A FIVE-YEAR PLAN FOR IMPROVING THE PLEASANTVILLE COMMUNITY SCHOOL SYSTEM, 1959-1964

by

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Robert Keith Melick

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A FIVE-YEAR PLAN FOR IMPROVING THE PLEASANTVILLE COMMUNITY SCHOOL SYSTEM, 1959-1964

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Increased pressure has been put on the school districts in Iowa in an effort for them to improve. This is evidenced by higher standards for approval of the schools in areas such as certification of teachers and minimum educational programs. The Iowa Department of Public Instruction, as a leader in this effort, has done much to help the schools improve. Many publications are prepared and distributed to the schools in an effort to inform and help the schools in their problems. A list of seventy-three standards for approval of school districts has been prepared and, using this list, the Regional Consultant of the Department of Public Instruction yearly evaluates schools relative to these standards.

II. THE PROBLEM

Statement of the problem. In the 1958-1959 report the Regional Consultant of the Iowa State Department of Public Instruction were listed suggested areas for improving the Pleasantville Community School system. The suggestions for improvement included; (1) guidance, (2) supervision
CHAPTER I
THE PROBLEM, DEFINITIONS OF TERMS USED, AND PROCEDURE TO BE FOLLOWED

I. INTRODUCTION
The purpose of this study was to develop a five-year plan for the elementary program, remedial instruction, development of the high school science facilities, and summer school program.

Increased pressure has been put on the school districts in Iowa in an effort for them to improve. This is evidenced by higher standards for approval of the schools and educational programs. The Iowa Department of Public Instruction, as a leader in this effort, has done much to help the schools improve. Many publications are prepared and distributed to the schools in an effort to inform and help the schools in their problems. A list of seventy-three standards for approval of school districts has been prepared and, using this list, the Regional Consultant of the Department of Public Instruction yearly evaluates schools in relation to these standards.

II. THE PROBLEM
Statement of the problem. In the 1958-1959 report of the Regional Consultant of the Iowa State Department of Public Instruction were listed suggested areas for improving the Pleasantville Community School system. The suggestions for improvement included; (1) guidance, (2) supervision
time for the elementary principal, (3) remedial instruction, (4) development of the high school science facilities, (5) development of the high school library, and (6) summer in-school program. ¹

The purpose of this study was to develop a five-year plan for improving the school system in the suggested areas. ¹

Importance of the study. The seventy-three standards for approval of school districts were the basis for determining a school district's approval status by the Department of Public Instruction. Loss of this approval, in most cases, would force a school either to be closed or to improve its program to meet the minimum standards of the Department of Public Instruction. ¹

Faced with this choice, most schools would seriously consider following the recommendations of the Department of Public Instruction. This was what the Pleasantville Community School did. The superintendent of schools indicated his interest in improving the school in the areas mentioned by the Regional Consultant.

¹State of Iowa, Department of Public Instruction, Regional Consultant's Report to the Pleasantville Community School District (Des Moines: Department of Public Instruction, February 11, 1959), pp. 2-3.
Sears stated that school administration cannot act wisely without planning. Planning is considered essential by most school administrators in their work. The superintendent of schools wanted a plan that would guide him in his efforts to meet the recommendations of the Regional Consultant. This study provided a planned program for improvement of the Pleasantville Community School in the six areas mentioned by the Regional Consultant.

Limitations of the study. This study was limited to recommending a five-year plan for meeting the recommendations of the Regional Consultant in the areas of (1) guidance, (2) supervision time for the elementary principal, (3) remedial instruction, (4) development of the high school science facilities, (5) development of the high school library, and (6) summer school program.

III. DEFINITIONS OF TERMS USED

The following definitions were used in this study.

Guidance. Guidance consists of the services provided for helping students to become adjusted and to plan their future.
school curriculum in line with their needs, interests, and abilities.

Elementary principal. The elementary principal referred to the supervisor over grades kindergarten through six.

Elementary school. The elementary school referred to Remedial instruction for the purpose of this study referred to the instruction of slow learners in classes separate from the regular classes in each grade. Information pertinent to each of the six areas was reviewed. This literature consisted of education books, Science facilities. Science facilities referred to books, periodicals, and publications of the Department of to the rooms and equipment to be used in the high school. science classes.

Information was obtained concerning the Pleasantville Library. The high school library, both facilities and services, were interpreted as the library. Both school facilities, school finance, and a discussion of the Summer school program. The summer school program referred to a program of courses offered for regular credit the present situation in the Pleasantville community during the summer months.

In each of the areas was reviewed, recommendations

Regional consultant. The regional consultant was the representative of the Department of Public Instruction who visited the school, observed it in operation, examined the facilities and organization of the school, observed the pupils and teachers at their work, and made recommendations.
High school. The high school referred to grades nine through twelve.

Junior high school. The junior high school referred to grades seven and eight.

Elementary school. The elementary school referred to grades kindergarten through six.

IV. PROCEDURE

Literature pertinent to each of the six areas was reviewed. This literature consisted of education books and periodicals, and publications of the Department of Public Instruction.

Information was obtained concerning the Pleasantville Community School. This information included school enrollment, school organization and curriculum, clerical help, school facilities, school finance, and a discussion of the improvements needed.

The present situation in the Pleasantville Community School in each of the areas was reviewed, recommendations of the Department of Public Instruction and the Regional Consultant were presented, and school personnel, parents, and students were interviewed to determine the needs of the school in each area.
Recommendations were then made for improvement in each area. These recommendations were made to cover a five-year period in order that they would be reasonable to attain.

I. INTRODUCTION

A study of this kind must be practical if it is of value to the school concerned. To make it practical, the school must be examined to help determine its needs and to know what goals would be practical to strive to attain. The information contained in this chapter regarding the Pleasantville Community School is presented as a result of the writer's first-hand knowledge or is a matter of record in the superintendent's office.

II. SCHOOL ENROLLMENT

The complete data concerning school enrollment are shown in Table 1. There were 651 students enrolled in the school during the school year 1958-1959. Of these, 380 were in the elementary grades, 193 were in the junior high school, and 88 were in the high school.

III. ESTIMATED SCHOOL ENROLLMENT, 1964-1965

According to Norton, the estimated increase in high school attendance between the school years 1959-1960 and
CHAPTER II

A DESCRIPTION OF THE PLEASANTVILLE COMMUNITY SCHOOL
1958-1959

I. INTRODUCTION

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According to Norton, the estimated increase in high school attendance between the school years 1959-1960 and

TABLE I  
SCHOOL ENROLLMENT BY GRADES IN THE PLEASANTVILLE COMMUNITY SCHOOL, PLEASANTVILLE, IOWA, 1958-1959

<table>
<thead>
<tr>
<th>Grade</th>
<th>Enrollment for the school year 1958-1959</th>
<th>Enrollment for the school year 1964-1965</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten</td>
<td>51</td>
<td>59</td>
</tr>
<tr>
<td>First</td>
<td>52</td>
<td>54</td>
</tr>
<tr>
<td>Second</td>
<td>54</td>
<td>55</td>
</tr>
<tr>
<td>Third</td>
<td>55</td>
<td>55</td>
</tr>
<tr>
<td>Fourth</td>
<td>56</td>
<td>47</td>
</tr>
<tr>
<td>Fifth</td>
<td>60</td>
<td>40</td>
</tr>
<tr>
<td>Sixth</td>
<td>103</td>
<td>168</td>
</tr>
<tr>
<td>Elementary School</td>
<td>380</td>
<td>1680</td>
</tr>
<tr>
<td>Seventh</td>
<td>156</td>
<td>168</td>
</tr>
<tr>
<td>Eighth</td>
<td>149</td>
<td>142</td>
</tr>
<tr>
<td>Junior High School</td>
<td>103</td>
<td>140</td>
</tr>
<tr>
<td>Ninth</td>
<td>140</td>
<td>140</td>
</tr>
<tr>
<td>Tenth</td>
<td>140</td>
<td>140</td>
</tr>
<tr>
<td>Eleventh</td>
<td>140</td>
<td>140</td>
</tr>
<tr>
<td>Twelfth</td>
<td>140</td>
<td>140</td>
</tr>
</tbody>
</table>

1964-1965 will be approximately twenty-nine per cent. Keeping in mind that twenty-nine per cent is only an estimate, this percentage was used in forecasting the school enrollment for the school year 1964-1965. Applying this percentage to the present high school enrollment, 168, the estimated  

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increase in high school enrollment between the school year 1959-1960 and 1964-1965 would be 49 students. Adding this figure to the present enrollment indicated that the estimated high school enrollment for the school year 1964-1965 would be 217 students.

IV. SCHOOL ORGANIZATION AND CURRICULUM

**Elementary school.** In the elementary school each grade was separated into two sections. The kindergarten groups met for one-half day each, with a group each in the morning and in the afternoon. The kindergarten children who lived in the country rode the regular school bus routes and were in the morning kindergarten group. A teacher was employed half-time to supervise their activities during the afternoon while the town children had their regular kindergarten class. All other grades were divided, with two rooms and a study hall in addition to his for each grade. The individual teachers in grades one and two as principal. Two music teachers worked throughout the school system. The vocal and instrumental music was taught by two music teachers who worked throughout the entire school system. The kindergarten teacher taught and the extra-curricular activities teacher taught all subjects of the kindergarten children. 

The elementary principal taught full time in grade six. Appendix A contains a list of the actual subjects taught and extra-curricular activities offered in each of the elementary grades.

The clerical help for the school consisted of one secretary who was employed on a twelve-month basis.
Junior high school. The junior high school was departmentalized. There were four teachers in the junior high school. One teacher supervised all physical education and athletics in addition to his regular teaching duties. The vocal and instrumental music was taught by two music teachers who worked throughout the entire school system. Some junior high school study halls were supervised by high school teachers. The junior high school pupils were grouped according to ability in their various classes as determined by testing and recommendations of their teachers. Appendix A contains a list of the subjects taught and extracurricular activities offered in each of the junior high school grades.

High school. There was a total of ten teachers in the high school. The high school principal taught two classes and supervised one study hall in addition to his duties as principal. Two music teachers worked throughout the entire school system. The superintendent of schools did not teach any classes. Appendix A contains a list of the subjects taught and the extracurricular activities offered in each of the high school grades.

CLERICAL HELP

The clerical help for the school consisted of one secretary who was employed on a twelve-month basis.
secretary worked for the superintendent of schools and was also secretary to the school board. In her spare time, she did what she could to assist the school principals and teachers in their work. One additional person was hired during the summer months on a part-time basis.

VI. SCHOOL FACILITIES

There were three buildings in the Pleasantville Community School system; they were the North Elementary School, the East Elementary School, and the Junior High School and High School. The Regional Consultant of the Department of Public Instruction indicated that there were excellent new building facilities.

**North Elementary School.** The North Elementary School building, completed in 1958, accommodated grades kindergarten through two. Ample classroom space was provided for each grade in addition to a large recreation and assembly room, all in a one-story building.

**East Elementary School.** The East Elementary School building accommodated grades three through six and also received a program for improvement in all areas. The need for contained the lunch-room facilities for all students in the Pleasantville Community School is the school system. There was ample space for classrooms recognized by the school superintendent. This is indicated by

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1Regional Consultant's Report, op. cit., p. 2.
as well as a gym for physical education and a room for audio-visual use. The building was a two-story structure, built in 1921. Elementary principalship, remedial instruction department, library, and summer school. The Junior High School and High School. The Junior High School principal recognized a need for improvement in School and High School building was a two-story structure completed in 1942. In 1958 a one-story addition was added to accommodate increased enrollment. There was adequate space in this building for the junior high school and the high school. A music teacher and several teacher-counselors. A beginning could be made with plans for developing this program over a period of several years. Financial assistance could be obtained by a study of What is being done in other school systems. The total assessed valuation of the Pleasantville Community School District was approximately $5,582,864.00 in 1959. The millage levy for the same year was 36.52 mills. The need for improvements in the Pleasantville Community School system is recognized by the school superintendent. This is indicated by the fact that he recommended that this study should be made. You have adequate space available to develop excellent science laboratory facilities for the senior high.
There were six areas that particularly need improvement in the Pleasantville Community School. These areas were guidance, elementary principalship, remedial instruction, science department, library, and summer school. The Regional Consultant recognized a need for improvement in these six areas and made the following recommendations.

Continued emphasis in adjusting your secondary curriculum to meet the needs of pupils. In this connection the adoption of a guidance program for pupils in grades seven through twelve should be given earnest consideration with at least a qualified part-time director and several teacher-counselors. A beginning could be made with plans for developing this program over a period of several years. Financial assistance could be made by the board of education to selected teachers now in the system to take summer training in guidance and counseling.

Provision should be made for adequate time for supervision of the elementary program by your elementary principal who is now teaching a full load in grade six. A teaching principal is of little value so far as supervision of instruction is concerned unless time is allotted for working with teachers during their teaching periods. It would seem that at least half of the time of your principal should be devoted to this important function.

Provisions should be made for a program of remedial instruction especially in the fields of reading and arithmetic. This program could very well be directed to the slow learners above grade two through twelve. Regular classroom teachers do not have time available for this purpose, and if extra-needed time is given it is at the sacrifice of the average and gifted learners.

A program of developing your high school library, both facilities and services should be started at once to be able to meet the new standards in this area.

You have adequate space available to develop excellent science laboratory facilities for the senior high
A program for this development should be started at once so as to meet the state standards as provided in the Department of Public Instruction Bulletin Number 100c.

Study should be made directed toward the need for a summer school program. There are many schools of your size who have developed a remedial program for elementary grades for slow learners and an accelerated program for junior and senior high school pupils.¹

IX. SUMMARY

The Pleasantville Community School system had a total enrollment of 651 students during the school year 1958-1959. The elementary grades were divided, with two teachers for each grade except kindergarten. The junior high school was departmentalized with the students being grouped according to ability. There were four junior high school teachers, and ten high school teachers. In addition to these teachers there were two music teachers who taught all the music in the school system except for the kindergarten groups, the high school principal who taught two classes and supervised one study hall, the elementary principal who taught full time in the sixth grade, and the superintendent of schools who did not teach any classes. The Regional Consultant stated that he considered the added classroom space excellent. The assessed valuation of the

¹Ibid., pp. 2-3.
school district was $5,582,864.00, with a millage levy of 36.521 mills. Areas needing improvement included guidance, supervision time for the elementary principal, remedial instruction, the high school library, high school science facilities, and the summer school program.

The extent of change necessary to comply with the recommendations of the Department of Public Instruction made it impractical to attempt a one-year project that would provide for all the needed changes. Therefore, a plan for improving the Pleasantville Community School in the areas was made to cover a period of five years. The five-year plan is presented in this chapter.

II. GUIDANCE

There was no organized program of guidance in the Pleasantville Community School at the time of this study. The school principal conducted a testing program for students consisted of the California Test of Mental Abilities during the ninth grade, the Iowa Tests of Basic Skills during the seventh, eighth, and ninth grades, the Test of Educational Development during the ninth, eleventh, and twelfth grades, and the Kuder Preference during the twelfth grade. These tests were given but there was no organized program for proper use of the...
A FIVE-YEAR PLAN FOR IMPROVING
THE PLEASANTVILLE COMMUNITY SCHOOL

I. INTRODUCTION

The extent of change necessary to comply with the minimum recommendations of the Department of Public Instruction made it impractical to attempt a one-year project that would provide for all the needed changes. Therefore, a plan for improving the Pleasantville Community School in the six areas was made to cover a period of five years. The five-year plan is presented in this chapter.

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There was no organized program of guidance in the Pleasantville Community School at the time of this study. The high school principal conducted a testing program for pupils which consisted of The California Test of Mental Maturity during the ninth grade, the Iowa Tests of Basic Skills during the seventh, eighth, and ninth grades, the Iowa Tests of Educational Development during the ninth, tenth, eleventh, and twelfth grades, and the Kuder Preference Test during the twelfth grade. These tests were given but there was no organized program for proper use of the
information obtained from the tests. This testing was the only phase of guidance that was attempted in the school.

Need for a guidance program. The Department of Public Instruction stated that there should be a functioning guidance program in each junior-senior high school. In our schools today, educators are realizing the importance of guiding students systematically in their growth. There is a need for a guidance program in the Pleasantville Community School. This need could not all be met immediately, but a plan could be made to cover the need as necessary as the generally accepted number of students required. This plan, if possible, should encourage the best possible guidance program. The recommendation appears to be more than is necessary as the generally accepted number of counselees that should be assigned a full-time counselor was 250 to 300.

The superintendent of schools stated that he would recommend hiring a teacher-counselor for the junior high school and senior high school for the 1959-1960 school year. The main concern of the high school principal was the interest and achievement of all students; individual counseling of the students to help students choose their elective subjects in line with their abilities and the detection and treatment of cases of maladjustment.

1. Standards for the Approval of School Districts, op. cit., p. 7. Up to determine if proper placement was made, to


3. State of Iowa, Division of Vocational Education, Department of Public Instruction, Questions and Answers on Organization and Administration of Guidance Services, Bulletin Number 37 (Des Moines: Department of Public Instruction, 1959), p. 3. (Mimeographed.)
their interests and abilities. The elementary principal stated that he thought a guidance program would be desirable.

In a poll of the teachers, sixteen of the twenty-three teachers thought that a guidance program was necessary. For the 1959-1960 school year, a teacher-organized guidance program was relatively recent trends in our schools today. Educators are realizing that a guidance program in the Pleasantville Community School. This need could not all be met immediately, but a plan could be made to cover several years. This plan, if possible, should encourage teachers presently in the school system to take training in guidance to fill the position of counselor. The Pleasantville Community School needs to obtain a qualified counselor. This counselor should organize a guidance program that will include testing to determine aptitude, interest, and achievement of all students; individual and group counseling to help students choose their elective courses and for detection and treatment of cases of maladjustment; vocational placement upon completion of high school; and follow up to determine if proper placement was made, to help former students if it was not, and to help the vocational placement phase of guidance in the school.

by learning and profiting from its past successes and failures. 1

... it would be necessary to add another teacher to the school system who, through summer and/or week-end study, could become a qualified teacher-counselor. This addition could be made without increasing the number of teachers in the present time, that a counselor most likely could not make it necessary to increase the work load of other teachers, but as no teacher in the system was teaching more than five classes, with some teaching only four, in a seven-period day, this should not be an undue hardship for one year. The guidance program, during the 1959-1960 school year, should be concerned with counseling freshmen in regard to the selection of their high school courses and counseling seniors in regard to job placement and choice of colleges.

For the 1960-1961 school year the guidance personnel should be increased by substituting a full-time counselor.

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for the teacher-counselor. The teacher-counselor could, through extra schooling, become qualified for this position. However, it would be necessary to add another teacher to teach the courses that had previously been taught by the counselor when he was a teacher. According to the average salaries of classroom teachers for this size of school in Iowa, the approximate cost of this additional teacher would be $4,618.00. It is recognized, however, that due to the low supply of counselors and the great demand for them at the present time, that a counselor most likely could not be obtained for this amount. In an attempt to make this plan possible, the actual cost of adding this teacher was estimated at $5,000.00, annually. This involves more than paying one teacher a higher salary. To provide an equitable salary plan for all teachers, a choice of two things should be done. The first choice is to provide a special-pay provision on the schedule for the counselor. The second choice, and most satisfactory for all the teachers in the system, would be to revise the salary schedule upward to the point where competent teachers could be secured in all areas at the salary listed on the schedule. No attempt was made to estimate the exact amount of the additional cost.
will be made here to revise the salary schedule but the school must recognize the problem and plan for its solution.

The school district is required to match the employees' contributions to the Federal Deposit Insurance Corporation in the amount of three per cent of the first $4,800.00 of their salary.\(^1\) The school district is also required to match the employees' contributions to the Iowa Public Employees' Retirement System in the amount of three and one half per cent of the first $4,200.00 of their salary.\(^2\) These percentages will be figured on all employees' salaries that are added under this five-year plan.

The cost to the school for the Federal Deposit Insurance Corporation and Iowa Public Employees' Retirement System contributions for the full-time counselor will be $291.00, which will be a recurring cost.

In addition to the guidance functions performed during the 1959-1960 school year, a complete counseling program should be organized for grades seven through twelve. This program will include testing programs for aptitude, 


interest, and achievement in all grades. The individual counseling will be directed towards the following three areas: selecting proper elective courses in line with the students' aptitudes and interests, working with cases of maladjustment, and securing adequate job placement for those leaving the high school.\(^1\)

For the 1961-1962 school year, a half-time secretary should be employed to assist the counselor in his work. This would add one-half secretary to the school staff and would be an annual cost of approximately $1,218.00.\(^2\) The annual cost to the school for the Federal Deposit Insurance Corporation and Iowa Public Employees' Retirement System contributions for the secretary will be $79.17. This secretary would perform all clerical duties required by the counselor in his work. Supplies should be purchased.

The guidance program should continue with the same objectives as suggested for the 1961-1962 school year, including during the remaining years of the five-year plan.

At the beginning of the 1958-1959 school year, the high school principal's office was moved in order to provide

\(^1\)Hutson, op. cit., pp. 506-599.

more room for the principal's needs. This left a small room vacant which could be used for the counselor's office. Sufficient classroom space was available during all periods of the school day that one could be used for group counseling. Outside of one period a small room could be used for the counselor's office, so little or no cost would be involved. Most of the furniture needed to equip this room was on hand. When the North Elementary Building was completed, it was completely furnished with new furniture. The old furniture was in fair condition and was kept in case it would be needed. A suitable desk, approximately four chairs, and a filing cabinet can be obtained from the old elementary classroom. The estimated cost of supplies for the guidance program was $852.15. Most of this amount will be recurring cost, and supplies should be purchased during the 1959-1960 school year. The increased annual cost when the plan is fully operative is estimated to be $7,440.32. 

III. SUPERVISION TIME FOR THE ELEMENTARY PRINCIPAL

The elementary principal, whose responsibility it was to supervise grades kindergarten through six, taught full time in the sixth grade. Outside of one period a day, which was taught by the music teacher, the principal had no school time for supervision or administrative duties. Need for supervision time for the elementary principal.

The Regional Consultant of the Department of Public Instruction stated that at least half of the elementary principal's time should be devoted to supervision.\(^1\) According to a National Education Association study, the lack of clerical help is one of the main hindrances to a principal in his service to his school. This study also stated that a full-time principal should be assigned when the school reaches an attendance of two hundred. The study indicated that multi-school assignments should be avoided.\(^2\)

In an interview with the superintendent of schools, he stated that he thought it essential that the elementary principal have more free time for supervision of instruction. He did not plan, however, to change this situation.

\(^1\)Regional Consultant's Report, \textit{op. cit.}, p. 2.

immediately other than to recommend that the principal's salary be increased to compensate for his extra duties. The elementary principal stated that he felt his effectiveness as principal was severely hampered because of his lack of time for supervising the teachers and the students in their work. Because of his full teaching load, he had little time for supervisory work in his building, East Elementary, let alone in the North Elementary building which was located approximately five blocks from the East Elementary building. Five of the teachers interviewed stated that counsel and advice were needed at times when the principal was not available. The teachers in the North Elementary building stated that they rarely saw the principal. In a poll, eleven of the thirteen elementary teachers indicated that the elementary principal should have more time for supervision.

Very frequently the elementary school principal is assigned a full load of teaching. Emphasis now is being placed upon the principal's supervisory duties which are considered very important. The supervision of an elementary school involves considerable time and the elementary principal should have at least half of his time set aside for this duty. According to the Department of Public Instruction, the principal should have a minimum of sixty hours.
minutes of each school day scheduled for administrative and supervisory duties.\(^1\)

In many cases the elementary principal should be relieved of all teaching duties. This would apply where the elementary school has two hundred or more students, where clerical help is not available, and where there are two or more elementary schools in the system. A National Education Association study indicated that a principal should have full time for supervision when the pupil mark reaches two hundred. Clerical help should be provided and a school should use caution in assigning a principal to more than one building.

Administration and supervision require a great part of the principal's time and are considered essential to his responsibilities. Elementary principals spent their time in the following manner according to a National Education Association study: administration--forty-four per cent, classroom teaching--three per cent, supervision and curriculum--thirty-five per cent, and community work--eighteen per cent.\(^2\)

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\(^1\)State of Iowa, Department of Public Instruction, How Good is Your Local School System, Bulletin Number 10060-1961 (Des Moines: Department of Public Instruction, 1958), p. 28.


\(^3\)Ibid., p. 241.
If the elementary principal in the Pleasantville Community School is to provide maximum service to his school, he must have time for supervision. It is recommended that for the 1961-1962 school year the principal be given full time for supervisory and administrative duties. This would make it necessary to relieve the principal of half of his teaching duties.

Recommended plan for the elementary principalship. As a teacher was employed half days for the afternoon kindergarten program, it is recommended that for the 1959-1960 school year this teacher be employed full time to cost an annual additional amount in teacher's salaries of approximately $1,802.50. The annual cost to the school for the Federal Deposit Insurance Corporation and Iowa Public Employees' Retirement System contributions for this teacher will be $117.16. These contributions, along with half of his time released from teaching duties, will enable the school to arrange a schedule of class-room visitations to all rooms. These visitations, followed by conferences with teachers concerning the visitations, will increase the principal's administrative duties will take all the free time allotted to the principal. The principal will perform the same duties as suggested for the 1959-1960 school year during the 1960-1961 school year.

1Ibid.

Due to the number of elementary students enrolled, 380, an expected increase in enrollment in future years, and the fact that the elementary school was housed in two buildings, it is recommended that for the 1961-1962 school year the principal be given full time for supervisory and administrative duties. This would make it necessary to add another one-half teacher which would again be an annual additional cost of approximately $1,802.50. The annual cost to the school for the Federal Deposit Insurance Corporation and Iowa Public Employees' Retirement System contributions for this teacher will be $117.16.

In addition to the duties performed by the principal during the 1961-1962 school year, the principal should organize a program of in-service training which should include a workshop at the beginning of the year for orientation of teachers, provision for teachers to visit other schools to observe teaching procedures, demonstration teaching to learn new teaching procedures, and teachers' meetings for other professional growth. The classroom visitation program should be increased, and considerable time should be spent studying the curriculum of the school and revising it if necessary.²

¹Ibid., p. 5.

For the school year 1961-1962 some clerical help should be provided for the elementary school. The present school secretary did help the elementary principal to a certain extent, but this was not sufficient. A half-time secretary should be employed for the elementary school. This could be the same secretary who is employed to work for the counselor. As additional clerical help is hired during the summer, this secretary could be employed for this time also, thus making the position a full-time, twelve-month job. This would add one-half secretary to the school staff and would be an annual cost of approximately $1,218.00.\footnote{Ibid., p. 5.} The annual cost to the school for Federal Deposit Insurance Corporation and Iowa Public Employees' Retirement System contributions for the secretary will be $79.17. During class time or after school by the regular class, the secretary would have some time to assist the elementary teachers in their work, in ways such as doing typing and duplicating work for them.

When the North Elementary School building was completed, an office, which consisted of two rooms each twelve by fourteen feet, and equipped with desks, chairs, typewriter, duplicating equipment, filing cabinets, and

\footnote{Regional Consultant's Report, p. 3.}
telephone, was included. No additional cost would be involved if the principal and his secretary were to use these rooms for their offices.

The total cost of this program each year for the elementary principalship, including all recurring costs, would be: 1959-1960—$1,919.66, 1960-1961—$1,919.66, 1961-1962—$5,136.49, 1962-1963—$5,136.49, and 1963-1964—$5,136.49. The increased annual cost when the plan is completed is estimated to be $5,136.49.

IV. REMEDIAL INSTRUCTION

There was no organized program of remedial instruction in the Pleasantville Community School at the time of this study. The remedial help that was given was done either during regular class time or after school by the regular teachers.

Need for remedial instruction. The Regional Consultant of the Department of Public Instruction stated that remedial instruction should be included in the curriculum and that this should be done by teachers other than the regular classroom teachers during the regular school year.1

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1Regional Consultant's Report, op. cit., p. 3.
In an interview with the superintendent of schools, he stated that plans were being made to begin some remedial instruction in both English and arithmetic for students in grades three through twelve during the summer of 1959. This was to be on a voluntary basis, although recommendations were to be made by the teachers advising certain students to take these courses. The elementary and high school principals thought that remedial instruction was the most pressing need in the school. In a poll, all the teachers thought that a remedial program was needed.

According to scores on the Iowa Tests of Basic Skills there is a definite need for remedial instruction. In the composite scores for grades three through nine, all scores were below the fiftieth percentile in 1959. The scores ranged by grades from the twelfth percentile to the fortieth. These scores indicate that many Pleasantville students need to improve their skills in reading and arithmetic. Blair has stated that both reading and arithmetic skills can be greatly increased through remedial instruction.

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To provide the best education possible for all students in the Pleasantville Community School, remedial instruction is needed and should be included in the school curriculum. In school day in the areas where remedial help is needed and then be with their regular classes the remedial teacher. This will enable one remedial teacher to work with more than one group each day and thus enable one teacher to teach more students.

Recommended plan for remedial instruction. Some remedial work was planned for the summer of 1959. The remedial instruction should be continued during the summer school sessions until 1963. This remedial instruction should consist of remedial courses in reading and arithmetic that will be available to all ages.

As a result of the recent building program, a large room had been used as a classroom and could be used for the remedial classes. This room was used for the budgeting and arithmetic that will be available to all ages.

The remedial classroom should have desks and supplies for the remedial classes. This room was left vacant in the first Elementary School building. This furniture would be used for the remedial classes. However, that due to the low supply of remedial teachers and the great demand for them at the present time, that a remedial teacher most likely could not be obtained for this amount. In an attempt to make this plan possible, the slow learners of all grades, in reading and arithmetic actual annual cost of adding this teacher was estimated at 1958-1959 Salary Survey, op. cit., P. 4.
The remedial teacher should be able to work with all the students in the school who need remedial help. These students should work in the remedial room during the high part of each school day in the areas where remedial help is needed and then be with their regular classes the other part. This will enable the remedial teacher to meet with more than one group each day and thus enable him to teach more students.\(^1\)

As a result of the recent building program, a large room was left vacant in the East Elementary School building. This room had been used as a classroom and could be used for the remedial classes. When this room was left vacant as a classroom, the teacher's desk, filing cabinets, and students' desks were left as new furniture was purchased for the North Elementary School building. This furniture could be used for the remedial classes.

The remedial classroom should have texts and supplies for slow learners of all grades. As reading and arithmetic were the two subjects mentioned by the Regional Consultant for improvement, the following estimated costs will be for these two areas and will include student texts and supplies, teacher texts, and tests to accompany these texts. As a

\(^1\)Jacobson, op. cit., pp. 140-141.
beginning, materials for five students at each grade level should be purchased. This number was arrived at by taking the science facilities were very limited. Ten small ten per cent of the average class size in the school which was being used for all the science classes. The desks, was approximately fifty. Approximately ten per cent of a class are considered to need remedial instruction. If there is a need for additional materials in any of the grade levels, these should be purchased when the need is determined. The estimated initial cost for remedial texts and supplies for the areas of reading and arithmetic was $532.45. An allowance of approximately $100.00 each year should be made for replacement of texts and supplies for the remedial room. Scott, Foresman, and Company price lists were used in arriving at these estimates. These texts and supplies should be purchased during the 1959-1960 school year.

The total cost of this program each year for remedial instruction, including recurring costs, would be: 1959-1960--$532.45, 1960-1961--$100.00, 1961-1962--$100.00, 1962-1963--$100.00, and 1963-1964--$5,391.00. The increased annual cost when the plan is in full operation is estimated to be $5,391.00.

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1Ibid., p. 138.

V. DEVELOPMENT OF THE HIGH SCHOOL SCIENCE FACILITIES

The science facilities were very limited. One small room was being used for all the science classes. The desks, storage space, equipment, and supplies were inadequate to meet the needs of the classes.

Need for the development of the high school science facilities. The Regional Consultant of the Department of Public Instruction stated that a program should be started at once for developing the high school science facilities. As a result of the recent building program, there was a room left vacant that was available for use by the science department. This room was larger, and that adequate space was available for doing this. 1

The superintendent of schools stated that definite plans had been made to improve the science facilities. He thought this to be highly important. The science teacher indicated that there was a definite need for more room and equipment to be able to offer an adequate science program.

The science room should be large enough to accommodate the largest classes and to contain the necessary equipment and supplies. The teacher should have office space and a room separate from the laboratory room should be provided for storage. The Department of Public Instruction stated that instructional equipment and supplies in the area of

1Regional Consultant's Report, op. cit., p. 3.
science should be adequate to meet the needs of instruction.\(^1\) Circular 100c of the Department of Public Instruction gave specific suggestions for the size of the science room and the equipment and supplies that should be available.\(^2\)

If the Pleasantville Community School is to provide an adequate science program, improvement in its science facilities is needed.\(^3\) The estimated amount to the extent that it was also be used for the teacher's office. The estimated cost of converting these rooms for use by the science department was $2,702.25 based on an estimate by a local contractor who submitted a bid for the work. This will net recurring cost. These rooms should be converted for use by the science department for the 1967-1968 school year in use, thirty feet by forty feet, and would meet the minimum standards recommended by the Department of Public Instruction which are thirty-five to forty square feet for each pupil.\(^4\) The largest class to use this room will be approximately thirty students, which would allow sixty-seven square feet per pupil.

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\(^1\) Standards for the Approval of School Districts, op. cit., p. 8.

\(^2\) State of Iowa, Department of Public Instruction, Science Apparatus, Equipment, and Facilities Approved for Iowa High Schools, Circular Number 100c (Des Moines: Department of Public Instruction, 1958), pp. 7-20. (Mimeographed.)

\(^3\) Ibid., p. 4.

\(^4\) Ibid., pp. 8-10.
feet per pupil. The new science room had an adjoining room, twelve feet by twenty-one feet, which could be used for storage space and for the teacher's office and workroom. The recommended amount of storage space was not less than one hundred and twenty five square feet.\(^1\) This room has two hundred and fifty two square feet so would be above the minimum recommended amount to the extent that it could also be used for the teacher's office. The estimated cost of converting these rooms for use by the science department was $8,702.25 based on an estimate by a local contractor who submitted a bid for the work. This will not be a recurring cost.\(^1\) These rooms should be converted for use by the science department for the 1959-1960 school year, and during the next four years additional equipment and supplies should be secured to meet the minimum recommendations of the Department of Public Instruction. The total approximate cost of this equipment and supplies was estimated to be $3,500.00, a figure arrived at by comparing the present equipment and supplies in the science department with the list recommended by the Department of Public Instruction.\(^2\) This would amount to a cost of $875.00 for each of the four remaining years, but would not be a

\(^1\)Ibid.

\(^2\)Ibid., pp. 7-20.
recurring cost after these four years and is in addition to the regular allowance in the school budget for the science department.

The total cost of this plan each year for the science facilities was: 1959-1960--$8,702.25, 1960-1961--$875.00, 1961-1962--$875.00, 1962-1963--$875.00, and 1963-1964--$875.00.

VI. DEVELOPMENT OF THE HIGH SCHOOL LIBRARY

The library facilities in the Pleasantville Community School were limited. There were 975 books and many of these were very old. The library was located in one end of the study hall. There was no workroom or storage space. The teacher in charge of the library had a full schedule of classes in addition to her duties as librarian.

Need for improvement of the high school library. The Regional Consultant stated that a program should be started at once for developing the facilities and services of the high school library.¹

The superintendent of schools stated that no definite plans had been made to improve the library. The school librarian stated that she had very little time allotted to her for performing library services and that no extra pay

¹Regional Consultant's Report, op. cit., p. 3.
was given for what she was doing outside of school time. In a poll, seven of the ten high school teachers indicated that the library facilities were not adequate for their needs. The bookroom should be large enough.

Library facilities and services are very important to a school. The facilities of the library, which include equipment, furniture, and supplies, as well as the personnel employed to supervise the operation of the library, should be adequate to meet the needs of the school. Improvement is needed in the library facilities and services of the Pleasantville Community School to adequately meet the needs of the students.

The books in the library should be up-to-date and in quantity sufficient to meet the needs of all students.

**Recommended plan for improvement of the high school library.** A qualified teacher-librarian should be hired for papers, and reference materials. The necessity for the 1969-1970 school year and released from half of the libraries was indicated by the Department of Public Instruction. The hiring of one-half teacher with the approximate cost of $3,000. These standards state that each high school shall have a central library and also give a recommended minimum number of books, periodicals, newspapers, encyclopedias, dictionaries, and globes that should be in the central library.

1 Standards for the Approval of School Districts, op. cit., p. 6.

The library reading room should be large enough to accommodate all students who need to be in the library at a given time. There should be adequate storage and workroom space provided. The bookroom should be large enough for the books needed and should have shelving designed for proper storage of the books. The librarian should have time available to adequately supervise the operations of the library. Circular 100d of the Department of Public Instruction gave specific recommendations concerning the personnel and facilities of the central library.¹

To supply students in the Pleasantville Community School with adequate information for their school work, improvement of the school library is needed. The book could be moved to another location. The library back room should be moved. The classroom, which was thirty-four feet by forty feet, that would be vacated as a result of the 1959-1960 school year and released from half of the normal teaching load to serve as librarian. This will be an increase of one-half teacher, with the approximate cost of $2,309.00.² It is recognized, however, that due to the low supply of librarians and the great demand for them at the present time, all the available personnel will be needed. The personnel study held in the present science room, can be used for the extra teacher and the approximate cost of the new library will be $15,000.00.³

¹State of Iowa, Department of Public Instruction, Guide for Development of School Library Services, Circular Number 100d (Des Moines: Department of Public Instruction, 1959), pp. 7-13.
the present time, that a librarian most likely could not
be obtained for such an amount. In an attempt to make this
plan possible, the actual cost of adding this one-half
teacher was estimated at $2,500.00 which will be a recurring
cost. The annual cost to the school for the Federal
Deposit Insurance Corporation and Iowa Public Employees' 
Retirement System contributions for this teacher will be
$162.50. The catalog should be purchased. The estimated

The recommended amount of room for each reader in
a library is thirty square feet. The present library,
which is eighty by thirty feet, would provide space for
the largest group that would ever be in the library, which
would be approximately eighty students, providing the book
room could be moved to another location. The library book
room should be moved. The classroom, which was thirty
feet by forty feet, that would be vacated as a result of
moving the science department could be converted into a
book room. This should be done during the 1960-1961 school
year. The present study hall, which is directly across
a hall from the present science room, can be used for the
reading room. If this is done, the new book room can be
partitioned to provide workroom and storage space. The

1 Guide for Development of School Library Services,
op. cit., p. 8.
recommended space for the workroom and storage space was two hundred to two hundred and fifty square feet.\(^1\) This amount should be partitioned from the book room and would leave enough room for proper storage of the books. As the room was originally a science room, a sink, running water, and electrical outlets are available. Adjustable shelving, additional tables and chairs, a bulletin board, and a wooden card catalog should be purchased. The estimated cost of converting this room into the bookroom, workroom, and storage space was $800.00, an estimate made by the same contractor who submitted a bid for the science rooms. This will not be a recurring cost.

During the next three years, with the recommendations of the librarian, books should be purchased to raise the number to at least the minimum number of 1750 which is recommended by the Department of Public Instruction.\(^2\) As there are 975 books presently in the library, the number of books that should be purchased during the three-year period would be 775. Dividing this by three years, there would be approximately 258 books purchased each year. In estimating the cost of this plan for each year, an average

\(\text{\textsuperscript{1}}\text{Ibid., p. 9.}\)

\(\text{\textsuperscript{2}}\text{Standards for the Approval of School Districts, op. cit., p. 8.}\)
cost per book was estimated at $4.00. Using this figure, the cost of this program for each of the three years would be approximately $1,032.00. This will not be a recurring cost after the five year plan is completed, and will be in addition to the regular allowance made in the school budget for upkeep and replacement of books. At the time of this study, there was no regular allowance in the school budget. A minimum of $3.00 per pupil enrolled is recommended for maintaining a library.\(^1\) This would amount to an increased yearly cost of $501.00 and should be provided for in the budget beginning with the 1959-1960 school year and continued each year.

The total cost of this program each year for library facilities, including all recurring costs, was: 1959-1960--$3,163.50, 1960-1961--$3,963.50, 1961-1962--$4,195.50, 1962-1963--$4,195.50, and 1963-1964--$4,195.50. After the plan has been completed the annual increase in cost was estimated to be $3,163.50.

VII. SUMMER SCHOOL PROGRAM

During the 1958-1959 school year, the superintendent of schools initiated plans for a summer school program. In

\(^1\)Guide for Development of School Library Services, \textit{op. cit.}, p. 8.
doing this it was necessary to determine a need and demand
for such a program in the Pleasantville community.

As a first step, the students were asked to notify
the high school principal if they were interested in taking
summer school classes. Very little interest was shown in
response to this approach.

A further step was then taken. A letter explaining
the summer school program was sent to all parents, with a
reply postcard enclosed. Although this resulted in a
larger response, it was felt that there still was not enough
interest shown to justify a summer school program.

The third step was to interview personally each
family that did not return the postcard questionnaire. As
a result of these interviews, all parents were contacted
and their interest or lack of interest in such a program was
determined. As a result of this return, it was felt that a program of offering summer school classes would be
justified. The number of families contacted was 271. Table
II presents the final results of the postcard questionnaire
and the personal interviews. Considerable interest was
shown in the areas of reading, mathematics, typing, driver
education, and English.

During the summer of 1959, classes as follows were
offered:

Need for a summer school program. The Regional Con-
Grades two to six—developmental reading, develop-
ment of the Department of Public Instruction stated
mental arithmetic, and advanced study skills.
### TABLE II

**INTEREST IN TAKING SUMMER SCHOOL COURSES IN THE PLEASANTVILLE COMMUNITY SCHOOL, 1959**

<table>
<thead>
<tr>
<th>Course</th>
<th>Number Interested</th>
</tr>
</thead>
<tbody>
<tr>
<td>Typing</td>
<td>22</td>
</tr>
<tr>
<td>Reading Improvement</td>
<td>17</td>
</tr>
<tr>
<td>Mathematics</td>
<td>16</td>
</tr>
<tr>
<td>Driver Education</td>
<td>13</td>
</tr>
<tr>
<td>English</td>
<td>10</td>
</tr>
<tr>
<td>French</td>
<td>8</td>
</tr>
<tr>
<td>Spanish</td>
<td>7</td>
</tr>
<tr>
<td>Home Economics</td>
<td>5</td>
</tr>
<tr>
<td>Bookkeeping</td>
<td>5</td>
</tr>
<tr>
<td>Shorthand</td>
<td>4</td>
</tr>
<tr>
<td>Social Studies</td>
<td>3</td>
</tr>
<tr>
<td>Science</td>
<td>3</td>
</tr>
<tr>
<td>Industrial Arts</td>
<td>3</td>
</tr>
<tr>
<td>World History</td>
<td>3</td>
</tr>
<tr>
<td>Spelling</td>
<td>3</td>
</tr>
<tr>
<td>German</td>
<td>1</td>
</tr>
<tr>
<td>Office Practice</td>
<td>1</td>
</tr>
<tr>
<td>Art</td>
<td>1</td>
</tr>
<tr>
<td>Advanced Typing</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>126</strong></td>
</tr>
<tr>
<td><strong>Total Families Contacted</strong></td>
<td><strong>271</strong></td>
</tr>
</tbody>
</table>

Grades seven and eight—developmental reading and English, developmental arithmetic, typing, and advanced study skills.

Grades nine to twelve—developmental reading and English, developmental mathematics, driver education, typing, and advanced study skills.

**Need for a summer school program.** The Regional Consultant of the Department of Public Instruction stated
that the Pleasantville Community School should study the need for a summer school program for both remedial and accelerated students.\footnote{1}{Regional Consultant's Report, op. cit., p. 3.}

In an interview with the superintendent of schools, he indicated that he was well pleased with the results of the first summer school and that it would be continued. Both the elementary school and high school principals indicated their approval of the summer school program and thought that it would be an important part of the educational program of the school. In a poll, twenty-two of the twenty-three teachers interviewed indicated that summer school classes should be offered. Their approval was also indicated by the fact that five teachers then employed by the school district agreed to teach the courses that were to be offered during the first summer.

The many students do not have time during the regular school year to take all the elective courses they want or need each year to determine what courses should be offered during the summer school program. A summer school program would enable the schools to broaden their curriculums to better meet the needs of the students. The summer school would also be good for remedial help for slow learners.

Considerable emphasis has recently been placed on enriching the school programs for the academically talented students.
students. Remedial teaching has also gained considerable popularity during recent years. Dr. Conant stated that a summer school program should be made available to both the remedial and bright students.1

The number of schools in the state of Iowa offering summer school courses has been steadily increasing in recent years. Educators are recognizing a need for such a program. In a study conducted by the Department of Public Instruction in 1959, 194 of 614 school districts in the state of Iowa were offering summer school classes.2

If the Pleasantville Community School is to meet the increasing demands put upon it by the public, the desirability of expanding its program into summer school classes should be studied. Recommended plan for a summer school program. The summer school program should be continued. A survey will be necessary each year to determine what courses should be offered and the teachers should recommend students who should receive remedial help during the summer months. The

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2State of Iowa, Department of Public Instruction, Summer School Programs in Four Year Public High School Districts of Iowa During 1959, Educational Bulletin, Volume 31 (Des Moines: Department of Public Instruction, April, 1960), p. 4.
cost of the summer school program during the summer of 1959 was $1,510.00. This amount includes teachers' salaries, contributions to the Federal Deposit Insurance Corporation and the Iowa Public Employees' Retirement System, and all instructional supplies and equipment. The cost should remain approximately the same each summer.

No problem is involved in finding classroom space as any classroom in the three buildings is available for use during the summer months.

The cost of this plan for the summer school program each year was estimated to be $1,510.00.

VIII. SUMMARY

In summary, the following yearly plan was recommended for the Pleasantville Community School.

1959-1960. A teacher-counselor should be employed to work half time for the elementary needs for half-time guidance work. The elementary principal should be relieved of half of his teaching duties. The remedial program should be continued during the summer. The science department should be moved to larger rooms. A teacher-librarian should be hired. A regular yearly allowance should be made in the school budget for maintaining the library. The summer school program should be continued. Supplies for the guidance program during the summer school sessions should be...
should be purchased. Books and supplies should be purchased for the remedial classroom. The total estimated cost of these changes was $16,680.01 which included all recurring costs.

1960-1961. The position of teacher-counselor should be increased to be a full-time counselor. The remedial program should be continued during the summer school session. Science supplies and equipment should be purchased. The library book and storage room should be moved to a larger room which should be partitioned to serve these two functions. The summer school program should be continued. The total estimated cost of these changes was $16,680.01 which included all recurring costs.

1961-1962. The elementary principal should be relieved of all his teaching duties. A full-time secretary should be employed to work half time for the elementary school and half time for the counselor. The remedial program should be continued during the summer school session. Additional science supplies and equipment should be purchased. The summer school program should be continued. The estimated cost of these changes was $19,257.31 which included all recurring costs.

1962-1963. The remedial program should be continued during the summer school session. Additional science
supplies and equipment should be purchased. Additional books for the library should be purchased. The summer school program should be continued. The estimated cost of these changes was $19,257.31 which included all recurring costs.

In the 1963-1964 report of the Regional Consultant 1963-1964. A full-time remedial teacher should be employed. Additional science supplies and equipment should be purchased. Additional books for the library should be purchased. The summer school program should be continued. The estimated cost of these changes was $24,548.31 which included all recurring costs.

The purpose of this plan was to develop a five-year plan for improving the school system in the suggested areas. The total increased annual cost when the plan is completed is estimated to be $22,641.31. A millage increase of four and one half mills would increase the income of the school district by the amount of $25,122.89 each year which would be more than enough to cover these amounts and also allow for any possible mistakes in estimating the cost during the five years.

In addition, information was obtained concerning the Piedmontville Community School. This information included school enrollment, school organization and reorganization, direction help, and
CHAPTER IV

SUMMARY, RECOMMENDATIONS, AND CONCLUSIONS

The present situation in the Pleasantville Community School system was described in each of the six areas.

I. STATEMENT OF THE PROBLEM

In the 1958-1959 report of the Regional Consultant of the Iowa State Department of Public Instruction were listed suggested areas for improving the Pleasantville Community School system. The suggestions for improvement included: (1) guidance, (2) supervision time for the elementary principal, (3) remedial instruction, (4) development of the high school science facilities, (5) development of the high school library, and (6) summer school program.

The purpose of this study was to develop a five-year plan for improving the school system in the suggested areas. The following five-year plan was recommended for the Pleasantville Community School.

II. PROCEDURE

1959-1960. A teacher-counselor should be employed. Literature pertinent to each of the six areas was reviewed. This literature consisted of educational textbooks and periodicals, and publications of the Department of Public Instruction. Information was obtained concerning the Pleasantville Community School. This information included school enrollment, school organization and curriculum, clerical help,
school facilities, school finance, and a discussion of the improvements needed. Books and supplies should.

The present situation in the Pleasantville Community School in each area was reviewed, recommendations of the Department of Public Instruction and the Regional Consultant 1959-1961. The position of teacher-counselor should were presented, and school personnel, parents, and students needed to be a full-time counselor. The remedial were interviewed to determine the needs of the school in each area.

Science supplies and equipment should be pur- Recommendations were then made for improvement in The library book and storage room should be. These recommendations were made to cover a to a larger room which should be partitioned for five-year period in order that it be reasonably possible to attain within that period of time.

III. THE FIVE-YEAR PLAN

The following five-year plan was recommended for the Pleasantville Community School. A full-time secretary should be employed to work half time for the elementary 1959-1960. A teacher-counselor should be employed and half time for the counselor. The remedial for half-time guidance work. The elementary principal should be relieved of half of his teaching duties. The remedial program should be continued during the summer school session. The science department should be moved to larger rooms. A teacher-librarian should be hired. A regular yearly allowance should be made in the school budget for maintaining the library. The summer school
program should be continued. Supplies for the guidance program should be purchased. Books and supplies should be purchased for the remedial classroom. The total estimated cost of these changes was $16,680.01.

1960-1961. The position of teacher-counselor should be increased to be a full-time counselor. The remedial program should be continued during the summer school session. Science supplies and equipment should be purchased. The library book and storage room should be moved to a larger room which should be partitioned to serve these two functions. The summer school program should be continued. The total estimated cost of these changes was $14,511.31.

1961-1962. The elementary principal should be relieved of all his teaching duties. A full-time secretary estimated to be $22,691.31. A mileage increase of four should be employed to work half time for the elementary school and half time for the counselor. The remedial program should be continued during the summer school session. Additional science supplies and equipment should be purchased. The summer school program should be continued. The estimated cost of these changes was $19,257.31.

1962-1963. The remedial program should be continued during the summer school session. Additional science supplies and equipment should be purchased for the remedial classroom. The total estimated cost of this plan was during the 1963-1964 school year and was $24,588.31. The total estimated cost of this plan was $16,680.01.
supplies and equipment should be purchased. Additional books for the library should be purchased. The summer school program should be continued. The estimated cost of these changes was $19,257.31.

1963-1964. A full-time remedial teacher should be employed. Additional science supplies and equipment should be purchased. Additional books for the library should be purchased. The summer school program should be continued. The estimated cost of these changes was $24,548.31.

IV. CONCLUSION

The highest estimated cost of this plan was during the 1963-1964 school year and was $24,548.31. The total increased annual cost when this plan is completed is estimated to be $22,641.31. A millage increase of four and one half mills would increase the income of the school district by the amount of $25,122.89 each year which would be more than enough to cover these amounts and also allow for any possible mistakes in estimating the cost during the five years.

This amount should not be prohibitive considering the improvements that will be accomplished. Looking at these figures, it appears that the plan would be possible to attain within the five-year period.
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C. PERIODICALS


D. UNPUBLISHED ARTICLES


APPENDIX

PLEASANTVILLE COMMUNITY SCHOOL CURRICULUM

First Grade
- Reading
- Music
- Numbers
- Spelling
- Science
- Physical Education

Third Grade
- Arithmetic
- Reading
- Spelling
- Language
- Science
- Social Studies
- Art
- Physical Education

Fifth Grade
- Arithmetic
- Reading
- Spelling
- Language
- Social Studies
- Science
- Art
- Physical Education

Elementary Activities
- Band (grades 5 and 6)
PLEASANTVILLE COMMUNITY SCHOOL CURRICULUM

Kindergarten
Music
Numbers
Stories
Pre-reading skills
Literature
Art
Basketball
Second Grade
Reading
Spelling
Language
Science
Arithmetic
Arts and Crafts
Music
Physical Education
Science General Business

Fourth Grade
Reading
Arithmetic
Algebra Education
Spelling
Writing
Science
Social Studies
Art
Physical Education

Sixth Grade
Social Studies
Science
Reading
Arithmetic
English Practice
Spelling
Physical Education

First Grade
Reading
Music
Numbers
Spelling
Science
Physical Education
General Math or Algebra
Home Economics

Third Grade
Arithmetic
Reading
Spelling
Language
Science
Social Studies
Art
Physical Education

Fifth Grade
Arithmetic
Reading
Spelling
Language
Social Studies
Science
Art
School Activities
Physical Education
Band
Girl's Club
Boy's Club

Elementary Activities
Football
Basketball
Track
Swimming
Judo

Elementary Subjects
(required subjects)
Seventh Grade

English
Mathematics
Science
Geography
History
Physical Education

Junior High Activities

Football
Girl's Basketball
Boy's Basketball
Track
Band
Boy's Glee Club
Girl's Glee Club
Mixed Chorus

Tenth Grade

*English II
*World History
*Biology
General Business
Bookkeeping
Geometry
Vocational Agriculture
Home Economics
Driver Education
Physical Education

Twelfth Grade

*American Government
*Social Problems
English IV
Home Economics
Vocational Agriculture
Industrial Education
Chemistry
Advanced Algebra
Trigonometry
Office Practice
Economics
World Geography
Physical Education

Eighth Grade

English
Mathematics
Science
Government
History
Physical Education

Ninth Grade

*English I
*General Science
*General Math or Algebra
Home Economics
Vocational Agriculture
Industrial Education
Physical Education

Eleventh Grade

*English III
*American History
Typing
Shorthand
Vocational Agriculture
Chemistry
Geometry
Driver Education
Physical Education

High School Activities

Band
Girl's Glee Club
Boy's Glee Club
Mixed Chorus
Football
Boy's Basketball
Girl's Basketball
Track
Dramatics
Journalism

*Required Subjects