

AN INVESTIGATION OF SELECTED STATE
PROGRAMS FOR ACCREDITING
ELEMENTARY SCHOOLS

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CHAPTER I

THE PROBLEM AND PURPOSES OF THE STUDY

For many years, accreditation standards have been applied either voluntarily or by law to the fields of secondary education and higher education; however, the accrediting of elementary schools is a relatively new development in education. Only in the last twenty years has the idea of setting standards for elementary schools come to the attention of state governments.

I. THE PROBLEM

Statement of the problem. The purpose of this study was to locate and identify the states that have accreditation programs at the elementary level and to determine whether these states are consistent in the application of minimum standards and the administration of the accreditation program.

The philosophy or purposes that are the bases for accreditation programs were studied in an effort to determine the motivation behind the programs.

The hypotheses of this study were (1) that universal standards of accreditation are not present in the United States; (2) that standards for accreditation are not consistent from state to state; (3) that the administration of accreditation is not consistent from state to state.

II. SIGNIFICANCE OF THE PROBLEM

Importance of the study. In an age where quality of education has been challenged by uninformed lay people, informed lay people, and by professional educators themselves, it becomes important to find and identify the standards that do exist. Among these standards are accreditation programs.

The importance of this study is to locate and identify the measures being taken by some states to improve educational opportunities provided the children of these states through accreditation procedures.

Procedure that was followed. The material for this study was gathered from state departments of education. Letters were written to each chief state school officer requesting information concerning the accreditation of elementary schools in that state.

Of the fifty state departments of education that were contacted, forty-seven replied. Of these forty-seven, thirty-two have no program of accreditation of elementary schools. Two states are in the process of developing programs and thirteen states are now accrediting elementary schools.

Of the thirteen states having programs, eight were selected for this study on the basis that they are representative of all the programs investigated. The states selected

for this study were: Colorado, Georgia, Kansas, Kentucky, Montana, North Carolina, Oregon and Texas.

Scope of the problem. This study is concerned with the identification of state accreditation programs for elementary schools and the investigation of the standards set by the accrediting bodies of the states.

III. DEFINITION OF TERMS

Accreditation. In this study, the term, "accreditation," will be used to mean an official decision by the state department of education or equivalent state agency, that, in the judgement of the department, a school or school system has met the standards of quality established by the state and the minimum standards set by the accreditation agency.

Approval. In this study, the term, "approval," will connote a lesser degree of acceptance than "accreditation."

The term, "approval," will be used to mean an official act of the state department of education certifying that a school or school system complies with laws, rules or the regulations for administrative purposes.

Chief state school officer. "Chief state school officer" will refer to the person in the state who is the head of that state's educational system. The actual title of this person varies. For example, titles sometimes used

are: Superintendent of Public Instruction, State Commissioner of Education, State Superintendent of Public Schools, and State Superintendent of Education.

School board. The term, "school board," will refer to the elected body on the local level that determines school policies. This agency is sometimes referred to as the board of school trustees or board of education.

IV. ORGANIZATION OF THE THESIS

Chapter I deals with the nature of the study, the statement of the problem, significance of the problem, scope of the problem, and the definition of terms used that may have a unique or peculiar meaning in relation to this study.

Chapter II presents a brief review of literature on the subject of elementary school accreditation, and provides the sources for the investigator's information.

Chapter III presents the purposes and procedures of the selected state accreditation programs.

Chapter IV studies the minimum standards affecting the administration of schools and the requirements for administrators. The divisions included in this chapter are: the school board, superintendent, the principal, professional personnel, general criteria, health, inter-scholastic athletics, transportation, and clerical assistants.

Chapter V is concerned with the minimum standards in relation to the school curriculum. The program of instruction, instructional materials, guidance, library, and special education, are the areas to be found in this chapter.

Chapter VI reports the minimum standards in relation to the school building and site. In addition, standards affecting equipment, fire and safety, flags and custodial services are contained herein.

Chapter VII is the summary, including conclusions and recommendations for further study.

CHAPTER II

REVIEW OF THE LITERATURE

Not much has been written in regard to individual state policy on accreditation of elementary schools. What has been written has been done mostly as a function of the different state departments of education when they were in the process of setting up their programs of accreditation of elementary schools.

I. EXAMPLE OF LITERATURE PUBLISHED BY A STATE ORGANIZATION

Kansas Bulletin 301. Much of the data for this study was compiled by contacting each state department of education. The following is the type of information that was received from most states.

In 1958, Bulletin 301 was issued by the chief state school officer of Kansas, Adel F. Throckmorton.¹ The bulletin established standards for accrediting elementary schools in Kansas.

Bulletin 301 divides the standards for accreditation into the following categories: Building and Site; School

¹Adel F. Throckmorton, Standards for Accrediting Kansas Elementary Schools, Kansas Department of Public Instruction, Bulletin 301, (Topeka: State Printing Plant, 1958), pp. 4-16.

Board; Principal; Staff; Length of School Year; Class Load; Library; Age of Entrance; Curriculum; Fire and Safety; Physical Examination; Flags; School Attendance and Promotion; Inter-scholastic Competition; Transportation; and Special Education.² These categories of standards are representative of other states' policies on minimum standards for accreditation of elementary schools. Some of the states word the categories differently and some leave out a few while adding others; but, in general, these are the bases upon which elementary schools are accredited in the United States.

The minimums that each state assigns to each of these categories is to be a major part of this study.

Literature of the educators. Much of the writing that has been done is an afterthought when the author has been concentrating the larger part of his attention on the accreditation of the secondary schools, higher education, or even narrower fields, such as accreditation of teachers.

W. B. Rich, in an article about secondary accreditation, has listed some reasons for accreditation on any level of educational endeavor. Among the purposes that Rich lists, five apply to elementary as well as to secondary education. These are:

²Ibid., pp. 4-16.

1. To improve the quality of education or educational opportunities.
2. To insure maintenance of a minimum educational program throughout the state.
3. To point the direction of the state's educational program.
4. To enable a school to qualify for state financial aid of various types.
5. To give the public a means of judging or comparing schools.³

Morphet, Johns and Reller point out that standards set by the state, could tend to handicap a local school or school district. They go on to point out that to issue standards that are unattainable would be meaningless.⁴

At the other extreme is the suggestion by Engleman that national standards be set for the purpose of creating consistency of programs, but he warns that a formalized national course of study be avoided so that growth through experimentation and individuality could be retained.⁵

Summary. Accreditation is well developed in higher education and on the secondary level of education. The idea

³W. B. Rich, "State Approval and Accreditation of Public Schools," School Life, 43:8-10+, October, 1960.

⁴Edgar L. Morphet, Roe L. Johns, and Theodore Reller, Educational Administration (Englewood Cliffs, New Jersey: Prentice-Hall Inc., 1959), p. 49.

⁵F. E. Engleman, "Schools of our Nation Need Some Curricular Experiences in Common," Nation's Schools, 58:51-54, September, 1956.

of developing a workable system of accreditation and standards for elementary schools is relatively new in education, and it will doubtless prove subject to the same pressures and conflicts that besiege any new endeavor.

The educational role played by standards of accreditation should be one in which the aim is to raise the educational level of the elementary school in all its facets and in every locale to the point at which accreditation and its standard requirements will no longer be necessary.

CHAPTER III

ADMINISTRATION OF THE ACCREDITATION PROGRAM

This chapter is devoted to a study of the purposes and procedures of the administration of the state accreditation programs on the elementary level.

I. COLORADO

Purpose

According to the publication, Approval and Accreditation of Colorado Schools, the primary purpose for the approval and accreditation program is to evaluate the educational opportunities for the boys and girls of every school system. The establishment of acceptable minimum educational opportunities and to guarantee these to every child in the state of Colorado, is a fundamental purpose of the program.

Procedures

The present program of accreditation in Colorado is concerned more than ever, with the elementary school. In the past the program has focused its attention largely on the high schools of the state, but this is no longer true. The entire program, including the kindergarten through grade twelve, is vitally affected by the new accreditation program.

A major change that has taken place in this program is that the entire school system is now accredited, rather than the individual school.

Because of the nature of the organization of Colorado schools (specifically, the fact that 95 per cent of all the school children in Colorado attend schools in unified districts), accreditation is extended only to those schools that are in unified districts. It is felt that the remaining 5 per cent of the children, attending non-unified public schools, will be brought into the unified systems through a transitional program in a relatively short period of time.

Classifying, approving, and accrediting the Colorado school systems is a cooperative activity, in which the district and state department of education share the major responsibility. Representatives from other schools, from lay groups, and from colleges and universities are also involved in this activity.

Self-appraisal and self-improvement are an essential aspect of the program of accreditation. The state department of education assists in the leadership and services.

All school systems must meet the minimum standards as set forth by state statutes, or by reasonable interpretations and extensions of school laws. It is stressed that raising the standards of a school system to meet the accreditation status is a voluntary matter. The program is in no way forced upon the schools.

In evaluating a school system, the total program is examined in light of the criteria that are set down by an advisory committee on accreditation. These criteria, although individually important, are not absolutes, and it is possible for deficiencies and weaknesses in certain areas to be compensated for by outstanding strengths in other areas of the total program.

The criteria upon which accreditation is based are both quantitative and qualitative. Those in the former category are easily evaluated, while those included in the latter category are often difficult to evaluate.

A school system is evaluated in terms of the minimum standards. These are examined in detail in chapters four, five and six. A school system that contemplates requesting accreditation, and is involved in a program of self-analysis and improvement, should be guided by these standards. These are the standards that a visiting committee will use to appraise the schools' effectiveness and determine if the school is to be accredited.

The team, composed of school and college leaders, and representatives of the state department of education, generally spend several days observing all aspects of the school program. Upon completion of the inspection, the committee recommends to the advisory committee on

accreditation, that the school be placed on the accredited list.¹

II. GEORGIA

Purposes

The official bulletin of the Georgia Accrediting Commission states:

The main reason for the existence of accrediting agencies, is to promote the improvement of the educational opportunities provided by the schools. It is generally agreed that the progress made by schools in recent years makes it necessary for standards for accreditation to be raised if they are to continue to stimulate progress in the schools.²

Procedures

The accrediting commission determines the rating of the school in light of the application filed with the secretary, the reports of the secretary, the area representative of the state department of education, and the reports of institutions of higher learning. The school is judged by detailed reports, inspections, and the character of the work done by the school. These shall be a determining factor in accrediting the schools.

¹Colorado State Department of Education, Approval and Accreditation of Colorado Schools (Denver: State Printing Plant, 1962), pp. 2-8.

²Georgia Accrediting Commission, Official Bulletin, 1963-64, Vol. II, Number 4 (Atlanta: State Printing Plant, September, 1963), pp. 2-3.

Schools not conforming to all major standards will not be accredited, except in cases where the commission has approved superiorities to offset some deficiencies. Major standards are those that are stated in a positive manner using the words, shall, will, must or is required. Minor standards are stated in such a way that the words should or is recommended will denote lesser importance.

All reports to the commission, and all letters and reports from the commission, should be kept on file in the principal's office. School authorities should be kept acquainted with the status of the school.

Experimental programs are encouraged by the commission. Any school engaged in an experimental program is required to file in advance with the Commission secretary, an outline of any program that deviates from the general requirements that govern accredited schools. This proposal must be approved in advance by the Commission.

All schools, regardless of grades, are permitted to apply for accreditation. The elementary standards must apply to grades seven and eight when these grades are a part of the elementary school.

Only schools having good moral tone, cooperation, courtesy, and good will on the part of the pupil, teachers, and administrators, will be considered for accreditation.

A program of health and physical education in all grades is highly recommended.

It is the policy of the Commission not to accredit a new school until it has operated for at least one year, and has met all the minimum standards.

Schools are evaluated in terms of philosophy, policy, plant, program, and the degree to which these appear to meet the needs of the community. Every school should serve as a community center, and should provide a plan and a policy for the wider use of the school plant to the full extent that local conditions permit.

Records

Attendance records, health, personality traits, and participation in extra school or community activities, must be kept on permanent records. They are to be kept in fire-proof vaults or cabinets, or a duplicate set of these records should be filed in a different location than the originals.

Accounting

Each elementary school must have a satisfactory system of internal accounting. Records are to be kept on all funds by the principal or designated school personnel. These records must be audited annually.³

³Ibid.

III. KANSAS

Procedures

Kansas schools are judged for accreditation by their overall pattern of excellence and by the progress made toward meeting all standards.

Any changes in accreditation will be made effective at the end of the school year. If an elementary school is considered to be unaccredited on June 30, it may, upon application and removal of all deficiencies, be given provisional accreditation status on October 15. A school may not receive provisional accreditation for two consecutive years.

Schools that are to be removed from the accredited lists will have at least three months notice of the deficiencies on which the removal is based.

A school with deficiencies, not of major concern, will be given advisement. Continued violation of the standards involved could result in the loss of accreditation. When a major deficiency exists, a school may be removed from the accredited list on June 30, following the term in which this deficiency was first reported.

A school's accreditation status is determined from the October organization report, reports of visiting supervisors, reports from the county superintendent, correspondence with local schools, and information from the state board of health.

The accreditation of public schools is handled by the chief state school officer. He is advised by a committee of not fewer than three persons, who are qualified by education and experience in the field of elementary education. It is the responsibility of this committee to evaluate the elementary school program of accredited schools including the curriculum, instructional staff and the physical facilities.⁴

IV. KENTUCKY

Purposes

The intentions set forth in Division Circular Number 2, by the Kentucky Department of Education, is to raise the standards of education in Kentucky and to emphasize a long-range program of improvement and to achieve quality in the present programs and services.

Procedures

If a school is to be eligible for accreditation, it must meet certain minimum standards of the state school laws and state board of education.

When the state regulations are met, the school is eligible for consideration to be accredited in the following

⁴Kansas State Department of Education, Standards for Accrediting Kansas Elementary Schools, Bulletin 301 (Topeka: State Printing Plant, 1958), pp. 2-3.

categories: (1) schools with eight or more teachers shall be judged in terms of the criteria presented later in this section; (2) schools with less than eight teachers, may be approved by the state board of education; (3) schools with less than eight teachers and operated by private agencies, shall be approved in terms of the general criteria.

The accreditation status is based on the annual report that is submitted by the school to the state board of education.

Classification of schools is based on three levels. The first classification is for the schools that provide exceptional features of the "extended school." They may warrant the "merit rating" for the particular feature that is outstanding. It is conceivable that a school could be given the "merit rating" on the total school program or any part therein, provided continuous effort to improve the school program is made, even after attaining this highest of all classifications.

The second phase included those schools that provide an enriched program above the requirements necessary for a rating of standard, and may qualify for the classification of "extended." One measure that is highly recommended to attain this status is a program designed to meet the needs of the exceptional as well as the normal needs and interests of the pupils. Opportunities should be provided for the

study of foreign languages, general shop, homemaking, arts and crafts, creative work, and remedial programs.

A school meeting the basic requirements shall be classified as "standard."

Schools that have basic deficiencies, in respect to the criteria examined later in this study, will be classified as "provisional" schools, providing the deficiency is temporary.

If the school can meet the legal requirements of the state but cannot be classified according to the standards for accreditation, it may continue to operate on a temporary basis provided its operation is sanctioned by the state board of education.⁵

V. MONTANA

Procedures

Schools in Montana are accredited by the state board of education for one year. Accreditation is based on reports submitted by the schools.

Classification of accreditation is as follows:
"Accredited," all standards are being met or any deviation present is of a minor nature; "Accredited with Warning,"

⁵Kentucky Department of Education, Division of Instructional Services, Accrediting Standards for Kentucky Elementary Schools, Division Circular, Number 2 (Frankfort: State Printing Plant, 1959), pp. 4-6.

notification of serious deviations from the standards; schools are expected to be improved upon without delay; "Accredited on Probation," serious deviations exist and have continued after warning.

The board and school administration must prepare, adopt, and submit a plan of improvement to the chief school officer.

The non-accredited school that fails to bring their standards up to the minimums while on probation will no longer be accredited.

Schools meeting the requirements for accreditation will be issued a certificate annually, attesting to the schools status of being accredited.

Apportionment of state and county funds shall be made to accredited schools.⁶

VI. NORTH CAROLINA

Purposes

The North Carolina accreditation agency has developed standards that represent minimum levels of quality and quantity. Schools that meet these standards have laid a foundation for a good school and should continue to achieve more than the minimum requirements.

⁶Montana Department of Public Instruction, Standards for Accreditation of Montana Elementary Schools (Helena: State Printing Plant, 1961), p. 2.

The primary purpose of accreditation is the improvement of the school and to promote self-study as a means of achieving a desirable educational program.

Procedures

The North Carolina Accrediting Agency recommends the following steps for a school to follow in gaining accreditation status: an objective, staff-conducted, study of the school program and all its aspects; an evaluation in terms of strengths and weaknesses; a plan designed to overcome deficiencies; indication of intent to seek accreditation on the Principal's Preliminary Report; a request to the state department of public instruction for an elementary supervisor to visit and assist the school staff in planning self-improvement; an invitation to the state department of public instruction to conduct an evaluation of the school.

When the above steps have been completed, the elementary supervisor of the state department of public instruction arranges for and directs the evaluation, prepares a report on the findings, and makes a recommendation to the Division of Instructional Services for official action on the request for accreditation.

The size of the school will determine whether the state supervisor or a committee will evaluate the school.

After the evaluation is made, the principal and the superintendent are notified of the action taken on the

request for accreditation by the director of the Division of Instructional Services.

It is recommended that a school receiving accreditation go through the foregoing steps for accreditation every three to five years.

The principal's report is reviewed annually. Any irregularities are noted, and comments, warnings or discontinuances of accreditation are made.⁷

VII. OREGON

Procedures

An elementary school may consist of grades one through eight, one through seven, one through six, or kindergarten and any one of the preceding combinations.

The accreditation committee of Oregon is known as the Oregon School Boards' Association Committee on Standardization.

Schools will be judged and classified in the categories as explained in the following paragraphs.

A "standard school" is any school that fulfills all the requirements pertaining to elementary schools and meets the minimum standards adopted by the state board of education.

⁷North Carolina Department of Public Instruction, Standards for Accreditation of Elementary Schools, Bulletin 354 (Raleigh: State Printing Plant, November, 1962), pp. 7-8.

The standardization committee assumes that a school with such a designation will maintain and improve its program.

The "standard with advice school" has met the minimum requirements of the state board of education to the best of the districts potential and ability, but nonetheless, deficiencies do exist and must be overcome to qualify for the designation of "standard school." A school that is ranked "standard with advice" has the legal status of a fully standard school and the lower rating is given to secure further improvements.

A school that is a "conditionally standard school" fails to meet certain fundamental aspects of standardization. When a school is so rated it must adopt and submit a plan for improving and removing the deficiencies within a reasonable amount of time. This plan is to be submitted to the chief state school officer and accepted by him. Failure to submit a plan of improvement or of nonacceptance may lead the committee to rate the school involved as non-standard.

A school will be rated as "non-standard" if it fails to meet the requirements for standardization and a plan for improving the deficiencies is not made or accepted by the chief state school officer, or is not adhered to by the school involved.

A school is not rated for a specified period of time and is notified in writing when serious deficiencies threaten the schools status. A school that is rated as below the "standard" rating is given a ninety day period in which to submit a plan that is designed to overcome the faults of the school.

Schools that are rated as "standard," "standard with advice," or "conditionally standard," have an improvement program approved and in progress, are eligible for their portion of the Basic School Support Fund of Oregon.

The standardization committee recognizes the need for a flexible program and desires to encourage experimentation. When experimentation causes the school to vary from the accepted minimum standards, the experimental program must first be approved by the chief state school officer.⁸

VIII. TEXAS

Procedures

The Texas Education Agency, as the accrediting body for Texas elementary schools, recommends the following procedures for a school to follow in gaining accreditation status.

⁸Oregon State Board of Education, Standards for Elementary Schools in Oregon (Salem: State Printing Plant, June, 1959), pp. 3-5.

Any school deciding to become accredited assumes the responsibility of meeting at least the minimum standards required for accreditation. Self-evaluation is the first step in this process.

When the school feels that it meets the minimum standards required, it is evaluated by the state department of education through a periodic system of visits and examination of annual school reports. The director compiles a report of the findings, including recommendations for follow-up action on any school system not meeting accrediting standards. This report is submitted to the state commissioner of school accreditation for review and recommendation. He, in turn, submits the report, along with his recommendations, to the state board of education for final action.

Schools are judged for accreditation in a fair and impartial manner. First consideration is given to the schools ability to meet, in full, the standards for accreditation. For a school not meeting the standards, the recommendations can be as follows: for a slight variation, schools will be advised and are requested to make adjustments accordingly; for a continued or major violation, schools are warned and given one year to improve the deficiency; systems that consistently fall below the minimum standards, or are in serious violation of these standards, will lose their accreditation.

A school involved in an experimental program that requires deviation from the standards shall inform the Division of School Accreditation of the nature and extent of the experimentation and a follow-up report of its findings.

A school may be placed on temporary suspension or on probation by the chief state school officer if such action is deemed necessary to preserve the spirit and intent of the accrediting regulations of the state board of education.⁹

IX. SUMMARY

The purposes which the states use as the bases for the establishment and use of accreditation systems are fundamentally consistent. In general, the primary purpose is to assure that the boys and girls of a state receive the best possible educational opportunities.

The administrative agency in charge of accrediting the elementary schools vary from state to state. Five of the state programs are administered by agencies specifically designed for this purpose; two of the programs are administered by the state departments of education and one of the programs is administered by the state board of education.

⁹Texas Education Agency, Principles and Standards for Accrediting Elementary and Secondary Schools, Bulletin 560 (Austin: State Printing Plant, 1961), pp. 27-31.

Of the eight states studied, four states had a bi-level system for the application of accreditation status. These were accredited and non-accredited levels. Three states used a multi-level method of applying accreditation in which the more standards the school met or exceeded the higher ranking it received. One state used a bi-level system but did allow a school a probationary period of time, during which the school was expected to raise its inadequate standards to an acceptable level.

Three of the states investigated make provisions in their minimum standards that encourage experimentation. Five of the states did not mention experimentation nor the effect that variants from standards, as a result of experimentation, would have on a school's accreditation status.

CHAPTER IV

MINIMUM STANDARDS: ADMINISTRATION

School systems that have achieved the status of accreditation have met the minimum standards as set forth by state statutes and the school laws for the area of administration. In addition, they have met the accreditation criteria that are examined in this chapter, unless the accrediting agency makes provision for the schools on a lower level because of minor or irrevocable deficiencies.

I. COLORADO

Administration

A school system, in order to be accredited, must employ at least ten full-time teachers, not including the superintendent. The elementary school must have a minimum of one teacher for each two grades.

A statement of educational philosophy should be formulated by each school system. This statement should be the guide upon which the school system operates. This philosophy is the basis for the general and specific objectives that the school endeavors to obtain. It should be easily recognizable that the school board, the administration and the professional staff have discussed, and evaluated

this statement and understand it thoroughly for the good of the schools.¹

School Board

It is the duty of the school board to employ a highly qualified administrator as the superintendent of schools. To this administrator the board delegates executive authority and holds him responsible for carrying out the policies of the board.

The superintendent and the board of education should work cooperatively to formulate and adopt a comprehensive statement of policies. This statement should be revised periodically.

The state department of education should have on file, a statement of the school board policies. Any major revisions should be submitted, along with the next annual report in order to be included with the original policies.

Minutes and financial records, as well as other important administrative records, should be available at all times in the superintendents office.²

¹Colorado State Department of Education, Approval and Accreditation of Colorado Schools (Denver: State Printing Plant, 1962), p. 14.

²Ibid., p. 15.

Superintendent

The administrator of a school system should lead his school in accordance with democratic principles. All the professional staff should be given ample opportunity to formulate administrative policies under which they work.

These policies should be of a nature to attract and retain the services of well-qualified professional personnel.

The superintendent should devote a proper amount of his time to the administration and supervision of the school program. It is considered proper that at least 50 per cent of the administrators time is spent on administrative responsibilities.

Enough time to develop and improve the instructional program should be allotted by the superintendent and/or a committee delegated by him.

Other responsibilities of the superintendent are: to organize the school system and its program so that operation is efficient and effective and subject to continuing evaluation; to make adequate provision for secretarial, clerical and custodial services; to see that staff members responsible for handling and accounting for school funds, are adequately bonded. All records of school funds should be audited yearly by a fully qualified accountant, not directly connected with the school system; to develop a school budget that is reasonably adequate to insure a well-rounded educational

program; provisions should be made for experimentation, in-service education, and for curriculum development; to organize systematic procedures for reporting to the board, matters concerning the instructional program.³

Principal

Legally valid certificates appropriate to the position must be held by all principals.⁴

Professional Personnel

Good health, character, personality, and, in general, well-adjusted persons to whom boys and girls may look for guidance and counseling are necessary qualities for members of the professional staff. This is applicable to all school employees who are in contact with the pupils.

Appropriate certificates must be held by teachers and at least 75 per cent of the elementary school teachers must hold a certificate based upon a bachelor's degree. This percentage is to be increased to 100 per cent by 1965.⁵

General Criteria

Unified school systems that are accredited, or that are seeking accreditation, should meet the following general

³Ibid., pp. 17-18.

⁴Ibid., p. 18.

⁵Ibid.

criteria: a school year based upon a minimum of one hundred eighty days, during which teachers and pupils are present and engaged in the educational program; the pupil-teacher ratio must not exceed 30-1 when computation is made on an individual school basis; class sizes shall not exceed 35-1 unless an experimental program is in process--this does not apply to classes in physical education and music; all elementary teachers should be provided daily planning periods in which they are free of supervision of children.⁶

II. GEORGIA

School Board

The school board shall have policies that assure the observance of professional ethics and that attract and retain competent school personnel.⁷

Superintendent

Superintendents are directly responsible for the successful functioning of the school system. For this reason it is required that the board delegate to the superintendent, executive and administrative powers, including the nomination of staff personnel.

⁶Ibid., p. 17.

⁷Georgia Accrediting Commission, Official Bulletin, 1963-64, Volume 13, Number 4 (Atlanta: State Printing Plant, September, 1963), p. 12.

Superintendents of a system must hold a five-year professional certificate with five or more years of successful teaching experience for the system to be accredited. This requirement is waived for superintendents that were in service on September 1, 1961 and whose qualifications do not conform to these requirements. This is true providing he has continued in the same position since September 1, 1961. He must have earned a minimum of one course credit annually towards qualifying for the certificate required of a beginning superintendent. This requirement is waived for all superintendents with eighteen or more years of successful experience in the teaching profession and within ten years of the age of retirement.

The superintendent who is professionally certified must have an annual salary greater than any member of the staff of that system.⁸

Principal

For an elementary school to be accredited, the principal must hold a State Principal's Professional Certificate. The principal's who do not are required to earn a minimum of six semester hours of credit per year towards this certificate. This requirement is waived if the

⁸Ibid., p. 12.

principal has fourteen or more years of service as a principal, and is at least fifty-four years of age on or before September 1, 1961.

A minimum of two hours per day, free from classroom duties, is required for supervision of instruction in the school. This is applicable to an elementary school with ten or more classroom teachers.

The principal must have an annual salary greater than any member of the school's staff.

Personnel

The minimum staff an elementary school may have to become accredited is four teachers.

Teachers employed on a full-time basis as the instructors in accredited elementary schools must have certificates based upon the equivalent of three years of college work. This requirement is waived for teachers who have taught for twenty years prior to the school year, 1955-56; who hold active professional certificates based on two years college credit towards a three-year certificate are earned annually.

The salary of a teacher in an accredited elementary school must be equal to or greater than the state schedule of payment.⁹

⁹Ibid., pp. 11-12.

General Criteria

A school year shall consist of a minimum of nine scholastic months, thirty-six calendar weeks, one-hundred and eighty full school days, exclusive of holidays.

A school day shall be considered as five and one half hours, exclusive of recess and lunch period, in which school is in session. In grades one through four, the school day must consist of a minimum of four hours.

A classroom should not exceed thirty-five pupils and must not exceed forty. It is highly recommended that administrators assign fewer pupils to the first grade teachers than are assigned to teachers of other grades.

The pupil-teacher ratio must be 35-1 or less when computation is based on enrollment. Effective September, 1966 the pupil-teacher ratio shall not exceed 30-1.¹⁰

Health

The school must be in sanitary condition and conform to the standards approved by the state department of health and education.¹¹

Inter-scholastic Athletics

Direct and complete control of all inter-scholastic contests and activities is a requirement. The responsibility

¹⁰ Ibid.

¹¹ Ibid.

for this control may not be delegated by the board or administration to any person other than regular members of the school staff.

All finances related to school activities are to be handled as other school funds are handled.¹²

III. KANSAS

School Board

The school board should hold regular monthly meetings at a designated place and time throughout the school year. Accurate minutes must be kept, and all school boards under the jurisdiction of county superintendents must forward copies of these minutes to the county school offices within ten days.

The superintendent of schools or the principal should be present at the board meetings. It is his responsibility to inform the board of the progress of the school and of any problems that exist.

The Kansas Continuing Contract Law must be adhered to by the board and all professional personnel hired on a written contract basis only.

A major responsibility of the school board is to employ the most highly qualified administrator possible.

¹²Ibid.

It is the responsibility of this administrator, in cooperation with the school board, to hire properly certified persons for the positions they will hold.

It is the obligation of the school board to provide the schools with all the necessary instructional materials that will aid in the success of the school program. The determining of the needs of the school in this area should be the duty of the administrator of the school, with the help of the staff.

While it is the school boards duty to provide and administer the school districts budget, the administrator should participate in the preparation of the budget. This will assure the schools that adequate provisions have been made for all the areas of educational interests.

Any school that issues payment for a professional staff member that is not properly certified, places its accreditation status in jeopardy.¹³

Principal

Any school that employs four or more full-time teachers must have a principal that is properly certified.

¹³Kansas State Department of Education, Standards for Accrediting Kansas Elementary Schools, Bulletin 301. (Topeka: State Printing Plant, 1958), pp. 10-14.

The function of the school principal is to improve instruction and to develop a continuous program of professional policy improvement.

Schools that employ eight or more teachers must have a principal that devotes at least 50 per cent of his time to administration and supervision.

Schools employing fewer than eight teachers must have a principal that is allowed to devote a proper portion of his time to the administration of the school and the improvement of instruction.

In systems where a school district employs one person to serve as administrator, he must provide a proper portion of his time for the administration of the school and the supervision of instruction.¹⁴

Personnel

The teachers in the school must be properly certified by the state department of public instruction and qualified for his assignments. If the school is under the jurisdiction of the county superintendent each certified member of the school must register his certificate with the county superintendent.

Certification of all beginning teachers is based on a bachelor's degree granted by an accredited institution.

¹⁴Ibid.

A school's accreditation status will be in jeopardy if continuous teacher turnover is noted.¹⁵

Clerical

There must be adequate clerical help provided the principal in schools employing eight or more teachers, and part-time clerical help for the principal of the schools employing fewer than eight teachers.¹⁶

General Criteria

The school year shall consist of not fewer than one hundred eighty days for a school desirous of becoming accredited. A school month shall consist of four weeks of five days each, or twenty teaching days. A school day shall be considered a minimum of six hours with pupils under direct supervision of a teacher and engaged in educational activities.

A school must enroll at least ten pupils to be eligible for accreditation. The pupil-teacher ratio should not exceed 30-1 in single classrooms. In rooms where there is a combination of two or more grades, the pupil-teacher ratio should not exceed 20-1.

Teachers should be allowed time each day for lesson planning and conferences. This time should be exempt of pupil supervision.¹⁷

¹⁵Ibid.

¹⁶Ibid.

¹⁷Ibid.

Health

All children entering a school are required to have a physical examination which includes sight, hearing, speech, dental and general physical condition.

Children enrolled in school for the first time in Kansas must have a certificate signed by a physician certifying immunization against poliomyelitis, small pox, diphtheria, pertussis and tetanus. This requirement is waived if the physician certifies that immunization would be harmful or if the family objects to immunization because of religious beliefs.

Dental inspections must be provided for all children of the school annually, except in the case of a child who has obtained a certificate from a qualified dentist.

There must be a visual check provided for each child every other year.

All professional personnel and school employees that are in constant contact with the student must have had physical examinations, and certificates of satisfactory health conditions must be on file in the administration office.¹⁸

¹⁸Ibid.

Interscholastic Athletics

A child that is to participate in the interscholastic athletics events must submit evidence that they are physically able to participate.

Participation in inter-school athletics may be done only with written consent of the parents or legal guardians. A pupil younger than the sixth grade will not be considered eligible.

It is not permissible for a school to schedule more than eight inter-school contests, exclusive of tournaments, in any one sport in a school year. A student that is engaged in the sport of basketball must not play more than thirty-two quarters.

Only one inter-school game per week shall be played by a team. Tournaments must be limited to one in any sport during a season. A limit of four games is imposed during the tournament and not more than two games shall be played in one week.

Limitations are placed on inter-school athletics activities as follows: basketball quarters not to exceed six minutes; softball and baseball regulation games, five innings; track and field events for boys shall be limited to three events per boy; track and events for the girls will follow the womens sports rules laid down by the American Association for Health, Physical Education and Recreation;

boxing is prohibited at the elementary level and the authorities discourage tackle football.¹⁹

Transportation

The buses used by the school district for pupil transportation must meet the standards of the state department of public instruction.

The bus driver is responsible for setting a good example of safety habits; to develop discipline under rules and regulations impartially administered; to respect and obey all laws; practice maintenance and to be responsible for the safety conditions of his bus at all times.

The administrators responsibility is to accept the legal responsibility for the transportation system; to furnish a good example of safety; to develop and provide a handbook of policy, rules and regulations; to develop a good in-service training program, or to see that his drivers have access to such a program; to see that bus drivers meet all standards physically, mentally, and educationally.²⁰

IV. KENTUCKY

Principal

Schools that have a teaching staff of eight or more teachers must have a principal who shall devote 50 per cent

¹⁹Ibid.

²⁰Ibid.

of his time to the duties of the principalship. Schools having twelve or more teachers must have a full-time principal who shall devote an appropriate portion of his time to the improvements of instruction.

The principal must hold a valid certificate based on a master's degree and three years of successful teaching experience, preferably in the elementary area. This requirement is waived for all principals who were in a position of administration before the school year 1959-60, provided satisfactory progress is made yearly toward a master's degree.²¹

Personnel

The staff of an accredited school must be composed of at least 75 per cent certified teachers. The certification is based on a bachelor's degree.²²

Clerical

There is to be adequate clerical help for the principal in addition to pupils or teachers who assume clerical duties.²³

²¹Department of Education, Accrediting Standards for Kentucky Elementary Schools, Circular Number 2 (Frankfort: State Printing Plant, 1959), p. 8.

²²Ibid., p. 9.

General Criteria

The classroom organization will be one teacher for a class unit and one grade per room, unless definite need can be proven.

The pupil-teacher ratio shall not exceed 30-1 on the average. A primary class may not exceed a ratio of 35-1. In the intermediate grades, the average ratio shall not exceed 32-1. A class must not ever exceed 40-1 in any case.²⁴

Health

The school must comply with requirements of the state health code. The school staff members and pupils shall practice good health habits. Satisfactory lunch programs and recreational programs shall be provided by the school.

It is suggested that the presence of soft drinks, candy and other snack items on school property does not set a good example and therefore should be avoided.²⁵

V. MONTANA

School Board

A school board must hold regular meetings and detailed records must be kept. The board must have written policies governing their body.

²⁴Ibid.

²⁵Ibid.

The board, in cooperation with the chief school administrator, is responsible for employing and assigning properly certified teachers and staff members. The employment of all professional personnel must be on a written contract basis.

The board is responsible for the establishment and maintenance of an adequate system of handling all official records and reports.

Proper financial accounting, including annual audits, are required by the board for all school districts funds and extracurricular funds.

Reports that are required by the chief state school officer are responsibilities of the school board.²⁶

Superintendent

The superintendent must be certified in accordance with the state board of education rules and regulations and with statutes of the state of Montana.²⁷

Principal

The principal must be certified under the same regulations as the superintendent as set forth by the state board of education.

²⁶Montana State Department of Education, Standards for Accreditation of Montana Elementary Schools (Helena: State Printing Plant, 1961), p. 3.

²⁷Ibid.

Schools that employ from eight to twelve teachers are to be administered by a qualified, certified, elementary principal. The principal in this size school must devote a minimum of fifty per cent of his time towards administrative and supervisory duties.

A school hiring between twelve and twenty-seven teachers must have a fully qualified and certified administrator in charge, on a full-time basis.

The principal must see that a continuous in-service program of training is in effect, and that faculty meetings devoted to improvement of instruction are held monthly.

A school district having two or more elementary principals must assign a qualified coordinator for the general academic instructional program.²⁸

Personnel

For an elementary school to become accredited, all the teachers must hold a valid Montana Teaching Certificate for the elementary level. These certificates must be filed in the county superintendent's office. The teacher's official college transcripts must be on file in the school office.²⁹

²⁸Ibid.

²⁹Ibid., p. 4.

Clerical

Adequate clerical assistance shall be provided the school administrator in schools of eight to twenty-one teachers.

Full-time clerical assistance must be available for the administrator in charge of schools with more than twenty-one teachers.³⁰

General Criteria

The school year shall consist of at least one hundred eighty days. The school day must consist of a minimum of six hours for grades four through eight, four hours for grades one through three. The school day may not begin before eight o'clock in the morning or later than nine o'clock.

The teacher-pupil ratio in a multi-grade classroom may not exceed 20-1 in the primary grades, 24-1 in the intermediate grades and 26-1 in the upper grades.

In single grade classrooms, the pupil-teacher ratio shall not exceed 26-1 in grades one and two, 28-1 in grades three and four and 30-1 in grades five through eight.

If the maximum pupil-teacher load has to be exceeded, the case will be considered individually. Written application for emergency consideration should be filed along with the accreditation reports submitted annually.

³⁰Ibid.

Experimental programs that force the school to depart from one or more standards must be approved by the state department of education.

Schools must keep pupil files and records in a fire-proof vault or safe in the school building.³¹

VI. NORTH CAROLINA

School Board

The school should be guided by written policies of the county and city board of education.³²

Superintendent

It is the responsibility of the superintendent to see that the school system complies with all general statutes of North Carolina that apply to elementary schools. He is to see that the rules and regulations of the state board of education, as well as the recommendations of the state department are adhered to.³³

³¹Ibid., p. 5.

³²North Carolina Department of Education, Standards for Accreditation of Elementary Schools (Raleigh: State Printing Plant, 1962), p. 10.

³³Ibid.

Principal

The principal is responsible to the county or city superintendent. Among the principal's duties is the administration of the school staff.

An accurate system of pupil accounting and records are to be kept up to date and easily accessible. These records are an attendant duty of the principal.

The supervision of instructional, custodial, and other related school services, including being responsible and accounting for all school personnel is also the function of the principal.³⁴

Personnel

Teachers of an accredited school must hold a primary, grammar grade, or graduate elementary certificate. A teacher in a special area, such as music, art, physical education or health education, and librarians, must hold a graduate certificate in their respective fields.

Supervisors must hold a supervisor's certificate, a graduate elementary certificate, or a principal's certificate. Five years of elementary teaching and/or supervisory or administrative experience within the last eight years is required.

³⁴Ibid., p. 15.

School service personnel must have the personal qualifications and competencies to perform their duties.³⁵

General Criteria

The minimum school day should provide for a minimum of six hours of instruction for all pupils. The school day is to be kept free of interruptions that take up instructional time.

The pupil-teacher ratio shall not exceed more than 30-1 when computed on the average daily attendance, and in no case, may the pupil-teacher load exceed 35-1.

A classroom with combination grades must have these grades in consecutive order. The pupil-teacher ratio in combination rooms shall not exceed 30-1.

In accredited schools grades one through six must be organized into self-contained classrooms. In grades seven and eight, either self-contained or a transitional system of departmentalization may be used to prepare the students for the full departmentalized high school.³⁶

VII. OREGON

School Board

The school board is to transact school business only when in official session. During the official sessions the

³⁵Ibid.

³⁶Ibid., p. 14.

board should follow set policies and these policies should be in writing. The chief administrator of the school system should be in attendance at all board meetings, unless his position is the topic of the meeting.³⁷

Superintendent

The superintendent, as the responsible head of the school systems, should be empowered by the board to perform all the duties natural to this position. It is the responsibility of the superintendent to report to the school board on the progress and problems of the school which need the board's attention.³⁸

Principal

The position of the principal is one of supervision, and coordination of all phases of the school. He is responsible for the efficient operation of his buildings and the facilities.

Permanent pupil records are to be kept current and complete under the direct supervision of the school principal.

Schools that employ eight or more teachers should have a full-time principal and he, in turn, should have sufficient

³⁷Oregon State Department of Education, Standards for Elementary Schools in Oregon (Salem: State Printing Plant, June, 1959), p. 6.

³⁸Ibid.

clerical assistance. In schools of less than eight teachers, in which the principal teaches, must be provided clerical assistance, to insure that the principal may devote his time outside of the classroom, to the duties of his position.³⁹

Personnel

All teachers employed by the school system must hold a valid Oregon State Certificate that entitles them to perform at the position they occupy. A health certificate and the teaching contract are to be registered in the office of the county superintendent.

All personnel of the school system who come into personal relationships with the children must be of good moral character, be conscientious of personal hygiene and free from communicable tuberculosis. A person hired by the school system must be able to contribute to the total school program. A teacher is to be allowed a thirty minute, duty free, lunch period, providing this free period is not taken at the neglect of the children. It is also recommended that when it is feasible, teachers be given a preparation period daily during which he is free from supervision.⁴⁰

³⁹Ibid., pp. 6-7.

⁴⁰Ibid., p. 6.

General Criteria

The pupil-teacher ratio should not exceed 20-1 in classes in which three or more grades are in combination; 25-1 in which two grades are in combination; and 30-1 in single grade classrooms. Every effort should be made to lighten the above minimums in the primary grades. A school places its accreditation in jeopardy if a continuously high pupil-teacher ratio exists.

Unless approved by the state department of education, the elementary pupil-teacher ratio shall not exceed 25-1 when computed on the average daily attendance.

Special dispensation must be given by the state department of education for any school in a district to operate on a half-day session. Only under the most extreme emergency will half-day sessions be permitted. A school that is chronically overloaded, should endeavor to equalize class loads by transferring students to other schools within the district.

A school year shall consist of not less than one hundred seventy-five days of actual classroom instruction. This minimum is exclusive of legal school holidays, institute days, or in-service training.

The length of the school day is set by the district.⁴¹

⁴¹Ibid., pp. 8-9.

Transportation

School districts that provide pupil transportation at school district expense, shall conform to all laws, rules and regulations dealing with such transportation.⁴²

VIII. TEXAS

School Board

A school board must have developed, adopted and made available for each school employee, a written statement of the school board policies.

The school board must hold regular meetings that are open to the public. Complete and accurate minutes of these meetings will be kept in writing.

It is the duty of the board to recognize the superintendent as the chief school officer, and charge him with the administrative function.

The school board must receive reports of the superintendent on the progress of and problems facing the school and act accordingly.⁴³

⁴²Ibid., p. 9.

⁴³Texas Education Agency, Principles and Standards for Accrediting Elementary and Secondary Schools, Bulletin 560 (Austin: State Printing Plant, 1961), pp. 2-3.

Superintendent

The duties of the superintendent of schools are:

(1) to recommend all employees for board election and assign them positions authorized by the board and to make sure that all employees understand their duties; and, (2) to supervise them in the performance of their duties, either directly or through subordinates.

The superintendent cannot teach more than three classes.⁴⁴

Personnel

All professional personnel must be graduates of colleges and universities that are approved by the Texas Education Agency, or otherwise recognized as being an institution capable of professional preparations.

All professional personnel must hold a valid Texas Teacher's Certificate appropriate to the present assignment of duties.

School nurses and teachers in the areas of industrial education are not required to be college graduates.

A maximum of three semester hours of graduate work may be done by full-time teachers or administrators during any one semester of the school year. This standard is waived providing consent of the school board has been given

⁴⁴Ibid., p. 3.

the individual. In this case, a maximum of six semester hours of graduate work may be earned in any one semester of the school year. A teacher may not receive more than nine hours of graduate credit in an academic year.

College credit received at the undergraduate level may not exceed six semester hours in any one semester.⁴⁵

General Criteria

The pupil-teacher ratio shall not exceed 30-1 in grades one and two, nor 35-1 in any other class of the elementary school.

A school day shall consist of a minimum of six hours a day, exclusive of lunch periods, with certain exceptions in the primary grades. In certain situations one-half day sessions are a necessity and are to be used on a temporary basis only.

A school year shall consist of one hundred seventy-five days of actual instruction.

An elementary teacher may not be assigned more than two grade levels, unless the pupil-teacher ratio is fewer than 25-1.

These maximums may be exceeded in time of emergency on a temporary basis only, and with the provision that a corrective plan is formulated and put into operation.

⁴⁵Ibid., p. 19.

A school system cannot become accredited with fewer than four full-time teachers in the first eight grades, and three full-time teachers in the upper four grades. These figures are exclusive of vocational units and the superintendent's maximum teaching load.

Health

The school health services must include daily health observation of pupils and encourage periodic health examinations.⁴⁶

IX. SUMMARY

Minimum standards investigated for the eight states indicates the requirement that administrators and professional staff members be properly certified.

The general criteria for operation of schools was comparatively consistent throughout the investigation. While the pupil-teacher ratio varied a little, there was no single state outstanding in requirements.

School years were based on 180 days, with the exception of two states which specified that institute days were included in the 180 day period.

Of the states investigated, 30 per cent or less had minimum standards directly concerned with clerical assistants for administrators, health, and transportation.

⁴⁶ Ibid., p. 20.

Montana, North Carolina, and Texas were noticeably lacking in their requirements for administrative staff. In contrast, the other states, and especially Colorado and Georgia, not only stated specifically the requirements for administrators, but outlined the general duties and functions of their administrators.

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CHAPTER V

MINIMUM STANDARDS: CURRICULUM

The curriculum reflects the statement of educational philosophy, aims, and objectives of the school; therefore, it should serve the community's needs adequately.

I. COLORADO

Program of Instruction

The curriculum should be based on the needs and interests of the pupils; appropriate provisions should be made for those pupils with special needs, such as the handicapped child.

Board members, administrators, teachers, and supervisors should plan and develop the curriculum cooperatively, and with the knowledge that beneficial participation on the part of the pupils, parents and community leaders can aid in the development of the total school program.

Each year a special effort should be made to impose the school program in one or more aspects of the curriculum. Care should be taken to see that these activities do not assume a disproportionate amount of time and attention. The administrative, supervisory, and instructional staff should be in direct control of all aspects of student activities programs.

It is stressed that interscholastic activities be limited to the high school level. The elementary school should not provide interscholastic athletics or other activities that are highly organized and highly publicized.¹

Instruction and Instructional Materials

Each teacher should carefully pre-plan the instruction, keeping in mind the needs of pupils and the objectives of the school. The instruction should be based on, and involve, a continuous evaluation of student development on the intellectual, social, emotional and physical levels.

The pupils should be allowed and encouraged to work and progress at their own individual maximum rates.

Classroom visitation, teacher conferences, faculty meetings and curriculum development should be a continuing process in the improvement of instruction and related activities.

A variety of instructional materials should be used and dependence upon a single textbook avoided. The school is responsible for providing a wide range of appropriate materials which would include, for example, audio-visual and equipment for all appropriate areas of the school program.

¹Colorado State Department of Education, Approval and Accreditation of Colorado Schools (Denver: State Printing Plant, 1962), pp. 20-21.

Carefully established and systematic procedures for selection of new instructional materials, and long-range plans for replacing inadequate and outmoded materials should be established and in use.²

Guidance

In the elementary school, at least a minimum program utilizing standardized test of mental ability and scholastic achievement, should be in effect. The school should provide suitable physical facilities, equipment, and materials.

Each pupil should have an individual cumulative record with information such as the standardized test scores, health data and scholastic and attendance records.³

Library

It is generally agreed that the elementary school library should be the center for all instructional materials, and that this center reflect the philosophy of the school and enrich the total educational program. Each school building should have a central library which is easily accessible and extensively used by both students and the teachers. The elementary schoolroom should provide a reading corner or alcove that is supplied with appropriate supplementary reading materials.

²Ibid., p. 9.

³Ibid., p. 10.

School buildings housing four hundred pupils or more should have a full-time librarian.

The components that are necessary to the central library are: (1) adequate space and equipment for library work; (2) an up-to-date file listing all of the materials on the shelves and carefully catalogued by author, title and subject entries; (3) recent, complete sets of encyclopedias; (4) appropriate reference sets; (5) dictionaries; and, (5) the world atlas and world almanacs.

An elementary school library should have a minimum collection of five hundred titles, or at least seven books per pupil enrolled, whichever is the larger figure.

An appropriate budgetary provision must be made for library materials.⁴

II. GEORGIA

Library

A person who has credit of six or more semester hours in library science and is a regular member of the faculty, should be appointed to serve as librarian or chairman of the library committee. If this is not feasible, consultative service would be available within the area served by the school system, from a person with at least six hours of library training.

⁴Ibid., p. 22.

A minimum of seventy-five cents per pupil, enrolled at the time application for accreditation was submitted the year before, must have been spent for library books. Schools having five or more library books per pupil may spend part of this amount on periodicals and audio-visual materials, exclusive of equipment. New schools must have a minimum of two library books per pupil during the first year of operation.

An affiliation with a public or traveling library service is recommended but not acceptable towards satisfaction of this standard.⁵

Instructional Materials

The instructional materials and the school equipment should be supplied in quality and quantity to insure an adequate educational program.

Adequate provisions should be made in the annual school budget to replenish school supplies and to buy new materials.⁶

⁵Georgia Accrediting Commission, Official Bulletin, 1963-64, Vol. II, Number 4 (Atlanta: State Printing Plant, September, 1963), p. 13.

⁶Ibid.

III. KANSAS

Instruction and Instructional Materials

The areas of instruction included in the school curriculum are designated in the Curriculum Guide for Elementary Schools, published by the State Department of Public Instruction.

The textbooks must conform to the policies of the state board of education.⁷

Library

It is the duty of each elementary school to have a well-balanced school library. There should be a sufficient quantity and quality of reference materials, periodicals and instructional materials to assist the school program.

For the purpose of evaluation for accreditation, fifteen appropriate books per child will be considered adequate. In schools enrolling from seventy-five to one hundred twenty-five pupils, an additional six books per pupil. For enrollments beyond two hundred, an additional four per pupil. These minimums are not intended to include dictionaries and encyclopedias.

⁷Kansas State Department of Education, Standards for Accrediting Kansas Elementary Schools, Bulletin 301 (Topeka: State Printing Plant, 1958), p. 8.

The minimum expenditure shall be considered as two dollars and fifty cents a year per pupil from one hundred to two hundred enrollment and one dollar per pupil beyond two hundred enrollment. A school enrolling fewer than twelve pupils must not spend less than thirty dollars a year for library books. These expenditures should be carefully distributed in all areas of library materials, including periodicals. This should not, however, include expenditures for encyclopedias, textbooks, and audio-visual materials.⁸

Special Education

A school involved in any of the several areas of special education shall meet minimum standards for such programs. The Division of Special Education, State Department of Education, is the responsible agency in this instance.⁹

IV. KENTUCKY

Instructional Program

The school program must include the following areas:
 (1) language arts, which includes reading, writing, spelling, oral and written English, and literature; (2) social studies;

⁸Ibid., p. 11.

⁹Ibid., p. 20.

(3) mathematics; (4) natural science, which includes conservation; (5) health, safety and physical education; and, (6) fine arts.¹⁰

Library

The school, in order to be accredited, must provide adequate library facilities. An expenditure of one dollar per child per year is the minimum amount to be spent on library books, periodicals and supplies. Supplementary texts are not to be purchased from this minimum expenditure.

A school library must have at least three books per child enrolled in the school.¹¹

Guidance

The goals of guidance in the elementary school are primarily concerned with providing each child with the best climate in which learning can take place.

The guidance services shall include an organized program of guidance; a study of pupil problems through conferences of an individual case; and staff conferences should be an integral part of the guidance program.

Testing of children for readiness, maturity, and achievement, use of referrals resources when dealing with

¹⁰Kentucky Department of Education, Accrediting Standards for Kentucky Elementary Schools (Frankfort: State Printing Plant, 1959), p. 6.

¹¹Ibid.

special learning, health, mental health and welfare problems, must also be an important segment of the school's guidance program.

The use and maintenance of cumulative records is important in the program.¹²

Instructional Materials

A minimum of one dollar per child will be spent annually for instructional supplies. This must be in addition to the library expenditure.

The texts are furnished by the State Textbook Program.¹³

V. MONTANA

Instruction and Instructional Materials

The minimum course shall include the material in the study guide approved by the state chief school officer, and adopted by the state board of education.

Basic texts must be of the same series in grades one through six in all schools of a district. The text must be of an acceptable copyright date.

All related material that will effectively improve the instructional program must be supplied. Excessive

¹²Ibid.

¹³Ibid., p. 7.

use of workbooks is not considered effective instruction.

Reading skills will be taught in all grades, in addition to the language arts program. A supplementary reading program should be furnished for further enrichment.¹⁴

Library

The accrediting body recommends that a central library, and a classroom library be furnished by each school. Areas of rooms should also be available for reading, work, and conferences.

The central library should be under the supervision of a trained librarian. In the case of a small school, a teacher should be assigned as a librarian to assist in the use of the instructional materials.

The central library should have space for at least thirty pupils. The library should have appropriate tables, chairs, and shelves, and the surroundings well-lighted.

There must be suitable books and periodicals in the areas of social studies, science, conservation, fiction, biography, and the fine arts.

In schools of less than eight teachers, a minimum of seven hundred books, selected from the American Library

¹⁴Montana Department of Education, Standards for Accreditation of Montana Elementary Schools (Helena: State Printing Plant, 1961), p. 6.

Association periodical, and other approved lists, should be provided. Schools with eight teachers should have a minimum of one thousand books similarly selected. In schools with more than eight teachers a minimum of three additional volumes per child should be provided above the minimum for the eight teacher school.

The organization of the library should be simple and accurate. Card files should be kept in the library. Use of the Dewey Decimal System is recommended when a trained librarian is available.

The classroom library shall provide books typical of the interests and maturity level of the pupils.

The room library should be attractive and the display of books frequently changed.

The classroom library must furnish reference materials in addition to those available in the library. Included in the reference materials must be an up-to-date set of encyclopedias of an appropriate maturity level. In grades four to eight, the set must meet the American Library Association standards. There is to be at least one dictionary for every two pupils in every room in grades four through eight.

The minimum number of childrens' periodicals for the various age levels are two per classroom.

The total expenditure for library materials, exclusive of textbooks and encyclopedias, shall not be lower than thirty

dollars per year per teacher, plus one dollar and fifty cents per pupil up to two hundred enrollment or, one dollar per pupil over two hundred enrollment.¹⁵

Guidance

A cumulative file on each pupil shall be maintained continuously and shall graphically show the complete elementary school record. They are to include teacher reports, health, attendance and activities, as well as the results of comprehensive standardized aptitude and scholastic achievement tests.¹⁶

VI. NORTH CAROLINA

Instructional Program

The curriculum and instructional program must be in accord with applicable state laws, state board of education regulations, state department of education recommendations, and the written policies of the county or city boards of education.

The use of a variety of instructional methods and materials is recommended.

¹⁵Ibid., p. 5.

¹⁶Ibid., p. 8.

All experimental situations involving materials or grouping of pupils, must be with the consent of the local superintendent, county or city board of education, and the Division of Instruction of the state department of education.

The instructional program should include learning in the areas of language arts, social studies, mathematics, science, fine arts, health education, physical education and safety education.

The instructional program shall be supervised by the principal. A planned program of classroom visitations with follow-up conferences shall be in effect in the school.

The pupils should have the opportunity for teacher-pupil planning and evaluation. This planning should take into consideration creativity, problem solving, critical thinking, correlation of related subjects, learning and use of a scientific method of research, and library work by individuals, small groups and class groups.¹⁷

Library

The central library must have a collection averaging six volumes per pupil, and including a basic collection of one thousand titles.

¹⁷North Carolina Department of Education, Standards for Accreditation of Elementary Schools, No. 354 (Raleigh: State Printing Plant, 1962), pp. 12-18.

A basic collection of audio-visual material should be properly catalogued and conveniently stored as a department of the library.

Each library must have one or more sets of encyclopedias copyrighted within the past five years and recommended for elementary use.

The elementary central library must have one recommended unabridged dictionary.

In schools employing between one and ten teachers a minimum of six periodicals, suitable for primary and upper grades, must be available. In schools with eleven or more teachers a minimum of ten periodicals with the same restrictions must be available.

Professional magazines and a daily newspaper must be available to the staff.

The school library shall be attractively furnished with adequate and appropriate furniture and equipment.

Reading rooms of the library should be large enough to allow twenty-five square feet per reader for the average size class.

A librarian who works on a part-time basis or has teaching duties, must have completed six semester hours of library science, and be under the direct guidance of a librarian who is fully certified by the state of North Carolina.¹⁸

¹⁸Ibid., pp. 17-18.

Instructional Materials

An adequate supply of instructional materials must be furnished and financed through established procedures.

The elementary school shall have a collection of supplementary texts of not fewer than four per pupil.

A basic collection of instructional aids such as audio, visual, audio-visual, and allied materials should be readily available to each school.

Each classroom must have a minimum of twelve dictionaries from the recommended lists in grades four through eight.

The elementary school should be equipped with facilities and supplies necessary in caring for sick and injured children on a temporary basis.

The classrooms must have available work space with a sufficient number of tables and cabinets. The furniture must be movable, and in selected sizes to meet the needs of individual children.¹⁹

VII. OREGON

Instructional Materials

Each school district must supply an adequate number of textbooks adopted by the State Textbook Commission.²⁰

¹⁹Ibid., pp. 18-19.

²⁰State Board of Education, Standards for Elementary Schools in Oregon (Salem: State Printing Plant, 1959), p. 6.

Library

Every school must have a central library. It should be a center of instructional activity and an outlet for instructional material. It is recommended for schools not having an audio-visual center to distribute these materials through the school library.

Every elementary school library shall be equipped with a set of encyclopedias approved by the state librarian and copyrighted within the last ten years.

The library reference books must be selected from one of the following: "Books for Elementary Schools," published by the Oregon State Librarian; "Childrens Catalogue," by H. W. Wilson; The American Library Association List; the "Book List and Subscription Books Bulletin," published by the American Library Association; and the "Basic Book Collection for Elementary Schools."

Schools employing eight or more teachers must have a minimum of one thousand books plus three books per pupil. One room schools should have one hundred books. Schools of between one and eight teachers must have a collection of one hundred books plus five per pupil. All schools are urged to exceed these minimums.

A school employing one teacher must subscribe to at least three children's periodicals. Schools employing more than one teacher shall have at least two childrens' periodicals per classroom.

Room libraries should be an integral part of the classroom and should be frequently renewed from the central library.²¹

VIII. TEXAS

Instruction and Instructional Material

School supplies, equipment, and instructional materials should be of a commensurate amount and quality to aid the total school program.

The presentation of materials and the standards of work expected should be in direct relationship to pupil maturity and ability.

Emphasis should be placed on arithmetic, reading, spelling, writing, and spoken English basic skills. Reading is to be taught at every level of the school program.

A point of importance is the individual teachers use of ingenuity and initiative in the development of the curriculum program.²²

Library

A school system, to become accredited, must have a planned library program and instructional materials

²¹Ibid., pp. 11-12.

²²Texas Education Agency, Principles and Standards for Accrediting Elementary and Secondary Schools, Bulletin 560 (Austin: State Printing Plant, 1961), p. 22.

available to all pupils. Minimum requirements would include the following: (1) personnel with ample time to function as librarians and to provide library services; (2) sufficient physical facilities and materials in proper amount to support the educational program; and, (3) sufficient financial operation to support the library services.²³

Guidance

A school system that desires accreditation should have a workable guidance program designed to provide guidance services with maximum benefits to the pupils. Guidance services must be coordinated to regular instructional programs.

Testing should include performance tests in all the subject areas and should be supplemented by written examinations.²⁴

IX. SUMMARY

All the states studied specified minimum standards and in the area of curriculum these standards were limited. The notable exception to this was the area of library and library facilities. Five of the states investigated specified in detail the requirements for the library, its facilities and the library personnel.

²³Ibid.

²⁴Ibid., p. 13.

There were variances in the monies allocated for the purchase of books. In the state of Georgia a minimum of seventy-five cents per child was minimum; whereas, a minimum of two dollars and fifty cents is the minimum in Kansas for schools enrolling from one hundred to two hundred pupils.

The number of volumes to be included in the libraries were generally based on either a ratio of volumes-pupil, volumes-teachers, and/or a basic collection of books, plus additional volumes per pupil or teacher. As an example, Montana and Oregon require a basic collection of one thousand books, plus three per child in schools employing eight or more teachers.

Colorado, Kentucky, Montana and Texas set minimum standards for the area of guidance. There is a lack of depth, even in these four states that have included guidance in their programs.

Special education minimum standards were required in Kansas only. In this state a school involved in any of the areas of special education were required to meet minimum standards issued by the Division of Special Education, State Department of Public Instruction.

CHAPTER VI

MINIMUM STANDARDS: THE SCHOOL BUILDING AND SITE

The school plant is composed of the buildings, the site, and the facilities used to meet the needs for the highly diversified activities of the classroom, and for the use of the people of the community for special services. The building and site may either enhance or impair the effectiveness of the curriculum.

I. COLORADO

The Building

Enrollment, educational program, pupil health and safety, and maintenance services are considered in evaluating the size of the school building.

The kindergarten and primary rooms should be located on the ground floor. They should be large enough to permit appropriate activities and be provided with proper furniture and necessary equipment.¹

The Site

The school site should be properly located, well-drained, attractively landscaped and sufficient in size

¹Colorado State Department of Education, Approval and Accreditation of Colorado Schools (Denver: State Printing Plant, 1962), pp. 23-24.

to provide room for playgrounds and equipment with a maximum of safety.²

Equipment

A sufficient number of chairs, tables and desks, as well as suitable work and storage space for both pupils and teachers, are primary considerations in determining the adequacy of regular classrooms.

The offices of administration and supervisory personnel are expected to be adequately and attractively equipped with desks, tables, chairs, bookcases, business machines, filing cabinets and a fireproof vault.³

Fire and Safety

Provisions should be made for ample first aid facilities, continuous supply of hot and cold water and sufficient sanitary toilet facilities.⁴

II. GEORGIA

The Building

The classroom space must be adequate and suitable for the school program. A room, not originally constructed

²Ibid.

³Ibid.

⁴Ibid.

as a classroom, may be considered adequate if there is twenty-five square feet of floor space per child.⁵

The Site

There must be at least five acres of ground for a new elementary school, with an additional acre for each one hundred pupils. The requirement may be waived when construction is in a highly developed urban area, and upon the approval of the commission.⁶

Fire and Safety.

The buildings that consist of more than one floor must be equipped with ample fire escapes. Other safety standards should be required of all schools as a part of a comprehensive safety education program.⁷

III. KANSAS

The Building

The school building should be kept clean, comfortable and healthful.

⁵Georgia Accrediting Commission, Official Bulletin, 1963-64, Vol. II, Number 4 (Atlanta: State Printing Plant, 1963), p. 13.

⁶Ibid.

⁷Ibid.

The following criteria are guides to be considered when building or remodeling a school:

1. Classrooms should have at least nine hundred square feet; twelve hundred in the primary and kindergarten.
2. Attractively decorated classrooms with walls painted in a light pastel, non-gloss paint, with ceiling of a flat white for best light reflection.
3. Twenty to twenty-four feet of chalk board with an equal amount of tack board or bulletin board space at eye level.
4. The floors should be light in color, sealed and easy to clean.
5. To provide light and proper ventilation, window area should be equal to at least twenty per cent of the floor area. This may be disregarded in the case of adequate mechanical ventilation and an ample amount of artificial light.
6. There should be between thirty to fifty foot-candles of light intensity, evenly distributed throughout each classroom. Rooms where detailed work is done requires seventy foot-candles and areas such as corridors, stairways and restrooms requires fifteen foot-candles.

Work and storage space, as well as a cloakroom should be provided for each classroom. Each building should provide a teachers workroom.

The following provisions and fixtures should be provided the school: one drinking fountain per fifty children; one lavatory for each twenty children; one toilet bowl for twenty girls and one bowl and one urinal for every thirty boys.

It is recommended that basement rooms not be used for classrooms and will be acceptable for accreditation purposes only on a temporary basis.

Each elementary school should have a multi-purpose room or a gymnasium.⁸

The Site

A minimum of five acres, plus an additional acre for each one hundred school population is required for an elementary school site.

Required features of the site should include: provisions for the disposal of sewage; should be well drained; have an adequate building and landscaping for playground; have ample parking for buses and teachers cars; an all-weather play area; space for different age groups; space to carry out a well-balanced physical education program; properly located walks; and provisions for protection against traffic.

In the planning of new schools, care should be taken to locate away from heavily traveled roads, air fields, factories or industries that could cause excessive odors or smoke.

⁸Kansas State Department of Education, Standards for Accrediting Kansas Elementary Schools, Bulletin 301 (Topeka: State Printing Plant, 1958), p.

Periodic inspection of playground equipment should be regularly conducted.⁹

Fire and Safety

A monthly fire drill must be held at every elementary school. Periodically checked fire extinguishers are to be placed on each floor of the school building. In schools of two or more stories, two or more enclosed exit stairs and two or more sufficient exterior stairs must be provided.¹⁰

Flags

Each public school is required to display a flag of the United States of America and an official Kansas state flag, either out of doors or in inclement weather, within the school building.¹¹

IV. KENTUCKY

The Building

Adequate provisions must be made in new buildings to house the art, music, and physical education programs. The plans for a new building must also include a separate library, lunch room and gymnasium, auditorium or adequate multi-purpose room.

⁹Ibid.

¹⁰Ibid.

¹¹Ibid.

When a new building is being considered, a maximum population of eight hundred pupils should not be exceeded at the elementary level.

Any remodeling and improving of old buildings that is necessary to facilitate learning must be done.¹²

Custodial Services

Adequate custodial services must be provided the school.¹³

V. MONTANA

The Building

The building must be adequate for the number of pupils enrolled in the curriculum offered. It must be constructed and equipped to safeguard health and protect pupils and staff against fire and other hazards.¹⁴

The Site

The site shall be of sufficient size to provide adequate space for school facilities and activities. The

¹²Ibid.

¹³Ibid.

¹⁴Montana Department of Public Instruction, Standards for Accreditation of Montana Elementary Schools (Helena: State Printing Plant, 1961), p. 8.

site must be located so as to conform to state and local requirements.¹⁵

Equipment

The furniture, equipment and instructional materials must be of a quality and quantity sufficient to achieve the purpose of the school and educational program. Sufficient storage should be provided for all equipment and materials. Sufficient storage should be provided for all equipment and materials not in use.¹⁶

Flags

The flag of the United States of America, of suitable size and quality, shall be displayed and it is recommended that the flag of the state of Montana also be displayed.¹⁷

Custodial Service

Maintenance services must be provided for the care of the grounds and buildings to insure the health and safety of the pupils and staff.¹⁸

¹⁵Ibid.

¹⁶Ibid.

¹⁷Ibid.

¹⁸Ibid.

VI. NORTH CAROLINA

The Building

School plants must be attractive in appearance and well maintained.

Adequate water supply and sewage disposal must be available and approved by the state health department.

The buildings must have thermal, sonic, and visual conditions which are conducive to learning.

Office work space and restrooms must be furnished for the teaching and administrative staff of an elementary school.¹⁹

The Site

The school site should be an area large enough for the outdoor instructional program, parking for buses, cars and service vehicles, and be reasonably safe from hazards and nuisances. It should be sensibly located, well drained and free from serious erosion.²⁰

VII. OREGON

The Building

School buildings must be commensurate in size and arrangement for the pupil population and the type of

¹⁹North Carolina Department of Public Instruction, Standards for Accreditation of Elementary Schools, Number 354 (Raleigh: State Printing Office, 1962), p. 20.

²⁰Ibid.

program offered. They must be clean, attractive, comfortable and in good repair. The buildings must be well-lighted, properly heated and well ventilated.

The following are suggested or mandatory minimums specifications:

1. Classrooms should have from thirty-two to thirty-six square feet per person and it may not be less than thirty square feet per person.
2. All rooms shall be not less than eighteen feet wide and cannot have less than nine hundred square feet of floor space.
3. There shall be an intensity of light of thirty foot-candles in all parts of the classrooms or study rooms.
4. In the corridors, stairways, lockers and toilet rooms there shall be ten foot-candles of light.
5. All natural light must be controllable and all artificial light of the non-glare variety.
6. An ample supply of safe and potable water shall be provided.
7. Special provisions for the ventilation of kitchen, science rooms, shops and dressing rooms must be made.
8. All doors of a school must open outwardly and exits must have panic bolts.
9. All window guards or screens must be hinged in case of fire.
10. Doors, consisting of glass, must be of the safety type.
11. Storage space shall be large enough in size and well ventilated.

12. Lunch programs must be operated in compliance with regulations of the school lunch section, and shall conform to the standards as set down by the state board of health.
13. A gymnasium or multi-purpose room must be provided.
14. All walks must be properly surfaced and at logical locations.²¹

The Site

A school site shall consist of enough space to serve the school, plus provide an appropriate playground. The following criteria shall govern the minimums of the site: Room for health and physical education in a well balanced program; elimination of safety hazards; adequate play areas for different age groups; location of playground to avoid distracting school classrooms; removed from traffic hazards, noise and unsanitary conditions, as well as being readily accessible and well drained.

A minimum of five acres plus an additional acre for each additional one hundred pupils is mandatory, unless after thorough study and consultation with the chief state school officer, it is found to be impractical due to excessive size, cost, or unrealistic in terms of accessibility, traffic hazards, sanitary conditions, drainage or noise.²²

²¹State Board of Education, Standards for Elementary Schools in Oregon (Salem: State Printing Plant, 1959), p.

²²Ibid.

Flags

During good weather, the United States flag and Oregon state flag of appropriate size and quality must be properly displayed.²³

Custodial Service

The custodian is directly responsible to the superintendent of schools and has the duty of keeping the building clean and safe.²⁴

Designed for
VIII. TEXAS
Grade School

The Building

Each building must be equipped with safety measures for the protection of children and school personnel in case of any type of emergency or disaster.

Drinking fountains must be sufficient in number, sanitary and appropriate to the size of the pupils using them. The water supply must be pure as assured by regular acceptable tests.

Toilet facilities must be sanitary and acceptable in number, size and convenience.

All rooms must have adequate heating and ventilation facilities.

²³Ibid.

²⁴Ibid.

Lighting, whether of a natural or artificial nature, must be suitable for the type of work being done in that classroom.²⁵

The Site

The school site must be easily accessible to those students who are pedestrians and to those who are transported by vehicles.

Playground facilities shall be provided and this equipment should be designed for safe use.

The school grounds should be kept attractive and free from safety hazards.²⁶

Custodial Service

Custodial services should insure the cleanliness and safety of the building.²⁷

Materials and Equipment

Supplies must be conveniently located and readily accessible.

²⁵Texas Education Agency, Principles and Standards for Accrediting Elementary and Secondary Schools, Bulletin 560 (Austin: State Printing Plant, 1961), pp. 23-24.

²⁶Ibid.

²⁷Ibid.

Desks and tables shall be of suitable size and of sufficient quantity and quality.²⁸

IX. SUMMARY

All the states investigated were consistent in their requirements for building and site and most cases simply required adequacy in the areas of health, safety, maintenance, playground equipment, school room furniture and accessories.

Kansas was the notable exception with minimum standards specifying minimums in the areas of classroom size, site size, classroom coloring, amount of chalk board and bulletin board, color and condition of floors, light, ventilation, window area, floor area-ratio, and storage room.

²⁸ Ibid.

CHAPTER VII

SUMMARY AND CONCLUSIONS

Agencies of the states that assume the responsibility for accrediting elementary schools are varied. Examples of these agencies are: committees under the supervision of the state school officer; state boards of education; and state authorized agencies which are empowered to accredit on their own.

The best agencies of the ones mentioned would be difficult to determine. What works for one state may not prove efficient in another state. The agency that can directly supervise the accreditation procedures to see that rules and regulations are followed and that abuse of accreditation is not made is the agency that should be in charge of accreditation.

Colorado, Georgia, North Carolina and Texas all require the use of visitation teams before accreditation status will be granted to a school or school system.

This method eliminates a weakness of programs having only to submit written reports, in that, judgement is made by people who are not prejudiced and are not too close to the school and can determine the needs more accurately.

Many of the states reviewed have a system by which deficiencies are offset by proficiencies in other areas of

the school program. This permits some leniency, but does not allow a school continually to abuse one area of the school and the school program so that it may maintain exceptionally high standards in another separate area of the school. An example would be the school that has excellent library facilities and yet has little or no physical education program or facilities. These two features would offset each other as some of the accreditation programs are now written. The need in this area is for definite rules on time limitations to bring all programs up to acceptable standards.

Minimum standards affecting the administrators of schools had a wide range of variance in the different state programs of accreditation. Some of the states concerned their requirements with certification of the superintendents, principals, and staff members. Other states, in addition to certification, maintain standards for personal traits such as mental and physical health and morality. A portion of the states were inclined to impose standards upon size of the school to receive certain types of administrators or upon the teacher-principal ratio. Areas that received attention in this realm were staff preparation time, salaries, duties of the personnel and administrators, amount of college work done during the school year, and supervision time for the administrators.

Some states still allow a portion of a school's staff to be certified on less than a bachelor's degree. Usually, when this is the case, there is a maximum percentage that is allowed. It is feasible that through school accreditation it would be possible to raise these standards so that one hundred per cent of a schools staff must be certified on the basis of a bachelor's degree in education to receive accreditation. This, in effect, would require all teachers employed by an accredited school to work toward a degree.

Many of the state programs studied did not mention clerical assistance for the school administrators; attendance and promotion; health programs; interscholastic athletics; transportation; or hot lunch programs when drawing up their minimum standards. All schools, of course, are not in need of school provided transportation or of hot lunch programs. Some states did apply standards to one or more of the above mentioned areas, but not one of the states investigated had minimum standards affecting all these areas.

While making this study it was noticed that there are an abundance of standards dealing directly with the library and school library facilities. Even the accreditation programs that were not much higher than state minimum requirements seemed to have intense interest in raising the standards for school libraries on the elementary level.

The main deficiency is a need in some of the states to set standards for librarians. In a few of the accreditation programs the person who is in charge of the library must have some professional training in library work. The other states simply require that a teacher be placed in charge of the school library to facilitate its smooth operation. In larger systems a full-time librarian is required before accreditation will be granted. These full-time librarians must have library training. In the smaller schools, which are not large enough to need a full-time librarian, the need for a person trained in library work is important, but not required in many states.

Four of the states did not mention guidance program standards. Guidance is coming into the foreground of education in this modern age. The need for a guidance program is generally considered important. Therefore, the needs for minimum standards affecting this area would seem to be equally important.

In the various state programs of accreditation the minimum standards set down for the area of instructional programs were varied. Often correlation between two states was impossible. A few of the states require certain time allotments per subject, others did not mention subject areas to be taught. A few of the states simply referred to the study guide, or curriculum guide, approved by the

state departments of education. In four of the states programs the instructional program was not mentioned.

The accreditation program is designed to raise the standards of the schools. As one of the largest single factors of a school is the instructional program, it would seem incongruous that an accreditation program of minimum standards would not include some in the area of the instructional program.

Another area that is not mentioned by some of the states is the area of instructional materials. A portion of the state's accreditation program did have standards which required a basic expenditure per child for instructional materials, many of these were low or not mentioned. A schools level of instructional quality is, in part, a result of instructional materials. It is important to set standards so that schools are required to provide at least the basic necessities in this area.

After studying the state programs of accreditation, it can be seen that many areas within the large field of accreditation need further study. Suggestions that might be used are a further investigation of state accreditation programs not covered in this study; a comparison between accreditation minimum standards and the related state minimum standards; a comparative study to determine to what extent accreditation and state educational standing are

related; and investigation as to the motives that makes schools strive toward accreditation status; the potential problems of accreditation in states that have depressed areas in which school finance is a serious problem.

Consistency does not exist among the states in the field of administration of accreditation programs on the elementary level.

Less than 30 per cent of the United States have accreditation programs. Of the programs studied, minimum standards were found to be generally the same, but not consistent from state to state.

In conclusion, the hypotheses of this study were: (1) that universal standards of accreditation are not present in the United States; (2) that standards for accreditation are not consistent from state to state; (3) the administration of accreditation is not consistent from state to state.

The first hypothesis was proven to be correct. Thirty-two of the states contacted indicated that they do not have programs of accreditation.

The second hypothesis is also correct. In the investigation of the eight states studied, it has been established that accreditation programs are administered in different ways.

The third hypothesis was substantiated throughout the study of the eight states.

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