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Benton County school survey

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BENTON COUNTY SCHOOL SURVEY

PREPARED FOR THE SCHOOL BOARD

BENTON COUNTY, MISSISSIPPI

JUNE, 1966

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PART I

INTRODUCTORY MATERIAL

No evaluation of any object--especially a school system--can be undertaken without some knowledge of its surroundings. This is especially true of a school system; for, as the agent of instruction for the county, the school system reflects the community.

It is the purpose of this section of the survey to present general introductory material about the purposes underlying the study and about the county and the school system itself.

CHAPTER 1

SCOPE OF THE SURVEY

This survey was undertaken at the request of the Superintendent of Benton County Public Schools. The request included a survey of curriculum, school plant, and selected administrative aspects of the three public schools in Benton County. These schools are the Ashland, Hickory Flat, and Old Salem Attendance Centers. Completed surveys of all the school plants and selected administrative features are included. Because only one school was in session at the time of this initial survey, only the curriculum at Old Salem school was evaluated. However, preliminary work for comprehensive curriculum surveys of the Ashland and Hickory Flat schools was done and is included in this report. It is expected that complete curriculum surveys for these two schools should be finished in the fall of 1966.

The purpose of a survey such as this is to provide the people of Benton County--particularly the school board, the superintendent, and the principals and teachers of the schools --with a comprehensive assessment of their schools and school activities. It may provide the information necessary to plan and achieve better education for more of the children of Benton County. It is evident that many people in the county are interested in education, knowing that education is a tool which will benefit not only the children but also the entire county. In order to achieve progress, planning, establishing of priorities, organization of people and services, coordination and evaluation are essential. The world of today is a world of change; but change, in order to be most beneficial, must be directed and utilized in bringing about desired outcomes.

The superintendent and others who have made this survey possible are to be complimented for their foresight in trying to better organize the schools of Benton County, so that they might efficiently and successfully serve their patrons.

CHAPTER 2

BENTON COUNTY AND BENTON COUNTY SCHOOLS

Benton County

Benton County lies in the north-central portion of the state of Mississippi. The county, roughly "T-" shaped, is bounded by Tennessee in the north, Tippah County on the east, Union and Marshall Counties on the south, and Marshall County on the west. The land is mainly hilly; cotton, cattle, and some industry account for most of the occupations of the residents of the county.

The two main towns in the county are Ashland, the county seat, and Hickory Flat. The population of Benton County, according to the 1960 United States Census, is 7,723. The distribution of the population is as follows: Beat One, 1,306; Beat Two, 2,124; Beat Three (including Ashland), 1,723; Beat Four, 760; Beat Five (including Hickory Flat), 1,423. The 1960 Census figures represent a decrease of 12% from the 1950 census for the county as a whole. The 1950 census showed a 16% decrease from the 1940 census.

Benton County Schools

The 1963 Mississippi School Census indicated 2,614* students of school age in Benton County. The school enrollments for the 1963-64 school year showed 2,285 enrolled in schools, with an average daily attendance of 1,882. The 1964-65 school enrollment listed 2,303 students in school, with an average daily attendance of 1,778. The enrollment for the first month of the 1965-66 school year was 2,204. In the 1964-65 school year, an average of 18% of the school days were missed by students. Statistics on attendance for the current year are shown in Tables I through IV on the following pages.

In the 1963-64 school session Benton County Schools received the following financial assistance: $86,421.76 from local sources; $312,628.00 on per capita and Minimum Foundation Program funds;

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*All statistics in this Chapter are from publications of the Mississippi State Department of Education, unless otherwise stated.

TABLE I

NET MEMBERSHIP AND AVERAGE DAILY ATTENDANCE,
BY MONTH, AT ASHLAND ATTENDANCE CENTER
1965-66 SCHOOL YEAR

	MONTH								
	1	2	3	4	5	6	7	8	MEAN
NET MEMBERSHIP	667	678	674	662	657	657	658	657	664.0
AVERAGE DAILY ATTENDANCE	643.7	654.0	657.8	649.3	639.3	635.8	638.4	631.8	647.3

Source: Principal's Monthly Report of Attendance.

TABLE II

NET MEMBERSHIP AND AVERAGE DAILY ATTENDANCE,
BY MONTH, AT HICKORY FLAT ATTENDANCE CENTER
1965-66 SCHOOL YEAR

	MONTH								
	1	2	3	4	5	6	7	8	MEAN
NET MEMBERSHIP	294	292	292	287	291	294	295	294	292.0
AVERAGE DAILY ATTENDANCE	290.9	284.3	286.3	281.5	282.0	287.1	288.0	285.0	285.6

Source: Principal's Monthly Report of Attendance.

TABLE III

NET MEMBERSHIP AND AVERAGE DAILY ATTENDANCE,
BY MONTH, AT OLD SALEM ATTENDANCE CENTER
1965-66 SCHOOL YEAR

	MONTH							
	1	2	3	4	5	6	7	MEAN
NET MEMBERSHIP	1231	1244	1180	1138	1040	1080	1053	1138.0
AVERAGE DAILY ATTENDANCE	1064.8	852.0	1089.0	1037.9	1030.5	1030.6	975.2	1011.4

Source: Principal's Monthly Report of Attendance.

TABLE IV

AVERAGE NET MEMBERSHIP AND AVERAGE ADA
FOR EACH ATTENDANCE CENTER
1965-66 SCHOOL YEAR

ATTENDANCE CENTER	AVERAGE NET MEMBERSHIP	AVERAGE ADA
Ashland	664	647.3
Hickory Flat	292	285.6
Old Salem*	1138	1011.4
TOTALS	2094	1944.3

*Figures for Old Salem Attendance Center are based on attendance reports for seven months; all other figures are based on reports for eight months.

Source: Principal's Monthly Report of Attendance.

$355,265.50 from state funds; and other funds for a total of $441,687.26. For the 1964-65 school year an increase in income was noted generally. In that year the schools received $101,636.10 from local sources; $346,166.00 on per capita and Minimum Foundation Program funds; $416,830.52 from state funds; and other funds for a total of $518,466.62. During the 1963-64 school year, 21.65% of school funds for the schools of the county came from local funds, 76.31% from state funds, and 2.04% from federal funds.

Expenditures for total current operations for the 1963-64 school year were $442,628.71, as compared with $456,670.84 for the 1964-65 school year. During the 1963-64 school year the county retired $10,000.00 of its bonds, ending the fiscal year with a bonded indebtedness of $65,000.00. A similar $10,000.00 retirement was executed during the 1964-65 school year. No bonds were issued during these periods.

Average teachers' salaries for 1964-65 were $3,816.00. The instructional expenditure for each pupil during the same period was $167.42. Table V lists current faculty members, teaching fields, and areas of certification. Table VI is a list of the courses offered by the schools, as shown on schedules provided by the superintendent.

For the school year 1964-65, Benton County Schools promoted 89% of the students; 3% of the total student bodies were dropouts. The percentage of dropouts at the tenth grade is 12.8% at Ashland, 16.7% at Hickory Flat, and 26.1% at Old Salem. Sixty-four per cent of Ashland graduates enter college, compared to 47% for Hickory Flat and 18% of the students at Old Salem.

TABLE V

BENTON COUNTY TEACHERS,
CERTIFICATION HELD, CERTIFIED TEACHING AREA,
AND CURRENT TEACHING AREA (1965-66)

NAME	TYPE OF CERTIFICATE	CERTIFIED TEACHING AREA	CURRENT TEACHING AREA
ASHLAND ATTENDANCE CENTER			
Dye, Travis	AA	Administration	Administration
Rutherford, Glee	A	Social Studies	Social Studies
Bright, Isabel	A	Home Making	Home Making
Brown, Mary Ann	A	English	Jr. High
Estes, Edith	AA	Science	Science
Farese, Margie	A	Business Educ.	Business Educ.
Howell, Jamie	AA	Physical Educ.	Physical Educ.
Martin, Edith	A	Mathematics	Mathematics
Ray, Gertrude	AA	Engl. & Library	Engl. & Library
Ray, J. C.	A	Agriculture	Agriculture
Renick, Nan	A	English	English
Rutherford, T.	A	Elementary	Jr. High
Jones, Charles	A	Social Studies	Jr. High
Godwin, Bill	A	Social Studies	Jr. High
Linebarger, J. M.	AA	Elementary	Principal & Elementary
Huddleston, J.	A	Elementary	Elementary
McCain, Mary Ann	A	Elementary	Elementary
Patrick, Marie	A	Elementary	Elementary
Howell, Jerry	A	Elementary	Elementary
Shields, Bonnie	A	Elementary	Elementary
Rutledge, Jo Lane	AA	Elementary	Elementary
Young, Myrtle	A	Elementary	Elementary
Linebarger, M. V.	AA	Elementary	Elementary
Smith, Virginia	A	Elementary	Elementary
Jackson, Charlene	A	Elementary	Elementary
Wall, Frances	A	Elementary	Elementary
Stone, Hope	A	Music	Music
Griffin, Lloyd	A	Social Studies	Social Studies
HICKORY FLAT ATTENDANCE CENTER			
Burt, J. P.	AA	Administration	Administration
Gambrelle, W. R.	A	Mathematics	Mathematics
Kirkland, B.	A	Science	Science
Rogers, Lila	A	English	Engl. & Library
Doyle, James T.	A	Science	Science
Gresham, Mary Jo	A	Home Making	Home Making
Wolf, Robert	A	Agriculture	Agriculture
Perkins, Vera	A	Business Educ.	Business Educ.

(continued)

TABLE V (cont.)

NAME	TYPE OF CERTIFICATE	CERTIFIED TEACHING AREA	CURRENT TEACHING AREA
HICKORY FLAT ATTENDANCE CENTER (cont.)			
Courson, Billy	A	Elementary	Elementary
Bennett, J.	A	Elementary	Elementary
Daniel, Idelett	A	Elementary	Elementary
Sparks, Ewell	A	Elementary	Elementary
Ayres, Elsie	A	Elementary	Elementary
Darden, Violet	A	Elementary	Elementary
Gray, Patricia	A	Music	Music
Jackson, Dorothy	A	English	English
OLD SALEM ATTENDANCE CENTER			
Peterson, W. L.	A	Administration	Administration
Anthony, Johnny	A	Music	Music
Caldwell, Dollie	A	English	English
Henley, William	A	Chemistry	Phys. Educ., Science, & Math.
Dawkins, Easter	A	Social Studies	Social Studies
Lewis, J. D.	A	Mathematics	Mathematics
Hill, Bobbie	A	Science	Social Studies
Hicks, Claudia	A	Social Studies	Social Studies
Boston, Maudine	A	Home Making	Home Making
White, Wonso	A	Business Educ.	Business Educ.
Hicks, L. T.	A	Science	Social Studies
Johnson, Rosie	A	English	Engl. & Library
Norwood, Charlie	A	Agriculture	Agriculture
Ginn, Dewitt	A	English	Administration
Fletcher, Helen	A	Elementary	Elementary
Brown, Betty	A	Elementary	Elementary
Givhan, Palmer	A	Elementary	Elementary
Akierson, Vergia	A	Elementary	Elementary
Kelly, Ethel	A	Elementary	Elementary
Rowan, Delores	A	Elementary	Elementary
Moss, Mary	A	Elementary	Elementary
Faulkner, Bernice	A	Elementary	Elementary
Jackson, Ethel	A	Elementary	Elementary
Trass, Mildred	A	Elementary	Elementary
James, Betty	A	Elementary	Elementary
Harrison, Edna	A	Elementary	Elementary
Mathis, Ada	A	Elementary	Elementary
Cole, Emma	A	Elementary	Elementary
Paige, Minnie	A	Elementary	Elementary
Holland, Thelma	A	Elementary	Elementary
Smith, Genetha	A	Elementary	Elementary

(continued)

TABLE V (cont.)

NAME	TYPE OF CERTIFICATE	CERTIFIED TEACHING AREA	CURRENT TEACHING AREA
OLD SALEM ATTENDANCE CENTER (cont.)			
Milan, Mary	AA	Elementary	Elementary
Fortenbury, Alvin	A	Science	Science
Hubbard, Larry	B	Social Studies	Science
Ford, Sarah	B	English	English
Price, Floree	A	Elementary	Elementary
Moore, Minnie	A	Elementary	Elementary

Source: Information furnished by the Office of the Superintendent of Education, Benton County.

TABLE VI

SCHOOL CURRICULA

	Language Arts	Mathematics	Science	Social Science	Commercial	Driver Educ.	Foreign Language	Guidance
Ashland	seventh, eighth, ninth, tenth, eleventh, twelfth	Algebra I Algebra II General Math seventh eighth Plane Geometry	seventh eighth Biology Chemistry	seventh eighth Miss. History Am. History World History American Government	Typing shorthand Bookkeeping	Driver Ed.	French I French II	Guidance
Hickory Flat	seventh, eighth, ninth, tenth, eleventh, twelfth	seventh, eighth, ninth, Algebra I Algebra II Plane Geometry	seventh, eighth Biology Chemistry	seventh eighth Government American Government tenth eleventh	shorthand Bookkeeping Typing I Typing II		None	Guidance
Old Salem	seventh, eighth, ninth, tenth, eleventh, twelfth	seventh, eighth, ninth, eleventh, twelfth Algebra Geometry	seventh, eighth ninth, Biology Chemistry Physics	Social Science 7, 8, 9, 10, 11 American Government World History	shorthand typing 10th typing 11th typing 12th		None	None

TABLE VI (cont.)

	Home Economics	Music	Physical Educ.	Vocational Agric.
Ashland	Home Ec. I Home Ec. II Home Ec. III	None	Physical Ed. Basketball (High school boys & girls) Basketball (7th & 8th grade boys & girls)	Agriculture I Agriculture II Agriculture III Fieldwork
Hickory Flat	ninth tenth eleventh	None	Gym	Agriculture I Agriculture II Agriculture III Agriculture IV Fieldwork
Old Salem	eighth, ninth, tenth, eleventh	seventh eighth Chorus	Gym 7, 9, 11 Baseball & track	eighth ninth tenth Fieldwork

PART II

CURRICULUM SURVEY OF OLD SALEM ATTENDANCE CENTER

INTRODUCTION

The survey committee was asked to submit a detailed study of the curriculum and teaching at the Old Salem Attendance Center. In carrying out this task, the survey committee was guided by the recognition that public education, and the public schools which are the media of conveying the elements of public education, exist to serve the educational needs of the community which is served by that school. This expression of community needs and desires must serve as the general objectives underlying the curriculum of the school.

The curriculum is the formalization of these objectives into organized learning experiences. For the purposes of this study, curriculum was defined as embracing all the learning experiences directed by the school. Such a definition, naturally, embraces not only subject-matter courses but also the student activities, guidance, and special education programs.

To make the curriculum survey of an extremely beneficial nature, a descriptive passage is given of the conditions observed in each particular teaching area. This descriptive passage is then followed by specific commendations and recommendations that may be used in the over-all evaluation of the curriculum of the Old Salem Attendance Center.

Since teaching is inextricably involved in any evaluation of the curriculum, the reader should also take into consideration the information provided in Table V in Chapter Two; for it is the teacher who translates the broad objectives of the curriculum into specific classroom goals.

CHAPTER 3

ACTIVITIES PROGRAM

Description

The student activities program at the Old Salem Attendance Center is strictly for secondary students, with the exception of assemblies in which the elementary students in the main building participate. The secondary activities program consists of assemblies, athletics, music, Tri-Hi-Y, Hi-Y, Y-teens, Business Club, Cheering Club, Future Homemakers of America, and Future Farmers of America. In addition to these, the principal identified the Dramatics Club and the Science Club; but the sponsors of these groups indicated that they had not been active this year.

ASSEMBLIES. According to the principal, assemblies are held about once a week, usually on Wednesdays at 10:00 a.m. A schedule is arranged such that each homeroom in the main building has responsibility for one assembly program. Each program contains a devotional, and often group singing is included. The programs are usually related either to a seasonal presentation or to material learned in class. Quiz programs, panels, skits, and musical solos and ensembles are common items. Use of outside resources is very limited. All seating is handled in the bleachers, with the elementary grades on one side of the court and the secondary grades on the other side.

ATHLETICS. Old Salem has an athletic program of basketball, baseball, and track--all coached by one person. The school is a member of the Northwest Athletic Conference, East Zone. The basketball season extends from about December 1 to about February 25 and consists of twenty-four games, which are played at night. About twelve boys are on the varsity team and about sixteen are on the junior varsity. In addition to the regular schedule, the school participates in invitational and conference tournaments.

The baseball season extends from April 5 to May 10 and consists of six home games and five away-from-home games, with all home games and most of the others played during the day. Games are played during the afternoon, and students who wish to attend may be excused from class by paying the admission fee. About twenty boys participate in baseball.

The track season extends from April 15 to May 13 and consists of five meets, all held away from home. About nine girls and seven boys participate in track.

The school provides uniforms, balls, and the standard equipment for the three sports, and admissions from basketball and baseball provide funds for the transportation and expenses of the officials.

Practice is held after school and at night, usually at the coach's convenience. The coach also has one period during the day in which he works with those athletes who are available at that time. Transportation to and from practices and games appears to be a considerable problem, and the coach spends a large amount of time providing this at his own expense.

MUSIC. It is difficult to distinguish between the "curricular" and the "extra-curricular" aspects of the music program. The chorus is the only more-or-less permanently organized musical group, and it will be discussed in Chapter 15. A competent instructor is available, but scheduling appears to be a major problem.

TRI-HI-Y. The Tri-Hi-Y, sponsored by one of the elementary teachers, is for older girls and is affiliated with the YWCA. There are about nineteen paid-up members, and meetings are held about twice a month at the end of the school day. Dues are $1.25 per year, and activities of the organization consist of fund-raising activities, charitable functions, use of study materials, and attending district and state meetings.

HI-Y. The Hi-Y is sponsored by one of the men high school teachers, and is for high school boys. It is affiliated with the YMCA, and there are about twenty paid-up members. Meetings are held about twice a month in the afternoon; and dues are $2.00 per year. A major project this year has been the study of local government and of political parties and conventions. Other activities include charitable functions, fund-raising drives, and attendance at a regional meeting.

Y-TEENS. Y-teens, a YWCA-affiliated organization for younger girls, is sponsored by one of the women high school teachers. It has about twenty-five members, and meetings are held at the sponsor's convenience--about once a week, with those students attending who have been excused from some other class. Activities this year include a number of charitable functions, an educational tour, fund-raising projects, and attendance at regional meetings.

BUSINESS CLUB. The Business Club is sponsored by the business teacher, and meetings are held on the first Tuesday of each month at 12:30. There are about thirty-nine members, all from among the students taking business courses. Activities include fund-raising projects and short programs during the meetings.

CHEERING CLUB. Two of the women high school teachers sponsor the Cheering Club, which is active during the basketball season. During the season, the Club meets in the gym from 1:30 to 2:15 each day. Officers consist of a captain and a co-captain. The eight cheerleaders (six girls and two boys) and the fifteen other members of the club, who sit as a group at games, form the group. There are no dues, and a project has been the making of uniforms for the cheerleaders.

FUTURE HOMEMAKERS OF AMERICA. The F. H. A. is not affiliated with the state organizations, but does consist of about 120 girls who are paid-up active members. It is sponsored by the homemaking teacher. Meetings are scheduled for once a month, but they have not been held that often this year, although occasional meetings have been held during the various class periods. The major project of the year, sponsored jointly with the F. F. A., was the Spring Ball.

FUTURE FARMERS OF AMERICA. The F. F. A. consists of eighteen members and is sponsored by the agriculture teacher. Meetings are held during the class periods on Fridays. At a recent district contest, an Old Salem student placed first in acetylene welding and another placed third in brick-laying. With the exception of the Spring Ball; jointly sponsored with the F. H. A., there have been no other major projects. There are no chapter farmers or state farmers in the organization.

OTHER ORGANIZATIONS. The Dramatics Club, sponsored by one of the English teachers, was not active this year because of lack of interest on the part of the students. No plays were presented by any group in the school this year. The Science Club, which apparently had been rather active in the past, was not active this year, because the science teacher sponsoring the organization felt that the administration wanted him to concentrate his efforts in other areas.

Commendation

From interviews with the administration, the sponsors, and students, it appeared that the more outstanding activities were athletics, the Cheering Club, and the Business Club--largely due to the commendable efforts of the sponsors of these organizations.

Recommendations

1. An activity period should be established, and a regular meeting time and place for each of the activities should be established and closely adhered to.

2. Chorus, band, and athletics should each be given a period during the day and credit should be given for these courses.

3. The F. F. A. and the F. H. A. should immediately obtain assistance from the State Department of Education for strengthening their respective programs.

4. Dues for the organizations should be reduced or abolished and other means of support for the various organizations established.

5. A student council with a written constitution and carefully defined duties and responsibilities should be organized.

6. For a school of this size, there are not enough opportunities for student participation. Opportunities for expanded participation in some of the present organizations, such as athletics and chorus, should be provided; and consideration should be given to organizing additional organizations that would be of interest to the students.

7. The Science Club should be reactivated and strongly encouraged. Its membership should be open to any student taking a science course, and participation in science fairs and contests is to be strongly encouraged.

8. Opportunities for participation in dramatic activities are lacking. A junior and/or senior class play should be considered, as well as reconstituting the Dramatics Club.

9. Greater use of community resources should be made for the assembly programs. Assemblies should also contain such items as the Pledge to the Flag, the singing of the National Anthem, and the singing of the school song, if one exists.

10. A yearbook and a student newspaper should be provided.

CHAPTER 4

ART

Description

There is no formal program of art instruction at the Old Salem Attendance Center. There is no evidence of any media of art expression in the elementary grades except for paper and crayon work. However, two classes were, on the days of the visits, exceptions: one had used egg shells for art work and the other had used corrugated cardboard for some art work. Common materials--paper, paint, etc.--were not available at all.

The teachers themselves seem to have done most of the bulletin board work which did add to the attractiveness of the rooms where it had been carried out.

Most of the children's work was patterned, and not creative.

Although there was a time scheduled for elementary art, most teachers did not use the time as scheduled.

Recommendations

1. Class schedules to provide for art should be adhered to.
2. Materials in all media are urgently needed.
3. In-service training in art for teachers is to be given consideration.
4. Art should be included as an elective for secondary students.

CHAPTER 5

BUSINESS EDUCATION

Description

Business education can be, and should be, an important part of the curriculum at the Old Salem Center. Within this department lies the potential opportunities for students to obtain the vocational training that is a necessary prerequisite to becoming a useful citizen.

This semester only typing is offered. Shorthand was dropped after one semester. If it is intended that students going through the business department are to be vocationally trained, courses in bookkeeping, shorthand, and office practice should be offered. The offering of shorthand may not be as important as the other areas, since one year of shorthand is seldom adequate. Certainly, typing should be available for all who want to take it, with more typewriters and space being provided.

The business department should not be expected to do work originating outside the department unless such work contributes to instruction. At the time of the survey, the teacher was involved in such outside work and did not have the opportunity to properly teach her courses. An aide or an employed secretary should be trained to do this work, and such situations which interfere with teaching should be terminated at once.

It was pointed out that instruction in office machines will be offered next year; however, it is unlikely that such a course will be profitable unless an additional number of machines are purchased. More than one adding machine will be needed if an entire class is to be served. More filing cabinets and materials to teach filing will be needed to properly handle this aspect of the program. Storage cabinets will be needed to hold supplies if a broadened program is accomplished. Textbooks for each student, as well as dictionaries, handbooks, business forms, and records will be necessary. It is essential that equipment that is to be used in the classroom resemble that which the students will find on the job.

Commendations

1. A well-prepard teacher for business education courses.

2. Equipment is well-kept.

Recommendations

1. Teaching of a general business course, of a highly practical nature, to the students at a level earlier than the present economics course which is not available to many of the students who drop out of school at an earlier level.

2. Establishment of additional courses of a practical and vocational nature (shorthand, bookkeeping, office practice) with consideration being given to providing work experience during the senior year.

3. Have clearly understood that the business education teacher is not to do work other than that related to her classes.

4. Purchase of enough typewriters and enlargement of staff or physical facilities to allow typing to be offered to all persons desiring to take it.

5. Acquisition of dictionaries, handbooks, and sample business forms.

CHAPTER 6

CHEMISTRY

Description

Old Salem High School has only one class in chemistry which is offered each year. The methods of instruction and the class response were excellent in this class. The teacher explained the material very well, and the students seemed to have an interest in the course. The teacher did an excellent job of relating the chemistry from the textbook with the environment of the students by discussing the various chemical compounds found in common household items.

Commendations

1. The methods of presentation and the student responses were excellent.
2. The class had progressed adequately for the grade and subject level.
3. The teacher had a good command of his subject material.

Recommendations

1. The chemistry class should be taught in the laboratory, and more laboratory time should be arranged.
2. The chemicals and the equipment in the laboratory should be inventoried and needed materials purchased.

CHAPTER 7

DRIVER EDUCATION

Description

At the time of this visit, no program in Driver Education is available.

Recommendation

It is strongly recommended that a program of Driver Education be established at this school.

CHAPTER 8

GUIDANCE AND SPECIAL EDUCATION

Description

At the time of this survey, there are no trained personnel or facilities for guidance or special education. Any provision for supplying special help to students is done either informally or incidentally. Two teachers have expressed a desire to secure training in the field of special education. These teachers are to be commended for recognizing that many children of this school need special services. The school administrators should encourage these teachers to take special education courses at an accredited institution. In additon, children whose needs cannot be met in conventional classroom situations should be identified and provided with special learning opportunities.

Guidance services, including measurement of educational achievement and counseling, should be available to all students. These services could be part of an organized, county-wide guidance program.

Achievement and mental maturity tests were given to students in the Old Salem School this year for the first time. Results of the testing indicated that students generally scored low on both tests. It should be pointed out that low scores do not necessarily reveal the true status of students; other factors which may contribute to poor performance on tests are low motivation, reading difficulties, lack of instruction in following directions, testing procedures and conditions, and the nature of the test items themselves. Many students have not had experience with words and ideas that appear in standardized tests. Records should be kept of the students' performance on tests in order to establish local norms. These will indicate a more nearly correct picture of the abilities and educational achievements of students.

It should be recognized that, in order to be successful, both guidance and special education programs require skilled personnel. When these programs are initiated, every effort should be made to staff them with certified personnel.

A well-organized guidance and special education program should result in more meaningful learning experiences for the students it serves. Indirectly, all other students should benefit because regular classroom

teachers will have fewer children with extreme learning problems. Generally, the inclusion of these services results in an increase in the holding power of the school, an increase in average daily attendance, and improved staff morale.

Recommendations

1. Provide county-wide special education and guidance programs.

2. Contact state supervisors of special education and guidance for information about establishing programs.

3. Teachers who are interested in special education traineeships should contact either the state supervisor or Dr. James Mann, Co-ordinator of Special Education, University, Mississippi. Federal funds are available for qualified individuals.

CHAPTER 9

HOMEMAKING

Description

The homemaking teacher, who appears to be well-qualified, with the cooperation of the administration, can provide a successful program in this subject. A homemaking suite is now available; however, one room is being used temporarily for a regular classroom. Before next year, classes presently being held in this part of the homemaking suite should be removed, and the room returned to use by the homemaking program.

Large appliances, including a stove, a washing machine, and a refrigerator with freezer space, are available and in good working condition. There is a need for small appliances and cookware. The budget for food and necessary supplies is limited and should be increased substantially.

The number of students who are enrolled is too great for one teacher. Some effort should be made to secure additional personnel, perhaps on a part-time basis. At the present time very little work is being done in adult education and vocational home economics. In this community it would be desirable to have adult education classes for the women.

Commendation

An attempt is being made to provide, through a four-year program, an adequate program of homemaking.

Recommendations

1. Reduce the teacher-pupil ratio to state-approved levels.
2. Secure the aid and advice of the state homemaking consultant for setting up a balanced program.
3. Remove all classes, except homemaking, from the suite.
4. Purchase additional needed equipment that is appropriate for use in the program.

5. Provide a budget that is adequate to supply the essential materials such as food, cleaning supplies, cloth, and patterns for children who cannot provide them.

6. Include adult education and home visitation in the program.

7. Provide adequate periods of time for homemaking classes.

CHAPTER 10

LANGUAGE ARTS, ELEMENTARY

Description

A balanced language arts program includes experiences in four areas: speaking, listening, reading, and writing. The survey of the language arts program at the Old Salem Attendance Center in grades one through six was based on observations in all four of these areas, taking into consideration approach, scheduling, and materials.

The lack of pre-school experiences causes many of the children at Old Salem to be without the background that builds readiness for reading. Unfortunately, a lack of readiness materials in the classrooms is readily obvious. The first and second grade sections are too large, and the sizes do not permit the teachers to have time to work with individual children. Teachers do attempt grouping for instruction in the primary grades. Children are retained in the first grade, but still do not receive the help they need. Retarded children are kept in the regular classroom, because there are no provisions for special education. Scores from achievement tests indicate that reading problems continue to grow as children are promoted from grade to grade. There is a little done in the upper elementary grades with oral and written creative expression. Many teachers purchase their classes' tablets and pencils from their personal funds.

Commendation

Much sound teaching was going on in all six grades. Active learning with pupil participation is occuring in the primary grades and in some of the upper elementary grades. In a few cases the environment was stimulating, even without commercial materials, because of the teachers' ingenuity.

Recommendations

1. More reading textbooks are needed for each grade. Reading materials on several levels should be available for each class. Provision should be made for elementary teachers to pool their reading textbooks so that books on several levels may be available for each class. This would probably necessitate a central bookroom.

2. Establishment of an in-service reading program with emphasis on phonics.

3. Employment of a remedial reading teacher.

4. Purchase of more stimulating materials, charts, resource books, and dictionaries for each grade level is urgently needed.

5. Establishment of library corners in each elementary room and assignment of independent reading for each child.

6. Provision for a daily sharing time and oral expression period. These children particularly need practice in speaking correctly and verbalizing ideas.

7. Assignment of a record player to both the lower elementary grades and the upper elementary grades and purchase of appropriate records.

8. Provision for smaller classes, especially for the lower grades.

9. Provision for free time for the teachers, who are on duty even during lunch time.

10. Purchase of new spellers in adequate numbers.

11. Purchase of a spirit duplicating machine for use by the lower elementary grades for the production of supplementary teaching materials.

CHAPTER 11

LANGUAGE ARTS, SECONDARY

Description

At Old Salem Attendance Center there are no classes scheduled for journalism, dramatics, speech, or Business English. The textbook approach was used entirely in the English classes. There seemed to be a certain emphasis on "covering" the textbook, with an almost total disregard for the learning patterns for each grade level or any allowances made for individual differences. The approach was to teach English through the usage of correct grammar, with entirely too much emphasis put on learning rules which the students did not understand. In no class was there much attempt to teach literature at all, and many of the students had not been issued a literature book. In all classes there was a shortage of grammar books.

There was no evidence of the use of audio-visual materials in teaching either part of the English program, although there seemed to be ample equipment available. A weak attempt was made to teach spelling, but it was not well-coordinated with the entire English program. In only one class was there any evidence of training in writing, either creative or expository.

Commendations

1. All teachers of English seemed to be dedicated to their task and truly interested in students.
2. Some attempt was made to co-ordinate the grammar taught in the various grades.

Recommendations

1. It would be desirable for each teacher of English to meet secondary English standards for certification.
2. Literature books should be issued to each student and a serious attempt should be made to teach literature.
3. More extensive use should be made of audio-visual materials.

4. More emphasis should be put on outside reading. There should be a certain number of book reports required for each grade level.

5. Students should be involved more in the classroom discussions on the subject material.

6. In teaching grammar, composition, and literature, the approach should proceed from the simple to the complex.

7. Classes are highly inefficient; there should be no interruptions, and teachers should be better organized and make better use of scheduled class time.

CHAPTER 12

LIBRARY

Description

The library at Old Salem High School is housed in the east wing of the building in a single room. There are two work rooms, one with running water. The library shelves are along the west and part of the south walls. The library serves as a materials center for both the elementary and secondary schools. The books are not properly or completely cataloged; but those that are cataloged were done according to the Dewey Decimal System.

The library needs to increase the number of newspapers and periodicals to which it subscribes so that relevant materials are available for both elementary and secondary levels and all subject-matter areas.

There is no provision for checking out books. The librarian stated that books do not circulate, but must be used within the room. There is provision for elementary teachers to select books for their classrooms on a limited basis.

An undesirable situation exists where elementary and secondary books are on the shelf side by side. In all categories there needs to be additional books, but the most pronounced shortage was in the fiction section. Here the per pupil ratio was far below par; however, it is understood that a selection of books has been bought, but not yet cataloged.

Commendations

1. The library was clean and in good order.
2. The students in study hall in the library were orderly and quiet.
3. The work and conference rooms were being used.

Recommendations

1. Additional books need to be purchased in all areas.

2. All the books need to be reclassified and correctly cataloged according to the Dewey Decimal System.

3. The card catalog should be brought up to date.

4. The library needs a shelf list made in order to check on books lost or destroyed.

5. The librarian has only six semester hours in library science. She needs to have at least twelve additional hours in library science in order to qualify for certification by the State Department of Education. At least six hours of this must be in either cataloging or books and related materials.

6. Training of the students in the proper use of the library, either by the librarian or by English teachers, should be instituted.

7. Some provision is needed by which students are allowed to check out books for a one- or two-week period.

8. There is an urgent need for more reference books and related materials. The library should add: two unabridged dictionaries, six abridged dictionaries, two sets of recently-published encyclopedias, and one copy of Books in Print.

9. The library needs some additional physical features: a bulletin board, maps, sixty wooden library chairs, six long library tables, book shelves on the inside wall, one typewriter and a typing table, one teacher's desk, one electric needle and white and black marking paper, a collection of book repair supplies, one globe (geographical), one globe (topographical), and one wall clock.

10. Classes and study halls should be removed from the library area.

11. The librarian should have full-time to devote to her duties, which should not include keeping study halls.

CHAPTER 13

MATHEMATICS, ELEMENTARY

Description

In general, the instruction in mathematics is in an entirely traditional manner and is, in many cases, poorly taught. Textbooks were lacking, and many students were forced to share books or to do without. There was little evidence of mathematical teaching aids, such as number lines, counting devices, calculating devices, models, charts, measuring and drawing instruments, display and tackboard spaces, etc. In only a few of the classes visited had instruction passed beyond the middle of the textbook, and many or most of the students had difficulty working problems from the text at their grade level.

Because the students have not mastered the fundamental operations in the first few grades, the teachers in the upper elementary grades are at an extreme disadvantage in trying to teach the subject-matter material in the upper elementary textbooks. It would appear that there is a considerable lack of coordination among the elementary teachers about what has been taught, what has been mastered, and what should be taught on the various grade levels. The teachers, especially the upper elementary teachers, appeared to be ill-at-ease with mathematics; and there was no indication of any in-service training, professional reading, or other ways of alleviating the problem.

There was little or no evidence that any particular objectives--other than covering the textbook--were set forth, or that there was any particular planning for instruction. No provision was made either for the use of laboratory methods or for individual differences. Most of the instruction took place with the instructor having one student or a small group of students working on the chalkboard while the others had nothing in particular to do. A considerable amount of wasted time resulted. The instruction emphasized rote memory, drill, excessive use of rules without any justification, and a very formal approach to instruction. Processes and the structural nature of mathematics were neglected in favor of drill and memory.

Commendation

In general, the lower grade teachers appear to be doing a better job of instruction in arithmetic than are the upper grade teachers. In particular, one of the first grade teachers is doing an outstanding job with counting, writing of numbers, addition and subtraction, and even multiplication. This teacher is also utilizing grouping in an effective way.

Recommendations

1. Textbooks and teaching supplies for mathematics must be provided for all teachers and students.

2. The elementary teachers need in-service work in the modern approach to teaching mathematics, both content and method.

3. Evaluation needs to be improved, and the teachers need to use diagnostic tests and standardized achievement tests to see how their students are doing and to modify the instruction accordingly.

4. At least one, and preferably one on each grade level, of the teachers needs to be particularly skilled in mathematics and the teaching of mathematics in order to assist the other teachers.

5. More grouping for instruction within the classroom and provision for individual differences needs to be made, especially on the upper elementary level.

6. The need for both extensive remedial work and preparation for high school mathematics exists in the upper elementary grades.

CHAPTER 14

MATHEMATICS, SECONDARY

Description

Mathematics is required of all students in grades seven through twelve at the Old Salem School, and the offerings consist of arithmetic in grades seven and eight, algebra in grades nine, ten, and twelve, and geometry in grade eleven. Little attention is given to the ability or needs of the individual student in mathematics, and the approach is almost entirely traditional. Instruction closely follows the textbook, although a great deal of instruction in elementary mathematics is needed even in the more advanced classes. Little attention was given to processes, and almost all work appreared to be directed to drill, memorization of rules and facts, and a general traditional "text-bookish" approach to the study of mathematics. The number of textbooks is seriously lacking. The texts which are used are fairly recent, with the exception of the texts used in the ninth and eleventh grades. The same text is used for both the tenth and twelfth grade classes. In only a few of the courses had instruction progressed past the middle of the book at the time of the observation. There was no evidence of correlation of the mathematics instruction with any other subject matter in the secondary grades, and there was little evidence of cooperative planning among the mathematics teachers at the grade levels where more than one teacher was teaching mathematics.

Laboratory equipment for mathematics was totally lacking, even for drawing in plane geometry; and it would appear that topics involving drawing, measuring, use of models, tables, charts, etc., were not being adequately handled. In every case, mathematics is being taught in a general purpose classroom with only a chalkboard for equipment. There was no classroom mathematics library; tackboard space was sparse; and there were none of the things commonly found in an up-to-date mathematics classroom, such as graph boards, flannel boards, blackboard compasses and protractors, slide rules, hand tools, demonstration slide rules, abacuses, models, measuring devices, and calculating machines.

With the exception of two sections of seventh grade mathematics, all of the mathematics was being taught by persons with either a mathematics or science background or both. However, there was little evidence that these teachers were keeping abreast in the field with professional memberships, professional literature, or in-service training. One mathematics teacher was completing requirements for his degree this semester. Most of the instruction took place with the instructor talking to or working with one student at a time, with no particular assignment for the other students in the room. The instructor of the eleventh and twelfth grade mathematics classes did, however, make considerable use of questioning of the class as a whole. Most of the writing took place on the chalkboard, either by the instructor while questioning the class, or by one student working at the board while being questioned by the instructor. One instructor indicated some use of filmstrips and rented films. There was no evidence of professional journals or supplements to student materials.

Commendations

1. The more informal approach and the use of questioning and class participation in the eleventh and twelfth grade mathematics courses.

2. Devoting the twelfth grade class more to remedial and review work than to the introduction to new material. In this school at this time, it seems more advisable to remedy student deficiencies than to introduce large amounts of new material.

3. The use of individual seat work in the seventh grade classes taught by the teacher who has two sections of this class.

Recommendations

1. Every student needs a textbook.

2. Until the quality of instruction is improved in the elementary school, grades seven, eight, and nine should be devoted to the study of arithmetic, with emphasis on the fundamental operations, fractions, and decimals.

3. Algebra and geometry should be made elective courses in the high school.

4. The secondary mathematics faculty needs in-service work in modern mathematics and in modern methods of teaching mathematics.

5. There is considerable evidence of wasted time in the mathematics classes. There should be no interruptions; and teachers should be better organized and make better use of scheduled class time.

6. There is a need for mathematical equipment and for the teachers to have adequate help in learning its effective use.

7. There is a need for audio-visual materials and for the teachers to have adequate help in learning to use this effectively.

8. Teachers should have plenty of paper for tests, for preparing remedial worksheets, and for preparing supplementary materials.

9. Pretests and diagnostic tests should be used, as well as standardized achievement tests.

10. The mathematics faculty should meet often and consult one another about the sequential nature of the offerings and overlapping and omissions. Those who teach on the same level should correlate their work carefully with each other. The mathematics faculty should make an effort to correlate their work with teachers teaching similar subjects.

11. There is need for provision for individual differences.

12. Provision should be made for additional training of the present mathematics faculty, as it would appear that they are not always sure of their subject. Every effort should be made to obtain at least one faculty member with graduate work in mathematics to work with the other faculty members.

CHAPTER 15

MUSIC

Description

Most seventh and eighth grade students are scheduled for a general music class, although most are using the time for a study period this semester while the instructor works with a few students who are interested in instrumental music. Scheduling is such that the instructor has only one or two of the instrumental music students at a time, and there is no opportunity for all of them to play together in an ensomble. A chorus exists under peculiar scheduling arrangements. Students come to the chorus only when they may be excused from some other class; and the resulting teaching situation is most awkward, as the class never has the same combination of students two days in a row.

Offerings in general music are meager, because there is nothing for the instructor to work with, either in the way of songbooks, teaching materials, music, or records. About all that can be done is to have group singing at the piano.

The music room is poorly located as far as acoustics are concerned; and the sounds are easily audible in the teachers' lounge, the office area, and the gymnatorium, as well as in several elementary classrooms. There is no provision for the storage of music, supplies, and instruments other than one small cabinet. There is no budget for music or supplies, and the instructor has had to purchase what is bought from his own funds and to provide records from his own collection. Beginner band books are available for the instrumentalists, but there were so few copies of the songbooks for the chorus that the instruction was primarily by rote. There is a Warshburn piano in good condition, but in serious need of tuning. Other than two homemade music stands, there is no other equipment except for the folding chairs. A record player is available, but it is not stored in the music room.

Commendation

The music teacher seems to be particularly good, especially as a pianist. He is to be admired for trying to work with no equipment or supplies, and he is doing a good job under the circumstances.

Recommendations

1. The school should provide the minimum materials for a general music class at the seventh and eighth grade levels. This would include a pitchpipe, a device for drawing staffs on the board, records, a tape recorder, songbooks, musical games, charts, etc.

2. The schedule should be arranged such that all who are interested in being in the chorus can meet together for a daily rehearsal.

3. A budget of at least two to three hundred dollars should be set up for the purchase of music and supplies for the chorus and a fund started for robes.

4. A budget of at least several thousand dollars should be set up for buying instruments, equipment, and music for a band, and a fund started for uniforms. The school district should plan to buy at least the larger, more expensive, instruments necessary for a band--basses, drums, French horns, baritones, etc.

5. The schedule should be arranged such that all who are interested in studying instrumental music can meet together daily.

6. Students should receive academic credit for both band and chorus.

7. Transportation should be provided for ensembles from the school to attend various music festivals.

8. Another music teacher should be hired to work primarily with music instruction in the elementary grades. This teacher should go from room to room and teach music for a few minutes each day. Supplies such as a pitchpipe, an autoharp, and rhythm band instruments should be supplied along with a set of songbooks for each room.

CHAPTER 16

PHYSICAL EDUCATION

Description

Some effort is being made to provide experiences which will contribute to the physical fitness of the students. However, the services of a skilled physical education teacher are not available for utilization in this program. Organized experiences which will contribute to the physical fitness of all youth should begin at the earliest possible grade, preferably the first grade.

In the lower grades, physical education experiences can be provided through regular classroom teachers. Some elementary teachers, as a part of their pre-service education, have received instruction in physical education methodology. In the junior and senior high school grades, physical education experiences should be taught by a certified physical education instructor. For those elementary teachers who are not competent in this area of instruction, an effort should be made to remedy this situation by either a teacher improvement program or a supervised physical education aide procedure.

Recommendations

1. Organized physical education activities should be included for all students as a part of the regular school program.

2. Ample time should be provided in the daily schedule for physical education; minimums are as follows: primary, thirty minutes; intermediate, forty-five minutes; junior and senior high school, one hour.

3. All students except the primary students bring appropriate clothing for use in the physical education classes.

4. Adequate dressing and shower facilities be provided.

5. Necessary equipment be provided for the elementary and secondary program.

CHAPTER 17

PHYSICS

Description

A course in physics is indicated on the schedule, although by the instructor's own admission, the time is used mostly for mathematics. What physics is taught is strictly from the textbook--of which there were few in evidence--and student reports and lectures from the instructor. There is no physics equipment in the school.

Commendation

The instructor is to be commended for not trying to teach physics under the circumstances, as few of the students are interested in physics, few have an adequate mathematical background for such a course, and there are not adequate facilities.

Recommendation

The course should be dropped until such time as an adequate laboratory, laboratory equipment, and other teaching aids are available. It should then be reconstituted as an elective course for students who have had chemistry, mathematics through geometry, and who are taking an advanced algebra course. The present instructor, if at all possible, should be assigned to the course.

CHAPTER 18

SCHOOL LUNCH

Description

The lunchroom at Old Salem School is housed in the east wing of the building on the north side. The lunchroom feeds approximately 315 students a day, including students from the "little school." Most of the teachers at the school also eat in the lunchroom. The lunchroom serves a "Type A" lunch with milk for a cost of twenty cents to the students. The lunchroom receives surplus food commodities from the federal government and also participates in the school milk program.

The lunchroom operates with one manager, two assistants, five helpers, and eight student helpers (all female). The student helpers are employed for not more than two hours a day, and they help in serving the foods and in cleaning the tables between shifts of serving.

The manager plans all the menus for the school and uses the government recipe book for using the surplus foods furnished by the federal government. The two assistants prepare and help serve the meals. There is a provision for selling milk to the students between classes at the morning recess.

A fairly good supply of government surplus food has been furnished this year including flour, meal, browned beef, chicken, butter, cheese, ground beef, canned fruits, and powdered milk.

The standard equipment in the lunchroom includes a large refrigerator, four deep freezers, two stoves, four ovens, a water cooler, sixteen long tables with chairs, and a serving counter.

Commendations

1. The meals were wholesome and well-balanced.

2. The workers in the lunchroom were exceptionally clean and neat and wore hairnets.

3. The lunchroom facilities were very clean and well-kept.

4. A concentrated effort was made by the lunchroom workers to encourage the students to eat in the lunchroom.

Recommendations

1. The walls of the lunchroom and kitchen need painting.

2. The counter worktops need to be covered with a smooth, hard-surfaced material that will be durable and easy to clean and keep sanitary.

3. The bottom cabinets in the kitchen need to have doors on them to keep dust from settling on the stored dishes.

4. There were several items of small equipment badly needed: hot service pans (12-3/4" x 20-3/4" x 4"); sheet pans (12" x 17" x 1"); fourteen-quart dish pans; eleven-quart mixing bowls; a set of measuring cups to one-quart capacity; three sets of measuring spoons; two sifters; two five-gallon pots; two pastry brushes; three utlity forks; one set of sauce pans; one colander; one silverware dispenser; graduated pastry cutters; fruit bowls; and soup bowls.

5. Provide more lunches for students who are unable to purchase lunch.

6. Remove competing drink and food machines from the school.

CHAPTER 19

SCIENCE, GRADES 1-10

Description

The science program of a school should provide opportunties for students to learn about their environment and should be much more than a series of textbook courses. It should be exploring, questioning, observing, and learning. At first, it can be an exploration of the students' immediate environment. Children should be encouraged to bring to the classroom those things that are interesting to them. Because of the location of the school, ample opportunity for nature study, as well as for the growing of living things is available. Science tables and science corners should be a part of the regular elementary classroom. Teachers can present simple demonstrations without the use of elaborate equipment of the phenomena associated with gravity, magnetism, electricity, air pressure, etc.

Many types of up-to-date textbooks and many reference books should be available in all classrooms. Children should be encouraged to find out about those things which interest them.

At the Old Salem Attendance Center, because of a lack of textbooks, reference books, science material and equipment, science instruction in most classrooms consists of teachers' telling students about science. Some teachers seem to have difficulty pronouncing technical terms, indicating a lack of proper preparation for class. In the biology classes the instructor, who seems well-qualified, uses a modified lecture approach to the course. Students take notes while seated in folding metal chairs with no place to write other than in their laps. Chair desks are an urgent need. Little equipment is presently available, and what there is is not in good working order. The few supplies on hand were old and inadequate.

Although the laboratory tables are commendable in that they do have gas and water connections, stools are needed. It is to be suggested that lists of needed materials be compiled by each teacher of science and be submitted to the principal and superintendent for purchase under such existing federal legislation as the National Defense Education Act and the Elementary and Secondary Education Act of 1965. As these

materials are expensive, inventories should be made and kept current at all times. The supplies should be kept in locked closets when not in use to prevent both accidents to the students and theft.

Teachers of science should not depend on textbooks for the determination of the content of science courses. They should immediately meet to decide what experiences should be taught and at what grade levels certain activities are the most appropriate. If possible, a consultant in science from the State Department of Education or from an accredited college or university should be employed to assist in the formulation of a comprehensive science program. Science teachers from near-by schools are also sources of advice.

Commendations

1. Teachers were making efforts to include science instruction in the program in spite of having few books and almost no materials with which to work.

2. A science laboratory has been provided for the secondary science program, including a photographic darkroom or a light lab.

Recommendations

1. A cooperative effort be made to effect a good science program for all grades.

2. An effort be made to involve students more in participating in science (doing, observing, experimenting) instead of being told about science.

3. In-service education be provided for all teachers who teach science.

4. Provide up-to-date textbooks and many reference and library books, including fiction, in order that teachers may have children in the same class working on various group and individual assignments.

5. Have teachers submit lists of urgently needed materials and equipment to be purchased and distributed immediately.

6. Provide locked storage space for each teacher so that expensive materials and equipment can be stored in a safe place to prevent both accidents to students and theft.

7. Provide chair-desks for secondary science laboratory class and stools for the laboratory.

8. Remove the over-head pipes in the science laboratory which obstruct the students' views and reinstall them in a more practical manner.

CHAPTER 20

SOCIAL STUDIES

Description

Instruction in social studies extends even to the lower-most grades, but not all teachers actually engage in social studies instruction. At the secondary level, all social studies courses are required for all students. Electives for the eleventh and twelfth grades would be advantageous.

While the social studies are an integral part of the elementary and the secondary curricula, it is readily evident that the courses are limited in connection with one another as they are taught at Old Salem. Coordination of the various social studies courses into integrated units is highly recommended, so that there will be a minimum of repetition of material and a maximum of student interest.

Unfortunately, in too many social studies courses at Old Salem the textbook is the sole source of course content. Too little emphasis is placed on current events. Coordination of social studies courses and other courses of instruction would be most beneficial.

At Old Salem it is next to impossible to emphasize current events because the library subscribes to so few periodicals. Since students cannot check out books from the library, research and outside assignments are difficult.

Textbooks are obviously lacking, and no course of teaching can be successful if only a few of the students have textbooks. Where there are textbooks, they are extremely dated--the history and geography books were published before 1958.

Most of the questions asked during the observations were factual in nature, and could provoke very little student discussion. For an entire class period this became extremely boring, and students lost interest in the class.

More work also needs to be done with audio-visuals. It is understood that equipment is available, or will be prior to next year. It would be advisable if the members of the social studies staff would check

over the various film schedules so that repetition of the same film would be avoided unless the value of repetition is determined. Also, if it has not already been done, the members of the social studies staff should check over the various guides to free and rental films available for their use. It might be advisable for the entire county, not only Old Salem, to investigate a rental film contract such as that offered by the University of Mississippi.

There is a lack of maps, films, charts, models, globes, and similar instructional materials needed for classroom use. If overhead projectors are readily available, a good series of map transparencies is available, and they would be cheaper than a set of maps, although several complete sets of maps would aid in presentation.

Particular attention should be given to the attempt made by the school to carry out the broader aspects of social studies through assemblies.

Commendation

Work in the broad area of social studies through student body assemblies.

Recommendations

1. Development of a responsible student body organization, thus providing a means by which students may experience concepts about which they have studied.

2. Setting aside specific time periods for the study of social studies in the elementary grades.

3. Setting up at least one social studies elective at the eleventh or twelfth grade level, such as sociology, another government course, or another economics course.

4. Encouragement of social studies teachers to use current events and non-text materials to heighten interest and student participation in the courses.

5. Coordination of social studies courses with other subject-matter courses whenever possible.

6. Subscription by the library to Time, Life, U. S. News & World Report, and several subscriptions to Senior Scholastic and/or Weekly News Review to aid in understanding current events.

7. Issuance of sufficient modern textbooks so that each student has one.

8. Use of "thought questions" and "opinion questions" in teaching.

9. More skilled use of audio-visuals. No room is presently equipped with screens, and some cannot be darkened.

10. In-service training in social studies and in methods for the teachers.

11. Purchase of maps, films, charts, models, globes, and similar instructional materials for classroom use in both elementary and secondary rooms.

12. Better organization of and an increased use of student assemblies to encourage the broader aspects of social studies.

CHAPTER 21

VOCATIONAL AGRICULTURE

Description

In a school as large as the Old Salem Attendance Center, opportunities are readily available for the development of real-life situations to be used in teaching boys the vocational skills which are desirable for use in later life. Demonstration farming, as well as ornamental horticulture, should be part of this program. Boys should actively engage in all phases of such programs. The raising of a variety of livestock should be a regular part of the program. Farm mechanics and construction skills, which are highly transferable, should also be included in the program. Great effort should be made to provide male students with usable skills which will enable them to either become self-employed or semi-skilled industrial workers. Because the male student dropout rate is significantly higher than the female, every effort should be made to provide a well-balanced, efficient, and well-organized program.

Projects which will benefit the school should be utilized in the training of the students. Materials for these projects should be provided from the school budget. Such projects might include landscaping and maintenance of the school grounds. In the shop, furniture--tables, bookcases, bulletin boards, educational toys for the elementary school such as peg boards, abacuses, miniature furniture, and picture frames--could be manufactured.

Classroom instruction which will directly augment the rest of the program should be well-planned and organized. Frequent use should be made of charts and visual aids in the classroom phase of teaching. Frequent demonstration projects could be constructed and utilized by the teacher and the students. Every effort should be made to effect an efficient and sequential series of learning experiences.

Commendations

1. The provision of adequate instructional space and a certified instructor for this program.
2. Attempts to provide a varied program of instruction by the teacher.

Recommendations

1. Broaden the scope of the program to increase the effectiveness of the department.

2. Undertake projects which will benefit the school as well as provide learning experiences for the boys.

3. Provide an adequate budget to furnish equipment and materials necessary to initiate the above recommendations.

4. Provide adult education classes throughout the calendar year.

5. Secure the services of the State Vocational Consultant in planning the improved program.

PART III

SCHOOL PLANT SURVEY

The Benton County School Board operates three attendance centers in the county; they are Ashland Attendance Center at Ashland, Hickory Flat Attendance Center at Hickory Flat, and Old Salem Attendance Center at Ashland. All the attendance centers are readily accessible by vehicles and are located on hard-surfaced roads. The school system operates thirty-nine buses for the transportation of students, with twelve buses assigned to the center at Ashland; six, to Hickory Flat; sixteen, to Old Salem; one, to the Potts Camp School in Marshall County; and four used as spares.

The school survey staff was asked to make a detailed study of the physical plants at each of the three attendance centers. The findings of the survey staff, along with commendations and recommendations, are presented in the following three chapters. Table VII gives factual data about each of the attendance centers.

TABLE VII

DATES OF CONSTRUCTION AND SITE SIZE
OF ATTENDANCE CENTERS

NAME OF CENTER	DATE OF CONSTRUCTION	ACRES IN TOTAL FOR ATTENDANCE CENTER
ASHLAND ATTENDANCE CENTER		34.5
Elementary School	1919*	
Cafeteria	1949*	
Gymnasium	1949*	
High School	1951	
Vocational Building	1951	
Principal's Home	1960	
HICKORY FLAT ATTENDANCE CENTER		9.5
Main Building	1933	
Science Building	1933	
Vocational Instructor's Home	1933	
Principal's Home	1933	
Gymnasium	1940	
Homemaking Addition	1959	
OLD SALEM ATTENDANCE CENTER**		27.6
Elementary School	1950	
High School	1959	
Vocational Addition	1963	
Primary Addition to Main Building	1965	

*Additions have been made to this building since original construction.
**Does not include all supplementary buildings.

Source: Office of the Superintendent of Education, Benton County.

CHAPTER 22

ASHLAND ATTENDANCE CENTER

Description

The Ashland Attendance Center is composed of the following structures: a modern brick building with seven classrooms, auditorium, library, administrative suite, commercial laboratory, and science room; an antiquated Quonset hut used for the gymnasium; an adequately equipped cafeteria and kitchen with thirty-one tables using six chairs per table; a vocational training area with a well-equipped home economics suite and a well-kept and adequately equipped shop and classroom for vocational agriculture; and an elementary building of brick construction housing eleven classrooms, a library, auditorium, two clinics, two faculty lounges, and a small office. All buildings are connected by covered walkways except the vocational building. Concrete walks are at every doorway and were in good repair except the walkway at the front of the elementary school building. All buildings appear to be in good condition except that the walls in the high school are badly cracked.

The instructional spaces in all of the buildings at this attendance center are quite adequate in size. The large first-grade classrooms are particularly commendable. In all cases the furniture in the classrooms appeared to be in very fine condition. This careful treatment of the building extended to the care for the walls in all of the buildings. Adequate natural and artificial lighting were provided for bright days, but it is doubtful that the incandescent fixtures in the high school would give sufficient illumination on cloudy days. Ventilation is provided either by transoms, vents in the doors, or both. The wall coloring in the elementary building, particularly the dark wainscot in the halls, is oppressive. The walls in the high school building are in need of some variation from the present coloring of white or green-and-white. Adequate storage space is provided for faculty and students. Bulletin boards are placed with regard to the height of the students reading them.

Both auditoriums provide attractive accommodations for the students. The elementary auditorium provides seats for about 400 students, and the high school auditorium has seating for about 600 students. A

dressing area and storage is provided near each stage. One dressing room is used for the clinic in the high school. There is an inadequacy of plumbing in these dressing facilities. A minimum of lighting for productions is provided. There are no exit lights at the entrances to either auditorium; these fixtures are particularly necessary because of the arrangement of aisles and doors.

While the high school uses an auditorium dressing room for a clinic, the elementary school building has two rooms devoted to clinic space. The two elementary clinics are partuclarly well-supplied.

The arrangement of the high school office allows storage, privacy, convenience, and a waiting room for the public. A toilet for the principal, an IBM clock system, and a sales window for school supplies add to the convenience of this space. Design of the office in the elementary school is not so laudable. A portion of the office has been turned into one of the two clinics; the telephone is located in the near-by lounge.

The high school library is well-designed, but in need of additional and lower book shelves. The conference room is used as the library office. The original office-workroom is used for a cluttered closet. The elementary library is a large room that is a library in name only; shelving and tables are needed.

There were several hazards that were noticed. There was an almost negligible number of fire extinguishers. None were marked to indicate the last date of maintenance, and all were located on the floor of the buildings. No exit lights were provided in any building. No plan of evacuation was posted. Except for the high school building, no alarm system was available. Only two fire hydrants were located near the building. All doors were of wood construction. Mops were stored directly next to the furnace in the high school building, and combustible items (wooden desks, etc.) were stored in the elementary boiler room. Panic hardware on one door in the high school building was chained and padlocked. Trash cans, in various locations in the lot, were used for incinerators.

The electrical and water systems were in excellent condition. Several water fountains were located in and near the elementary and high school buildings. The school is connected to the city water supply system. The rest rooms were conveniently located for students and were provided for faculty members, and in the high school, for the custodial crew. A separate rest room was provided for the cafeteria staff; however, no such facilities were close by for the students in the cafeteria. Maintenance could be a problem in the rest rooms because of lack of floor drains in some. Soap dispensers and towel holders were needed in some of the rest rooms. In the addition to the elementary building, adult size fixtures were used in the rest rooms. In one

of the high school rest rooms for boys, a pane of clear glass had been placed in one of the windows. Septic tanks were provided as follows: one for the vocational building, two for the gymnasium, one for the high school, one for the principal's home, one for the teacherage, one for the grammar school, and one for the lunchroom.

Adequate electrical outlets were provided in all but the older part of the elementary building, where only one double recepticle was provided. Wiring for the intercommunications system is exposed throughout the buildings and is readily available to be torn down and damaged.

The entire Ashland plant was, as the preceding indicates, in very good condition generally. However, this does not hold true for the gymnasium. The gymnasium was unsanitary and inadequate for public use. Plumbing facilities in the extremely small locker rooms were totally inadequate and unsanitary. Public rest room facilities were somewhat better, but were far inferior to those in the other buildings and far below minimums accepted for sanitation standards. Rest room windows had no screening. No soap or paper towels were provided. Lighting was inadequate and unshielded from basketballs. There were no exit lights or fire extinguishers. There were no signs indicating that smoking at games was prohibited. Electrical controls for the building and several gas heaters were close to lavatories and furthered the hazards in the building. Clothing and refuse were stored under the wooden bleachers which were caving in in places. Storage space and seating were both inadequate, and the ceiling height in locker rooms did not allow persons of normal height to stand upright. Many windows were broken. A good scoreboard, good basketball goals, a playing floor in good condition, and a concession stand with sink were admirable features of this otherwise unpraiseworthy building.

Commendations

1. Use of metal awnings with concrete walks between buildings.

2. Superior planning and execution of the rennovation of the elementary building to provide modern, adequate facilities.

3. Design of the faculty lounge and clinic areas in the new addition to the elementary school, both of which are well-equipped and provide restroom facilities.

4. Condition of the seating in both elementary and high school auditoriums.

5. Emphasis on safety as indicated by the use of wire glass in door panels in elementary school building.

6. Excellent equipment provided in the home economics area (13 sewing machines, three electric ranges, one washing machine, one dryer, one dishwasher, and other related equipment.

7. Outdoor physical education and park areas which are landscaped nicely and fully equipped (27 swings, four giant strides, one slide, three see-saws, one merry-go-round, one climbing apparatus, numerous picnic tables, and two ball fields -- one lighted and the other having dugouts).

8. Emphasis on safety as indicated by the use of a chain-link fence at the elementary playground.

9. Pleasing landscaping of the entire school grounds.

10. General condition and appearance of the physical plant in general indicating excellent maintenance and a responsible attitude of the student body.

11. Provision for student storage supplied by 134 built-in metal wall lockers in the hall of the high school building.

12. Emphasis on safety as evidenced by the local fire alarm system in the high school building.

13. Installation of audio-visual screens in all classrooms.

14. Adequate supply rooms for custodial supplies in all buildings except the vocational building.

15. Adequacy of the size of the classrooms in all buildings, especially in the first grade rooms which also contained sinks and water fountains.

16. Use of venetian blinds or shades, in excellent condition, in most of the instructional rooms in all buildings.

17. Excellent communication system in the high school building that provides two-way communication between office and classroom. This system has been extended to include the administrative areas in the elementary building.

Recommendations

I. The following recommendations should be carried out at once.

1. Installation of venetian blinds in the typing room.

2. Investigation of the cause of the large cracks in the walls of the high school building and patching of these cracks.

3. Painting of the walls in the auditorium to hide soot around heat vents and to hide water marks, which detract from the appearance of this part of the high school building.

4. Investigation to find the cause of the excessive amount of soot near heat vents in the high school building.

5. Removal of high school audio-visual equipment from the faculty lounge and storing of this equipment in the conference room of the library.

6. Add additional shelving to both the high school and elementary school libraries.

7. Paint and repair the damaged exterior doors to the high school.

8. Installation of soap dispensers, mirrors, and towel holders as needed in rest rooms.

9. Purchase, installation, and periodic maintenance of fire extinguishers in all buildings, to include one in each end of each corridor, four in the gymnasium, two in each auditorium, one on each auditorium stage, one in each office, one in the vocational shop area, one in the home economics department, two in the cafeteria, one in the kitchen, and one in the science laboratory, as a minimum.

10. Formulation and posting of a plan of orderly evacuation for each building.

11. Posting of notices about and rigid enforcement of a "No Smoking Anytime" ban in the gymnasium until it can be replaced.

12. Removal of chains and padlocks from all panic hardware on doors where this condition exists.

13. Cleaning out and permanent closing of storage spaces under the gymnasium seating.

14. Temporary renovation of the seating in the gymnasium to include replacement of weak boards.

15. Installation of guards over lighting in the gymnasium ceiling.

16. Improvement of sanitary conditions in all gymnasium dressing rooms and rest room facilities.

17. Replacement of all broken glass in the gymnasium.

18. Installation of window screens in all gymnasium dressing rooms and rest rooms.

19. Purchase of several first-aid kits to be used in the home economics, vocational, and science area. The ones in the shop and in the laboratory should be prominently mounted so that they will be readily accessible to all persons in the area.

20. Rearrangement of certain elements of the elementary administration complex as follows: abandonment of, as unnecessary duplication, the clinic in the older part of the building, making this entire area the elementary

office with waiting room; movement of the telephone from the elementary lounge to the elementary office; placement of audio-visual and duplication equipment and materials in the faculty lounge in the old part of the building so that facility may be used as a teachers workroom and professional library.

21. Placement of window coverings over door and transom glass in the elementary auditorium to allow darkening of the room and prevent fading of the stage curtains.

22. Blocking out of glass pane on the hall door to the office of the high school principal. Frosted glass will suffice.

23. Replacement of clear window pane in high school boys rest room by a frosted pane.

II. The following recommendations should be executed as soon as feasible.

1. Abandonment of gymnasium as an inadequate instructional space and as an inefficient and unsafe structure for public use.

2. Construction of a covered walkway to be used to connect the vocational building to the other buildings. It should be similar in form to the covered walkways presently in use.

3. Painting of the concrete panel between glass brick area and windows on the front of the high school building on the interior.

4. Painting of the high school building to vary from the present coloration of white and white-and-green.

5. Construction of a permanent, safe incinerator to replace the metal barrels being used now.

6. Painting of walls in restrooms in the older part of the elementary school building.

7. Painting of area under windows in the vocational classroom.

8. Insuring that shrubbery on front of the main building does not cover the windows.

III. The following recommendations should be executed as time and finances permit.

1. Accoustical treatment of corridors in the high school.

2. Painting out the wainscot in the elementary corridors, using only one bright color on the hall walls.

3. Installation of gutters and downspouts on buildings.

4. Hard-surfacing of bus loading and parking areas.

5. Lighting of new baseball field for night games.

6. Installation of faculty mailboxes in each of the buildings.

CHAPTER 23

HICKORY FLAT ATTENDANCE CENTER

Description

The site of the Hickory Flat School has few traffic and environmental dangers with the exception of the moderately-traveled road in front of the school and the presence of a railroad track across the road from the school. Undoubtedly, the presence of the railroad is not only a safety factor but also is distracting. The site slopes from north to south and is not adequately drained, especially behind the gym, on the east side of the main building, and on the northeast corner of the main building. At the time of the visit, there were several places on and near the campus where water was standing. Also, there appears to be some danger of drainage across the school yard from septic tanks of homes which are uphill from the school. Sewage for the school is handled by two septic tanks, both of which are close to the buildings. An adequate supply of water is available, as the school has its own well and is also connected to city water for emergencies. There is no fire protection for the school, and the nearest fire-fighting equipment is at New Albany.

The original site consists of about seven acres and additional land has recently been acquired immediately north of the school, but this land has not yet been developed. The present amount of land would not justify any expansion of the school facilities at this site. Other than general playground space, there is no provision for outdoor physical education space, and there is no hard-surfaced playground space. Outdoor sports areas are limited to a borrowed baseball field down the road, a pair of basketball goals on the playground, and a decrepit softball backstop. This softball area has an insufficient amount of lighting for night use. There are no particular obstructions or hazards to the play areas, but a number of power lines are over the play areas, creating a potential hazard. None of the school ground is fenced or defined other than by streets. Most exits from the buildings are onto walks, with the exception of the side entrances to the gym. There is no evidence of any particular outdoor educational activity sites. The playground area is just outside the lower grade classrooms on the east side, and is undoubtedly distracting to activities in

these rooms. Parking is available on nearby streets and on the southwest side of the site. All transportation loading and unloading is done on the north side of the buildings, where little cover is available from the elements. Little evidence of landscaping is in evidence, and a few shrubs present receive little care. The general condition and appearance of the site is poor.

The buildings on the Hickory Flat site are: a gymnasium, a shop, a science room, a well shed, a brick main building, and a portable classroom building. There are several odd-shaped storage spaces in the main building. The buildings contain a great deal of combustable material and the threat of fire constitutes a major hazard. The drainage from the roofs is poor. Many of the drainspouts empty onto the ground with little provision for run-off. The gutters and roofing are in poor condition. There is no provision for any interior flexibility without major remodeling. While the exterior doors, for the most part, open out, most classroom doors open to the inside, and there is little, if any panic hardward on the doors. No exit plans are posted; there are no exit lights; there are no handrails; and there are several obstacles in the rather narrow corridors--lockers, soft drink machines, radiators, and drinking fountains. The floors are, for the most part oiled pine, and are in a poor and dirty condition. Tile has been used in the most recent addition, but needs proper care. There is a new hardwood floor in the gym, but there is some evidence of structural unsoundness of this flooring. Illumination in the corridors is poor and inadequate, and the maintenance of the lights and fixtures has been poor. There are only eighteen lockers for all the secondary students and more are urgently needed, but at the present time, there is no adequate place to put them. The corridors, of plaster, with wooden ceilings and floors, tend to be long, narrow passageways with lighting and acoustical problems. Heating in most of the main building is by a converted gas furnace and a hot water and radiator system. It was orginally centrally located; but the later addition receives inadequate radiator heat, and unshielded space heaters are located in these rooms. The most recent addition to the main building has a separate heating system located in the attic, and the outbuildings have separate heating systems. The boiler room is in poor condition and constitutes a major safety hazard. The interior of the building is extremely dark and drab and is not at all attractive. The illumination is poor, even though there are relatively new fluorescent fixtures in most of the building. The trim, chalkboards, and floor are all quite dark and the use of drab colors on the walls does not help the lighting or aesthetic problems. The plaster walls and the wooden ceilings are in need of painting. The general

appearance of the exterior of the main building is fair. The gym is of a masonry construction, painted white, and the shop is of red brick. The science room is the conventional NYA stone exterior. There has been some marking and other evidences of vandalism to the exteriors of the buildings, and there are a few cracks that may be readily seen. The buildings can be rather easily used by the public outside school hours as the gym has its own entrances, the lunchroom has an outside entrance, the shop can be easily opened, and the auditorium is conveniently located to the main entrance to the building.

Most of the classrooms have five or six windows. The gym which is lighted by incandescent fixtures, is more nearly adequately illuminated than any other facility in the school. The shop has particularly poor lighting. The auditorium has fluorescent lighting, and the stage has one border and a set of footlights, all of which are controlled from the rear of the stage. The science room is lighted by odd-shaped incandescent bulbs, and the lighting is poor. All rooms have at least one, but seldom more than one, electrical outlet usually located in the rear of the room. There is usually one control switch, located at the door. The plaster is cracked in many of the classrooms. The ceilings are of wood and are painted white. The fixtures were not clean and were not covered.

Three of the rooms have individual air conditioners in fair condition. Ventilation in the instructional areas is by transoms, the doors, and windows. No special provisions were made for ventilation in the corridors. Ventilation in the toilet rooms is by windows, except that the public toilet rooms in the gym have no windows. There is little way of adjusting the classroom temperature, and there is no provision for expansion of the heating facilities. There is a serious question about the safety of the heating system, especially considering the poor condition of the boiler room and the lack of emergency provisions.

There are two tap water fountains on the exterior of the building, and three coolers inside. They appear to be reasonably clean. In the main building there are only four toilets and one trough urinal for the boys, and only six toilets for the girls. There is a faculty rest room located in the home economics suite and a toilet for lunchroom personnel. Dressing rooms in the gym contain a very limited number of toilets, and there is a small public rest room for each sex in the gym. The dressing rooms contain three shower heads for the boys and two shower heads for the girls. The toilet fixtures are suffering from age, although all seem to be in operating condition. No hot water is available in the rest rooms, and mirrors are not provided. The privacy of the rest rooms in the main building is lacking, as is the privacy in the

public rest rooms in the gym. Soap, towels, and toilet tissue were available, but the rest rooms were messy and had an unpleasant odor. Certainly they would not meet high sanitary standards.

There appeared to be no provision for inspection for fire and safety hazards. All wiring was in the attics, except that the 220v. wiring for the window air conditioners was tacked to the exterior of the building. There were only two fire extinguishers in evidence in the entire plant, and these were not conveniently located. According to the principal, they were inspected each year, but the most recent tag on one read 1959. There are no provisions for fire drills, and no signals for evacuating the building. Although trash is burned on the grounds, there is no incinerator. A new program clock has recently been installed in the principal's office, and there is a bell in each corridor and in each of the main outbuildings. There is considerable storage in poor facilities--in the stage wings and under the bleachers. There is sufficient storage for large items, but storage is lacking for small items.

The size of the various classrooms is probably adequate for the purpose, but the layout and arrangement is that of the period in which the building was constructed. Most rooms have shades on the windows, but there are some rooms with venetian blinds on the west side of the main building. Many of the shades and blinds are in a poor state of repair. There is no special provision for acoustics anywhere in the plant. There is little opportunity for glare from the dark floors, but there is considerable glare from the blackboards. Movable furniture is used in most of the classrooms, although much of it is in poor shape. However, the second grade and third grade rooms have fixed seating, and part of the seating in the commercial room is fixed. The auditorium contains a combination of fixed auditorium seating and fixed study hall seats. Movable furniture in the agriculture classroom has been fastened into long rows of seats. There is no provision for communication with the office from the classrooms. A few classrooms have clocks, although these contain the advertising of a popular soft drink. The only bulletin board or tackboard space is over the chalkboards; and the black slate chalkboards are in poor condition. The classrooms showed evidence of inadequate care and were not at all attractive.

The auditorium-study hall, which will seat about 330, is located near the main entrance of the building and has four entrances, one center aisle, and small side aisles. The seating is not comfortable and is in poor condition. The room is not attractive and there is no provision for acoustics, except for a small public address system. One side of the room contains windows and the opposite wall contains a number of

transoms. There is a small stage at the west end. The stage curtains are in fair condition, and a rolled-up backdrop is available. There is no provision for darkening the room except with the conventional window shades. Flats and other props which are stored in the wing areas completely block one passageway. There are no convenient dressing rooms. The rest rooms are fairly convenient for public use. There is considerable fire danger in the stage area.

The lunchroom has a capacity of about 70 students per sitting, and does not lend itself to any other use. Elementary students who bring their lunches may eat in the lunchroom, but few, if any high school students bring their lunches. Ventilation is poor, and lighting is fair; many screens are torn on the windows. The furnishings are not particularly attractive. The floor is tile and is the cleanest found anywhere in the building. The traffic arrangement is adequate, and the acoustics are fair. There is no provision for drinking water or rest rooms for students in the vicinity of the lunchroom. Disposal of paper and refuse is adequate, and apparently there is student cooperation in caring for the facility. The stove in the cooking area is ventilated and the cooking equipment, because it is fairly new, is in fair shape. As the stove is located in the center of the kitchen, there is the danger of burns. There is an adequate amount of refrigerated storage space, although much of it is located in the eating area (one unit has exposed machinery). The sanitary provisions seem adequate, with the exception that garbage and mops are stored in the same area as canned foods.

The office, which is located near the main entrance, has a small storage room and very limited office equipment. There is no provision for a private office for the principal or for mail and bulletin facilities for the faculty. There is no vault, but two of the file cabinets in the office may be locked.

One of the outstanding features of the building is the multiple use of a space which doubles as a faculty lounge and the living room section of the home economics suite. A rest room is adjacent.

There is little provision for health services or a sick room. A small room with a bed is available in the bedroom section of the home economics suite, and there is a small bed in the first-grade classroom. There is a first-aid kit in the principal's office, and the policy is for a staff member to carry a sick student home if the student becomes ill during the day.

Commendations

1. Classrooms were generally of an adequate size for the activity scheduled, and there was little evidence of crowded conditions.

2. The home economics department was well constructed and furnished for a school of this size.

3. The use of the living room section of the home economics suite as a faculty lounge is a particularly effective multiple use of space.

4. The gymnasium has an attractive, new floor.

5. The new clock and bell system in the principal's office will assist a great deal in the smooth operation of the school.

6. The water system was in good condition.

Recommendations

1. Grades nine through twelve should be abolished immediately at Hickory Flat and these students transferred and transported to Ashland High School. If necessary, additional temporary classrooms should be purchased for the Ashland school to take care of the additional teachers and students.

2. Extensive remodeling and renovation should take place at this school. This should include:

a. Painting all walls, using lighter-colored paint than is now in the building.

b. Re-doing all floors, perhaps with plywood and tile as done in the Ashland Elementary School.

c. Repairing the roof, gutters, downspouts, and providing better drainage in spots.

d. Replacing window panes that are missing or broken, and repairing or replacing window blinds and shades.

e. Covering the ceilings, preferable with an acoustical material.

f. Abandoning for instructional purposes the present science room and shop.

g. Removing of all fixed seating in the classroom areas, and replacing it with good, new movable furniture.

h. Constructing a science laboratory in one of the classrooms.

i. Converting one of the present classrooms to a library and providing shelving and furniture for it. A near-by room could easily be converted to an audio-visual and materials center room and/or teachers workroom.

j. Replace all blackboards with new non-glare chalkboards. Provide tackboard space in each classroom.

k. Abandon, except perhaps for storage, the rooms with the heating problems, or install a new heating system similar to the one at Ashland with zone controls.

l. Install additional lighting in classrooms.

m. Remove study hall desks from auditorium and replace with theater seats. Use one of the present classrooms for study hall, near the library.

n. Clean, repaint, and repair rooms.

3. Additional safety devices need to be installed. A fire alarm system, additional fire extinguishers (lunchroom, shop, boiler room, stage, janitor's closet), first aid facilities, and evacuation plans need to be provided. A permanent, safe incinerator should be constructed. Removal of obstacles in corridor--lockers, soft drink machines, drinking fountains is necessary. One room could be converted into a room for lockers.

4. Repair screens on lunchroom.

5. Repair and add to playground equipment.

6. Provide more grass on grounds.

7. Provide a more adequate principal's office, both in space and equipment.

8. Repair or replace missing posts at parking area at southwest corner of school.

CHAPTER 24

OLD SALEM ATTENDANCE CENTER

Description

The Old Salem Attendance Center is composed of three buildings: a modern brick structure with 26 classrooms, gymnatorium, cafeteria, library, and vocational training area; a two-room frame building; and a four-room brick veneer unit. Three portable classroom units, already on site, will provide six additional classrooms at the main building when put into use.

The classrooms in all of the buildings were sufficiently large for the classes using them, except for one very small classroom in the home economics teaching area. Coloring of the walls, adequate natural and artificial lighting, fairly well-kept movable furniture, and sufficient chalkboard provided good instructional facilities. There was a tendency for hall noise to enter the rooms, because of the small ventilation space left at the top of one wall in each classroom. At the time of the visit, in most rooms the temperature was 80° or above, because teachers failed to open the classroom windows. Adequate storage space for both teachers and pupils is lacking in all classrooms.

The main building at the attendance center provides various services for its students: cafeteria, library, gymnasium-auditorium combination, first aid facilities, and an administrative area. The cafeteria, with 16 tables and 56 chairs, is very well-kept. Cleaning of the eating area is carried out after each lunch shift. All windows, doors, and the ventilation space above the hall wall have all been screened, although one window screen had been ripped loose and one screen door to a corridor had been propped open on the day of the visit.

A gymnatorium is provided for the students with seating along two walls. A stage with no scenery and an inadequate attempt at lighting serves this area. Restrooms and poorly maintained, ill-equipped dressing rooms serve this facility. By the fact that it is a gymnasium, little provision is made for auditorium lighting and the room cannot be darkened.

A room marked for the clinic is used as the faculty lounge. Clinic facilities are provided in the home economics room. First-aid is given in the office.

The school office provides a minimum amount of storage and record space. No waiting room facilities or provisions for private conferences are provided. The office is inadequate for the number of people working in it.

The main building lies on a large, ill-defined lot that has an abundance of play area space; but, for all practical purposes, it has no playground equipment. Only minor attempts have been made at landscaping around the building, and the play area is marked by much erosion, by many areas where water accumulates, and by a near-by wooded area offering hazards to the children. An unmarked driveway to a service door in the vocational shop is not separated from the playground and presents a hazard to children. At the other two buildings no playground equipment is provided. At all buildings, fuel tanks are not protected by fences, and at both the main building and the block structure the tanks are either very near or in the driveway.

Other hazards are obvious in the three buildings. The frame structure had no fire extinguishers; the small brick structure, one; and in the main building, three were evident. Tags on the fire extinguishers indicated that they were last charged and checked in 1961. Considerable effort was made in the main building to construct a fire-proof structure: metal doors and masonry walls and ceilings are excellent for reducing fire hazards. Unfortunately, no such effort was made at the other buildings. Some definite fire hazards were observed in the main building: unused exit lights, chained and padlocked panic hardware on the doors, storage of bus tires and other materials in the room housing the heating plant, storage of wooden furniture and the accumulation of wastepaper under seating in the gymnatorium, and no plan of orderly evacuation posted. Panic hardware was lacking on the doors in the primary addition to the main building.

There seem to be three major problem areas in plant management at this attendance center:

1. General cleanliness. Untrained and unsupervised cleaning crews do not have the equipment and the skill to cope with student apathy and natural conditions, particularly the sandy soil. As a result, all parts of the building, especially the floors, are always dirty and show little indication that they have been cleaned in some while.

2. Rest rooms. Throughout the three buildings, all restrooms were found to be extremely unsanitary. Dirt, water, and paper were on the floor. Broken and unscreened windows and door panels allowed insects to enter. Equipment showed great lack of care by both students and maintenance personnel. In the primary addition to the main building, non-primary size fixtures were installed. The absence of hot water, soap, and towels further added to the unsanitary nature of the restrooms.

3. Windows. In all three buildings a great amount of broken glass was obvious. Broken windows and broken door panes present both a health hazard and immediate physical danger to persons using the buildings.

Commendations

1. Use of fire-proof construction in main building.
2. Adequate size of classrooms.
3. Care and attention paid to general sanitary conditions in the cafeteria.
4. Provision for custodial and work supply rooms in each wing of the building.
5. Location of restrooms near cafeteria and gymnatorium.
6. Acoustical treatment of cafeteria ceiling.
7. Use of movable and durable classroom furniture.
8. Adequate artificial lighting in classrooms.
9. Provision made for adequate natural lighting of classrooms through a wide expanse of windows.
10. Large playground space.
11. Use of and proper care for venetian blinds in classrooms with blinds.
12. Use of gutters and downspouts.

Recommendations

I. The following recommendations should be carried out at once:

1. Abandonment of the frame building for instructional purposes and abandonment or extensive renovation of the small brick building.

2. Closer supervision of the custodial staff by the maintenance supervisor.

3. Purchase of sufficient playground equipment, of a sturdy nature and of varying sizes, to provide recreation for all elementary students. The equipment should be permanently placed in areas far enough from the building to remove the noise from the near-by classrooms. Close supervision should be provided in the play area.

4. Purchase, installation, and periodic checking of fire extinguishers to include one in each end of each corridor, two in the gymnatorium area, one near the gymnatorium stage, one in the vocational training area, one in the office, one in the cafeteria, one in the kitchen, and one in the science laboratory, as a minimum.

5. Proper maintenance of the exit lights and formulation of an evacuation plan to be posted on each bulletin board and in each classroom.

6. Removal of chains and padlocks from the panic hardware on all doors.

7. Cleaning out and permanent closing of the storage space under the gymnatorium seating to prevent its recurring development as a fire hazard.

8. Rigid adherence to high sanitary standards in restrooms and cafeteria.

9. Closing of the ventilation space on the wall in the vocational classroom to afford complete privacy to the restroom facilities which are located on this wall in the shop area.

10. Installation of soap dispensers and paper towel holders in all restrooms.

11. Use of wire-glass or high impact-resistant fiberglass in windows and doors.

12. Encouragement of teachers to make use of the ventilation provisions of the building by opening classroom windows on warm days.

13. Correction of roof drainage problems to prevent water from standing on the roof.

14. Purchase of several first-aid kits to be used in the office, gymnatorium, home economics room, and vocational training areas. The one in the vocational shop should be prominantly mounted so that it could be readily accessible to all persons in the area.

15. Installation of door checks on boys restroom doors in the portable classroom units to prevent damage to doors from the urinals.

16. Cleaning of fiber mats and the provision of additional rubber mats at the doorways to the building to prevent excessive tracking of mud and dirt into the building.

17. Installation of venetian blinds in the agriculture classroom, library, and cafeteria as soon as possible.

18. Painting of the walls in the agriculture classroom.

19. Provision of covered walkways to portable classrooms and at the bus unloading area.

II. The following recommendations should be executed as soon as feasible:

1. Use of necessary equipment to maintain the building in a state of acceptable cleanliness, and use of normal routine maintenance procedures to include repair of such items as damaged exterior metal awnings, worn floor tiles at classroom doors, and other work as needed.

2. Fencing of fuel tanks on the grounds of each building.

3. Careful and orderly use of available storage spaces to see that combustible materials are properly stored and to remove the possibility of the development of fire hazards.

4. Providing additional storage space for both teachers and pupils, to include a minimum of one large filing cabinet in each classroom, and the installation of metal hall lockers for each secondary student.

5. Provide additional administrative space.

6. Construction of a permanent, safe incinerator to replace the wire-enclosed area in the yard presently in use.

7. Installation of venetian blinds in classrooms without window coverings.

8. Acoustical treatment of the ceiling in the music classroom and sealing of ventilation space along hall wall in the music room.

9. Hard-surfacing of driveways and bus loading area both as a safety factor and to reduce dirt and mud in the building.

10. Providing playground equipment.

III. The following recommendations should be executed as finances and time permit:

1. Landscaping of the property to give shade and grass around the building and to reduce, as much as possible, the amount of sand and dirt tracked into the building, resulting in long-range savings in maintenance and replacement of floors.

2. Purchase of three or more large trash cans to receive trash in the halls.

PART IV

CENTRAL ADMINISTRATIVE SERVICES

Chapter 25 contains a brief report of certain central operations and services which came to the attention of the survey staff. Included are office space, supplies and equipment, activity funds, maintenance, transportation, food service, school-community relations, school board policies, and building administration.

CHAPTER 25

CENTRAL ADMINISTRATION AND SERVICES

Although it was not a primary aspect of this survey, certain elements of central services and administration are deserving of comment in this report. As noted elsewhere, the central office staff for the Benton County schools consists of the elected superintendent of education, three clerical workers, a maintenance supervisor, and transportation personnel. The superintendent and the clerical workers are housed in two small, adjacent, but non-connecting, offices in the Benton County Courthouse.

Office Space. The present central office space is inadequate. It was recommended in a survey made ten years ago that a Board of Education Building be constructed. The need for such a facility is greater now than it has been, and will probably become acute in the near future. This building should be located in or near Ashland and should contain at least offices for the superintendent and his secretarial staff, a central storage area, a board meeting room, offices for the persons responsible for maintenance, transportation, and food services for the county, and provisions for office and work space for other persons who might be hired and assigned to the system-wide organization, such as a director of guidance and testing, a coordinator of federal programs, an audio-visual specialist, a librarian, or a supervisor of elementary education.

Supplies and Equipment. The present informal system of requisitioning, purchasing, storing, and accounting for supplies and equipment has probably worked very well in the past, but as education becomes "big business" in Benton County, steps should be taken to move toward a more formal system of written requisitions, long-range planning of purchases, buying in larger units, greater use of formal bidding, storage and warehousing, cost accounting, and inventorying. To be sure, such procedures involve more paper work, clerical help, supervision, office equipment, and space; and they are expensive to initiate. However, most schools find that, by reducing wastes, losses, thefts, and mismanagement, and by arranging purchases in large lots in off-seasons, the added office expense is more than off-set by the savings obtained.

Activity funds. This survey did not include an investigation of the financial records of the district. However, it appears likely that large sums of money are taken in at each of the three attendance centers from athletic and entertainment admissions, club and organization funds, soft drink and candy machines, the sale of school supplies, etc. Because they are derived from school-related functions, they legally are public monies and are subject to the same scrupulous budgeting, accounting, and management as the funds received from local, state, and federal tax sources.

Maintenance. The present director of maintenance appears to be exceptionally well-qualified for his job. He was very cooperative with the survey staff and appears to be very well-informed about the physical facilities of the district. It is recommended that he have additional and better-qualified help at each of the attendance centers, especially Hickory Flat and Old Salem. The survey staff feels that the lack of proper maintenance has caused much unnecessary deterioration at the Hickory Flat school, and will soon become a serious problem at the Old Salem school. The director of maintenance should work more closely with the custodial help at the Old Salem school in order to restore and keep the building in good condition. The principals and the teachers need to exert themselves more in eliciting student cooperation in helping maintain the building. The agriculture teacher at Ashland is to be commended for his efforts in landscaping, and provision should be made for him to work with landscaping at both the Old Salem and Hickory Flat schools. The director of maintenance needs a small office with a telephone and more adequate storage space for items needed on a system-wide basis. Perhaps the two-room frame building at Old Salem could be temporarily used for this purpose.

Transportation. If a large number of students who previously attended Old Salem school continue to attend the Ashland school and if, as recommended by the report, the Hickory Flat high school is closed, transportation routing for the district will become extremely complicated. It is recommended that the services of the University of Mississippi be obtained to design school bus routes through the use of a computer. Most schools presently using this system find that the use of a computer to design bus routes results in the use of fewer buses and drivers, less student riding time, and savings of money to the district.

Food Service. The present food service arrangement is discussed elsewhere in this report. However, the survey staff feels that a more centralized arrangement would be advantageous to the district. In particular, it is recommended that one person be designated as being in charge of the three lunchrooms, with

responsibility for planning all menus, purchasing of food and equipment, allocating commodities, recommending personnel, and keeping records. This person could easily also be in direct charge of one of the lunchrooms and have an assistant at each of the other two.

School-Community Relations. Vast social changes are taking place in Benton County, and a well-planned, deliberate program of school-community relations should be undertaken to maintain high community interest in the schools and to head off the difficulties from segments of the community that have plagued schools elsewhere. Such a program would include publicity, community use of facilities, parent-teacher interaction, personal contacts between staff and community leaders, inter-school cooperation, and other aspects of interaction among the board, administrators, staff, students, parents, and other community adults. For maximum effectiveness, such a program would, of course, have to operate directly under the supervision of the board and the superintendent, with specific policy guidelines.

School Board Policies. Every school board should have a carefully written, up-to-date set of board policies readily available to the superintendent, the principals, the teachers, and the other employees of the district. The survey staff feels that it would be helpful if such policies were available, especially to define the duties of the principals more carefully. In such areas as discipline, suspension from school, community use of facilities, and so on, it appears that principals and teachers are not always sure what they are authorized or expected to do.

Building Administration. Only at the Ashland High School does anywhere near adequate secretarial and clerical help for the administrators exist. The Old Salem school needs at least one more administrator, preferably in the area of elementary education, and the present administrators need additional training, either in formal college classes or in in-service training provided by the superintendent, or both. Office space in both the Hickory Flat and Old Salem centers is inadequate, and it would be desirable to make some modifications at the Ashland elementary school, as noted elsewhere in this report.

PART V

SUMMARY OF THE SURVEY

This section contains summaries of the Old Salem Attendance Center curriculum survey and the school plant surveys conducted by the survey staff.

The recommendations contained herein are general in nature; more specific recommendations are in the preceding chapters. The reader should refer to these chapters for a more comprehensive view of the status of the Benton County Schools.

CHAPTER 26

SUMMARY OF SURVEY

I. Curriculum at Old Salem

All teachers and administrators at the Old Salem Attendance Center, except three, have Type A Certificates. One teacher has a Type AA Certificate, and two teachers have Type B Certificates. Many of the teachers are young and have been at Old Salem only one or two years. Certified teachers are available in all areas of the existing program; however, some few teachers are teaching courses out of the fields for which they have been certified. Teacher aides have been provided this year for the first time for service in the secondary and elementary schools.

No supervision of teachers or teacher aides is presently being attempted by the administration. Generally, teachers have not been provided opportunities to cooperatively plan and coordinate the curriculum of the school. Teachers have usually conducted their classes without attempting to develop an orderly and sequential series of learning experiences based on valid information about the students they teach. The result is an uncoordinated, inefficient, and lax instructional program. Inventorying and management of equipment and, especially, textbooks is poor and must be immediately corrected. Too much money is involved and will be wasted without careful preventative measures.

This year a formal standardized testing program was begun in the school, and it is expected to continue and to be enlarged to the point of adequately serving the teachers of the school. Teachers may not know how to most effectively use this information to guide them in the planning of the educational program. They probably will need to learn how to efficiently use available information about students for organizing instruction.

Instruction consists mainly of following the textbooks which are provided for each grade or course. Little flexibility or variation in teaching occurs during the school day despite the wide variation in student abilities and lack of textbooks available to students. Teachers should be as creative and inventive as possible in adapting educational experiences to the children who participate in them.

An effort should be made to increase the holding power of the schools. The first grade has 149 students, and the twelfth grade has only 30 students. Students drop out of school for many reasons, but the most frequently listed reason for dropping out of school in Mississippi is "lack of interest." This probably is true in Benton County.

Materials, supplies, and equipment necessary for providing a rich program of education should be made available through the regular budget to every teacher. Teachers should also encourage students, especially in the elementary grades, to bring items to help enrich the learning activities of the class. Because many children do not come to school with rich backgrounds of experience or with the motivation necessary to successfully participate in the processes of learning, much effort should be made by teachers to provide experiences that will offset these deficiencies.

An effort ought to be made to provide additional experiences and services which are not available for children who have need of them. Art, additional business courses, driver education, guidance, physical education, and special education are the areas which seem to be most feasible for inclusion in the curriculum. Adult education should be expanded to better serve the people of Benton County. Additional funds should be secured to finance these efforts in order to provide trained personnel, facilities, equipment, and materials which are necessary to an effective program.

The survey staff suggests that the following recommendations be implemented for the improvement of the school. The administration should feel free to establish another order of priorities as no attempt has been made either to survey the total financial resources and condition of the school system or to translate the recommendations into costs of services. These recommendations could form the nucleus of a long range curriculum improvement project.

Recommendations

For further improvement in the instructional program the survey staff recommends that the following provisions be implemented immediately:

1. In-service education in reading, art, mathematics, measurement and evaluation of student achievement, science, and social studies. The assistant principal, the librarian, and the vocational agriculture teacher will probably need additional formal college instruction in order to provide more comprehensive services in their areas.

2. Textbooks for all students in all subjects.

3. Adequate teaching materials, equipment, and supplies.

4. Reduction of class size in elementary grades to 30 pupils per teacher. First grades ideally should have no more than 25 pupils per teacher.

5. Provision for individual student differences through utilization of information concerning students in planning instructional methods and learning experiences.

6. Lunches and perhaps even breakfasts for all students.

These recommendations can be administratively implemented without additional personnel or facilities:

7. Improvement of scheduling and class time allotments.

8. Improved use of building; i. e., chemistry should be scheduled in the science laboratory and the small room returned to the homemaking suite.

9. Better staff utilization; three teachers and one administrator are not working within fields of certification.

10. Improved use of scheduled class time. All classes should be met by all students, interruptions should not be permitted and teachers should plan for more efficient use of the time available to them for instruction.

11. Inventories of all textbooks and other books, equipment, materials, and supplies should be comprehensive and up-to-date.

In addition to the above recommendations, provision should be made to accomplish the following:

12. Supervision of teachers by principals and a supervisor.

13. Expansion of the curriculum to include art; business courses in bookkeeping, office practices, and shorthand; driver education; guidance; physical education; and special education.

14. Additional qualified staff to implement the above additions to the curriculum.

II. School Plant and Administrative Services

In general, the Ashland attendance center buildings are adequate in size, well-kept, attractive, and suitable for the activities which they were designed to house. The gymnasium is the exception to this statement, and the survey staff feels that it should be replaced as soon as possible. Some health, sanitation, and safety features need to be improved immediately at this school.

On the other hand, the survey team finds that the buildings at the Hickory Flat attendance center, while adequate in size for the small numbers of students involved, are neither well-kept nor attractive; and are, in general, not suitable spaces for carrying out school activities. The survey staff repeats the recommendation which was made to the Benton County School Board ten years ago: the Hickory Flat high school should be discontinued. When this is done, the science and agriculture buildings may be abandoned as instructional spaces. In any event, the main building should have extensive renovation and remodeling, preferably for only the elementary grades (1-8). Immediate attention should be paid to a number of health and safety factors.

The Old Salem attendance center buildings fall somewhere in between those at the other two centers. Although the Old Salem buildings are among the newest in the system, they have not received adequate maintenance, and there is evidence of crowding, which will probably become greater in the next few years, even if many of these students transfer to the attendance center at Ashland. The frame building at the "little school" should be abandoned immediately, and the brick building should either be abandoned or extensively remodeled in the near future.

More central administrative space is needed; and a separate, new building is recommended. The director of maintenance is doing an admirable job, but additional attention needs to be paid to maintenance at both the Hickory Flat and Old Salem plants. The central office should become more formalized and assume responsibility for additional district-wide services such as school lunch and community-school relations. Specific board policies need to be developed, and improvement is needed in some aspects of local building administration.

In the area of school plant and central services, the following items are among those that need immediate attention.

1. Discontinue the high school at Hickory Flat, adding temporary classrooms at Ashland if necessary.

2. Make provision for fire protection, fire extinguishers, first-aid supplies, cleaning out of fire hazards, and other health and safety factors as indicated previously for all three schools.

3. Make provision for better sanitary emphasis, greater privacy, and supplies in rest rooms and dressing rooms.

4. Check the structural soundness of the main building at Ashland and the gym floor at Hickory Flat.

5. Perform extensive repairs, remodeling, and renovation at the Hickory Flat school.

6. Abandon the "little school" at Old Salem for regular instructional purposes.

7. Provide better custodial services at Old Salem.

8. Provide blinds for the typing room at Ashland, and for the agriculture classroom, library, and cafeteria at Old Salem.

9. Paint the walls in the agriculture classroom at Old Salem.

10. Adopt a set of board policies including administrative guidelines.

11. Provide an additional qualified administrator at Old Salem, and improve the quality of administration at that school.

12. Provide additional secretarial help at Hickory Flat and Old Salem.

13. Rearrangement of certain administrative features of the Ashland elementary school.

The following recommendations are among those that should be implemented as soon as feasible:

1. Construction of a Board of Education Building.

2. Replacement of the gymnasium at Ashland.

3. Construction of additional permanent classrooms at Old Salem and at Ashland.

4. Providing covered walkways to the vocational building at Ashland and to the gym at Hickory Flat.

5. Painting various areas at all three schools.

6. Construction of adequate incinerators at all three schools.

7. Replacing the heating system at Hickory Flat.

8. Providing additional landscaping, especially at Old Salem and Hickory Flat.

9. Providing playground equipment at Old Salem.

10. Fencing all fuel tanks.

11. Improving acoustical conditions, especially at Old Salem.

12. Providing adequate window coverings in all rooms.

13. Improving storage facilities, both county-wide and for each attendance center.

14. Improving school bus routing.

15. Formalizing and improving central office business procedures.

16. Establishing a more formal program of school-community relations.

As time and finances permit, attention should be paid to lighting, acoustics, painting, hard-surfacing of drives and play areas, office equipment, additional landscaping, and other relatively minor items given in detail in the body of this report.