education, typewriting, and instrumental and vocal music?
5. Is the assignment of junior, senior, and junior-senior high school teachers limited to two fields such as science and mathematics or English and social studies with the teacher's daily preparation in separate courses (exclusive of activity assignments) limited to four?
6. Does each such teacher have at least 45 minutes scheduled daily for planning, parent conferences and/or attention to individual pupil or group problems?
7. Is the number of classes and student groups (exclusive of activities assignments), instructed or supervised daily by a teacher in grades nine through twelve limited to five?
8. Is the total number of pupil hours of instruction assigned to any junior, senior, or junior-senior high school teacher in regular "academic" classes limited to 150 per day?

#### C. Teachers in Special Subjects<sup>1</sup> or Special Service Areas<sup>2</sup>

<sup>1</sup> A teacher of special subjects is defined as one who devotes any part of the day, or the whole day, to the teaching of art, industrial arts, music or physical education. No distinction (so far as required teacher qualifications are concerned) is made by the Department of Public Instruction between physical education and athletics; between curricular and extracurricular activities; or between credit and non-credit courses.

<sup>2</sup> Special service areas for which the Department of Public Instruction has standards are: librarian, education of exceptional children or special education (a. children who are maladjusted or retarded whether mentally-handicapped or gifted or of disturbed personality, b. children who are crippled or of low vitality, c. children in need of speech correction, d. children who are deaf or hard-of-hearing, e. children who are blind or partially-sighted, and f. service as school psychologist), and service as a public school health nurse.

<sup>1</sup> Pupil-teacher ratio as defined herein is computed by dividing the total average daily membership by the total number of full-time teachers plus the full-time equivalence of the teaching time devoted to the school by part-time teachers, principals, superintendents, and one-half of the time of all clerical help assigned to instructional personnel.

1. Does the school system employ teachers in special subjects or special service areas in sufficient numbers to serve the needs of the pupils?
2. Are the efforts of these so-called special teachers utilized in a manner such that their services are adequately coordinated with those of the rest of the teaching staff?

### Qualifications of Professional Staff

1. Are all teachers, supervisors, principals, and the superintendent employed and assigned strictly in accordance with certification and approval standards for school personnel currently adopted by the State Board of Public Instruction?<sup>1</sup>

<sup>1</sup>For a complete presentation of these standards see Bulletin No. 32, "Certification and Approval of School Personnel," available from the Department of Public Instruction.

2. When a given subject-matter field constitutes a teacher's **major assignment** (more than half time), does each such teacher have at least 30 semester hours of preparation in that field?
3. Does each teacher keep his own learning up-to-date in each subject-matter field which he teaches? To this end, does he complete additional college courses periodically, and does he hold membership in and participate in the activities of appropriate learned societies and professional associations related to each of his teaching fields?
4. In cases where an adequate supply of qualified personnel is not available, do the school board and the superintendent when temporary certification and/or approval is given by the Department of Public Instruction, assume the responsibility for seeing to it that each such person shall make continued progress toward meeting the full standards?

## Section L

### IN-SERVICE EDUCATION OF TEACHERS, SUPERVISORS AND ADMINISTRATORS

It is highly significant that teachers collectively are referred to as **professional** school personnel. A profession places certain inescapable demands upon its members. Among these demands is the obligation to continue to grow more effective in the knowledges, skills and practices which comprise competence in the profession.

A school system without a functioning in-service education program for its teachers simply cannot be good enough to meet the needs of today's pupils. There are at least two "centers of responsibility" for in-service growth. First, each individual teacher separately has the obligation to improve himself. Second, **cooperatively planned and executed in-service education programs** involving the professional staff of each school system directed toward meeting local problems are invaluable. An increasing number of school boards are including budgetary allocations to facilitate both of these types of in-service education.

In addition to the two types of in-service education just discussed, there are also area, state, regional, and national in-service education programs in which local school systems can occupy important roles as cooperating institutions.

A basic principle for an organized approach to in-service education in a local school system is ". . . that a good program will permit teachers to work on problems that interest them, to be a part of the group which works out plans for solving these problems, and to evaluate the results of their efforts."<sup>1</sup>

#### I. Individual In-Service Growth

1. Does each superintendent, principal, supervisor and teacher independently engage in in-service education designed to meet his own needs to maintain and strengthen his personal, academic and professional competencies?

<sup>1</sup>Robert S. Gilchrist, Clarence Fielstra, and Anna L. Davis (Associated Contributors), *In-Service Education for Teachers, Supervisors, and Administrators*. The Fifty-Sixth Yearbook of the National Society for the Study of Education, Part I (Chicago: The University of Chicago Press, 1957), p. 285.

2. Does each such member of the school's professional personnel follow with reasonable balance the types of activities such as those indicated below:
  - a. Taking formal academic and professional courses needed to fill in gaps in one's initial preparation or to keep up-to-date?
  - b. Doing independent reading and studying?
  - c. Attending conventions and workshops?
  - d. Traveling?
3. Does each person on the professional staff of the school system hold local, state and national membership in a professional organization for teachers? In one or more specialized departments of such an organization also?
4. Does the school system's salary schedule give recognition to individual in-service growth?
5. Are members of the professional staff granted leaves of absence while working on advanced degrees or on other individual in-service education endeavors approved by the administration and school board?

#### II. Planned Programs of In-Service Education

1. Does the local school system recognize the fact that it is ". . . impracticable to place full dependence upon preservice preparation and the initiative of the individual to better himself in service."<sup>2</sup>
2. Is the program of in-service education in the local school system one which recognizes the fact that research conducted by social psychologists shows that improved professional performance is at its best when the plans ". . . provide a maximum opportunity for school people (a) to identify the instructional or other problems

<sup>2</sup>Stephen M. Corey (Chairman, Yearbook Committee, *Ibid.*, p. 1.

on which they want to work, (b) to decide upon ways and means for attacking these problems, (c) to work within an atmosphere of mutual support and permissiveness, and (d) to move from thought and study into action with a minimum of difficulty."<sup>1</sup>

3. Does the school system's planned program of in-service education provide for the use of the resources—consultative and otherwise—of the Department of Public Instruction, teacher education institutions, and professional and lay organizations having services available?
4. Is provision made for the results of in-service education to be put into practice in the classrooms of the local school system?
5. Does the budget of the school system provide

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<sup>1</sup> Stephen M. Corey, *Ibid.*, p 3.

financial support for organized in-service education of the employed professional personnel?

### III. Professional Library for Teachers

1. Does the school system provide and maintain a professional library for teachers?
2. Does the professional library include books, magazines and other materials in sufficient number and variety to meet the needs of each specialized type of administrative, supervisory and teaching service represented on the staff of the school system?
3. Is there a representative committee of the staff which selects the items to be purchased each year for the professional library?
4. Is annual budgetary provision made for the professional library?

## LIBRARY AND MATERIALS OF INSTRUCTION

Probably there is no better way "to take the pulse" of a school system than to inquire into (1) the adequacy of its facilities and equipment relating to library and materials of instruction, and (2) the effectiveness of the services to teachers and pupils based thereon. These material items and services are, to a highly significant degree, the discriminating determinants of a school's success or failure in operating an educational program which meets the needs of modern children.

The schools of Iowa are in a position to improve markedly the learning opportunities of children and also achieve economy of teacher time or at least increased "teacher productivity" through providing and effectively using books and all other material aids to learning. These items are now available in amount, quality and variety never before known. Teachers and pupils are workers together in the enterprise of learning—the most important single task in America today. **Workers need tools.** The tools listed herein, when available and properly used, yield educational benefits far in excess of the relative portion of the school budget needed to supply them.

The word **library** is used herein to designate the minimum dimensions of the "aids-to-learning enterprise" of the school exclusive only of laboratory equipment and other instructional supplies which are specifically associated with designated classrooms or laboratories.

The concept of the library as a materials center appears to have increasing support. Otto<sup>1</sup> says, "The library should be a virtual reservoir of all types of materials needed by the school in fostering a lush educational program with the children. This viewpoint has become so strong that in some schools they have discontinued calling this unit a library; instead, they call it a materials center. As a reservoir of resources for teaching, the library should contain as generous an assortment as possible of books, children's magazines, and audio-visual aids."

### Scope of School Library and Instructional-Materials Services

#### I. School Librarians

1. Does your school district employ at least one full-time librarian?
2. Does each separately organized school (senior high school, junior high school, elementary school) have the services at least of a teacher-librarian?<sup>2</sup>

#### II. Range of Library Items

1. Is the school library—at the minimum—regarded (in terms of function and regardless of how it is housed and administered) as constituting the instructional aids which are owned by the entire school system: (a) books, (b) magazines, (c) pictures, (d) charts, (e) maps, (f) models, (g) audio-visual machines and devices with associated instructional materials (including films,

film-strips, slides and tapes), and (h) museum items?

2. Are all of the instructional aids constituting the library classified and recorded in a form appropriate to and conveniently accessible to teachers and pupils alike?

#### III. Library Location and Library Service

1. Are there both a central library and classroom libraries for each separately organized elementary, junior high and senior high school?<sup>3</sup>
2. Is the central library regarded as the physical center or pool for books, magazines and other instructional materials and equipment not permanently assigned to any classroom, laboratory or shop?
3. Does the central library service consist of a complete classified card file of all the foregoing items owned by the school?
4. Does the central library have a circulation and reading center, work area, storage spaces and shelving, small rooms for use by small groups of teachers and/or pupils for conferences, previewing audio-visual materials or the preparation of instructional materials?
5. Are classroom libraries augmented by drawing upon the central library for the temporary use of materials which can be returned when the project requiring their use has been completed?
6. Are carts with "self-checkout" card holders provided and used to transport such materials and to make them easily available to individual pupils?
7. Does the library-service and instructional-materials program have the following characteristics:
  - a. Are the instructional materials owned by the school system kept in serviceable condition at all times and made available to the individual teacher promptly and without undue effort and expenditure of time on his part?
  - b. Is provision made for the in-service education

<sup>3</sup> When these schools are housed within the same building, this question could be answered affirmatively if there were a separate central library for each such school. In fact, certain materials could be used in common by all three libraries.

The Department of Public Instruction believes that there need be no issue of classroom libraries versus a general or central school library. The Department believes that the first step should be the establishment of classroom libraries. It believes equally strongly that classroom libraries alone cannot be regarded as constituting complete library service for pupils. Situations vary from community to community. Consequently, no exact formula for application to each school district can be established. For example, certain large school systems frequently have a separate division of audio-visual services with persons having specialized preparation employed to coordinate them.

The term "library" needs to be carefully distinguished from "library service." If a school librarian and teacher-librarians are employed the school system will be well along the way toward providing central "library service." This will be true even though the physical space is inadequate, and books, other instructional materials, and equipment not assigned to a classroom library cannot all be shelved or stored in a single location.

At the minimum there will need to be a work space for the librarian and the central card file and some space so that teachers and pupils may use it. Instructional materials could even be housed at various places within the building or buildings without defeating completely the concept of central library service. In fact, there could well be a certain location for materials not continuously needed by each individual school.

<sup>1</sup> Henry J. Otto, *Elementary-School Organization and Administration* (New York: Appleton-Century-Crofts, Inc., 1954), pp. 411-412.

<sup>2</sup> A teacher-librarian as defined herein is a teacher certificated for the grade levels of the pupils to be served who has had the preparation for library service outlined in Bulletin No. 32, "Certification and Approval of School Personnel," (Des Moines: Department of Public Instruction, Division of Teacher Education and Certification, 1957), p. 28.

of teachers in the use of both materials and equipment?

- c. Are equipment and building facilities such that the use of the various kinds of materials and instructional techniques is encouraged? More specifically, are such facilities as the following provided: convenient electric outlets; projection recording, and playback equipment; radio and television receiving equipment; screens; efficient means of darkening the classrooms; display and bulletin board space; shelving; multiple-drawer vertical filing cabinets; and storage space for models, diagrams and charts?
- d. Do the school librarians assist teachers in using materials already owned by the school system, locating sources of materials and, within the limitation of the school budget, renting, purchasing or producing them?
- e. Do the school librarians and the teachers give instruction to pupils relative to the use of the library and other instructional material including careful attention to the development of essential library skills?

## Elementary-School Library Services

### I. The Central Library for Each Elementary School

1. Does each elementary school have a central library?
2. Does the central library provide a coordinating role and facilitate changes in the temporary collections in each classroom library appropriate to the changing needs of children who may have finished reading the books in such collections or are ready to shift from one unit or topic in a subject to another?
3. Does the central library for each elementary school have the following room and equipment facilities: a reading room large enough to seat 30 pupils, supplied with appropriate shelving and furniture; at least one conference room or area; a librarian's workroom or area equipped according to generally accepted library standards; a room suitable for teachers in previewing auditory and visual learning materials; and typical library equipment such as charge-out desk, card file, magazine rack, book truck, bulletin boards, storage cases for odd-sized pictures, charts, maps, models and museum items, multiple-drawer vertical filing cases, and cases for films, filmstrips, slides, and recordings?
4. Does each elementary school make use of services provided by non-school libraries?

### II. Elementary-School Classroom Libraries

1. Is each elementary-school classroom provided with a reading table and chairs, at least one bookcase or shelving large enough to accommodate 150 books, and a multiple-drawer vertical filing cabinet?
2. Are the following items provided for each elementary-school classroom library:
  - a. A multi-volume junior encyclopedia with a copyright date not more than ten years old selected from a list approved by the Department of Public Instruction?

- b. One dictionary suitable for elementary-school pupils for each two pupils enrolled?
- c. A standard adult-level dictionary?
- d. At least two supplementary readers in addition to the basic readers?
- e. Collateral reading materials as needed to supplement the basic textbook used in each subject-matter area?
- f. A minimum of five books per pupil for recreational reading?
- g. At least three periodicals appropriate for use of elementary-school pupils?
- h. A globe of a type acceptable to the Department of Public Instruction?

## Secondary-School Library Services

### I. The Central Library for each Secondary-School Unit

1. Does each separately operated junior high school, senior high school, junior-senior or six-year high school, or four-year high school have a central library with a seating capacity for at least twenty-five but not more than 125 pupils, and does it have the same range of facilities as suggested in Question I. 3. page 28, for the elementary-school library?
2. Does each secondary-school library have a minimum of 850 books exclusive of encyclopedias, dictionaries, atlases, and biographical reference works distributed in a manner consistent with standard library classifications and at least seventy-five per cent of which are selected from lists approved from time to time by the Department of Public Instruction?
3. Is each secondary-school library provided with a minimum of 10 periodicals selected from those indexed in the **Abridged Readers' Guide to Periodical Literature**, H. W. Wilson Company, 950 University Avenue, New York 52, New York?
4. Does each secondary-school library have a subscription to at least one daily newspaper?
5. Is each secondary school containing the tenth grade or above provided with at least one multi-volume, adult encyclopedia with a copyright date not more than ten years old selected from a list approved by the Department of Public Instruction?
6. Is each separately organized secondary school including any grade from seven through twelve provided with at least one multi-volume, junior encyclopedia with a copyright date not more than ten years old selected from a list approved by the Department of Public Instruction?
7. Is each secondary-school central library provided with at least one unabridged dictionary, and also student dictionaries in numbers sufficient to serve the number of pupils enrolled?
8. Is each secondary-school central library provided with at least one world atlas and one historical atlas each selected from a list approved by the Department of Public Instruction?

9. Is each secondary-school central library provided with at least one of the following biographical reference books: *Who's Who in America*, copy published within the last four years, A. N. Marquis Company, 210 East Ohio Street, Chicago 11, Illinois, or *Current Biography*, Yearbook, H. W. Wilson Company, 950 University Avenue, New York 52, New York?
10. Is each secondary-school central library provided with a physical-political globe of a size, durability, clarity and completeness to meet the approval of the Department of Public Instruction?

## II. Secondary-School Classroom Libraries

1. Is there provided for each major secondary-school program area at least one "home-base" classroom which is equipped with a reading table and chairs, at least one bookcase or shelv-

- ing large enough to accommodate 150 books, and a multiple-drawer vertical filing cabinet?
2. Does each secondary-school classroom library have a variety of textbooks and reference materials relating to its program area?
3. Is each classroom library equipped as a specialized materials-of-instruction center comprising the whole range of supplies, apparatus and audio-visual aids appropriate for effective instruction in the program area represented?
4. Is each classroom library equipped with a suitable number of student dictionaries?
5. Are teacher- and pupil-prepared materials classified and filed for ready use?
6. Does each classroom library draw upon the central library and other sources for books and all types of instructional aids and equipment needed on a rotating basis?

## Section N

### LOCATING, HOUSING AND EQUIPPING THE SCHOOLS

The wisdom with which schools are located, housed and equipped determines in large measure the effectiveness of the educational program. Many school districts are being reorganized. In such districts immediate and long-range planning relating to the school plant<sup>1</sup> is under way. School districts which are already adequate from an organizational point of view also need such planning.

Today's schools have expanded physical education and recreation programs. Certain schools even have areas laid out for behind-the-wheel instruction in safe driving. All schools are being used increasingly for various community functions. Accordingly, the size and location of school sites are considerations of major importance.

A school building is a structure designed to serve the kinds of teaching and learning it houses. A building is as much a part of the educational program as the classes which are taught in it. Therefore, **educational specifications** should precede building plans. What is to be taught to what pupils should be determined before walls and spaces are decided upon.

Every building, of course, should be safe and comfortable. It should have proper lighting, heating, ventilating and sanitary facilities. Aesthetic values too should be considered in any building program. Finally, proper custodial and maintenance services should be provided.

The physical facilities and equipment needed can best be determined by analyzing the purposes to be met by each classroom and special room or special service.

#### I. Sites

1. Is the site located reasonably near the population center of the area it is to serve?
2. Is it well drained?
3. Is it readily accessible, yet not directly located on a main traffic artery?

<sup>1</sup> "School plant," as the term is used here, encompasses the entire physical environment which houses and implements the school program. Thus, it includes sites, buildings, and the furniture and equipment within the buildings and on the sites and playgrounds.

4. Is future enlargement possible without excessive cost?
5. Is it free from any obstructions as to the admission of sunlight and removed as far as possible from noise and unsanitary conditions?
6. Are walks and drives clearly defined and arranged to avoid conflict between pedestrians and motor traffic? Are all main walks hard surfaced and at least six feet in width?
7. Are parking spaces—conveniently located with respect to the main entrance of the school—provided for staff members and a reasonable number of visitors?
8. Are playgrounds provided for small children? Are they so situated that they will not conflict with other play areas? Are they directly connected with the primary classrooms and well-enclosed by fences or plantings?
9. Are playgrounds for the upper grades big enough to accommodate the largest number of children who may use them at any one time?
10. Are athletic fields ample in size for all physical education purposes and sports in which the school participates and are such fields conveniently located with respect to locker and dressing room facilities?

#### II. Buildings

1. Is the school building large enough to accommodate students and teachers in the type of organization maintained and for the program offered? Is it clean, comfortable, and attractive? Are the hygienic conditions such as to ensure the health of students and teaching personnel?
2. Are adequate storage space and open bookshelves provided in all classrooms? Does each elementary- and secondary-school classroom have enough tackboard and chalkboard to satis-

fy the demand of the educational program carried on in each room?

3. Does each classroom, laboratory and every other room used for instructional purposes have convenient electrical outlets?
4. Does each such room have adequate provisions for quick and effective darkening for the use of projected materials?
5. Is there an intensity of approximately 30 foot-candles of light in all parts of classrooms and study rooms? Is this intensity approximately 50 foot-candles in rooms where close work is done such as sewing and drafting rooms, and at least 10 foot-candles in corridors, stairways, lockers and toilet rooms? Is all natural light (daylight) controlled, and are all artificial light fixtures of a type which does not create glare?
6. Is the building designed and constructed so as to permit normal activity and in a quiet atmosphere? Are classrooms, corridors, gymnasiums, and auditoriums acoustically equipped with sound-absorbent material?
7. Is provision made for either gravity or mechanical ventilation in all areas occupied by pupils and staff? Is the ventilating system capable of dissipating heat in rooms with large areas of glass in the wall surfaces? Is special provision made for the ventilation of kitchens, science rooms, shops, dressing rooms, and other areas where offensive odors may exist?
8. Does the kindergarten room meet these conditions:
  - a. Does it have approximately 1,200 square feet of space?
  - b. Is it provided with equipment which is readily movable?
  - c. Does it have well-designed storage areas?
  - d. Is it located on the ground floor? Does it have an entry leading from the outdoor play area, conveniently located with respect to the toilet room and the cloak room area?
9. Do rooms provided for central libraries meet conditions such as those suggested in Section M of this bulletin?
10. Is each science room large enough for the enrollment and the educational program? Are its spaces planned for demonstration, lectures, experiments, recitation, and the use of audio-visual aids? Is storage space provided for all equipment, apparatus and supplies with a separate storage space for chemicals?
11. Does the homemaking room contain enough area for the enrollment and educational program? Is the room designed with unit kitchens and with areas set aside for sewing and other activities?
12. Is each art room designed specifically for the teaching of art with adequate storage space and 35 square feet of net floor space per pupil?
13. Does the vocational agriculture shop contain a minimum of 1,500 square feet? Does it have storage space, an office, clean-up room and other rooms as necessitated by the size and scope of

the program? Does the industrial arts program have equivalent facilities?

14. Does the band room provide approximately 20 square feet of floor space for each pupil in the largest instrumental group? Is there adequate storage space for instruments, music and uniforms? Is the room located so that the sound does not interfere with the work in other classrooms? Are band and vocal music rooms as close to the stage and auditorium as possible? Are at least two individual practice rooms provided?
15. Are offices and special rooms provided as needed for various staff members (principals, supervisors, special or itinerant teachers, and guidance counselors, for example)?
16. Is the superintendent's office or suite space as large as an ordinary classroom? Is it arranged to give the superintendent and the school board reasonable privacy when desired? Is it equipped with furniture and equipment suitable for meetings of the school board? Are a vault and storage space provided? Is a reception room or area provided in connection with the administrative suite?
17. Is the gymnasium-auditorium large enough and adequately equipped to provide for a sound physical education program as well as extra-curricular sports? Are the dressing rooms on ground-level with sufficient space for the number of pupils to be accommodated at any one time?
18. Is provision made in every building for a nurse's room or sick bay? Is this room equipped with stool, lavatory, and at least one cot or bed?

### III. Furniture, Equipment and Supplies

1. Is careful attention given to the selection and maintenance of all seating and laboratory furniture in such a manner that generally accepted hygienic and safety requirements are met?
2. Is seating, classroom, and laboratory furniture selected especially to fit the various types of instructional services carried on in each room in which such furniture is placed?
3. In addition to books and other printed materials referred to elsewhere in this bulletin, does the school district provide through purchase and/or rental audio-visual materials and services such as: exhibits, museum materials, models, dioramas, specimens, motion pictures, slides, filmstrips, flat pictures, stereographs, transparencies, recordings, radio broadcasts, television programs, charts, maps, globes, posters, cartoons, graphs, diagrams, and sketches?
4. In order to enable each teacher to use audio-visual materials as an integral part of his day-to-day instructional activities, does each school building in the district have one or more of each of the following items of equipment:
  - a. Sound motion picture projector (16-mm)?
  - b. Combination filmstrip and 2x2-inch slide projector?
  - c. Projection screen?
  - d. Record player?

- e. Radio (AM-FM)?
  - f. Television receiver (if within receiving distance of station)?
  - g. Tape recorder?
  - h. Movable equipment stand?
5. Does the school district own the following additional audio-visual equipment which is available to each building at least on a circulating basis?
- a. Opaque projector?
  - b. Lantern slide projector (3¼x4-inch)?
  - c. Overhead transparency projector?
  - d. Micro-projector (one for each junior and senior high school)?
  - e. Portable public address system?
6. Are apparatus and supplies needed for each area of the instructional program as listed by authentic sources provided for each class and classroom? Specifically, are such items provided sufficiently to meet commonly accepted check-lists of minimum needs for effective instruction in the areas of: agriculture, art, homemaking, industrial arts, physical education, and science (general science, biology, chemistry and physics)?

## Section O

### SPECIAL FACILITATING SERVICES <sup>1</sup>

Certain services which schools are called upon to render are of an "auxiliary" or "facilitating" nature. However, such services are essential and they have become a proper concern of the school district. These special services should be carried on in such a manner that the educational purposes of the school will be furthered. As the schools seek to meet modern needs, special services are likely to grow in number and scope.

#### Transportation of Pupils

NOTE: For information about laws, regulations and recommendations relating to transportation of pupils, the reader is referred to the Di-

vision of Transportation of the Department of Public Instruction, Des Moines.

#### School Lunch Program

NOTE: For information about laws, regulations and recommendations relating to the school lunch program, the reader is referred to the Division of School Lunch of the Department of Public Instruction, Des Moines.

<sup>1</sup> For further discussion of the term "Special Facilitating Services," see Harlan L. Hagman, *The Administration of American Public Schools* (McGraw-Hill Book Company, 1951), pp. 314-315.

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