A PLAN FOR DEVELOPING AN ADEQUATE SCHOOL PROGRAM
for a
FOUR TEACHER ELEMENTARY SCHOOL

By

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The objective of this paper is to carry out the following objectives:

1. To give an adequate picture of the activities of the middle and elementary school principal. This will be done by pointing out the characteristics, the scope of the role of leadership, the school and its responsibilities, and the evaluation that is considered.

2. To list some of the general steps that I will use in my school setting to effect such a program. These steps will involve an analysis of the pupils and their needs, the development of a common point of view, selection, in evaluation of the then existing program, the building of community and parent understanding of the school's aims, and the location of home influence as well as long range goals.

3. To list some initial and specific steps probably desirable as ways and means of accomplishing the task. This will include specific points that might be helpful in achieving good working relationships among teachers, students, people of the community, and the principal. Also included will be plans for determining significant data needed at the beginning of the school year, plans for a first informal faculty meeting, and more early plan for community participation in the school program.

4. To discuss the resources to be used in carrying out the program. This will include the College of Education at Florida State University, the county supervisor, a state or local library, and the office of the county superintendent.
It is understood that my points are flexible in that they may need slight or complete change once I am on the job. Circumstances and situations oftentimes dictate what we must do. I have hoped, however, to be pragmatic in that most if not all of the information in this paper should be appropriate for my particular situation.
CHAPTER 1

CRITERIA DESCRIPTIVE OF AN ADEQUATE ELEMENTARY SCHOOL PROGRAM

The Nature of Learning. -- Learning develops through the constant reconstruction of experience." This means that the school environment should be one in keeping with the life of the child. It must select the features which are fairly fundamental and capable of being responsive to the young. Then it must establish a progressive order, using the factors first acquired as means of gaining insight into what is more complicated. The school must eliminate the dead wood of knowledge of the past that is trivial and undesirable, and it must give each of its children an opportunity to escape from the limitations of the social group in which he was born, and to move into living, contact with a broader environment.

During early childhood modern schools attempt to provide a simplified environment, removing the difficulties and complexities of the adult world. This does not mean that a completely artificial environment is created. It does mean that the children are given freedom of initiative and expression. The "childhood" spirit is a natural attitude rather than uncontrolled movement, it is a quality of the mind that cannot develop without a fair degree of movement in exploration, experimentation, and application. The school must provide experiences which are much broader than at any other source.

3. Ibid., p. 291.
However, the nature of the modern school program must depend upon the
functions which the school is to serve, and upon the aspirations, culture,
and ideals of which it is a part.

Opportunities for learning should be organized around certain gen-
eral guiding principles that would promote for creative expression, and
teacher and pupil activity around areas of subject matter which are related.
Experience is developing better living conditions in home, school, and
community need to be provided. Emphasis on the realization of the most desirable
social objectives would be placed on the functional continuum, with the
effort being to attain in a state of objective need to be.

...
The adequate teaching-learning process develops skills, knowledge, attitudes, understandings and appreciations by: meaningful drill which is re-used and applied in new situations, meaningful activity, the application of group dynamics in utilizing the group to its maximum capacity, allowance for individual differences in planning, and good teacher-pupil relationships.

The Social Basis of Education.-- In the United States our forefathers fought and died that democracy might be established as our ideal for government. Thus, the first purpose of democracy served a political motive. As political democracy became extended into our lives, it has become the cultural heritage of our people, and is exemplified in our social and economic life as well. There is no official definition of democracy, because "what we call the American way of life is still evolving, still struggling toward ideals that move upward with man's progress." Since public schools are an outgrowth of the democratic ideal of the worth of the individual and the common man, it is natural that they should nurture and further the ideal which sponsored them.

The elementary school of today must provide the proper environment that will give its youngsters freedom of responsibility. They must stress the basic concepts of democratic socialization and individuation. Socialization, or the development of personality and responsibility of action toward the group, denotes the individual's growth process toward a state of adequate social sensitivity. By carefully planning and providing


socializing experiences, the schools and community may develop situations which are characteristic of our culture and of democratic living as a cultural expression. Individuation represents the growth toward a consistent, definite, and individual way of meeting situations. The school must teach the basic concept that for every freedom of action there is a definite responsibility to perpetuate that freedom.

The elementary school must make its children realize that their roles in society demands a certain kind of discipline. The children must understand that freedom does not denote the right to infringe on the rights of others. A child develops good behavior through lived experiences which will aid the child in learning to subordinate the self to group needs, while participating in the determination of what these group needs are.

The elementary school must provide experiences that will give each youngster experience in both leadership and followership. The children must come to realize that the real leader must have a worthwhile contribution to the group. They must also realize that followership merely denotes acquiescence to the will of the group. We in education believe that genuine leadership is possible in a democratic state, and that an aristocracy of intelligence can be built up in boys and girls.

In these troubled times, the elementary school must teach that for our democracy to survive it must have both intelligence and character. The children must realize their duty. They must realize that our people must not be that of vainglorious boasting nor a people of self-satisfied indifference and indifferent withdrawal from participation in the interests of


the community. We can teach them that a functioning democracy demands enthusiasm, born of intense conviction, that finds the happiness in the good of all. In this way our educational ideals will be satisfied and our way of government will be placed beyond the reach of the forces of dissolution and decay.

Over-all Purpose or Characteristics. -- An adequate elementary school program will be rich in values. Values are the criteria of worthwhileness which will establish the spirit and purpose of the school situation. Values are intangibles and are frequently associated with goals, objectives, or purposes.

"We determine values by the way they satisfy our purposes, desires, aspirations, and ideals. Our values give purpose; our purposes give aim; our aims, if rightly conceived, take us in the direction we should go. The values dominant in any individual or group condition beliefs and actions in which energies, skill, and abilities will be used. Value development therefore, is the heart of learning. If an elementary school is "value-centered", the learning is purposeful, related, and closely connected to daily living. Within this setting, the teacher becomes a coordinator of value".

Clusters of values, sometimes reinforcing or canceling each other may be found. Values are concerned with the whole individual and his relationship to the group good, growth, welfare, and happiness. Values must be followed through in a continuous growth, to be fully realized.

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8. Ibid., p. 101


11. Ibid., pp. 8-11.
The good elementary school, with a broad viewpoint, conceives its major functions to be:

A. Developing the capacities of the individual and the group.

B. Meeting the basic needs of the individual and the group.

C. Promoting democratic individual-group relationships.

D. Providing experiences for broad areas of individual-group living.

In developing the capacities of the individual and the group, the sound elementary school will employ various methods and techniques. Through the use of various tests, the compilation of complete and cumulative records, the availability of these records for professional purposes, personal contacts, and flexible adjustment of the school program, the school is able to develop the capacities of the individual and the group through actually securing, recording, and using this objective data.

Through a consideration of nutrition, a well-coordinated muscular system, a rhythm of rest and activity, and the remedying of physical defects, the child is assisted in the development of his physical condition to its maximum capacity. Mental and emotional health must be investigated and utilized. A study of the social growth of each child must be guided along certain desirable lines.

The adequate elementary school program recognizes and provides certain basic needs of the individual. They are: security, adequacy, belongingness, and identification.

12. Ibid., pp. 15-16.

13. Ibid., pp. 15-16.
When we promote democratic individual-group relationships we must emphasize: respect of the group for the individual as a person of worth and dignity, respect of the individual for the group responsibility, action, and extension as well as clarification of democracy and democratic human relations.

Broad areas of individual-group living need to provide experiences: in the child's relating himself to the economic side of living, in broadening types of social-civic understanding of his relation to the group or community, in each child's maintenance of his personal well-being.

The Scope of the Program:— The program must be broad in scope and rich in values. A broad instructional program needs to be cognizant of:

A. Understanding and emphasizing the concerns of such a program.
B. Organizing opportunities for learning in such a program.
C. Motivating the teaching-learning process in such a program.
D. Evaluating the program to determine how value-rich the situations have been.

While understanding and emphasizing the broad concerns of such a program, we need to provide for a great deal of attention to the areas of guidance, health, and citizenship or character education.

In the area of guidance we have the opportunity of enlisting the specialized agencies which are available. At the same time, the administrator and teacher, through various devices and techniques, may acquire a great deal of background information on the child who needs guidance, then through cooperating closely with representatives of the specialized agencies, the guidance program becomes effective. An efficient guidance program would aid the

child to establish goals toward which he would strive in his growth
toward self-direction.

The area of health should be extremely broad in scope to cover
mental and emotional health, as well as physical. Children, teacher,
specialized agencies, and home should coordinate their efforts, in order
to insure an adequate interpretation of the health needs of the child.
Emphasis needs to be placed on prevention rather than cure. The children
learn to live in a healthful manner by means of actually living health-
fully in the classroom. 15

The area of citizenship needs to embrace the socialization of
democratic living, establishing ethical values, and character education.
The program should be such that the child should learn how to determine
his values, and make generalizations in terms of ethical values. The
elementary school program must be broad enough to provide opportunities
for developing common loyalties, and the individual's concern for himself
extended into his concern for the good of his group.

Experiences must be provided for the natural development of skills
as they are needed in the areas of communication, healthful living, social
living, social studies, science, numbers, and the arts.

The good elementary school program should be flexible enough to
be extended, so that it may include provisions for physically and men-
tally handicapped children, nursery and kindergarten children, the extreme
slow and fast learners, out of school adults, vacation opportunities for
learning, and a minimum term of at least 180 days.

15: Ibid., p. 308.
The Staff and Its Responsibilities. -- The key figure in any school is the principal. Upon his shoulders in the final analysis rests the success or failure of the school program. His opportunities for creative leadership are significantly enhanced, because he is expertly equipped to make distinctive contributions to group thinking. His training, experience, and temperament should be such as to qualify him for the more generalized and all-inclusive phases of the educational program. He should have broad knowledge and experiences in social interpretation, finance, buildings, administrative research, personnel management, supplies and equipment, philosophy, sociology, economics, political science and child development. It is appropriate for him to initiate activities in the development of a school plant program, by preparing tentative proposals and submitting them to his faculty group for study and suggestions. He must be prepared to accept those suggestions that are unfavorable to his viewpoint, as cheerfully as those that are favorable.

The faculty group needs to be so functionally organized, so skilled in democratic operation, and so socialized that it can effectively promote the unitary objective of education-democratic socialization or maximum development. When this satisfactory condition is achieved, the students will benefit directly in their relationships with the teachers, and they will benefit indirectly from the improved community relations which a socialized faculty will promote. When the teachers have been converted to the cooperative way by their principal, they can help their students learn and use this process, which leads to the ultimate satisfaction of all.

In a democratic administration, the school staff must first of all establish school policies that will extend and project democratic socialization
to the students. It must provide meaningful and realistic experiences toward that end. The students must be given maximum opportunity to participate in the planning, execution, and evaluation of their experiences or curriculum activities. This participation will have the utmost socializing value. At the beginning of the year, it is the staff's responsibility to make an attempt to define its purposes, its objectives, the direction in which it is going. Clearly defined purposes of education are particularly difficult in a complex, changing society. An evolving changing society automatically calls for a periodic reconsideration and reformulation of its educational objectives. Unless such periodic evaluations and restatements are made, the school cannot keep abreast of its changing role in society.

It is very important that the principal and teachers recognize and remember this fact.

In the good elementary school, if the staff is to do an excellent job, it must lay less stress on the finite and the concrete, within which it could do so much if only it dared contemplate its immediate responsibilities. Educators must create conditions that help the good to thrive in more and more people; they must stop the avalanche of phrases with deeds both practical and constructive.

The school staff has a definite responsibility to create as natural and as happy school environment as possible. Each member must learn to work with the group, and he must attempt unceasingly to meet the needs of the

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students and the community. He is charged with the responsibility of realizing the value of education and its power to raise men to new heights of endeavor.

School-Community Relationships. -- The background of culture in which a child is reared provides his environment. Children learn from this environment, and it is apparent that any school that is to discharge its duties properly must be adjusted to the community where it is located. The elementary school staff, with professional vision and the desire to make a contribution in the field of education, will devote its energies to the problems of its position with the idea of adjusting the program of the school to community needs.

The school should also be a vital factor in making community changes for good. If this is to be accomplished the school staff must make a careful study of the community. The principal and teachers have a definite obligation to know the character of the people and the conditions under which the pupils live. If they fail to do this not only will the community needs not be met, but through ignorance of the people good public relations will be most difficult.

Community adults, not only parents, but those adults without children need to be drawn into school activities. On the other hand, the school needs to reciprocate this interest and cooperation by becoming active in the community. School activity in the community involves the social activities of all the school members—principal, faculty group, and students. The community approach is the only educational direction that is capable of producing the kind of citizens necessary to a democracy.

Many means exist by which communication and response may interact
between school and community. Some of these communicative methods are:
school newspaper, reports to parents, home visits, school visits, parent
conferences, parent institute, parent-teacher associations, room-mother
organizations, and grade meetings. However, the methods named are related
to communication with parents. There is a definite need for community
education which covers a wider sphere than the parent-school relationships.
"Community education can be defined as an organized process which is the
conscious instrumentality of the many purposes--social, intellectual, eco-
nomic, spiritual, and physical that the people of the community are seeking
to achieve". The great need is for all persons to participate, according
to their needs, interests, and abilities. The leadership may originate with
any community individual or group. It must be exercised democratically; and
must pass from one individual or group to another.

The community council, in some instances, has filled this need. In
such cases, representatives from various religious, civic, and business or-
ganizations have been members of the council, whose purpose is community
coordination and to serve a social need. The school, being largely a social
agency, has availed itself of this opportunity to work cooperatively with
the council for the primary purpose of cooperating and interpreting school
policies to the community. Another means of cooperating is through the use
of school facilities for adult classes or groups that may offer enriching
experiences to community adults.

Friendly, harmonious relations between school and community are
absolutely necessary if the school is to discharge its proper function.

The elementary school that wins the confidence and trust of the community of which it is a part is a school that has realized and is fulfilling the general purposes of education.

**Evaluation.** -- Evaluation of the elementary school is a necessary and far-reaching process. From the smallest child to the principal, evaluation is essential in order to determine if the established values have been achieved. Self-evaluation, evaluation of others, and evaluation of the school program and its effectiveness are all aspects of the process. Evaluation is an analysis of the present in terms of goals or values established in the past to plan for the future. Evaluation is a broad, vital, long-term, cumulative, all-inclusive means by which the elementary school may informally and objectively examine its purposes and functions, as well as the values on which those purposes and functions are based for the maximum growth and enrichment of the child, the teacher, the principal, and the community.

The school staff cannot overlook the importance of evaluation of their methods, decisions, and actions. Evaluation leads to personal and professional improvement, and to be effective, it must be continuous. This is the key to the improvement of any school program.
CHAPTER II

SOME GENERAL STEPS THAT WILL BE INVOLVED IN THE PROCESS

Analysis of the Pupils and Their Needs. — When I enter my school this coming fall, I want to do everything possible to determine what the needs of my students are and then to organize a program with my teachers that we feel will best meet these needs.

To determine what my pupils' needs are, I must first make a careful survey of the community in which they live. In doing this I can get a good picture of the economic level of most of the patrons, the average size of the family group, the general health and sanitation practices, and something of the philosophy of the people. A principal who enters a community for the first time and makes no conscious effort to speak the language of its people will not only lose their confidence but will also have little idea as to what the needs of the pupils are.

If cumulative records have been adequately kept they can tell one much about the individual pupil. These should be studied carefully for such guideposts as chronic absentees, disease, the general health picture, early school leavers, and behavior patterns. I will be careful, however, to weigh all evidence before accepting these records at face value.

The community doctor, county health nurse, members of the Parent-Teacher Association, and interested men and women can give me valuable information as to the type of school program needed to meet the needs of the boys and girls. I would certainly want to talk personally with a representative number of students. They can tell you more than anyone else what their needs are and what the school is doing for them if you win their confidence.
There are certain basic needs common to all youngsters. All of
them have the need for security, adequacy, belongingness, and identification. I want my school to maintain an atmosphere of freedom coupled with responsibility. I hope to create a situation where the pupils will have freedom of choice and will be willing to accept responsibility for it. I believe that through this method they will learn to make wise choices which are so vital to happy living. This atmosphere should be conducive to the development of attitudes of friendliness and courtesy.

One of the greatest things a school can do for its pupils is in giving them a feeling that they are accepted even when their behavior is not condoned. Many children from this rural area in which the school is located come from homes which offer them a very poor environment. Often times, they are pushed from pillar to post and the school is the central agency that can give them the feeling that they have innate worth and potentialities. A youngster becomes a good citizen once he has this feeling of adequacy.

Another factor I consider very important is the proper grouping of children so that tasks might be adjusted to the child's level and thereby avoid frustration. An investigation should be made through proper testing to determine where a child is at the present, and school tasks should be given to him on that level. Every school that recognizes the theory of individual differences recognizes this salient fact.

If a child is having difficulty adjusting to his group and is becoming a disciplinary problem, I would want to discover reasons for his

behavior. This is best done by winning the child's confidence and having a conference with him. Visits into his home are often very helpful. A child is not naturally bad, and when he fails to conform to his group he has a definite need or needs that can only be provided through a spirit of understanding and love.

**Developing a Common Point of View with the Faculty.** -- The success or failure of any principal will largely depend on how well he can reach a common point of view with his faculty. If he should disagree with his teachers and insist that his views be accepted, without consideration of their views, friction will develop and the entire educational program crumble. For that reason, I would want to come to know my teachers. This includes their family backgrounds, their temperaments, something of their ideals, how long they have taught, and any special problems they might have and wish to discuss.

The reworking or formulation of the school philosophy is a good place to start. The meetings held in this connection would be democratic, and leadership would be expressed when anyone had a contribution to make. Teachers come to respect and value the ideas of the principal when they can see that he in turn respects and values theirs. In discussing the philosophy of the school the principal can learn many valuable things about his teachers that will give him some basis in his future dealing with them.

Upon entering my school, I must understand that my teachers have a common concern with me in building the best school program possible, that they have been there before me and can give me some valuable information, and that we are all a team in the educative process that demands mutual respect and cooperation to be successful. I want my teachers to realize
that I am there to help them in every way that I can and that I don't pretend to know all the answers. I also want them to know that I am going to work to the best of my ability for the welfare of the boys and girls entrusted to us, and that I will expect them to do the same. The principles of group dynamics will govern our formal and informal faculty meetings.

**Beginning Evaluation of the Former Program.** -- It is important for a new principal to evaluate the program of a school as it has been. In so doing, he can draw upon those features of the old program that have been good and at the same time keep from incorporating certain features that have not met the needs of the students. Just because a program is already in effect when he arrives is no excuse for throwing it out without examining it.

I would certainly want to evaluate the cumulative records of educational achievement, the cumulative health records, and the anecdotal records of behavior to determine how well the teachers are keeping these records. They are vital as references of information if studiously kept, and quite worthless and misleading if handled improperly. I would also deem it advisable in evaluation as reflected in school policies to know to what extent pupils have participated in making and taking tests designed to cover what the group and the teacher have deemed to be essential learnings.

The policy of grouping would be another starting point for evaluation. Some of the questions I would want answered would be:

1. To what extent are children grouped on the basis of social maturity?
2. To what extent is grouping within the classroom flexible?
3. To what extent does the school insure the orderly progress of
beginning pupils in order to prevent personality maladjustment caused by continual failure.

A. By the junior primary organization.

B. By flexible grouping within usual primary rooms with end-of-the-year achievement taken as the starting point for the next year's work.

C. By ungraded primary blocks.

It is my opinion that in any beginning evaluation too much attention cannot be given to the existing health program. A child cannot learn if he is in poor health or if he cannot see or hear well. Therefore, the importance of good health cannot be over-stressed. It is important to know what provisions have been made in the past for the partially seeing, partially hearing, the crippled, special heart cases, and speech defectives. I also deem it important to analyze the part, if any, the school has attempted to secure medical services for those children in need of such, but whose family was not financially able to give it to them.

My lunchroom will be a focal point of attention for me. I will want to examine the menus of former years to determine if nourishing, well-balanced meals have been served, what percentage of the school population has been using the lunchroom, and what provisions have been made for those children who cannot pay for their lunches.

I would also want to begin evaluating the extent to which the school has been using the following means for securing data regarding the pupils so that their full capacities might be realized:

A. Interviews with children

B. Conferences with parents
C. Home units
D. Informal observations
E. Health examinations
F. Sociograms
G. Achievement tests
H. Pupil questionnaires

Beginning to Build Community and Parent Understanding. -- Upon entering a community it behooves the new principal to set to work immediately in the building of community and parent understanding of his program. This cannot be done unless the people first come to know him. A principal can go a long way toward selling his program if first of all he sells himself. This means that he must actively engage in the activities of his community and this must be done with enthusiasm. The community barber shop is an excellent place in which to learn the people and acquaint yourself with them.

Church visitation is always helpful. A principal has the right to a denomination of his own choice, but visits to all of the churches in the community will not only aid him in meeting greater numbers of people, but a sympathetic attitude toward him will be engendered. Early in the school year he should never pass up an opportunity to speak before any civic club or organization.

The first Parent-Teacher Associational meeting would be a most appropriate time for him to explain the philosophy and policies of the school as determined by him and his teachers in the pre-school conference. In addition, he should visit in as many of the patrons'
homes as possible.

I, as principal, will realize that it is impossible for me to possess all the skill and knowledge to solve the complex problems with which I will be faced. I hope to provide opportunities by means of which planning and action will be based on the cooperative efforts of all who are concerned. I realize that my first big job in my school will be to sell myself and the program the faculty adopts to my pupils. If I can sell Johnny I don't think I will have too much difficulty selling Johnny's dad.

Locating Some Immediate and Long Range Goals. -- At the beginning of school I plan to meet with my teachers in an attempt to inaugurate both some immediate and long range goals for our school. I consider better school health both an immediate and long range goal. The P. T. A. in my community has been quite active in the past, and I am going to solicit its help in securing a competent doctor and nurse to come into our school and examine the children for physical defects. If I am successful in getting this accomplished, as a follow-up I am going to work through the county authorities and influential people of the community to raise the necessary money to be used for dental work, glasses, etc., for the children of poor parents who cannot pay for the services. This is an immediate goal. For my long range goal in health, I am going to ask the Kellogg Foundation to cooperate with my school in the interests of better health education. If my school can educate the pupils in the latest health and sanitation practices, and make them aware of the importance of personal cleanliness and hygiene practices I will be satisfied.

I am going to ask the P. T. A. to donate a certain percentage of the money raised at our Hallowe'en Carnival for lunchroom purposes. This
money will be used to buy fruit juices to be served free to all the children during mid-morning recess. This is an immediate goal.

Another immediate goal I have in mind is to make the school building available to the community at least one night per week as a center for community recreation. The school has a radio and phonograph. Many inexpensive games can be provided. I want the community to feel that the school belongs to them.

A long range goal that I hope to see become a reality is the building of an adequate library for both pupils and adults. I am going to urge the county to give us funds for this purpose, and I hope to put on worthwhile school programs from time to time, charging a small admission fee, and using the proceeds to buy new books. The school has a small library, but it is entirely inadequate.

After a closer examination of the needs of the community and school many more worthwhile goals will come to mind. The most important goal at the moment is to insure that the teachers, students, people of the community, and I get started on a good working relationship.
CHAPTER III
INITIAL AND SPECIFIC STEPS PROBABLY DESIRABLE WAYS AND MEANS OF ACCOMPLISHING THE TASK

Building Good Relationships. -- When I first enter the community I want to win the confidence and trust of my teachers, the pupils, and the people of the community. It is my hope that this can be accomplished at the very beginning. Whatever I do, however, I want it to be an honest effort, stripped of hypocrisy. I realize that I have to spend a year in this community, and I want all of my actions to come from the heart and not come from an effort merely to make a good impression.

One of the first things I intend to do is to organize a Boy Scout Troop. There is not a spot in the county where Scouting is active. I think my community needs such activity. In organizing a troop I will not only contribute to the building of better citizens among the boys, but I feel that this work will help me establish myself with the people.

I have long been interested in this type of work, and I have seen what it can do to win the approval of the boys' parents. If at all possible I intend to interest other community centers in the county in this work. Rural communities do not offer either the youngsters or their parents much in the way of recreation. Much of the disciplinary problems of the small school can be traced to the children's efforts to enjoy themselves once they have thrown off the restrictions of their home. I feel that we must give the youngsters something constructive to do or they will find something on their own that might not result in desirable behavior.

A scoutmaster has a golden opportunity to build a spirit of devotion and loyalty in the youngsters with which he works. As the head of the
school this will be invaluable for me. Parents like to see that the principal is actually interested in their children, that he does not look upon his school job as just a means of a livelihood. I can't think of a more specific way to show them that I have the interests of their children at heart than in this manner.

I do not intend to neglect the girls. During the pre-school conference I plan to sound out my teachers on the possibility that one of them might assume the responsibility for organizing the Girl Scouts. If I am unsuccessful in this approach, I feel that some lady in the community can be located who will work with me on this project.

Another project that I think is needed and will help me build good relationships is the formation of a community-school meeting to be held once a month at the school. This meeting will offer a variety of programs that will be stimulating and helpful for all. A committee will be set up to arrange the programs.

There is a multitude of programs that could be offered. Through the cooperation of the College of Education at Florida State University which is located nearby, many interesting speakers could be invited to speak on varied topics in the field of education. The teachers and I could arrange worthwhile programs involving pupil participation as parents like this type of program very much. At other times, we could have round-table discussions of some of the pertinent problems of the community and school. Another committee will be formed to serve light refreshments after the meeting.

This type of meeting will in no way interfere or conflict with the P. T. A. I certainly want to work actively with that group which can do
so much for the school. The community-school meeting I have in mind would be for all of the adults of the community and in the final analysis it would be their project. The meetings should be so devised as to make all of the people conscious of their school and the problems besetting education. It would also bring all of the people together where they might pool their efforts and talents toward building a better community and school.

In instigating and actively helping in the carrying out of such a program I feel that I can convince the people and the teachers that I am interested in their welfare and when I leave I want to have left a better community and a better school for having come.

I certainly want to join the church of my choice immediately upon my arrival. Many administrators and teachers feel that they have little obligation to their community to do much in the way of church work. I feel, however, that a principal cannot do too much in this direction. In my estimation, a principal must remember that he holds a particularly responsible position as a model in his community, somewhat corresponding to that of the community ministers. He must, in his dress, his manner, his speech, and his bearing so conduct himself that he will win and hold the respect of the teachers, pupils, and adults of the community. In the rural communities of our South the people take their religion seriously, and they will not long tolerate a public official who gives no time or thought to it.

I intend to visit in as many homes as possible for informal talks with the patrons. In doing this I can get to know a great many people and they in turn can get acquainted with me. There is nothing that can beat home visitation in the building of good public relations. If the people
feel that you have thought enough of them to pay a personal visit to their homes they will usually feel much warmer toward you. I want to arrange my school schedule in such a way that I will have a few minutes each day to meet with people who have special problems to discuss with me. It is my plan to be as friendly and accessible to the people of the community as is humanly possible.

**Determining the Most Significant Data, Needed First.** -- There is some important information that I will want to know at the beginning of the school year. This information consists of:

1. Data concerning the number of students to be enrolled for the coming year and the number at each grade level. This data should also include something of the social and economic backgrounds of the children.

2. Data concerning the extensiveness of information found in the school records. I would want to know who the chronic absentees, if any, have been and reasons for chronic absenteeism.

3. Data concerning the lunchroom. This would include such things as the adequacy of help, supplies, and size. A staggered lunch schedule would have to be arranged if the lunchroom was small.

4. Data concerning the approximate amount of money I could expect from the county to be used for such purposes as school and professional library supplies, physical and playground equipment that might be needed, janitorial supplies, and repairs.

5. Data concerning the general condition and size of the school plant so that defects might be remedied.

6. Data concerning what the school policies have been in the past so that a proper course for the future might be charted.

7. Data concerning transportation and janitorial services.
8. Data concerning the community resources available as educational aids.

It is understood that once I am on the field the situation might warrant other significant data not already listed. I believe, however, that if I am fortunate enough to gather the information above that it will serve as a working basis on which to begin the school year satisfactorily.

What Resources are Available Most Quickly. -- In entering a community for the first time it is always helpful if the principal is cognizant of existing resources available that will aid him in developing the school program.

The community in which the school is located earns its livelihood almost in the main from the fishing industry. This should serve as a point of interest for departure into areas of science, arithmetic, and the social studies. Many meaningful experiences can be realized by giving the children units developed out of concrete experiences with which they are already aware.

There are some interesting Indian burial grounds in the immediate vicinity of the school. Many valuable teaching units could be developed out of visitation to them. A few of them might be:

1. Pre-Colonial America
2. Colonial America
3. Life Among the Indians
4. Getting Along With Other Peoples
5. A History of Florida

It is especially important in the elementary school that the teachers recognize that their teaching must be in terms of what the children understand, and that worthwhile learning experiences are pulled out of their
immediate environment.

I will be fortunate in having the State Capitol nearby. Visits to it will be invaluable in the teaching of such concepts as government, law making, voting responsibilities, and parliamentary procedure. I plan to bring my Seventh and Eighth Grades to Tallahassee next year when the legislature is in session.

There are many points of interest in the nearby vicinity that will not only be interesting but educational as well. Some of these places might be Wakulla Springs, Marianna Caverns, and some of the old homes in Tallahassee.

I will certainly want to call on the services of the county health nurse as soon as possible. By cooperating with her I think a good health program can be organized in my school. The community ministers can not only help me with my assembly programs, but could be a vital influence in welding sympathetic public opinion.

The school possesses audio-visual aids consisting of a slide projector and radio-phonograph. These will be invaluable in the interests of better teaching. Globes and maps will be other resource materials used.

I am going to make a careful inventory of the people of the community to learn those who really want to see a good school program come into being. There is no more valuable resource in any community than those loyal persons who are the school's friends, and who are willing to work for the best interests of the school and its faculty.

Plans for Initiating the First Informal Faculty Meeting.—The first faculty meeting should be called before the actual beginning of the school year. There are some important problems that must be answered and some plans made if the school is to operate efficiently from the first.
I plan to have my first faculty meeting at least a week before the children are enrolled. I want this meeting to be informal and friendly. It should be a meeting where all of us get to know one another better so that each member will feel free to join in the discussion and make a contribution. I am going to avoid principal-dominated meetings. I want my teachers to feel that we are all co-workers in a joint enterprise and that every person’s opinions will be heard and respected.

There are some specific problems that I wish to present to my faculty at this first meeting. They are:

1. I wish for us to make careful plans for the opening day of school. Each of us will understand what we are to do. Each teacher will be provided with a list of the pupils promoted to her room and who presumably will constitute her class for the coming year. Yard and extra duties will be indicated for the first few days, at least.

2. A decision will be reached as to when we should arrive in the morning and leave in the afternoon.

3. A list of qualified substitutes will be given and the matter of reporting necessary teacher absences in time will be discussed.

4. At this first meeting I hope to come to some general understanding as to how we can best handle disciplinary problems. I want my teachers to understand that they are in charge of their classroom and will be expected to handle all but the most severe of these problems.

I believe that if we adequately cover these four points we will have done a good job. A principal makes a big mistake when he attempts
to cover too many points at any one meeting. This meeting should be concluded with plans for another meeting immediately prior to the opening of school so that any questions or misunderstandings can be cleared up.

Some Early Plans for Community Participation. -- I do not contemplate any difficulty in this direction as the community has a functioning P. T. A. that meets the year round. I have already requested a meeting for the second week of school when I plan to present to them what the tentative policies and plans for the school are as proposed by the faculty group. The parents will be given an opportunity to give their reactions to this program and to make suggestions for its improvement.

I hope that the P. T. A. or some church groups will back the Boy Scouts and the Camp Fire Girls in their work. If this can be accomplished community participation in the school will be made easy.

I plan to have a parents' conference at the end of every six weeks period just after the reports go out. These conferences will be held in each individual classroom, to which the parents of all the children are invited to come. By this time the school has become fairly well acquainted with its children, and the teachers can now suggest ways in which the parents can be of assistance to the school in its work, such as seeing that the boys and girls are kept in school regularly, that they have the proper amount of sleep, and that the parents give them a desirable kind of help and encouragement without doing their work for them. It will also be a good time for the teachers to explain to the parents such things as low grades, behavior problems and health defects.

I have already related my plans for a community-school conference every month at which evaluation of the school's progress can be made and community participation in our various projects made a reality.
CHAPTER IV

SOME RESOURCES USEFUL IN CARRY-OUT OF THE PROGRAM

The School of Education at Florida State University. -- In the work in my school I realize that there will be some problems which will be of such complex nature that they will require more experience than I possess. In an effort to do the very best job possible, I feel that I can call upon the services of my former professors for help. I do not intend to over burden them with trivialities or to become a nuisance in any way, but my contacts with these ladies and men have given me confidence that I can approach them at any time I have a legitimate problem.

I think I am indeed fortunate in getting located so near the University where I can take advantage of the many services it has to offer. The policy of my county is such that it encourages its teachers and principals to enroll in night or Saturday classes when we realize we need additional training. While it is not an exclusive part of the College of Education, the University Library will be invaluable as a resource for administrative research and investigation.

Consultants. -- This represents another valuable resource to use in realizing a functional elementary school program. These consultants, as specialists in the various subject matter fields, will have to come from the various colleges of the University. There is a special need in the small elementary schools for better music and art programs. Even experienced teachers oftentimes feel insecure and inadequate in teaching them. A consultant could show them the way.

The County Supervisor. -- I am personally acquainted with our county supervisor, and I feel that we will work together for the best
interests of the school. The supervisor will always be welcome in my
school as I realize that she is there to help me work out many of my
problems.

Many principals and teachers have the mistaken belief that super-
vision is inspection. I realize, however, that she is a person with a
number of successful teaching years behind her, that she can bring in
many helpful materials, and that her main interest is better schools for
the county.

The supervisor is also the main go-between of the school and the
county superintendent's office. By actively cooperating with her I can
not only effect a good working relationship between us two, but I can at
the same time establish and maintain friendly relations with my immediate
superior, the county superintendent.

A Professional Library. -- There is nothing quite so indispensable
for a principal and his teachers than a good professional library. In my
case this will probably take some little time to build up. At the very
outset, however, the teachers and I can subscribe to the N. E. A. and F.E. A.
Journals and professional magazines in the field of education.

The Office Of The County Superintendent. -- It is necessary for any
principal to work closely with his county superintendent. Out of the super-
intendent's office comes the funds necessary for building an adequate pro-
gram. With the superintendent's aid and blessing the principal can feel
free to put into practice those features of the program he deems advisable.

On the other hand, poor relations between the superintendent and
principal will make it difficult or impossible to build an adequate school
program. One of my first tasks will be that of building a strong alliance
between my school and the office of the county superintendent.
CONCLUDING STATEMENT

An adequate elementary school program cannot be built in a day nor can it be created without the untiring efforts of the principal, the teachers, the pupils, and the people of the community. Education is a complex field in that it is dealing with human personalities. If the purposes of education are to be met it requires the best that is in each participant.

An adequate program can be created if a plan is formulated which is subject to change as circumstances warrant, and if constant evaluation is carried on to determine whether or not the plan's objectives are being realized. It requires courage, energy, and a genuine love for children on the part of the principal and teachers.

I believe that by following the plan I have outlined that I, with the help of others, can develop a functional program that will meet the needs of the boys and girls and the community that the school serves.
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