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A SURVEY OF THE MERCED CITY SCHOOL DISTRICT

by

GERALD I. CLARK

B.A. Arkansas State College, 1936

Presented in partial fulfillment of the requirements for the degree of

Master of Education

MONTANA STATE UNIVERSITY

1959

Approved by:



Chairman, Board of Examiners



Dean, Graduate School

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CHAPTER I

THE PROBLEM OUTLINED

Introduction. The investigator's conversation with the District Superintendent, Rudolph Rivera, who is serving his first year in this capacity, led to the writing of this paper. A former superintendent, W. Max Smith, had made a survey of this school system.¹ It was agreed that an expansion and "bringing up to date" of the original survey would be worthy of further study and of value to the district.

The idea was presented to the Administrative Council, which is composed of principals, consultants, the Superintendent and his two assistants, and the Board of Education of the Merced City School District. They also concurred with the worth and value of such a study.

Scope and Purpose of the Survey. Since this survey was to be made by an individual, rather than by outside experts, this study was an extensive one rather than an intensive study which is usually made by trained surveyors.

The purpose of this study is to evaluate certain phases of the school program so that policies influencing better school

¹W. Max Smith, "Survey of the Merced Union Elementary School District" (Unpublished Master's thesis, The University of Southern California, Los Angeles, 1934).

administration may be put in effect. A comparison of Smith's survey² made 23 years ago should also be both interesting and beneficial to the district. The investigator attempted to discuss the organization and administration, score the buildings, analyze and compare school costs and financing, evaluate the results of the instruction being offered in the schools, and analyze the academic staff of the schools. This was organized into five major fields: (1) organization and administration; (2) buildings and grounds; (3) finances and school costs; (4) evaluation of the educational program; and (5) the teaching staff.

Statement of the Problem. As a basis for this survey, an attempt was made to investigate the following questions:³

1. Are the responsibilities within the Merced City School District definitely assigned so that each person connected with the schools knows for what he is responsible and to whom?

2. Are the school buildings and grounds adequate and properly located? is the long range site acquisition and building program adequate to meet the needs of the growing school population?

3. Are the schools properly financed from the standpoint of the financial ability of the community to support education?

4. Are the pupils of the Merced City School District making satisfactory academic achievements and are they progressing through

² Ibid.

³ Ibid., p. 2.

the grades at the normal rate?

5. What is the status of the teachers in regard to training, experience, and professional growth; is a satisfactory teacher's salary schedule in operation and how do they compare with those of other schools of comparable size in California?

Method of Procedure. Data for this survey were obtained from the following sources: (1) records and reports on file in the office of the City Superintendent; (2) the office of the County Superintendent of Schools; (3) Merced City Chamber of Commerce; (4) the U. S. Census Bureau; (5) the California State Department of Education; (6) the California State Department of Equalization; (7) the Merced County Library and (8) the California State Library.

Informal conferences with the City Superintendent, his staff and the building principals of the district proved valuable in providing specific problems needing investigation and gave much help in securing and evaluating much of the data.

The School Survey. As developed so far the school survey is a research procedure applied to a school or school system, or to a group of either, in the whole or in the part, the purpose of which is to evaluate the service and to propose and explain alterations or extensions by which the service may be improved.⁴

Jesse B. Sears. "School Surveys", Encyclopedia of Education Research (New York: The MacMillan Company, 1952) p. 1126.

Many school surveys have been conducted since this movement began with the study of the schools in Boise, Idaho, in 1910. Colleges and Universities began teaching this subject in 1915-16 at Teachers College, Columbia University and at Stanford University in 1918.⁵ For the most part these have been complete surveys dealing with all aspects affecting school systems or districts, but many others have dealt "intensively with a single problem, such as financing, buildings, organization, or the efficiency of instruction,"⁶

Leaders in School Surveys. Some of the leaders in school surveys have been G. D. Strayer and N. L. Engelhardt,⁷ Jesse B. Sears,⁸ John C. Almack,⁹ Osman R. Hull and Willard S. Ford,¹⁰ and Frank W. Hart and L. H. Peterson.¹¹

⁵Ibid., p. 1126.

⁶Jesse B. Sears. The School Survey (Boston: Houghton Mifflin Company, 1924) p.6.

⁷George D. Strayer and N. L. Engelhardt, Report of the Survey of Fort Arthur, Texas. (Teachers College, 1926) p. 438.

⁸Jesse B. Sears, Stockton School Survey (Stockton, California: Board of Education, 1938) 586 pp.

⁹John C. Almack, Survey of Monterey Union High School by Division of School House Planning (Sacramento, California: California State Department of Education, 1928) 331 pp.

¹⁰Osman R. Hull and William S. Ford, Santa Ann School Housing Survey (Los Angeles: University of Southern California, 1928) 88pp.

¹¹Frank W. Hart and L. H. Peterson, A Report of a Survey of Public Education in the Lodi Union High School District (Berkeley, California: University of California, 1947) 243 pp.

An examination of some of these leaders' procedures and techniques have contributed indirectly to the method of attack for this survey.

The Survey of Sequoia Union High School. Part I of this survey by Almack¹² seemed pertinent and related to the current study and was reviewed for contributing factors.

It had for its purpose the development of a school housing program and was divided into five sections as follows: (1) utilization of the school plant, (2) growth of the school population, (3) the proposed building program, (4) financing the building program, and (5) selections for emergency problems.

The first three sections of Almack's report were areas of exploration for the present study of the Merced City Schools.

The Santa Ann Housing Survey. In the Santa Ann Housing Survey by Hull and Ford¹³ the following major factors were considered: (1) the growth and development of the Santa Ann High School District; (2) the evaluation of the present school buildings; (3) the financial status of Santa Ann with respect to the support of an educational program; and (4) the proposed building program.

The Stockton School Survey. The Stockton School survey by Sears presented extensive studies of the school plant problem, which

¹²John C. Almack, Sequoia Union High School Survey (Palo Alto, California: Stanford University, 1947) 80 pp.

¹³Hull and Ford, loc. cit.

were: (1) the school and the people,¹⁴ (2) the nature and condition of the school plant¹⁵ (3) the use of the school plant and¹⁶ (4) the proposed building program including the financial aspects of the plan.¹⁷

Sumption has conceived¹⁸ a school building program as being divided into four areas of exploration: (1) the community and its people; (2) the educational program the people want; (3) the financial ability of the school district; and (4) the present school housing situation.

The previously mentioned surveys seem to fit these four areas of Sumption. This survey is not only a building survey, but also explores other areas. However, points one, three and four will be extensively considered.

There is considerable evidence the general concept of the school survey has undergone a significant change. Whereas the survey of several decades ago placed chief, if not sole, emphasis on evaluation, present day practice seems to favor the development of a coordinated long range plan as the major purpose of the survey. In short, the trend seems to be toward the forward look with incidental glances backward to establish the basis for

¹⁴Sears, op. cit., pp. 5-23.

¹⁵Sears, op. cit., pp. 513-535.

¹⁶Sears, op. cit., pp. 536-547.

¹⁷Sears, op. cit., pp. 548-586.

¹⁸M. R. Sumption, "A Self-Survey for Developing a School Building Program", The American School Board Journal, 121: pp. 39-40, July, 1950.

future plans.¹⁹

In this study of the Merced City School District, the writer proposed to follow the same general outline which has been mentioned. Also much of the format and many of the titles will be similar to Smith's²⁰ so that the materials in this study can be compared with his data and results.

The Setting of the Survey. A study in any community requires consideration of several community characteristics. It is important to study a community itself in order better to understand school aims, philosophy, organization and instructional programs and economic forces influencing community life.

The City of Merced. The city of Merced is located in the heart of the San Joaquin Valley and is approximately in the middle of California. The main north-south highway of the state, number 99, goes through the city. State highway number 140, the main road to Yosemite National Park, also goes through Merced. Merced is only 78 miles from the famous park and is known as "The Gateway to Yosemite". The Santa Fe and Southern Pacific Railroads both offer freight and passenger service to Merced.

The name Merced is a shortening of the name the early Spanish gave the river "El Rio De Los Merced" or River of Merced,

¹⁹----- "A Survey of Surveys", The National Schools, Vol. 57, No. 3, p. 91, March, 1956.

²⁰Smith, op. cit.

and means the River of Mercy. In 1870, when the Central Pacific Railroad constructed its line down the San Joaquin Valley, it laid out townsites on lands which had been ceded to the company by the Federal Government and named one of the townsites Merced. By 1872 the county seat was moved from Snelling to this new railroad town, and this was the beginning of the present city.²¹

Today Merced is a city of 19,481 and is primarily dependent upon the rich agricultural lands around it. Dairy, poultry, beef, figs, and field crops are the major agricultural products of this area. Manufacturing in Merced is dominated by the food processing and nursery industries.

Castle Air Force Base is 7 miles northeast of the city and approximately 6,000 men are stationed there with a civilian labor force of approximately 2,000.²²

The Population Growth of Merced. Data regarding the population growth of Merced City as shown by the past six Federal Censuses are given in Table I, together with similar figures for the State of California and Merced County. This table shows that Merced has had a rather irregular growth in population over a period of fifty years.

²¹History of Merced County, California, 1881 (San Francisco, California: Elliott and Moore, Publishers, 1881) p. 85.

²²Standard Industrial Survey Summary Report, 1957 (Merced, California: Merced Chamber of Commerce, 1957)

The average percent of growth for the State of California during this fifty year period was 44.3: Merced County had an average gain of 44.5 per cent; while the city of Merced had an average gain of 42.6 per cent. The greatest gain in population was from 1920 to 1930 when the City of Merced grew from 3,970 to 7,066, an increase of 77.8 per cent. According to local authorities, this remarkable growth was caused by the successful completion of the \$16,000,000 Merced Irrigation District project which resulted in a large migration of residents to this area from Inyo County, where they were experiencing water difficulties. The largest increase was between the years 1940 and 1950 when the amount of increase was 5,143. This was partially due to the establishment of Castle Air Field as a permanent United States Air Force Base and the normal influx of military families.²³

By using an average percentage gain of 42.6 per cent for the fifty year period it is estimated that by 1960 the population of Merced will be 21,776 and similarly 32,052 in 1970.

Summary.

1. The purpose of this study is to evaluate certain phases of the school so that policies influencing better school administration may be put in effect.

2. The five major fields studied are: (1) organization and administration; (2) buildings and grounds; (3) financing

²³Ibid.

and school costs; (4) evaluation of the educational program; and (5) the teaching staff.

3. Various surveys made by leaders in the field were studied. The survey made in 1932 by Superintendent W. Max Smith is to be used as a guide for this study.

4. The City of Merced is well located being the "Gateway to Yosemite" and the County seat.

5. In population growth Merced has nearly kept pace with that of the State and County.

6. Merced's two large growths in population were influenced by the completion of the Merced Irrigation District and the establishment of Castle Air Force Base.

ORGANIZATION OF THE REMAINDER OF THE REPORT

The rest of the report consists of six chapters. Chapter II, "Organization and Administration", discusses the authority and responsibility of the various persons connected with the school system, the records, the accounting system, and the transportation problems.

In Chapter III, "Buildings and Grounds", the physical facilities for carrying out the educational program described; buildings are scored and rated in respect to adequacy, present utilization and future needs.

In Chapter IV, "Finances and School Costs", the financial status of the District is discussed under three main headings: (1) the source of school money; (2) how the money is spent; and

(3) the District's ability to pay for a program of education.

Chapter V, "Evaluation of the Educational Program", attempts to determine by means of intelligence and achievement tests and school records the ability of the pupils; to ascertain whether or not the pupils are up to standard, achieving in proportion to their ability, and progressing through the grades at a normal rate.

Chapter VI, "The Teaching Staff" presents the status of the teachers in regard to academic training, experience, and professional growth. Salary schedules are discussed and salaries compared with those of other school systems.

In Chapter VII, for the purpose of emphasis, there is given a final consideration of the Summaries and Findings of all preceding chapters.

Finally, in the Appendix is incorporated a number of forms to which reference has been made throughout the report.

CHAPTER II

ORGANIZATION AND ADMINISTRATION

Statement of the Problem. Few people realize that one of the largest and most important businesses in the United States, as far as number of persons employed, capital outlay invested, amount of money expended, and number of people affected, is that of conducting the public schools. Probably in the administration of no other business of a similar size is there such confusion of authority and responsibility as is found in the administration of schools. While every successful business concern of any importance has its rules and regulations governing the authority and relationship of its employees, such cannot be said of the school business. Investigations show that comparatively few school systems have seen fit to adopt printed rules and regulations as an aid to a more efficient, business-like management.¹ Many schools are also lacking in adequate records, accounting procedures, and efficient purchasing and storing.

Reeder says there are at present four main problems in the business administration of schools.

1. How may school funds best be spent in each of the phases of business administration to obtain 100 cents' value of education from each dollar expended?

¹ H. I. Forseth, O. C. Troxel, "Rules and Regulations of School Boards of Small Cities", American School Board Journal, Vol. 25, December, 1952. p. 27.

2. How may the schools secure better qualified clerks, business managers, and other business employees?

3. How may more efficient accounting procedures be secured?

4. How may the public be kept informed regarding school needs and the efficiency with which school funds are expended?²

This Chapter seeks to answer the following questions relative to the administration and control of the Merced City School District:

1. Are the authority and responsibility within the school district definitely located so that each person connected with the schools knows what he or she is responsible for and to whom?

2. Are the administrative offices adequate?

3. Is the method of accounting and record keeping in the offices of the Superintendent satisfactory?

The Present Administrative Organization. "Because the City of Merced operates as a Chartered City, the elementary schools have been officially designated as the Merced City School District with a Board of Education of five members elected for four year terms."³

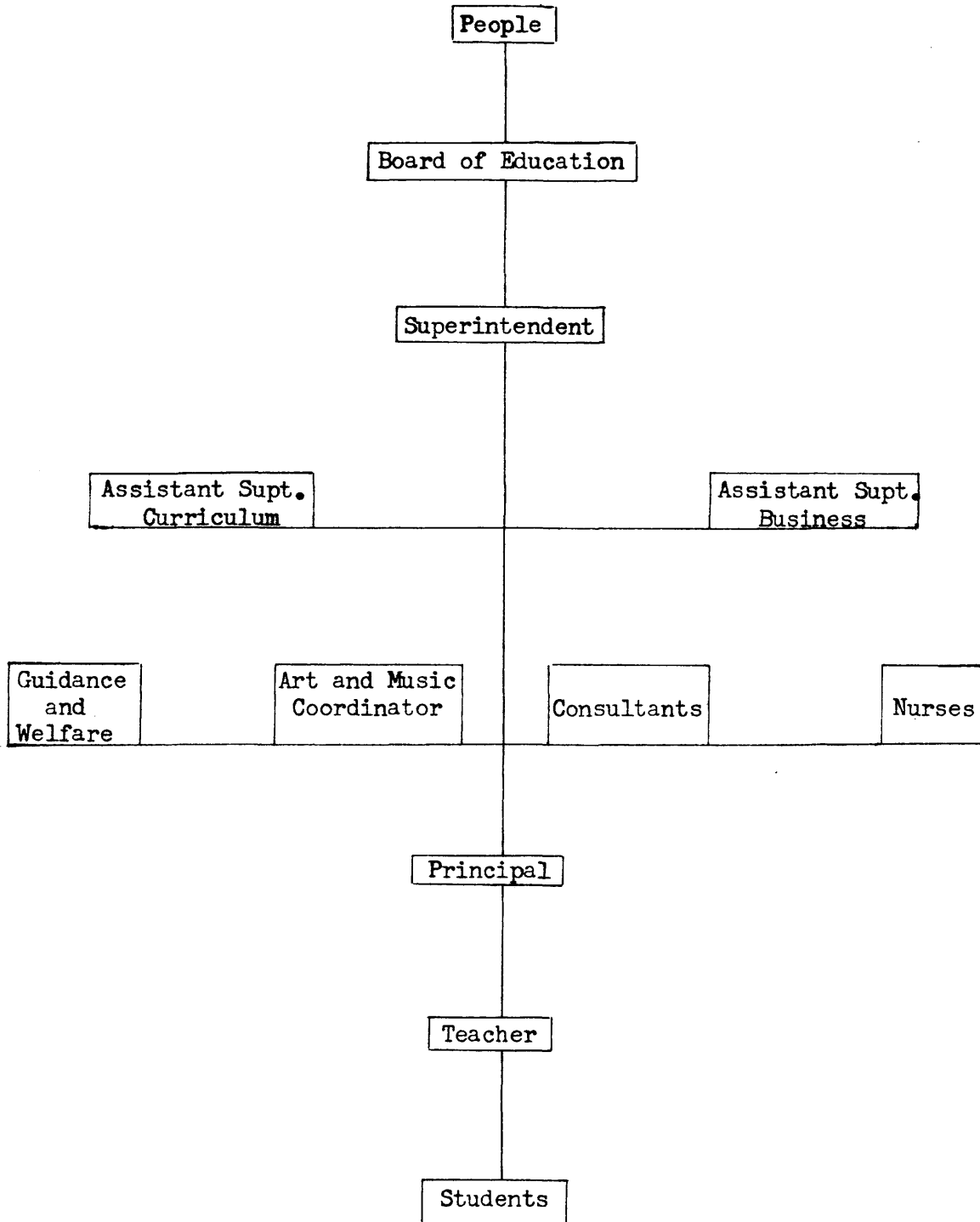
Under the laws of California, the Board of Education is given the authority to manage and administer the school system within its jurisdiction. They select a superintendent to whom they delegate the responsibility of active administration.

²Ward G. Reeder, "Business Administration of Schools". Encyclopedia of Educational Research, New York: (The MacMillan Company, 1952) p. 113.

³Teachers Handbook, 1956 (Merced, California, Merced City School District) p. 23.

Merced maintains the traditional 8-4 dual system of school organization and control, the elementary schools being under one board, and the union high school under another. There are ten elementary schools, six under the direct charge of a supervising principal and four under the direct charge of a teaching principal. The Superintendent has supervision and control of all teachers, supervisors, principals, custodians, gardeners and all other employees of the district.⁴ The organization is best shown graphically as presented in Chart I, which depicts the proper relationship of the administrative organization. Although it is not shown on the chart, the electorate vote for the Board of Education, and the full authority for administering the schools, is vested in these elected representatives. The Board delegates to the Superintendent the responsibility of actively administering the education program, the school plant, employees, and special services.

⁴ A Summary of Responsibilities and Duties of Administrative and Special Personnel. (Merced, California, Merced City School District). p. 4.



A copy of A Summary of Responsibilities and Duties of Administrative and Special Personnel for the Merced City School District was adopted in September, 1956, and is on file in each of the schools.

The Administrative Offices. The administrative offices are located in a separate building on the corner of Twenty-second Street and "M" Street in Merced. They consist of a waiting room, secretaries' offices, a board room, five offices, rest rooms, and a mimeograph and storage room. There are approximately thirty-one hundred square feet of floor space. The Superintendent and Assistant Superintendent each have private offices. The six consultants and coordinators share offices in the remaining three rooms. This sharing of offices makes it impossible to have the privacy so necessary for conferences and interviews.

Records and Reports. The records and reports used in the Merced City School District were revised and catalogued according to a special numbering system approximately two years ago. There are at present 150 record and report forms besides the ones the County, State, and Federal Governments require. Space does not permit the going into detail concerning all of these. A detailed evaluation of these would be worthy of further study.

The Monthly School Bulletin. The Superintendent's office issues a monthly publication to all certificated personnel. The Superintendent and his staff contribute to this bulletin.

District policies, instructions regarding attendance, care of equipment, research, and problems of common interest are presented.

Pupil Enrollment Cards. The enrollment cards used in the Merced City School District consist of two four by six file cards. One copy, the orange, is kept with the teacher and the other copy, the white, is kept in the principal's office. These cards have space for thirty different items of information about the child and his family. When a child transfers, both cards are sent to the Superintendent's office. These cards are simple, but not adequate. Last fall the Superintendent appointed a committee to make a study of the cumulative record system. This committee has made recommendations which probably will be reviewed by the Administrative Council.

Purchasing and Storing. Most of the purchasing of general school supplies and athletic equipment is done by competitive bidding. Each principal makes an annual request for supplies on a standard form. These requests are reviewed and compiled by the Assistant Superintendent. The Board of Education then calls for sealed bids for these supplies. All supplies are delivered to a central warehouse where they are checked against the invoices and inspected. Each school's supplies are then delivered to their store rooms. Complete inventories are taken by the principals twice a year and each teacher requests supplies which are drawn from the individual school supply room. It is believed that this system prevents waste and provides a continual check on supplies used by

each school and by individual classes.

Accounting Procedure. The entire purchasing and accounting procedure is a responsibility of the central office. When a teacher requests the purchase of material not on hand, she makes out a "Request for Supplies" form. This request is approved by the principal and then forwarded to the Assistant Superintendent for his approval. After this has been done the material is ordered and the request filed in the central office files. All purchases are made on a purchase order form, which are authorized only by the Superintendent's office. These are made in duplicate; one is given to the firm from whom the purchase is made, and one is left in the purchase order book numerically arranged. It is required that all invoices be received in duplicate form, each bearing the purchase order number. When the goods are received, they are checked against the invoice and the purchase order to see that sizes, quantities, and grade are according to specifications. Every expenditure, other than regularly authorized salaries, has its inception in the purchase order form. Before warrants are made out, the Superintendent goes over all invoices with the secretary and initials those approved for payment. Warrants for the approved invoices are then drawn, presented at regular or special meetings of the Board, allowed and signed.

When a warrant is drawn for an invoice approved by the Superintendent for payment, the warrant number, date, name of firm in whose favor the warrant is drawn, and the amount are

entered on a page in the master ledger. Each invoice, in addition to being marked with the warrant number and date of payment, bears a segregation of its amount according to the purposes for which the expenditure was made. The master ledger is "broken down" into the major budget classifications and these amounts are entered in the appropriate page. There are also some sub-classifications which help keep account of the expended funds. The financial report is drawn up monthly from the totals of the master ledger.

After each invoice has been approved, the warrant made out, segregation completed and entered in the proper column, it is placed alphabetically in the office files for reference.

In the future, so that a true picture can be made of the district's financial status each month, it is recommended by the writer that encumbrance bookkeeping be installed by the District.

Transportation. The Merced City School District transports kindergarten, first, second, and third grade students to and from school if they live over three-fourths of a mile from school. Children in the fourth, fifth, and sixth grade are transported if they live further than one mile from school.

The thirteen buses owned and operated by the Merced City School District make an average of four trips each day. After examining bus routes and predicted enrollment figures with the Assistant Superintendent, it appears the district will probably have to buy two more buses next year. No prediction is made for any of

the ensuing years because the number of bus routes are directly related to the number of new schools which may be built.

Transportation Regulations. In May, 1931, seven children were killed and many others seriously injured in a Merced City School bus accident. Since that time strict state-wide regulations requiring periodic inspection of buses have been passed. These regulations include examination of bus drivers, adherence to definite specifications regarding buses and equipment, and inspection by the State Highway Patrol.

Summary.

1. The Merced City School District is administered as an 8-4 dual system with a Board of Education of five members, the high school district being under a separate board.
2. The ten elementary schools are administered by six supervising principals and four teaching principals.
3. A set of rules and regulations, giving a complete list of essential duties and responsibilities of administrative and special personnel have been recently adopted by the Board of Education.
4. The offices for the supervisory and consultant staff are inadequate. These are shared offices and lack the privacy necessary for conferences and interviews.
5. It is recommended that additional office space be built on to the present administration building or that part of the Le Conte School be used as offices.

6. It is recommended that some action be taken to improve the pupil enrollment cards.

7. It is recommended that an encumbrance bookkeeping system be installed.

CHAPTER III

BUILDINGS AND GROUNDS

The problem of properly housing its schools and providing adequate playgrounds is one of the most vital issues facing a school district. In the treatment of this problem, this chapter attempts to answer the following questions:

1. How adequate are the school buildings of the Merced City School District as measured by accepted standards; what do the buildings score on a standard score card?
2. Are the buildings used to capacity?
3. Are the buildings properly located with reference to the distribution of children?
4. What will be the probable housing demands for the next ten years?

The Present School Buildings. The schools for the Merced City School District are housed in ten different buildings. Basic data concerning the school buildings are shown in Table II. Seven of these schools accommodate kindergarten through the sixth grade. They are: Ada Givens, Charles Wright, Franklin, Fremont, Galen Clark, John Muir, and Sheehy. The Burbank School accommodates children in grades one to three and Le Conte, the children from kindergarten through the fourth grade. The Hoover School is for seventh and

eighth grade students only. No map is included in this study because when an attempt was made to reduce a map of some 92 square miles to an eight and one-half by eleven inch page, it was very unsatisfactory.

Methods of Evaluating Buildings. The Assistant Superintendent, the Supervisor of Buildings and Maintenance, and the writer of this paper acted as three judges to examine each of the ten buildings which were scored according to the revised form of the Strayer-Engelhardt Score Card for Elementary Buildings.¹ On this score card there are eight general divisions: Site, Building, Service System, General Classrooms, Kindergarten, Special Activity Rooms, General Service Rooms, and Administration Rooms.

"It is not possible to fix an absolute minimum score for a usable school building with the corollary that all buildings scoring below that minimum be recommended for immediate abandonment."²

In spite of this fact, most building specialists agree that buildings scoring less than 400 points are, as a rule, so inferior that they should be abandoned as rapidly as possible.³ Survey specialists also recommend that buildings scoring 85% or more of the

¹George D. Strayer and N. L. Engelhardt, Standards for Elementary School Buildings. (New York: Teachers College, Columbia University, 1933) pp. 181.

²American School Buildings, 1949, Twenty-Seventh Year-Book (Washington D.C.: American Association of School Administrators, 1949) p. 58.

³Ibid., p. 59.

TABLE II
 BASIC DATA CONCERNING THE PRESENT SCHOOL BUILDINGS

School	Date of Construction	Acres in Site	Acres for Play	Permanent Classrooms	Temporary Classrooms	Expansion Possibilities
Givens	1956	10	8	7	1	yes
Burbank	1950	10	8	9	0	yes
Wright	1948	7	6	20	0	no
Franklin	1950	6	5	8	0	yes
Fremont	1950	8	7	12	2	no
Clark	1920	5	4	21	1	no
Hoover	1950	20	18	26	0	no
Muir	1921	7	5	19	0	no
LeConte	1908	6	5	5	0	no
Sheehy	1950	9	8	15	0	no

total score, 850 points or more, be rated excellent; 70% to 84.9% of the total score, 700 to 849 points be rated good; 55% to 69.9% of the total score, 550 to 699 points, be rated fair; 40% to 54.9% of the total score, 400 to 549 points, be rated poor; and those scoring less than 40% of the total score, less than 400 points, be rated unsatisfactory.⁴

The score on the eight major divisions and the total scores for each building of the Merced City School District are given in Tables III and IV. The per cent of standard of these scores represented is also indicated. A brief analysis of each of these divisions as applied to the ten schools is given. In discussing these items, emphasis will be placed chiefly upon deficiencies.

ADA GIVENS SCHOOL

Site. The newest school in the Merced City School System scored 87 per cent on the first major division. The major deficiencies were with the play courts and fields and the lack of school gardens.

Building. The building rated very high on this division with a score of 95 per cent. Deficiencies here are nearly non-existent.

Service System. The major criticism in this area, as it will be in all schools, is the lack of a cooling system. A score of 84

⁴Loc. cit.

TABLE III

DISTRIBUTION OF SCORES ON BUILDINGS
 MERCED CITY SCHOOL DISTRICT
 1958-59

	Standard for Per Score Cent		Ada Givens for Per Score Cent		Burbank for Per Score Cent		Wright for Per Score Cent		Franklin for Per Score Cent		Fremont for Per Score Cent	
Site	100	100	87	87	78	78	77	77	77	77	76	76
Building	160	100	152	95	150	94	150	94	150	94	150	94
Ser.System	225	100	188	84	188	84	200	89	187	83	188	84
Gen. Rooms	205	100	203	99	202	99	202	99	262	99	202	99
Kdgt.	35	100	33	94	33	94	34	97	33	94	33	94
Spec.Rooms	90	100	0	0	0	0	0	0	0	0	0	0
Gen.Ser.Rms.	125	100	0	0	0	0	0	0	0	0	0	0
Adm. Rooms	60	100	25	41	14	23	28	47	13	22	22	37
TOTAL SCORE	1000	100	688	69	665	67	765	77	662	66	740	74

TABLE IV

DISTRIBUTION OF SCORES ON BUILDINGS
 MERCED CITY SCHOOL DISTRICT
 1958-59

	Standard for Per Score Cent		Galen Clark for Per Score Cent		Hoover for Per Score Cent		John Muir for Per Score Cent		LeConte for Per Score Cent		Sheehy for Per Score Cent	
Site	100	100	65	65	83	83	72	72	71	71	80	80
Building	160	100	130	81	149	93	132	83	129	76	151	94
Ser.System	225	100	132	59	209	93	144	64	139	62	187	83
Gen. Rooms	205	100	149	73	202	99	150	73	150	73	202	99
Kdgt.	35	100	33	94	0	0	18	51	33	94	33	94
Spec.Rooms	90	100	0	0	77	86	0	0	0	0	0	0
Gen.Ser.Rms.	125	100	53	42	81	65	51	41	0	0	69	55
Adm. Rooms	60	100	10	47	30	60	17	29	10	17	22	37
TOTAL SCORE	1000	100	578	58	831	83	584	58	525	53	744	74

per cent was given on this division.

General Classrooms. With a score of 99 per cent, no constructive criticism can be given here.

Kindergarten. The score on this division was 94 per cent. It would be very hard to make a constructive criticism.

Special Activity Room. There are no special activity rooms at the Ada Givens School. The seven sub-headings in this division are: (1) art room, (2) home economics room, (3) industrial arts room, (4) library, (5) music room, (6) science room, and (7) other rooms. On this division a score of zero is given.

General Service Room. No assembly rooms, gymnasium, play room, swimming pool, or cafeteria has been built at the Ada Givens School. A score of zero is also given on this division.

Administration Rooms. A score of 41 per cent was scored here. The main deficiencies are: no vice-principal's office, lack of conference rooms, and the lack of a medical or dental clinic room.

BURBANK SCHOOL

Site. This nine room school scored 78 per cent on this division. The main deficiencies are the play courts and fields and the lack of school gardens.

Building. In this division the Burbank School had a score of 94 per cent. The main criticism here is the orientation in the placing of this building.

Service System. The lack of a cooling system, lockers, and storage space were the three main criticisms here in evaluating this division at 84 per cent.

General Classrooms. The general classrooms were excellent with a score of 99 per cent, so no major criticism is made here.

Kindergarten. The kindergarten scored 94 per cent with the lack of equipment storage the major criticism.

Special Activity Room. A score of zero was received here with no art, home economics, industrial arts, library, music or science rooms.

General Service Rooms. A score of zero here, also. Burbank has no auditorium, gymnasium, play room, swimming pool, or cafeteria.

Administration Room. The lack of a private office for the principal, an adequate nurse's room, health service room, and men's retiring room gave this division a score of 23 per cent.

CHARLES WRIGHT SCHOOL

Site. This school scored 77 per cent on this division. The

main criticism is the drainage, the size of the site, the play courts and fields, and the lack of school gardens.

Building. The placement of the building with its position on the site and its orientation were the two main criticisms in this division. A score of 94 per cent was given here.

Service System. The lack of a cooling system and lockers were the two major deficiencies in this division. A score of 89 per cent was given here.

General Classrooms The excellent classrooms had a score of 99 per cent so there was no major deficiency.

Kindergarten. The kindergarten had a score of 97 per cent so there is no major deficiency in this area.

Special Activity Rooms. There are no special activity rooms in the Charles Wright School so a score of zero was received in this division.

General Service Rooms. In this area a score of 59 per cent was received. The lack of a gymnasium, play rooms, and a swimming pool were the three things that kept this score from being much higher.

Administration Room. A score of 47 per cent was received here. There is only a nurse's room here so the lack of medical and dental clinic rooms was a deficiency. The lack of an attendance

room and conference room were also a deficiency in this area.

FRANKLIN SCHOOL

Site. A score of 77 per cent was received in this division. The main criticisms were the location, landscaping, and the lack of school gardens.

Building. There is no major criticism in this area with a score of 94 per cent given here.

Service System. The lack of a cooling system and the absence of any room darkening facilities were the two major deficiencies in this division's score of 83 per cent.

General Classrooms. No deficiency was listed in a score of 99 per cent.

Kindergarten. A score of 94 per cent was received in this division with the only criticism being the lack of storage.

Special Activity Room. There are no special activity rooms at the Franklin School so a score of zero was received.

General Service Rooms. A score of zero was given here as the Franklin School does not have any general service rooms.

Administrative Rooms. There was a score of 22 per cent given here. The nurse's room and the teacher's room use the same facilities. The one administrative office is used as the waiting

room, secretary's office and principal's office. The only way to enter the nurse's room is through the administrative office. The last major deficiency is the lack of separate rest rooms for the men and the women.

FREMONT SCHOOL

Site. The Fremont School received a score of 76 per cent in this division. The main deficiency here is the drainage of the playground and the absence of any school garden.

Building. This school score 94 per cent with the main criticism being the placement of the building.

Service System. The main deficiency here is the heating and ventilating system used. The judges felt with this school, as with all of them, that a cooling system should be provided. A score of 84 per cent was given here.

General Classrooms. A score of 99 per cent was given here so no major deficiency can be mentioned.

Kindergarten. A score of 94 per cent was given in this division. With the addition of more storage space this year, no criticism can be made.

Special Activity Rooms. There are no such rooms at Fremont School so a zero is scored here.

General Service Room. In this division a score of 69 per cent was given. The lack of a gymnasium and a swimming pool kept the percentage down in this area.

Administrative Offices. A score of 37 per cent was received in this area. The lack of a vice-principal's office and the absence of a health or dental clinic were the main deficiencies.

GALEN CLARK SCHOOL

Site. The largest elementary school in the district received a score of 65 per cent here. The location on the corner of two busy streets, the environment, the size, and the play courts and fields are scored against the site. As seen by Table II, there are only four acres of play area for the six-hundred and thirty children. Using the formula "five acres plus an additional acre for each one hundred pupils of ultimate enrollment"⁵ this site should be nearly twice the size. The environment of this school is poor, also, because the State Department of Highways is at the present time buying the land across the street to be used for a Freeway.

The additional two acres adjacent to the playground have 17 structures on them. An informal appraiser's report from the Bank of America states that this property is worth approximately \$45,000. If \$5,000 could be realized from the sale of these structures, the

⁵Ibid. p. 75

property could probably be condemned for a cost of \$40,000.00 net.

Building. This building, which was erected in 1920, scored 81 per cent. The judges felt that installing running water in all rooms, painting the outside, and covering the old soft wood floors with an asphalt tile would greatly improve the building.

Service System. The Galen Clark School scored 59 per cent in this division. Some of the deficiencies here were: the lack of individual room heating controls in the main building, the poor wiring, the absence of a separate fire alarm system, the lack of an inter-com system, the fact that the clocks are not on a master control, the lack of storage space, and the absence of lockers.

General Classrooms. The general classrooms scored 73 per cent. The main deficiencies are: the black chalk boards; the flooring, as previously mentioned; the presence of the "runner-type-desks" in many classrooms; and the old teachers' desks.

Kindergarten. A new double kindergarten was built a year ago and used for the first time this school year. The only deficiency found, in a score of 94 per cent, was the inadequacy of storage space for the children's outer clothes.

Special Activity Room. There are no such rooms at the Galen Clark School so a score of zero was given.

General Service Room. A score of 42 per cent was received in this division. The main deficiencies are the absence of a

gymnasium, a play room, and a swimming pool.

Administration Room. This division scored 27 per cent. The lack of a vice-principal's office, clinical rooms, a men's retiring room, and the lack of other administrative offices kept this score low.

HOOVER SCHOOL

Site. The only major deficiency in this division was the lack of school gardens. A score of 83 per cent was received here.

Building. A score of 93 per cent was received here with no major criticisms given.

Service System. With a score of 93 per cent, the judges' major criticism, as has been previously mentioned, was the lack of a cooling system.

General Classrooms. A score of 99 per cent was received in this division so that there is no major deficiency.

Kindergarten. The Hoover School has only the seventh and eighth grade students, so there is no Kindergarten.

Special Activity Rooms. A score of 86 per cent was received in this area. No major deficiencies were found.

General Service Rooms. This division received a rating of 65 per cent. The main criticisms being: the auditorium and gymnasium

were the same building; the absence of a swimming pool; and the general inadequacy of the cafeteria which is housed in a temporary building.

Administration Rooms. The judges rated this division at 50 per cent. The lack of medical clinic rooms and offices for guidance and counseling were the main criticisms.

JOHN MUIR SCHOOL

Site. This school scored 72 per cent here. The main criticism is in its location, drainage, and the lack of school gardens. However, with the Santa Fe Railroad tracks and Bear Creek running parallel through this area a better selection would have been difficult.

Building. This building erected in 1921 scored 83 per cent. The judges felt this building would be greatly improved by the installation of asphalt tile on the floors.

Service System. A score of 64 per cent was given here. As in other older schools, the kind of heating and ventilation scored low as did the temperature control system. The absence of an inter-com system and lockers also were classified as deficiencies.

General Class Rooms. With a score of 70 per cent, the major criticisms were: the flooring, black chalkboards, lack of built in equipment, the runner-type desks still in use, and the old teacher's desks.

Kindergarten. Nearly all sub-headings in this division seemed to be inadequate. These were the size and utilization, floors, walls and ceilings, built-in-equipment, chalkboards, bulletin boards, and color scheme. Also, the play area for the kindergarten, although figured in another division, is most inadequate.

Special Activity Rooms. There are no such rooms at the John Muir School, so a zero was received here.

General Service Rooms. The absence of a gymnasium, play room, and a swimming pool greatly affected the score of 41 per cent. The equipment in the kitchen and the small size of the kitchen also are listed as deficiencies.

Administrative Rooms. A score of 29 per cent was received here. The absence of any administrative rooms, excepting a general office, a principal's office, a men's retiring room, and medical and dental clinic rooms did much to keep the score low.

LE CONTE SCHOOL

Site. This four room school received a score of 71 per cent on this division. The major deficiency is its location. As seen in a spot map, this school would serve the needs of this area if it were located approximately three blocks south-west.

Building. The Le Conte School is the oldest building, being built in 1908, and received a score of 70 per cent. For a school

nearly 50 years old, this school has been "kept up" very well, so no one part of this division scored especially low.

Service System. This school scored 62 per cent in this division. The main deficiencies are: the lack of individual room heating controls; the location of the furnace in the basement; the outside location of the boys' toilet; and the lack of locker space.

General Classrooms. In this division the Le Conte School scored 73 per cent. The lack of built-in equipment, the presence of the "runner-type" desks, the old teacher's desks, and the wooden floors were listed as the major deficiencies.

Kindergarten. The kindergarten at the Le Conte School is in a separate building across the street. This was scored at 94 per cent with the floor furnace and the inadequate illumination being the two major deficiencies.

Special Activity Rooms. There are no special activity rooms at the Le Conte School so a score of zero was received.

General Service Rooms. A score of zero was received as there are no general service rooms.

Administration Room. In this division a score of 17 per cent was received. The only two rooms in this division that are part of the Le Conte School are: a principal's office and a ladies' rest room.

SHEEHY SCHOOL

Site. The Sheehy School scored 80 per cent in this division. The main deficiency is the poor drainage system on the playgrounds.

Building. With a score of 94 per cent the only major criticism the three judges made was the lack of off-street parking for the staff.

Service System. A score of 83 per cent. The deficiencies as listed by the judges who scored this building were: (1) lack of air cooling system, (2) lack of any bathing facilities, and (3) the absence of any locker space.

General Classrooms. The classrooms rated 99 per cent so no major criticisms were made in this division.

Kindergarten. The only deficiency listed by the judges was the lack of equipment storage space in the 94 per cent score listed here.

Special Activity Rooms. There are no such rooms at the Sheehy School so a score of zero was received.

General Service Rooms. The absence of a gymnasium, a play room, a swimming pool, and the inadequate faculty lunch rooms were noted here in the score of 55 per cent.

Administration Rooms. A score of 37 per cent was received

in this division. The absence of an attendance and conference room, medical clinic space, and other administration offices kept the score from being higher.

Utilization of the School Plant. In the study of utilization of the school buildings comprising Merced City School District, two types of utilization were considered, class room use and pupil station use. Room utilization of the classrooms composing this school system was relatively easy to determine since the measurement could be made by comparing the number of classrooms used with the number of satisfactory rooms available. Temporary classrooms were excluded from the survey. In each kindergarten it was assumed there could be two sessions each day. The Merced City School District set a maximum of 33 students per class; this same figure was used in this paper. In the Herbert Hoover School, which houses all seventh and eighth grade students, a daily room utilization schedule was used as was a pupil station survey. This was done because this school is departmentalized.

Table V shows that the Sheehy School had 100 per cent utilization, that five schools were in the 90 per cent range, two were in the 80 per cent range and that the Burbank School was used to 64 per cent of capacity.

In elementary schools represented on the table, where pupils remain in the same room for all classes, "a room use of 90 per cent

TABLE V

COMPARISON OF SCHOOLS OF PUPIL MEMBERSHIP AND UTILIZATION WITH PRESENT CAPACITY
 MERCED CITY SCHOOL DISTRICT
 1958-59

	Givens	Burbank	Wright	Franklin	Fremont	Clark	Muir	LeConte	Sheehy	All Elem. Schools
Maximum Capacity	264	165	726	264	429	759	660	198	528	4510
Peak Membership	241	107	626	233	391	733	610	186	528	3993
Possible Increase	23	58	100	31	38	26	50	12	0	517
Per Cent Utilization	91.3	64.8	86.2	84.5	91.1	96.6	92.4	93.9	100	88.3
Per Cent Possible Increase	8.7	35.2	13.8	13.8	8.9	3.4	7.6	6.1	0	11.7

and a pupil use of 75 per cent are acceptable standards."⁶ Using this as a basis for critical judgment, all schools, with the exception of Burbank, indicate overcrowding.

Tables VI and VII show the pupil station utilization for each classroom at the Hoover School. When the accepted standard of 65 to 70 per cent pupil station utilization⁷ is compared to the 85 per cent average usage of all classrooms, overcrowding is evident. Likewise, all individual rooms, except four, show overcrowding.

Tables VIII and IX show the daily room utilization of each regular classroom at the Hoover School. Compared with the recommended standard of 80 to 85 per cent room utilization⁸ fourteen of the twenty-six classrooms show overcrowding since they are occupied from 86.7 per cent to 100 per cent of the time.

Estimated Growth of the School Population. Table X attempts to show the estimated number of pupils in A.D.A. that will be in the Merced City Schools in 1968-69. The predicted A.D.A. for the next ten years was obtained by using the average per cent of annual increase for the past ten years. The average annual increase for the ten year period 1948-49 to 1958-59 was found to be

⁶ American School Buildings, op. cit., p. 60

⁷ T. C. Holy and John H. Herrick, "School Plant" Encyclopedia of Education Research, (New York: The MacMillan Company, 1952) p. 1116.

⁸ Ibid.

TABLE VI
 HOOVER SCHOOL PUPIL STATIONS USED
 1958-59

Room Number	Monday	Tuesday	Wednesday	Thursday	Friday	Total Usage	Usage Provided	Per Cent of Usage
1	187	188	150	225	225	975	990	93.48
2	173	210	173	177	177	910	990	91.91
3	190	190	190	228	190	988	990	99.79
4	180	180	180	180	216	936	990	94.54
5	107	107	107	107	107	534	990	89.16
7	204	204	204	204	204	1020	990	103.03
9	107	184	108	177	141	722	990	72.92
10	104	104	104	104	104	520	990	86.66
11	144	243	141	183	183	868	990	87.67
13	204	171	204	169	204	952	990	96.16
14	170	207	175	207	207	966	990	97.57
15	210	174	210	176	210	980	990	98.98
16	222	185	185	222	222	1036	990	104.64

TABLE VII
 HOOVER SCHOOL PUPIL STATIONS USED
 1958-59

Room Number	Monday	Tuesday	Wednesday	Thursday	Friday	Usage	Provided	of Usage
17	185	185	222	185	185	926	990	97.17
18	201	201	201	134	134	871	990	87.97
19	108	108	108	72	108	504	990	50.90
20	188	188	188	188	188	940	990	94.94
21	180	152	180	148	180	840	990	84.84
22	178	178	178	178	178	890	990	89.89
23	176	176	176	176	176	880	990	88.88
24	172	172	172	172	172	560	990	86.86
25	114	76	114	114	114	532	990	53.73
26	186	148	186	176	175	868	990	87.67
27	183	172	181	137	176	849	990	85.75
28	135	135	135	136	135	675	990	68.18
29	37	36	36	36	0	145	990	14.64

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TABLE VIII

HOOVER SCHOOL DAILY ROOM UTILIZATION
1958-59

Room Number	Periods Used Each Day					Total Periods Used Weekly	Total Periods Provided	Per Cent of Usage
	Monday	Tuesday	Wednesday	Thursday	Friday			
1	5	5	4	6	6	26	30	86.7
2	5	6	5	5	5	26	30	86.7
3	5	5	5	6	5	26	30	86.7
4	5	5	5	5	6	26	30	86.7
5	6	6	6	6	6	30	30	100
7	6	6	3	6	6	30	30	100
9	3	5	6	5	4	20	30	66.7
10	6	6	4	6	6	30	30	100
11	4	6	6	5	5	24	30	80
13	6	5	5	5	6	28	30	93.3
14	5	6	6	6	6	28	30	93.3
15	6	5	5	5	6	28	30	93.3
16	6	5	5	6	6	28	30	93.3

TABLE IX

HOOVER SCHOOL DAILY ROOM UTILIZATION
1958-59

Room Number	Periods Used Each Day					Total Periods Used Weekly	Total Periods Provided	Per Cent of Usage
	Monday	Tuesday	Wednesday	Thursday	Friday			
17	5	5	6	5	5	26	30	86.7
18	6	6	6	4	4	26	30	86.7
19	3	3	3	2	3	14	30	46.7
20	5	5	5	5	5	25	30	83.3
21	6	5	6	5	6	28	30	93.3
22	5	5	5	5	5	25	30	83.3
23	5	5	5	5	5	25	30	83.3
24	5	5	5	5	5	25	30	83.3
25	3	2	3	3	3	14	30	46.7
26	5	4	5	5	5	24	30	80
27	5	5	5	4	5	24	30	80
28	4	4	4	4	4	20	30	66.7
29	1	1	1	1	0	4	30	13.3

TABLE X
ESTIMATED NUMBER OF PUPILS IN A.D.A.
IN THE MERCED ELEMENTARY SCHOOL DISTRICT
1958-1959 - 1967-68

Year	Estimated Per Cent of Increase	Estimated Increase	Estimated A.D.A.
1958-59	6.3	266	4490
1959-60	6.3	283	4773
1960-61	6.3	301	5074
1961-62	6.3	320	5394
1962-63	6.3	340	5714
1963-64	6.3	361	6095
1964-65	6.3	384	6479
1965-66	6.3	408	6887
1966-67	6.3	434	7321
1967-68	6.3	461	7782

6.3 per cent. To the A.D.A. of 1958-59 and each succeeding year was added this ratio of estimated yearly increases. For example, in 1958-59 the A.D.A. was 4424. By taking 6.3 per cent of this, the result obtained was 266. This number was added to 4224, making 4490 as the estimated A.D.A. for the year 1958-59. This process was repeated, using 4490 as the new base, and so on until the final prediction was reached; that the total A.D.A. in 1967-68 would be 7782.

A survey of these facts indicated that: (1) the estimated membership in the schools will increase 3,558 A.D.A. in the next ten years. (2) the number of additional classrooms needed during this period will be one-hundred eleven, if the present room utilization percentages remain constant. This figure is derived by dividing the estimated growth, 3558, by 33, the number of students per class.

Summary and Recommendations.

1. The ten school buildings, with the exception of Le Conte, are generally satisfactory and are meeting the present needs of the community.

2. By the Strayer-Engelhardt Score Card (1933 revised) the buildings score as follows:

Ada Givens--688 points, or 69 per cent of standard.

Burbank--665 points, or 67 per cent of standard.

Wright--765 points, or 77 per cent of standard.

Franklin--662 points, or 66 per cent of standard.

Fremont--740 points, or 74 per cent of standard.

Galen Clark--578 points, or 58 per cent of standard.

Hoover--831 points, or 83 per cent of standard.

John Muir--584 points, or 58 per cent of standard.

Le Conte--525 points, or 53 per cent of standard.

Sheehy--74 points, or 74 per cent of standard.

3. The Ada Givens School could very well use a Multi-purpose room.

4. If additional classrooms are added to the Burbank and Franklin Schools, it is recommended that additional office space be added.

5. The feasibility of purchasing the additional two acres for playground space at the Galen Clark School should be thoroughly investigated.

6. The floors of the Galen Clark and John Muir Schools should have asphalt tile applied to them.

7. Re-wiring of the circuits should be done at the Galen Clark School.

8. An inter-com system should be installed at both the John Muir and Galen Clark Schools. A separate fire alarm system should also be installed at the Galen Clark School.

9. The runner-type desks and the black chalk boards should be systematically replaced at the Galen Clark and John Muir Schools.

10. It is recommended that the possibility of erecting a new cafeteria at the Hoover School be studied.

11. It is recommended that the possibility of using the Le Conte School for administration offices be thoroughly

investigated.

12. The feasibility of installing more adequate faculty lunch rooms in the Fremont and Sheehy Schools should be investigated.

13. It is recommended that the playground drainage system at all of the school playgrounds be improved.

14. It is recommended that the various types of air cooling systems for the classrooms be studied and considered for installation.

15. The heaviest distribution of pupils is on the south side of the city. It is recommended that an intermediate school be built there as soon as feasible.

16. It is predicted that the Merced City Schools will have an enrollment of 7,782 in 1967 and will need 111 more classrooms at that time.

CHAPTER IV

FINANCES AND SCHOOL COSTS

Introductory Statement. This chapter presents the facts concerning the financial situation of the Merced City School District. The discussion was considered under three main headings:

1. The sources of Merced's school money;
2. An analysis of school expenditures;
3. A study of Merced's ability to pay for a system of public education.

Each of these three divisions presents facts concerning Merced in relation to other school districts of California, which are comparable to Merced in size and organization. These ten other districts were selected in the following manner: (1) five of the districts had the same organization as Merced's and were the closest to Merced's A.D.A. having a greater A.D.A.; (2) five of the districts were the closest to Merced's A.D.A. having a slightly smaller A.D.A. The school districts in California had been ranked according to size by the California State Department of Education and were chosen from this list.¹

¹Magnuson, Henry W., Average Daily Attendance and Selected Financial Statistics of California School Districts. 1957-1958, California State Department of Education, Elementary Study Number 1, (Sacramento: California State Department of Education, 1958) p. 26.

The Source of School Money. The Merced City School

District receives the money which is available for the financing of public education from two major sources: The State of California and the district. So that a more accurate picture of each years' budget would be presented in Table XI, the beginning balance and the monies from the Federal Government were included. The total amount budgeted for the school year 1957-58 was \$1,626,589.00. Of this amount \$815,390 was received from the State; \$220,000 from the District; \$381,208 was the Beginning Balance; and \$10,000 was received from the Federal Government.

A.D.A. Over a Ten Year Period. An important factor in concerning school expenditures is the number of pupils in attendance over a ten year period. Table XII shows the A.D.A. of the Merced City Schools over a period of ten years. The greatest per cent of increase was made in 1949-50, when there was an increase of 9.9 per cent. The table indicates that the total A.D.A. has increased from 2,294 in 1948-49 to 4,224 in 1957-58, or about 63 per cent for the ten year period, the average increase being 6.3 per cent.

Current Expenditures from 1948-49 to 1957-58. The trend for the current expenditures for the ten year period is shown in Table XIII. In the year 1948-49 the current expenditures for the Merced City School District were \$304,654. In 1957-58 they had grown to \$1,010,400 or three times what they were ten years ago.

A comparison of the increase in A.D.A. and the current

TABLE XI
 SOURCES OF SCHOOL MONEY
 MERCED CITY SCHOOL DISTRICT
 1948-49 - 1957-58

Year	State	District	Beginning Balance	Federal	Total
1948-49	\$256,248	\$92,031	\$ 36,301		\$384,640
1949-50	291,797	137,018	24,045		452,900
1950-51	382,389	138,278	152,933		651,235
1951-52	444,638	113,752	92,845		673,298
1952-53	444,518	127,820	100,960		673,298
1953-54	574,664	154,000	106,095	12,000	846,759
1954-55	711,927	154,500	144,581	5,000	1,016,008
1955-56	765,393	155,000	161,833		1,082,226
1956-57	785,005	263,700	237,109	2,000	1,288,804
1957-58	815,390	220,000	381,208	10,000	1,626,598

TABLE XII

AVERAGE DAILY ATTENDANCE
MERCED CITY SCHOOL DISTRICT
1947-48 to 1957-58

Year	A.D.A.	Increase	Per Cent Increase
1948-49	2294	113	5.2
1949-50	2547	253	9.9
1950-51	2747	200	7.3
1951-52	2961	214	7.2
1952-53	3228	267	8.2
1953-54	3420	192	6.6
1954-55	3617	197	5.4
1955-56	3806	189	5.0
1956-57	4062	256	6.3
1957-58	4224	162	<u>3.3</u>
			63.4
Average	3292	204	6.3

TABLE XIII

CURRENT EXPENDITURES
MERCED CITY SCHOOL DISTRICT
1948-49 to 1957-58

Year	Current Expenditures	Increase	Per Cent of Increase	Increase per A.D.A.
1948-49	\$304,645	\$105,914	36.3	\$46.17
1949-50	355,639	40,085	11.5	15.69
1950-51	430,342	74,703	17.4	27.16
1951-52	520,916	90,974	17.4	31.19
1952-53	579,628	58,352	10.1	18.04
1953-54	636,167	56,899	8.9	16.06
1954-55	753,520	117,163	15.6	32.38
1955-56	825,638	72,114	8.7	19.77
1956-57	833,127	156,892	18.8	38.64
1957-58	1,010,400	27,870	2.9	6.60
Total	\$6,349,671	\$401,660	146.0	\$281.70
Average	624,967	40,166	14.6	28.17

expenditures shows the expenditure has risen more rapidly than the rate of pupil attendance. This difference in the rate of increase in A.D.A., and rate of increase in expenditures does not necessarily imply excessive expenditures. This difference can be partially explained by new services in keeping requirements for a modern school system and by the increasing costs in the economy of the United States.

Cost for A.D.A. in Ten California School Districts. A comparison of costs per A.D.A. in various districts is sometimes significant. Table XIV indicates the cost per A.D.A. in Merced and in ten other selected California School Districts for the year 1957-58. The costs ranged from \$220.76 to \$312.63 per A.D.A., the average being \$254.76. Merced spent \$212.26 on each pupil in average daily attendance. This placed Merced's cost as the lowest per A.D.A.

Comparison of County Assessment Ratio. Table XV presents the assessment ratio of Merced and ten other California school districts in 1956-57.²

The table reveals that Merced's assessment ratio is equal to five other districts being at 25 per cent of the true value. The ratios range from 18 to 25, with the average being 22.6.

²California State Board of Equalization Annual Report. 1955-56, A Report Prepared by the Board of Equalization (Sacramento, California State Printing Office, 1956), p 5.

TABLE XIV
 CURRENT EXPENDITURES AND COST PER A.D.A.
 OF TEN SELECTED SCHOOL DISTRICTS IN CALIFORNIA
 1957-58

City	A.D.A.	Expenditures	Cost per A.D.A.	Rank
Ravenwood City	4,365	\$1,237,275.24	\$283.48	2
Castro Valley	4,329	1,160,233.10	268.01	5
Los Altos	4,304	1,345,554.38	312.63	1
Hudson (Puente)	4,287	946,392.72	220.76	10
Alum Rock Union (San Jose)	4,220	1,032,458.34	244.66	7
Merced City	4,148	880,441.54	212.26	11
Visalia City	3,806	875,285.23	229.98	9
Costa Mesa Union	3,743	932,837.94	249.22	6
Colton	3,551	844,375.27	237.79	8
Garvey	3,590	969,544.30	273.11	3
Walnut Creek	3,529	954,497.86	270.47	4
Average	3,983	\$1,016,272.36	\$254.76	
Merced's Rank	6	9	11	

TABLE XV

COUNTY ASSESSMENT RATIO OF MERCED AND
TEN OTHER SELECTED SCHOOL DISTRICTS IN CALIFORNIA
1955-56

City	Assessment Ratio	Rank
Alum Rock	25	1
Costa Mesa Union	25	2
Garvey	25	3
Hudson	25	4
Los Altos	25	5
Merced	25	6
Castro Valley	21	7
Ravenwood City	21	8
Visalia City	20	9
Walnut Creek	19	10
Colton	18	11
Average Ratio	22.6	
Merced's Rank	6	

District Tax Rates Compared. A comparison of district tax rates for maintenance purposes and true rates in Merced and ten other selected school districts in California is presented in Table XVI. The district rates ranged from .81 to 2.02 with an average of 1.24; Merced with a rate of .90 seemingly spends approximately one-third less than the average. However, the true rate which is also shown on Table XVI shows the range from .15 to .42 with an average of .24; Merced with a true rate of .23 is very close to the mean. This shows that for every \$100 of true assessed value of property, Merced spends .22 for public schools.

Assessed and True Valuations Compared.

Assessed valuation is an important factor to consider when analyzing a community's ability to support a program of education. Upon the assessed valuation depends the tax rates. Taxation is based upon two variables; first, the assessed valuation, and second, the rate. If property is assessed in a uniform manner, the ratio of true value to the assessed value will remain the same. The public is inclined to base its attitude toward taxation on the rate rather than the total amount paid in relation to the assessed valuation.³

Table XVII compares the assessed valuation of the Merced City School District with that of ten other selected school districts in California for 1957-58. Merced, with an assessed valuation of \$28,017,310, is third in rank. However, its true valuation is \$112,069,240, and is fourth in rank.

The assessed valuation of the eleven districts ranged from \$17,412,000 to \$35,575,560, the average being \$22,160, 733.

³Smith, op. cit., p. 63.

TABLE XVI

DISTRICT TAX RATES FOR MAINTENANCE PURPOSES AND TRUE RATES
IN MERCED AND TEN OTHER SELECTED SCHOOLS IN CALIFORNIA
1957-58

City	District Tax Rate	Rank	True Rates	Rank
Ravenwood	2.02	1	.42	1
Los Altos	1.65	2	.41	2
Garvey	1.50	3	.38	3
Castro Valley	1.40	4	.29	5
Hudson	1.37	5	.34	4
Walnut Creek	1.16	6	.22	8
Merced	.90	7	.23	6
Alum Rock	.90	8	.23	7
Visalia	.90	9	.18	10
Costa Mesa	.89	10	.22	9
Colton	.81	11	.15	11
Average	1.24		.24	
Merced	.90	7	.23	6

TABLE XVII

ASSESSED AND TRUE EVALUATIONS OF
MERCED AND TEN SELECTED CALIFORNIA SCHOOLS
1957-58

City	Assessed Valuation	Rank	True Valuation	Rank
Los Altos	\$35,575,560	1	\$142,302,240	1
Visalia	28,136,950	2	140,684,750	2
Merced	28,017,310	3	112,069,240	4
Walnut Creek	26,006,423	4	136,857,911	3
Ravenwood	22,518,805	5	107,232,405	5
Costa Mesa	22,438,560	6	89,754,240	7
Alum Rock	19,023,910	7	76,095,640	9
Hudson	18,847,120	8	75,388,480	10
Castro Valley	18,136,425	9	86,363,786	8
Colton	17,655,000	10	98,083,333	6
Garvey	17,412,000	11	69,648,000	11
Average	\$22,160,733		\$103,134,548	
Merced	28,017,310	3	\$112,069,240	4

Merced is above the average in both assessed and true valuations and therefore its ability to support education compares very favorably with that of similar communities.

True Wealth Back of Each Child. One of the most direct measures of a community's ability to support its public school is the amount of taxable wealth back of each pupil.⁴ Table XVIII shows the assessed and true valuation per pupil in A.D.A. of Merced in comparison with ten other California elementary school districts. The assessed valuation ranges from \$1,190 to \$6,262 per A.D.A. The average is \$5,809 per A.D.A. with Merced rankin fourth with \$6,754.

The range in true valuation is from \$11,952 to \$33,048 with an average of \$25,377. Merced, with a true valuation of \$27,016, is well able, in terms of wealth, to provide a program of education adequate to the needs of the children in Merced.

Outstanding Bonded Indebtedness. Under the California laws, the bonding limit of a district is five per cent of the assessed valuation, which gives the Merced City School District a bonding capacity of \$1,400,865.50. As this paper is being written, the district is in the process of selling \$600,000 worth of bonds.

Table XIX shows the bonded indebtedness, the issue, when it is votes, the interest and principal paid each year, and the amount outstanding. The present outstanding indebtedness is the result of

⁴Ibid., p. 64-

TABLE XVIII

ASSESSED AND TRUE VALUATION PER PUPIL IN A.D.A. IN
MERCED AND TEN SELECTED CALIFORNIA SCHOOLS
1957-58

City	Assessed Valuation Per A.D.A.	Rank	True Valuation Per A.D.A.	Rank
Los Altos	\$8,262	1	\$33,048	3
Visalia	7,393	2	36,965	2
Walnut Creek	7,367	3	38,774	1
Merced	6,754	4	27,016	5
Costa Mesa	5,995	5	23,980	7
Ravenwood	5,158	6	24,562	6
Colton	4,972	7	27,622	4
Garvey	4,905	8	19,620	8
Alum Rock	4,507	9	18,028	9
Hudson	4,396	10	17,584	10
Castro Valley	4,190	11	11,952	11
Average	\$5,809		\$25,373	
Merced	6,754	4	27,016	5

TABLE XIX
OUTSTANDING BONDED INDEBTEDNESS
YEARLY REDUCTION AND INTEREST PAID
MERCED CITY SCHOOL DISTRICT

Year	Issue	Interest Paid	Bond Reduction	Total Paid	Outstanding Indebtedness
1949	\$524,000	\$12,645	\$26,000	\$38,645	\$498,000
1950		12,060	26,000	38,060	472,000
1951		11,475	26,000	37,475	466,000
1952		10,890	26,000	36,890	420,000
1953		10,305	26,000	36,305	394,000
1954		9,720	26,000	35,720	368,000
1955		9,135	26,000	35,135	342,000
1956		9,135	26,000	34,550	316,000
1957		8,550	26,000	33,900	290,000
1958		7,900	26,000	33,225	264,000
1959		6,575	26,000	32,575	238,000
1960		5,925	26,000	31,925	212,000
1961		5,275	26,000	31,275	186,000
1962		4,625	26,000	30,625	160,000
1963		3,975	26,000	29,975	134,000
1964		3,325	26,000	29,325	108,000
1965		2,925	27,000	29,925	81,000
1966		2,000	27,000	29,000	54,000
1967		1,325	27,000	28,325	27,000
1968		650	27,000	27,650	-----
Total		\$136,505	\$524,000	\$660,505	-----

a bond issue of \$524,000 which was voted in 1948 bearing interest at 2.39 per cent. Table XIX shows that besides the \$524,000 principal which will be paid, that the interest will total \$136,505.

Bonding Condition Summarized. The bonding condition of the Merced City School District is summarized in Table XX. This table attempts to give at a glance the important factors affecting the community's ability to support its educational program.

The District had an available bonding capacity of \$1,184,865 on July 1, 1956. The voters of the district voted an issue in 1952 which can be sold, as needed, to finance new buildings.

Summary and Recommendations.

1. Of the total budget in 1957-58, \$815,390 was received from the state; \$220,000 from the district; \$381,308 was the beginning balance; And \$10,000 was received from the Federal Government.

2. From 1948-49 to 1957-58 the A.D.A. has increased from 2,294 to 4,224 representing an average increase of 6.3 per cent.

3. During the past ten years expenditures have increased from \$304,654 to \$1,010,400; more than three times during this period. This is an average per A.D.A. of \$28.17.

4. Merced spent \$212.26 on each pupil in A.D.A. in 1957-58, ranking eleventh in comparison with the ten other school districts. The average for the ten districts was \$254.76.

TABLE XX

BONDING CONDITION OF THE MERCED CITY SCHOOLS
MERCED, CALIFORNIA
July, 1956

Assessed Valuation 1955-56	\$28,017,310
Assessed Valuation per A.D.A. 1955-56	6,754
<hr/>	
Total bonds issued; July 1, 1948	\$ 524,000
Bonds retired to July, 1956	208,000
Bonds outstanding July, 1956	216,000
Bonds retired annually	26,000
<hr/>	
Interest tax rate	.0243
Interest paid to July, 1956	\$84,780
Interest payable after July, 1956	51,725
Total bond tax rate	.05
<hr/>	
Per cent of assessed valuation in outstanding bonds	.8 percent
Total bonding capacity	\$1,400,865.00
Available bonding capacity July, 1956*	1,189,865.00

*Issue of 1952

5. Merced's assessment ratio of .25 is where the State Department of Equalization attempts to place all counties.

6. Merced's district tax rate is \$.90 for maintenance purposes; The average of the ten districts is \$1.24. However, Merced's true rate is .23 with the average of the other districts .24.

7. Merced ranks third in assessed valuation and fourth in true valuation when compared with the selected districts indicating its ability to adequately support education.

8. Merced, with an assessed valuation per A.D.A. of \$6,754 ranks fourth; the true valuation which is \$27,016, shows that Merced ranks fifth in comparison with the ten other selected California school districts.

9. The bonding capacity of the district is \$1,400,865. However, Merced is paying for a 1948 issue and had an available bonding capacity of \$1,184,865. However, at this time Merced is selling \$600,000 worth of bonds voted in 1952.

CHAPTER V

EVALUATION OF THE EDUCATIONAL PROGRAM

Purpose and Scope of Chapter. A great deal of money is being spent today in the operation and construction of public schools. It is the desire of school officials to see that the schools under their supervision are fulfilling the schools purposes, which is to give the children of their community a good education.

It is impossible to measure with absolute accuracy the quality of education received by the children. However, some standardized tests give fairly reliable information regarding the educational program.

The purpose of this chapter is to check the results of teaching as measured by the achievement of the children, to see how the children compare in knowledge of the main school subjects with generally accepted standards.

No effort will be made to explain in detail the causes for the results obtained, but emphasis is placed upon the facts which the tests show.

This chapter attempts to answer the essential features of the following questions:

1. How do the pupils of the Merced City Schools compare in achievement with the standard norms of achievement?
2. Are the pupils graded and classified so as to be able to work most effectively?

3. Do the pupils progress through the grades at a normal rate?

4. Is the curriculum organized to meet the individual needs and differences of the pupils?

5. What provisions are made to care for the atypical children?

In attempting to answer the questions concerning these problems, standardized achievement and mental maturity tests were administered, age grade tables studied, and prescribed courses of study were considered.¹

The Use and Interpretation of Standardized Tests.

Some of the purposes for which they may be used are:

1. To refute ill-founded charges that school achievement is below reasonable expectation, when test results show achievement to be satisfactory.
2. To determine whether differences in achievement between succeeding grades is satisfactory.
3. To determine whether the objectives of the curriculum are being achieved.
4. To determine whether marked practices in various schools reflect the true performance of the pupils as revealed by tests results.
5. To determine whether the proportion of pupil "failures" (where pupils are failed) reflects the true performance of the pupils as revealed by test results.
6. To use as a basis for developing policies on ability grouping for instruction.
7. To determine whether the achievement test results are reasonable and satisfactory in light of the intelligence

¹Smith, op. cit., p. 75.

of the pupils and other related factors.²

Tests Used in the Survey. To determine the status of the Merced City School pupils in comparison with the standard norms and achievement, the following tests were administered:

California Short-Form Test of Mental Maturity, Primary, Grades 1-3, 1953, S-Form, devised by Elizabeth T. Sullivan, Willis W. Clark, and Earnest W. Tiegs.

California Achievement Tests Complete Battery, Elementary, Grades 4-6, devised by Earnest W. Tiegs and Willis W. Clark.

California Achievement Test Complete Battery, Intermediate, grades 7-9, devised by Earnest W. Tiegs and Willis W. Clark.

The California Mental Maturity Test was given to the third grade in the fall of 1958. The California achievement Test was given to grades 4-8 in the fall of 1958.

Racial Composition of School Population. The racial composition of a school population is a factor to be considered when comparing the achievement of its pupils with standard norms of achievement. As shown by Table XXI all of the schools, with the exception of Galen Clark, Hoover and Sheehy, have over three-fourths of their students of Anglo-Saxon descent. The Spanish, which is spoken in many of the homes of the Mexicans, does handicap some of the children in their school work. Galen Clark with 57 per cent Mexican; Hoover with 17.6 per cent; and Sheehy with 27 per

Earnest W. Tiegs and Willis W. Clark, California Test Bureau Manual, (Los Angeles: California Test Bureau, 1951) p. 11-

TABLE XXI

PERCENTAGE OF
 RACIAL COMPOSITION OF SCHOOL POPULATION
 BY SCHOOLS, MERCED CITY SCHOOL DISTRICT
 1957-58

Race	Ada Givens	Burbank	Wright	Franklin	Fremont	Galen Clark	Hoover	John Muir	Le Conte	Sheehy
Anglo- Saxon	76.8	81.1	91.1	89.2	87.0	12.2	64.2	84.7	81.1	66.3
Mexican	12.5	5.6	2.3	.9	3.1	57.0	17.6	11.1	5.3	27.0
Negro	----	----	----	----	----	25.1	5.3	----	----	2.3
Portuguese	4.4	5.6	1.6	9.0	4.2	1.1	5.4	1.0	2.2	1.1
Italian	1.9	6.6	2.3	.9	2.3	.8	3.2	2.0	4.9	1.4
Chinese	----	----	.4	----	.3	.9	.1	.7	----	----
Others	4.4	1.1	2.3	----	3.1	2.9	4.2	.5	6.5	1.9

cent make adjustments in their curriculum to help meet the individual needs of these children.

General Mental Ability of Students. Before judging a school scholastically, it is necessary to determine the mental ability of the pupils. If the pupils are distinctly inferior or superior in general mental ability, it will have a very important bearing on all interpretations of achievement tests and on school promotion and policies in general.

Tests were not given to all of the students in the schools. In the Merced City Schools all of the children in the third grade are tested, using the California Mental Maturity Tests. Table XXII shows the results of this test given to the third grades in the fall of 1958; Table XXIII shows the results of this test given to the third grade students in the fall of 1957; and Table XXIV shows the results of the two tests.

Table XXIV shows that for these two grades the intelligence quotients of the Merced pupils are a little above average. The very inferior, inferior, and low average students in Merced are less than the general distribution, while the very superior students are slightly less than the general distribution.

Distribution of Intelligence Quotients by Schools. The distribution of intelligence quotients by schools is presented in Table XXV, XXVI, and XXVII. Table XXV shows the intelligence quotient of the third grade students in October of 1957; Table XXVI, the intelligence quotients of the third grade students

TABLE XXII

COMPARISON OF DISTRIBUTION OF INTELLIGENCE QUOTIENTS
OF MERCED THIRD GRADE PUPILS WITH THE GENERAL
DISTRIBUTION CALIFORNIA MENTAL MATURITY TEST

I.Q. Range	Description Interpretation	Per Cent of Norm	Per Cent
130 and above	Very Superior	3	.6
115-129	Superior	12	17.4
100-114	High Average	35	35.3
85-99	Low Average	35	33.1
70-84	Inferior	12	12.6
Below 70	Very inferior	3	1.2

TABLE XXIII

COMPARISON OF DISTRIBUTION OF INTELLIGENCE QUOTIENTS
OF MERCED FOURTH GRADE PUPILS WITH THE
GENERAL DISTRIBUTION CALIFORNIA
MENTAL MATURITY TEST

I.Q. RANGE	Descriptive Interpretation	Per Cent of Norm	Per Cent
130 and above	Very Superior	3	5.0
115-129	Superior	12	22.2
100-114	High Average	35	35.8
85-99	Low Average	35	27.7
70-84	Inferior	12	7.5
Below 70	Very Inferior	3	1.9

TABLE XXIV

COMPARISON OF DISTRIBUTION OF INTELLIGENCE QUOTIENTS
OF MERCED THIRD AND FOURTH GRADE PUPILS
WITH THE GENERAL DISTRIBUTION
CALIFORNIA MENTAL
MATURITY TEST

I. Q. Range	Descriptive Interpretation	Per Cent of Norm	Per Cent
130 and above	Very Superior	3	2.8
115-129	Superior	12	19.7
100-114	High Average	35	36.0
85-99	Low Average	35	30.3
70-84	Inferior	12	10.0
Below 70	Very Inferior	3	1.6

TABLE XXV

DISTRIBUTION OF INTELLIGENCE QUOTIENTS BY SCHOOLS,
THIRD GRADE, MERCED CITY SCHOOLS, OCT., 1957
CALIFORNIA MENTAL MATURITY
TEST

I.Q.	Burbank	Charles Wright	Franklin	Fremont	Galen Clark	John Muir	Le Conte	Sheehy	Total
140 & Above		1				1			2
120-139	1	24	5	7	1	12	6	12	68
110-119	5	35	10	24	10	23	12	13	132
100-109	12	29	3	18	31	13	9	13	128
90-99	3	9	4	11	51	9	8	10	105
80-99	3	6	5	3	31	4		7	59
70-79	3	2		1	12	1			19
60-69			1	1	2	1		1	6
59 & Below	1				2			2	4
Total	28	106	28	65	140	64	35	57	523
Median	104	112	111	108	94	112	110	107	106

TABLE XXVI

DISTRIBUTION OF INTELLIGENCE QUOTIENTS BY SCHOOLS, THIRD GRADE,
MERCED CITY SCHOOLS, OCT., 1958
CALIFORNIA MENTAL MATURITY
TEST

I.Q.	Ada Givens	Burbank	Charles Wright	Franklin	Fremont	Galen Clark	John Muir	Le Conte	Sheehy	Total
140 & Above					1					1
120-139	3	4	11	1	12	3	3	1	5	43
110-119	8	4	27	6	10	6	16	11	10	98
100-109	14	7	24	12	17	13	11	8	16	119
90-99	3	4	23	6	12	41	10	2	14	118
80-89	5		10	2	12	31	4	1	10	79
70-79	2		2	2	1	12	1	1	8	29
60-69					1	2			2	5
59 & Below						1				1
Total	35	23	97	29	66	109	45	24	65	493
Median I.Q.	105	102	104	104	103	92	107	110	102	101

TABLE XXVII

DISTRIBUTION OF INTELLIGENCE QUOTIENTS BY SCHOOLS,
 THIRD AND FOURTH GRADE, MERCED CITY SCHOOLS,
 CALIFORNIA MENTAL MATURITY
 TEST

I.Q.	Ada Givens	Charles Wright	Burbank	Franklin	Fremont	Galen Clark	John Muir	Le Conte	Sheehy	Total
140 & Above		1			1		1			3
120-139	3	35	5	6	19	4	15	7	17	111
110-119	8	62	9	16	34	16	39	23	23	230
100-109	14	53	16	15	35	44	24	17	29	247
90-99	3	32	10	10	23	92	19	10	24	223
80-89	5	16	7	7	15	62	8	1	17	138
70-79	2	4	3	2	2	24	2	1	8	48
60-69				1	2	4	1		3	11
59 & Below			1			3			1	5
Total	35	203	51	57	131	249	109	59	122	1016
Median	105	109	104	105	107	94	110	110	103	104

in October, 1956; and Table XXVII, the intelligence quotients of these two previous tables combined. The median I.Q., as shown on Table XXVII, varies from 94 at the Galen Clark School to 110 at the John Muir and Le Conte Schools. The median I.Q. at the Ada Givens School is 105; Charles Wright, 109; Burbank, 104; Franklin, 105; Fremont, 107; Sheehy, 103; and for all of the schools, 104. Only three students have an I.Q. of over 140 and five an I.Q. of 59 or below.

The wide spread in intelligence suggests a problem of adjusting the course of study to the varying abilities of the individuals within each grade.

Comparison with Norms for California Achievement Test. Table XXVIII compares the results of the educational achievement in the fourth grade with the norm of the California Achievement Test. This indicates that the median of the Merced City Schools fourth graders is one month advanced when compared with the norm of total achievement; one month less than the norm in reading; two months advanced in arithmetic; and five months advanced in spelling. This table also shows the wide range in abilities of the fourth graders which has many implications in the building of curriculum to meet the needs of all children.

Table XXIX compares the results of the educational achievement in the fifth grade with the norms of the California Achievement Test. It is interesting to note that there is over a nine year spread in the reading ability with one fifth grader

TABLE XXVIII

GRADE PLACEMENT IN THE FOURTH GRADE, MERCED, CALIFORNIA,
OCTOBER, 1958, AS COMPARED WITH THE NORMS
FOR THE CALIFORNIA ACHIEVEMENT TEST

Grade Placement	Total for Battery	Reading	Arithmetic	Spelling
7.5-7.9				2
7.0-7.4		2		5
6.5-6.9		4	1	20
6.0-6.4	3	14	1	20
5.5-5.9	29	23	12	39
5.0-5.4	50	38	38	56
4.5-4.9	84	53	110	113
4.0-4.4	123	95	145	58
3.5-3.9	77	85	87	77
3.0-3.4	43	61	21	20
2.5-2.9	14	31	9	8
2.0-2.4	5	12	4	8
1.5-1.9	1	6	1	0
1.0-1.4		1		0
None				3
Total	429	429	429	429
Median	4.2	4.0	4.3	4.6
Norm	4.1	4.1	4.1	4.1

TABLE XXIX

GRADE PLACEMENT IN THE FIFTH GRADE, MERCED, CALIFORNIA
OCTOBER, 1958, AS COMPARED WITH THE NORMS
FOR THE CALIFORNIA ACHIEVEMENT TEST

Grade Placement	Total for Battery	Reading	Arithmetic	Spelling
11.0-11.4		1		
10.5-10.9		0		
10.0-10.4		0		1
9.5-9.9		0		0
9.0-9.4		1		1
8.5-8.9		3		2
8.0-8.4		3		6
7.5-7.9		13		19
7.0-7.4	5	13	2	31
6.5-6.9	21	22	6	59
6.0-6.4	67	45	53	52
5.5-5.9	105	60	111	75
5.0-5.4	102	84	133	65
4.5-4.9	58	57	76	53
4.0-4.4	39	63	23	16
3.5-3.9	9	29	4	22
3.0-3.4	2	11	0	6
2.5-2.9	1	2	1	1
2.0-2.4		1		
1.5-1.9		1		
Total	409	409	409	409
Median	5.4	5.2	5.3	5.7
Norm	5.1	5.1	5.1	5.1

reading over six years above his grade level. The median of the children in the fifth grade are advanced in all areas of achievement when compared with the test norms. They are three months advanced in total achievement, one month in reading, two months in arithmetic, and six months in spelling.

The sixth graders, as shown in Table XXX, in the Merced City School District are advanced in educational achievement, when the median is compared with the test norms, in one area; below the norm in one area; and equal to the norm in two areas. The grade median is four months advanced over the norm in spelling, equal to the norm in total achievement and arithmetic, and three months below the norm in reading.

Table XXXI compares the results of the educational achievement in the seventh grade with the norms of the California Achievement Test. The median of the seventh graders are three months advanced in total achievement, two months advanced in reading, two months advanced in arithmetic and nine months advanced in spelling.

The comparison of the Merced City School's eighth graders with the norms of the California Achievement Test is shown in Table XXXII. The eighth grade student's median is equal to the norm in total educational achievement; three months less than the norm in reading; two months advanced in arithmetic, and one month advanced in spelling.

Chart II compares the total educational achievement of the students in the Merced City Schools with the norms of the

TABLE XXX

GRADE PLACEMENT IN THE SIXTH GRADE, MERCED, CALIFORNIA,
OCTOBER, 1958, AS COMPARED WITH THE NORMS
FOR THE CALIFORNIA ACHIEVEMENT TEST

Grade Placement	Total for Battery	Reading	Arithmetic	Spelling
10.0-10.4		2		2
9.5-9.9		4		0
9.0-9.4		4		7
8.5-8.9	1	6		4
8.0-8.4	1	8	1	13
7.5-7.9	15	30	2	49
7.0-7.4	33	28	24	51
6.5-6.9	78	42	63	75
6.0-6.4	86	46	127	32
5.5-5.9	80	60	85	45
5.0-5.4	42	65	39	29
4.5-4.9	17	32	22	14
4.0-4.4	14	28	6	11
3.5-3.9	7	11	1	3
3.0-3.4	1	9		2
2.5-2.9	1	0		1
2.0-2.4	1	2		0
1.5-1.9				1
1.0-1.4				
Total	377	377	377	377
Median	6.1	5.8	6.1	6.5
Norm	6.1	6.1	6.1	6.1

TABLE XXXI

GRADE PLACEMENT IN THE SEVENTH GRADE, MERCED, CALIFORNIA,
OCTOBER, 1958, AS COMPARED WITH THE NORMS
FOR THE CALIFORNIA ACHIEVEMENT TEST

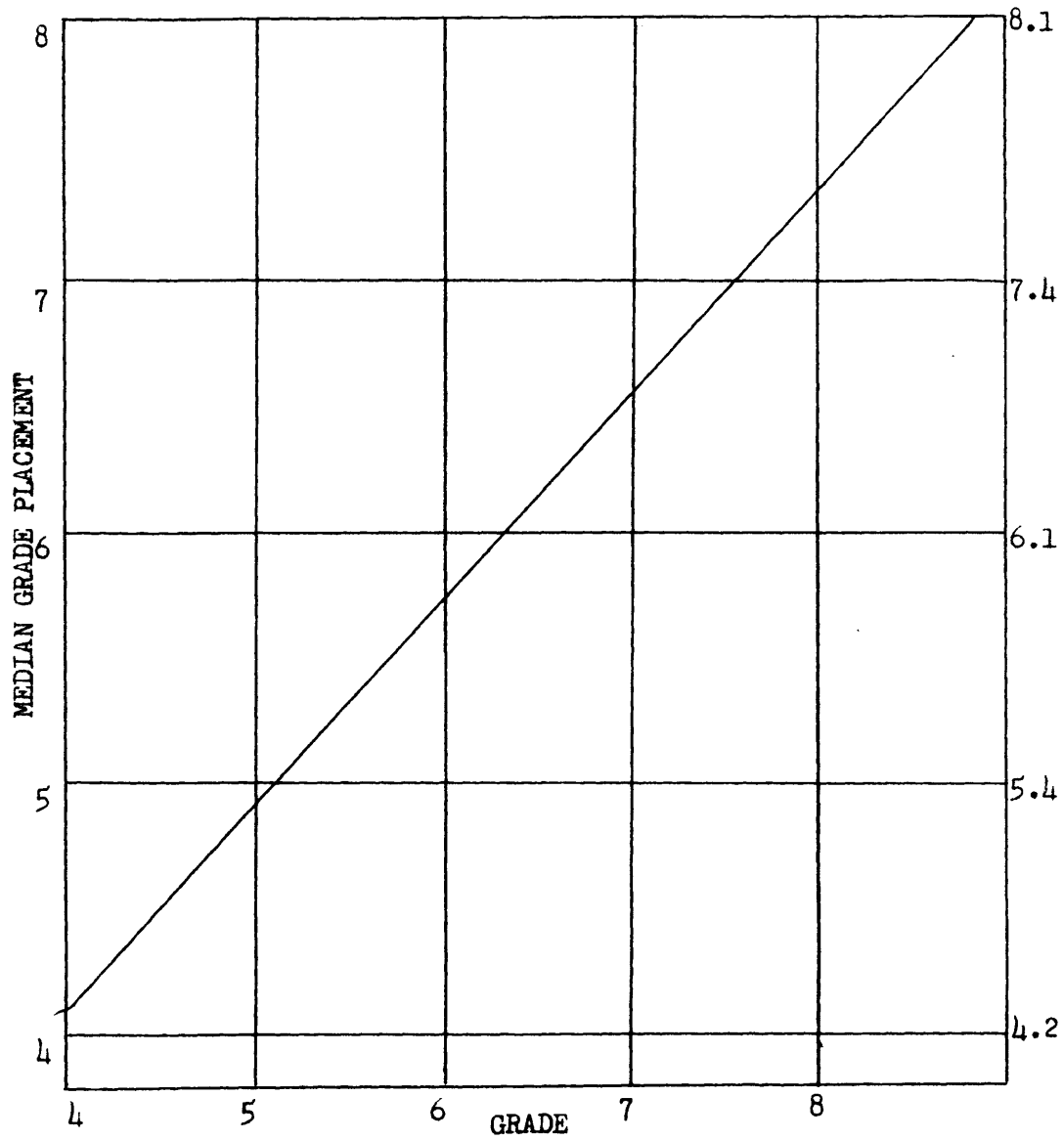
Grade placement	Total for Battery	Reading	Arithmetic	Spelling
12				7
11.5-11.9				2
11.0-11.4				2
10.5-10.9		3		6
10.0-10.4	3	12		21
9.5-9.9	12	19	6	29
9.0-9.4	30	23	14	35
8.5-8.9	28	30	39	58
8.0-8.4	52	42	61	47
7.5-7.9	65	50	67	61
7.0-7.4	65	67	54	39
6.5-6.9	51	37	74	24
6.0-6.4	45	38	42	13
5.5-5.9	18	22	21	25
5.0-5.4	15	23	12	11
4.5-4.9	8	22	3	7
4.0-4.4	1	3	1	1
3.5-3.9	1	1		4
3.0-3.4		2		2
Total	394	394	394	394
Median	7.4	7.3	7.3	8.0
Norm	7.1	7.1	7.1	7.1

TABLE XXXII

GRADE PLACEMENT IN THE EIGHTH GRADE, MERCED, CALIFORNIA
OCTOBER, 1958, AS COMPARED WITH THE NORMS
FOR THE CALIFORNIA ACHIEVEMENT TEST

Grade Placement	Total for Battery	Reading	Arithmetic	Spelling
12				7
11.5-11.9			1	5
11.0-11.4	4		5	5
10.5-10.9	7	8	10	8
10.0-10.4	19	22	20	29
9.5-9.9	29	19	32	32
9.0-9.4	31	38	45	48
8.5-8.9	59	44	64	50
8.0-8.4	61	46	55	52
7.5-7.9	51	51	57	27
7.0-7.4	52	47	39	32
6.5-6.9	28	37	20	10
6.0-6.4	25	20	22	17
5.5-5.9	14	22	8	19
5.0-5.4	7	22	6	6
4.5-4.9	2	10	2	2
4.0-4.4	2	1	2	1
3.5-3.9		1		
3.0-3.4				
Total	388	388	388	388
Median	8.1	7.8	8.3	8.2
Norm	8.1	8.1	8.1	8.1

COMPARISON BY GRADES OF MERCED TOTAL
ACHIEVEMENT SCORES WITH CALIFORNIA
ACHIEVEMENT TEST NORMS



California Achievement Test. The median score is equal to or advanced from the norms in all grades. When the median score is compared with the norm, the fourth grade is one month advanced; the fifth grade, three months advanced; the seventh grade, three months advanced; and the sixth and eighth grade medians are equal to the norm.

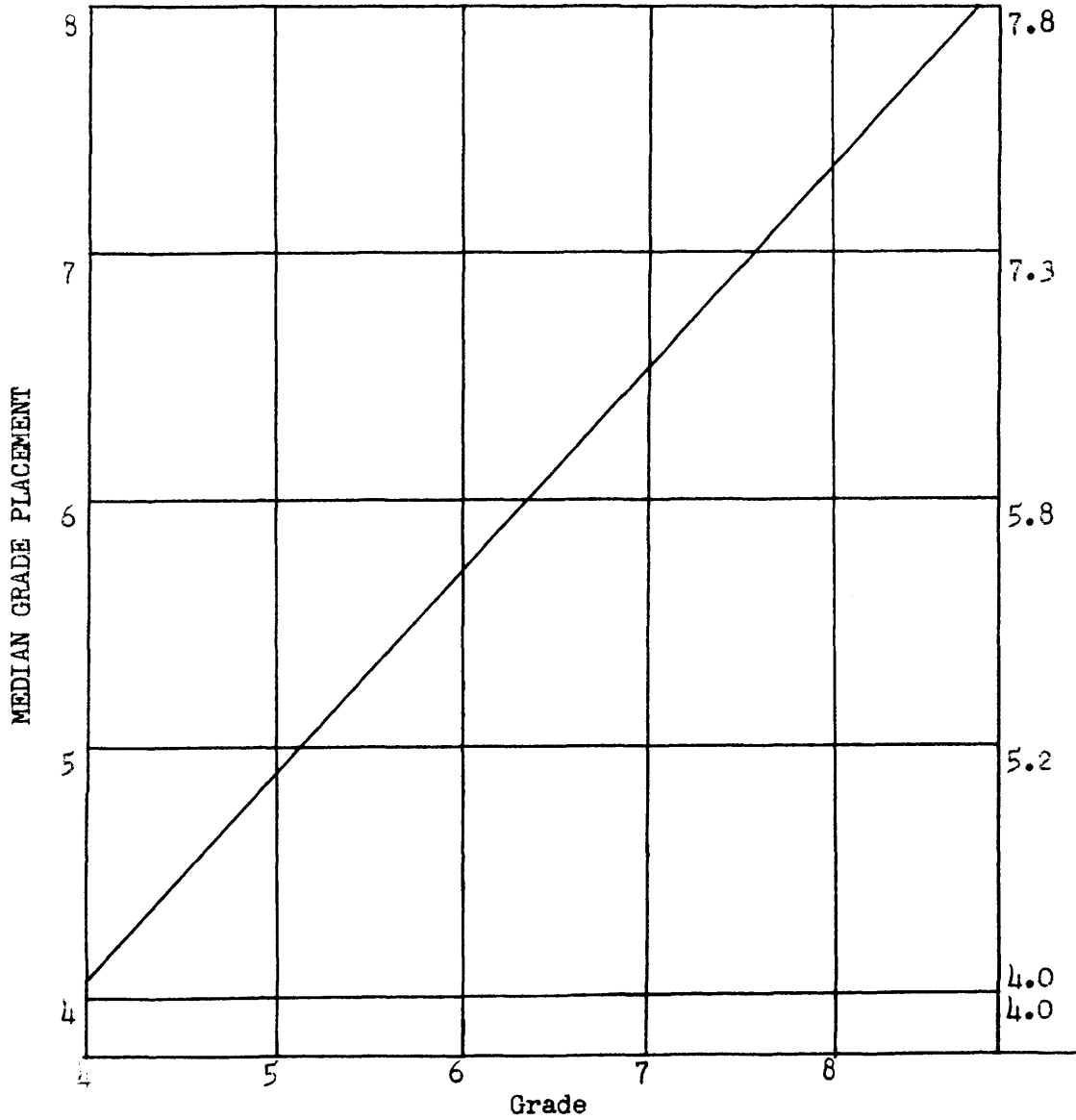
The achievement of the students in reading is compared with the norm for the California Achievement Test in Chart III. The fifth and seventh grade's median is one and two months, respectively, advanced when compared with the norm. The fourth, sixth, and eighth grade are one, three and three months, respectively, below the norm.

In Chart IV, the comparison of the achievement in arithmetic with the California Achievement Test norm is shown. All grades, except the sixth which is equal to the norm, have medians which are advanced. The fourth, fifth, seventh and eighth grade medians are all two months advanced.

The spelling ability of the students in grades four through eight are compared with the norms of the California Achievement Test in Chart V. The median is advanced for all grades. The fourth grade median is advanced over the norm five months; the fifth grade, six months; the sixth grade, four months; the seventh grade, nine months; and the eighth grade, one month.

The Progress of Children Through School. The success of the schools is judged not only by the academic achievement which the

COMPARISON BY GRADES OF MERCED
READING SCORES WITH CALIFORNIA
ACHIEVEMENT TEST NORMS



COMPARISON OF GRADES OF MERCED ARITHMETIC
SCORES WITH CALIFORNIA
ACHIEVEMENT TEST NORMS

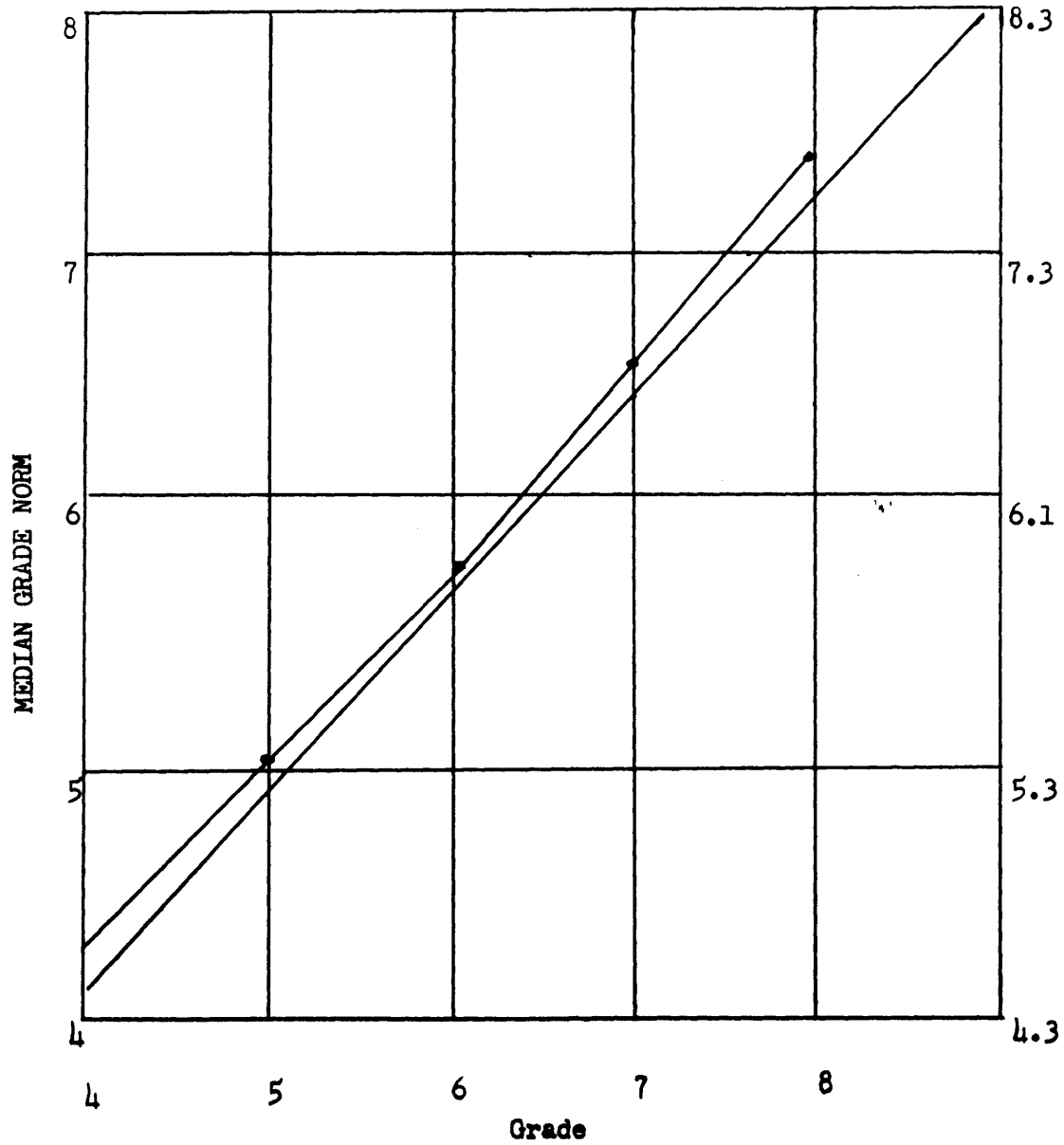
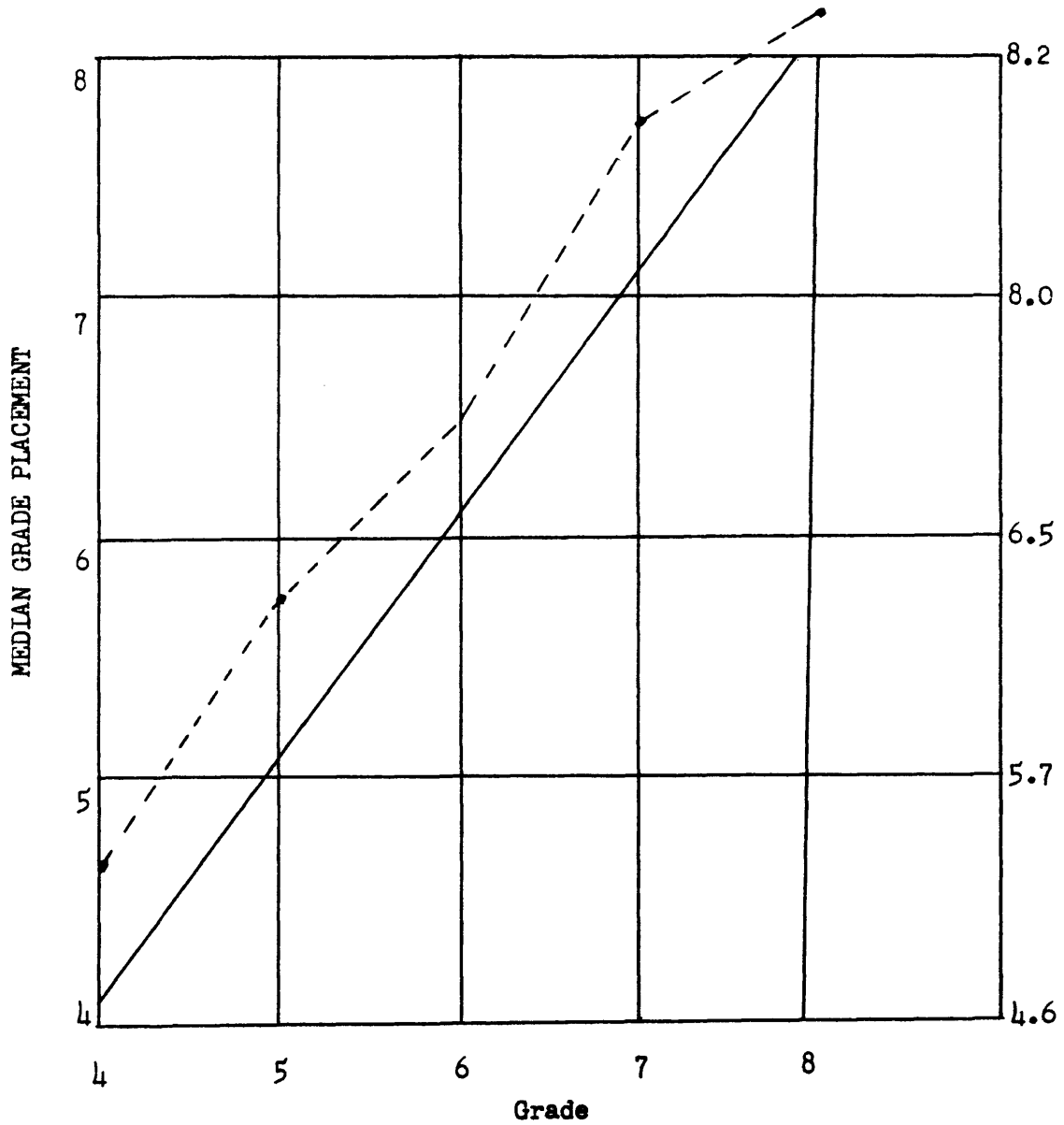


CHART V

COMPARISON BY GRADES OF MERCED
SPELLING SCORES WITH CALIFORNIA
ACHIEVEMENT TEST NORMS



children show, but also by the rate which they progress through school. Children are ordinarily expected to enter the first grade of the elementary school at the age of six and to complete the eighth grade during their fourteenth year. Those who accomplish this are said to have made normal progress. Those who complete the eighth grade in less than eight years after entering, or whose age at any time during that period is less than that of a child whose progress is normal, are said to be accelerated. Those who require more than eight years to finish the elementary school or whose ages are at any time greater than that of a normal child are said to be retarded.

Age-grade Distribution of Children. One way to check the pupils progress in a school system is to make an age-grade table. An age-grade table shows the number of pupils who are in each grade according to their ages. Such a picture is shown in Table XXXIII. It shows how old the children are and in what grade they were in June of the school year, 1956-57. The left side of the table shows a distribution of one and one-half years. A space of one and one-half years is considered normal for the grade. For example, a child who is six and one-half, seven, or seven and one-half years of age is considered to be of normal age in the first grade. Pupils beyond this are over-age and pupils younger are considered under-age.

This table included 4,383 children in grades 1-8, inclusively. Another use of the Chart is to look at one age-line of the Chart. For example, one, ten year old is in the first grade:

TABLE XXXIII

AGE - GRADE TABLE

GRADE Age*	KINDERGARTEN			GRADE ONE			GRADE TWO			GRADE THREE			GRADE FOUR			GRADE FIVE			GRADE SIX			GRADE SEVEN			GRADE EIGHT			SUMMARY		
	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	
4-1/2 YRS.																														
5 YRS.																														
5-1/2 YRS.	60	60	120																									60	60	
6 YRS.	119	137	256	1	3	4																						120	140	
6-1/2 YRS.	67	61	128	83	97	180																						150	158	
7 YRS.	1	---	1	105	135	240	---	2	2																			106	137	
7-1/2 YRS.				78	56	134	45	53	108																			123	119	
8 YRS.				34	33	67	106	101	207	1	1	2																141	135	
8-1/2 YRS.				18	10	28	79	65	144	33	45	78																130	120	
9 YRS.				4	3	7	47	24	71	105	87	192	2	2	4													158	116	
9-1/2 YRS.				2	---	2	14	5	19	62	56	118	43	43	86	3	---	3										124	104	
10 YRS.				1	---	1	4	1	5	53	28	81	86	100	186	4	3	7										148	132	
10-1/2 YRS.										26	6	32	55	40	95	55	77	132										136	123	
11 YRS.										3	5	8	37	25	62	61	67	128	---	3	3							101	100	
11-1/2 YRS.							---	1	1	2	---	2	22	13	35	44	32	76	45	45	90							113	91	
12 YRS.										5	7	12	31	14	45	48	65	113	4	2	6							88	88	
12-1/2 YRS.										3	4	7	19	10	29	48	40	88	30	60	90							100	114	
13 YRS.													3	2	5	21	30	51	58	73	131	3	3	6				85	108	
13-1/2 YRS.																1	3	4	16	11	27	53	30	83	42	57	99	112	101	
14 YRS.																1	---	1	5	4	9	25	31	56	69	72	141	100	107	
14-1/2 YRS.																			1	3	4	24	17	41	44	38	82	69	58	
15 YRS.																			1	---	1	11	1	12	32	17	49	44	18	
15-1/2 YRS.																						1	2	3	17	13	30	18	15	
16 & OVER																			1	---	1	2	---	2	8	2	10	11	2	
TOTAL	247	258	505	326	337	663	295	262	557	285	228	513	253	234	487	222	208	490	186	201	387	208	216	424	215	202	417	2237	2146	4
NORMAL AGE	246	258	504	266	288	554	230	229	459	200	188	388	184	183	367	160	176	336	141	150	291	141	163	304	155	167	322	1723	1802	3
OVER AGE	1	---	1	59	46	105	65	31	96	84	39	123	67	49	116	55	29	84	45	48	93	63	51	114	57	32	89	496	325	
UNDER AGE	---	---	---	1	3	4	---	2	2	1	1	2	2	2	4	7	3	10	---	3	3	4	2	6	3	3	6	18	19	
% NORMAL AGE	99.6	100	99.8	81.6	85.6	83.6	78.0	87.4	82.4	70.2	82.5	75.6	72.7	78.2	75.4	72.1	84.6	78.1	75.8	74.6	75.2	67.8	75.5	71.7	72.1	82.7	77.2	77.0	84.0	8
% OVER AGE	.4	---	.2	18.1	13.6	15.8	22.0	11.8	17.2	29.5	17.1	24.0	26.5	20.9	23.8	24.8	13.9	19.6	24.2	23.9	24.0	30.3	23.6	26.9	26.5	15.8	21.3	22.2	15.1	1
% UNDER AGE	---	---	---	.3	.8	.6	---	.8	.4	.3	.4	.4	.8	.9	.8	3.1	1.5	2.3	---	1.5	.8	1.9	.9	1.4	1.4	1.5	1.5	.8	.9	

* TO NEAREST BIRTHDAY. E.G., 4-1/2 YRS. INCLUDES AGES FROM 4 YRS., 3 MOS. TO 4 YRS., 9 MOS.; 5 YRS. INCLUDES 4 YRS., 9 MOS. TO 5 YRS., 3 MOS.

five are in the second grade; eighty-one are in the third grade; one hundred eighty-six in the fourth grade; and seven in the fifth grade. This represents a very wide spread and an investigation of the cause should be made.

The summary on this Chart shows that; 80 per cent of the children in the Merced City Schools are normal age; 18.7 per cent are over age and .9 per cent are under age.

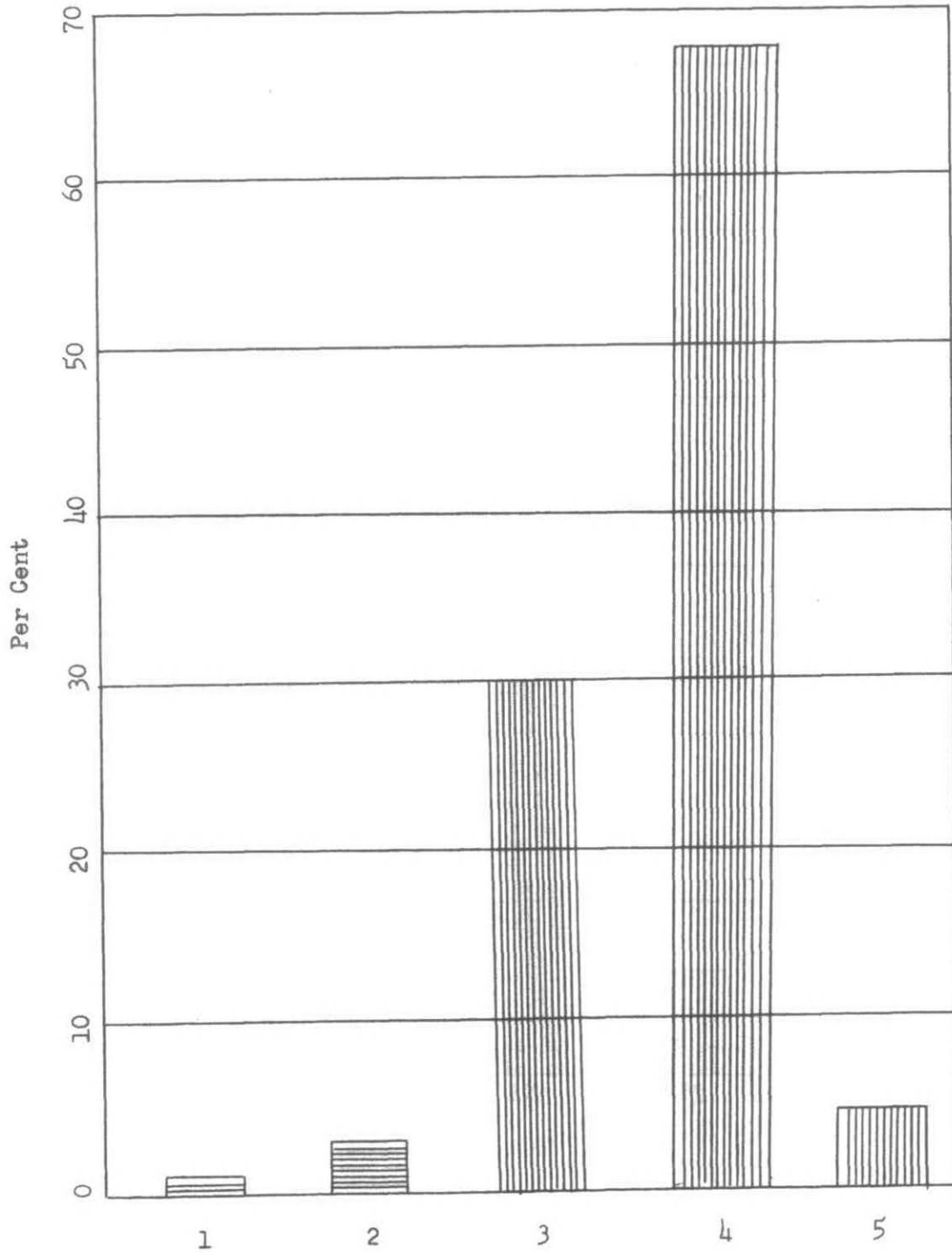
A few facts from this table will appear clearer in graphic form. Chart VI shows a distribution of ten-year olds. It will show that these children are located in five different grades.

Chart VII gives a similar cross section view of the School population in the opposite direction by showing the ages of the sixth grade pupils. The range is from ten and one-half to fourteen and one-half years. Normally a sixth grader would be from eleven and one-half to twelve and one-half years old. This data brings to light some of the problems faced by teachers and administrators.

Progress by Schools. To see whether the actual groups varied in the rate of progress, data were assembled by schools as shown in Table XXXIV. It will be noticed that over 32 per cent of the children in the Galen Clark School, composed largely of foreign children, are over age. The other schools range from 5.1 per cent to 24.1 per cent over-age pupils with 18.7 per cent over age for the whole system.

Chart VIII presents a graphic picture of the percentage of

PERCENTAGE DISTRIBUTION OF THE TEN-YEAR-OLD PUPILS
BY GRADES MERCED CITY SCHOOL DISTRICT
1957-58



PERCENTAGE DISTRIBUTION OF SIXTH GRADE PUPILS BY AGES
MERCED CITY SCHOOL DISTRICT
1957-58

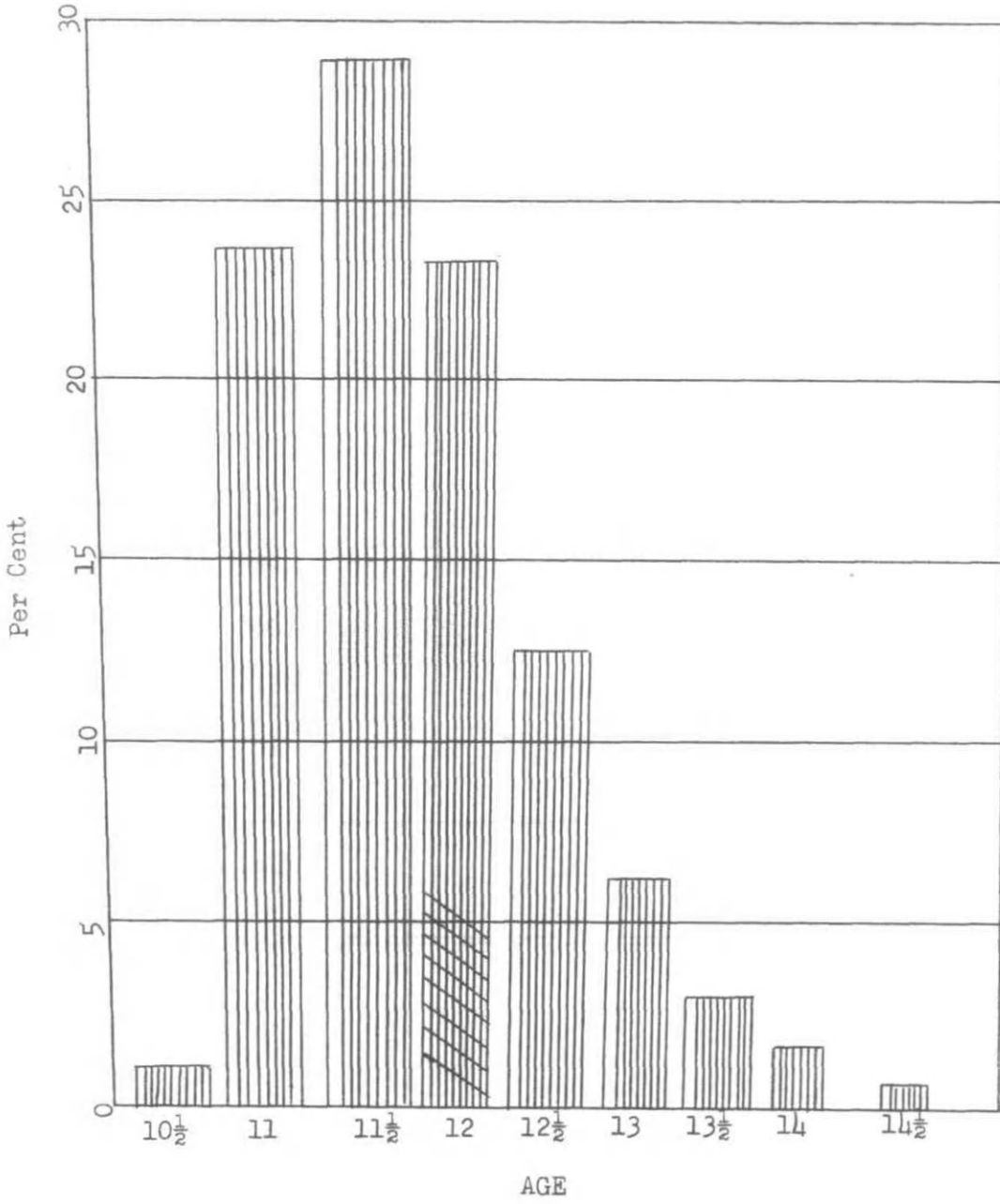


TABLE XXXIV

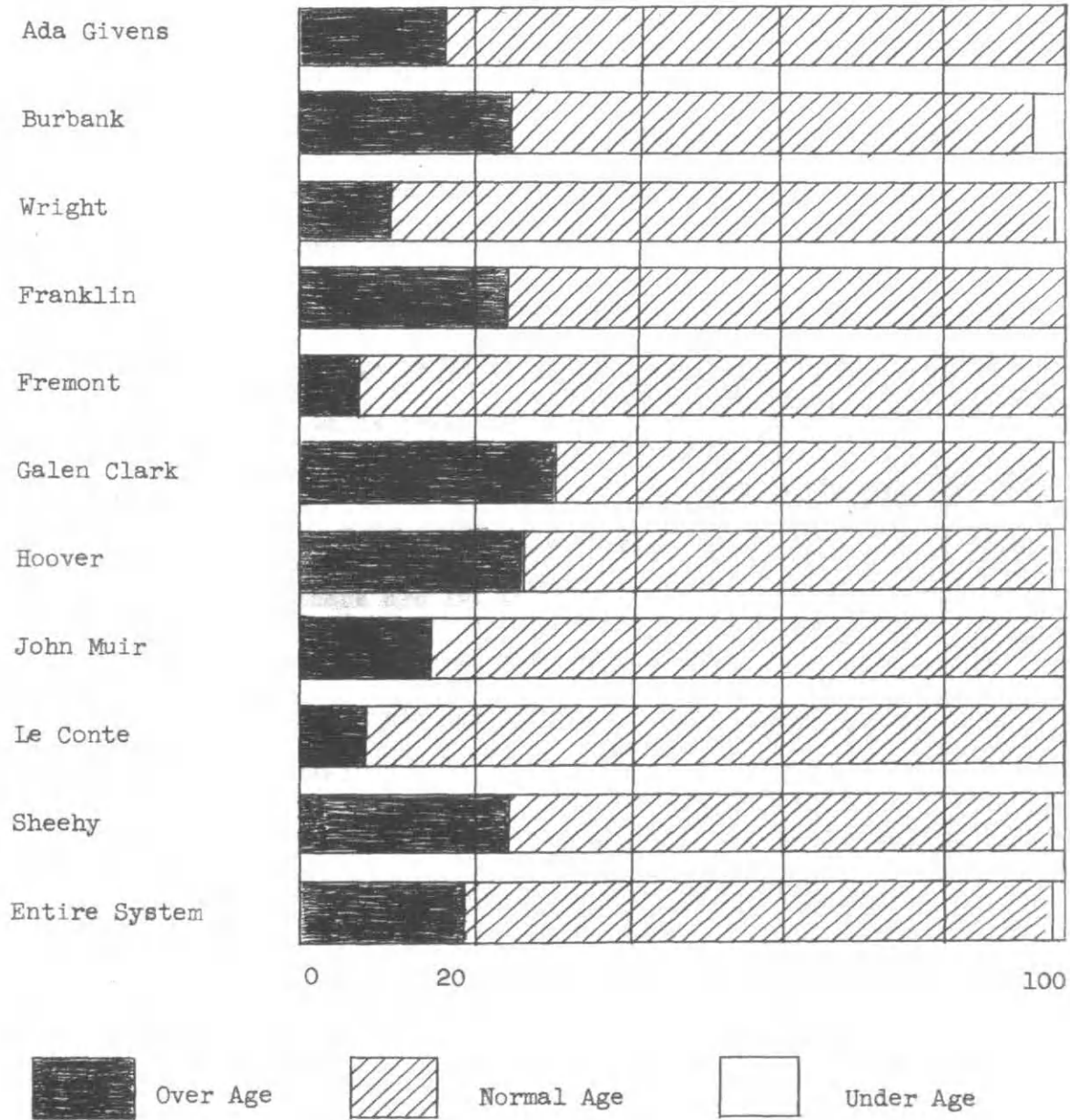
PERCENTAGE OF PUPILS OVER AGE, AND UNDER AGE
BY SCHOOLS, MERCED CITY SCHOOL DISTRICT
June, 1958

School	Enrollment	Percentage of Pupils		
		Over Age	Normal Age	Under Age
Ada Givens	235	14.0	86.0	---
Burbank	105	21.9	73.4	3.8
Wright	605	5.1	94.7	.2
Franklin	218	12.8	87.2	---
Fremont	375	6.7	92.8	.5
Galen Clark	697	37.4	61.1	1.5
Hoover	841	24.1	74.4	1.4
John Muir	607	13.0	86.3	.7
Le Conte	180	9.4	90.6	---
Sheehy	520	23.3	75.9	.8
Whole system	4383	18.7	80.4	.9

CHART VIII

PERCENTAGE OF PUPILS

OVER AGE, NORMAL AGE, AND UNDER AGE
BY SCHOOLS, MERCED CITY SCHOOLS



pupils over age, normal age, and under age segregated by schools. The figures were taken from data derived from Table XXXIV.

Progress Through the Grades. It is desirable to know what effect non-promotion and special promotion have had upon grade-placement. A child who had spent one year in each grade had made normal progress; if he had repeated a grade, he has made slow progress; and if he had been given a special promotion, he may be said to have made rapid progress. The record of grade and progress for the Merced City Schools is shown in Table XXXV. The red lines mark out those who have made normal progress. Those above these lines have made rapid, and those below have made slow progress. A glance at this shows that very few have made rapid progress, while there are considerable number below it. The first line of the Table shows that 536 pupils entered the first grade for the first time this school year. The second line indicates that there are 124 who spent two years in the first grade. The third line shows that two children have spent three years in the first grade and the fourth line indicates one child had spent four years in the first grade. Another cross section of the distribution of pupils may be seen by noticing the pupils who have attended school six years. Of this group of 375 pupils, ten are in the fourth grade, one-hundred six in the fifth grade, one-hundred fifty-six in the sixth grade, and three in the seventh grade.

The figures in the lower right hand corner of Table XXXV

TABLE XXXV
 RECORD OF GRADE AND PROGRESS
 MERCED CITY SCHOOL DISTRICT
 JUNE, 1957

YEARS IN SCHOOL	GRADE ONE			GRADE TWO			GRADE THREE			GRADE FOUR			GRADE FIVE			GRADE SIX			GRADE SEVEN			GRADE EIGHT			TOTALS					
	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T			
1	250	286	536																									250	286	536
2	73	51	124	198	212	410																						271	263	534
3	2	---	2	94	49	143	192	174	366	---	1	1																288	224	512
4	1	---	1	3	1	4	85	50	135	156	163	319	1	2	3													246	216	462
5							8	4	12	92	65	157	140	159	299	---	1	1				---	1	1	240	230	470			
6										5	5	10	69	37	106	111	145	156	2	1	3							187	188	375
7													10	9	19	65	49	114	125	168	293	1	2	3	201	228	429			
8													2	---	2	10	5	15	66	45	111	125	144	269	203	194	397			
9													---	1	1	---	1	1	13	2	15	81	52	133	94	46	150			
10																			2	0	2	8	3	11	10	3	13			
TOTALS	326	337	663	295	262	557	285	228	513	253	234	487	222	208	430	186	201	387	208	216	424	215	202	417	1990	1888	3878			
NUMBER SLOW	76	51	127	97	50	147	93	54	147	97	70	167	81	47	128	75	55	130	81	47	128	89	55	144	689	429	1118			
NORMAL	250	286	536	198	212	410	192	174	366	156	163	319	140	159	299	111	145	256	125	168	293	125	144	269	1297	1451	2748			
RAPID PER CENT	---	---	---	---	---	---	---	---	---	---	---	---	1	1	1	2	3	---	1	1	2	1	3	1	3	4	4	8	12	
SLOW	23.3	15.1	19.2	32.9	19.1	26.4	32.6	23.7	28.7	28.3	29.9	34.3	36.5	22.6	29.8	40.3	27.4	33.6	38.9	21.8	30.2	41.4	27.2	34.5	34.6	22.7	28.8			
NORMAL	76.7	84.9	80.8	67.1	80.9	73.6	67.4	76.3	71.3	61.7	69.7	65.5	63.1	76.4	69.5	59.7	72.1	66.1	60.1	77.8	69.1	58.1	71.3	64.5	65.2	76.9	70.9			
RAPID	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---

show that 70.9 per cent of the pupils progress through school at a normal rate, 28.8 per cent at a slow rate, and .3 per cent at a rapid rate.

Acceleration and Retardation by Schools. The record of progress made by individual schools is shown in Table XXXVI. Again it may be shown that the slowest progress is made in the Galen Clark School. A graphical picture of these facts is presented in Chart IX.

Non-promotion in the Schools. The policy of the Merced City Schools in regard to promotion is:

The promotion of pupils is one of the most difficult problems faced by school authorities. The general policy of the Merced City Schools is to keep a child with his social group as closely as possible.

Every class contains a wide spread of individual achievements and abilities, and the teacher accepts each child where he is and carries him on from there. Classification into grades is mainly for administrative purposes. There is no set formula or general rule to follow which will solve all cases. However, the following principles have been adopted in the city schools and should be carefully studied and followed.

1. Promotion should be decided on the basis of the individual pupil. The question to answer: is the placement proposed in the best interest of this child physically, intellectually, and socially?
2. The aim is to know each child well so that curricula and grouping within the classroom can be planned to meet his needs. If the aims of the school are stated in terms of the total needs of each child in physical, social, emotional and intellectual development as well as in the skills, promotion decisions will be made in the light of three broad objectives.
3. The importance of early diagnosis of individual needs cannot be overemphasized. For this reason, such

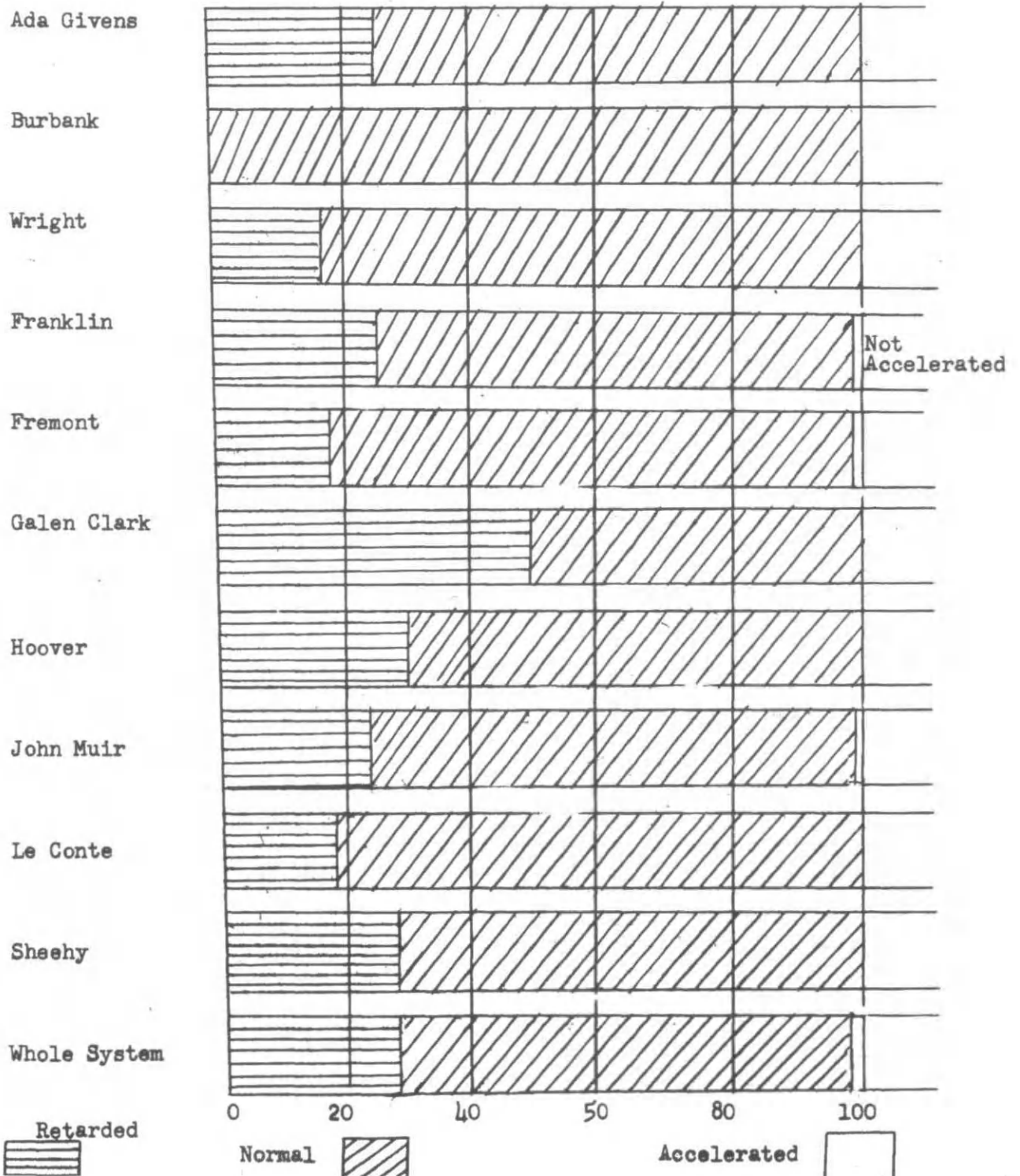
TABLE XXXVI

PERCENTAGE OF
ACCELERATION AND RETARDATION BY SCHOOLS
BASED UPON NUMBER OF YEARS IN SCHOOL
MERCED CITY SCHOOLS
June, 1958

School	Enrollment	Rate of Progress		
		Slow	Normal	Rapid
Ada Givens	206	25.2	74.8	---
Burbank	105	----	100.	---
Wright	488	17.0	83	---
Franklin	189	23.8	76.2	---
Fremont	320	18.1	81.6	.3
Galen Clark	608	51.6	48.4	---
Hoover	841	32.3	66.8	.9
John Muir	549	22.0	77.8	.2
Le Conte	116	18.1	81.9	---
Sheehy	456	33.3	66.0	.7
Whole System	3878	28.8	70.9	.3

CHART IX

ACCELERATION AND RETARDATION BY SCHOOLS
BASED UPON NUMBER OF YEARS IN SCHOOL
MERCED CITY SCHOOLS



teacher is requested, on or before March 1, to file a report on all children who are being considered for retention in their present grade. Standardized Reading or Classifying Tests will be given to these pupils in preparation for discussing the matter with parents.

4. It is the teacher's responsibility to prepare a study of each special case and her principal will notify those concerned not later than the end of the third (quarterly) grading period if it seems wise to retain the child in the grade. Retention of a child may be affected only through a conference in which all factors are considered. No individual teacher may retain a child in any grade. The decision must be reached cooperatively by the child's teacher, principal, and consultants, after a conference with the parent. The Director of Guidance, nurse, superintendent, and others may be included in such conferences, which may be called whenever there is evidence of need. If the teacher has prepared the parent to accept the retention, the conference may not be necessary.
5. No failing grade is to be given a child on his report card, unless the parent has been notified. Such notices to parents are to be sent before a child's grade becomes a failing one.
6. If a child cannot read he should be retained once in one of the first three grades, preferably the first. Any subsequent retention should be in or between grades four and seven.
7. The pre-first is not to be considered a year in school, except in cases of noticeably advanced children.
8. Skipping grades is permitted only after careful study of all factors involved, and after consultation with parent, principal, the curriculum consultants, and the guidance department.
9. It is the duty of the next higher grade or unit to accept pupils who are properly promoted to it from the lower grade or unit and to adapt its work to fit the needs of these pupils. It has been well established that educationally retarded children who are chronologically overage, i. e. boys and girls who are approximately 14 years, 9 months old or over should be "sent on" to the high school leaving to the secondary school the problem of making necessary educational adaptation. On the other hand, it is also the

responsibility of the elementary school to retain underage, immature children who are one or more years retarded educationally. Therefore, if a pupil is retarded educationally one or more years and is less than the age listed for his grade in the chart below, he should be retained.*

<u>Grade</u>	<u>Age as of June 1st</u>	<u>Grade</u>	<u>Age as of June 1st</u>
1	7 - 9	5	11 - 9
2	8 - 9	6	12 - 9
3	9 - 9	7	13 - 9
4	10 - 9	8	14 - 9

* Pupils in any grade, who do not try, whose conduct is unacceptable, and who are absent too much may be retained every though they are a year older than the minimum promotion age listed in the chart above.³

Table XXXVII shows the number and percentage of failures by schools in the Merced City School District for the years 1956-57 and 1957-58. In 1956-57 there were 135 children retained or four per cent; in 1957-58 188 children or five per cent. Chart X is a graphical presentation of the data presented in the Table XXXVII.

Table XXXVIII shows the number and percentage of failures by grades for the school years 1956-57 and 1957-58. The distribution indicates that in general, the more frequent case of failures occur in the first three grades.

In Table XXXIX the number of failures in the individual schools, by grades, is shown for the school year 1957-58. The percentage of failures ranged from zero at the Herbert Hoover School to twenty-two per cent at the Burbank School. However, it is the

³Teachers Handbook, 1956 (Merced, California, Merced City School District) pp. 11-13.

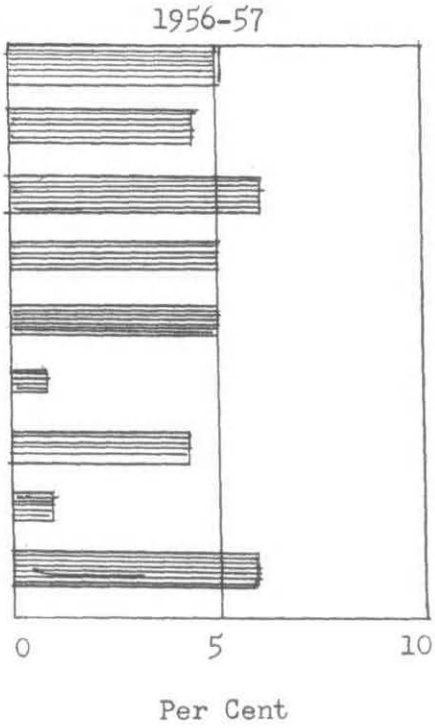
TABLE XXXVII

FAILURES BY SCHOOLS IN THE
MERCED CITY SCHOOLS
1956-57 to 1957-58

School	Enrollment	1956-57		1957-58		Per Cent
		Failures	Per Cent	Enrollment	Failures	
Burbank	100	5	5	97	21	22
Wright	524	20	4	610	31	4
Franklin	175	11	6	173	10	6
Fremont	333	15	5	342	23	7
Galen Clark	636	33	5	642	54	8
Hoover	692	5	1	753	1	--
John Muir	541	22	4	558	28	5
Le Conte	123	3	2	124	5	4
Sheehy	368	21	6	385	15	4
Whole System	3490	134	4	3684	188	5

CHART X

COMPARISON OF NON PROMOTION BY SCHOOLS
MERCED CITY SCHOOLS
1956-57 to 1957-58



Burbank
Wright
Franklin
Fremont
Galen Clark
Hoover
John Muir
Le Conte
Sheehy

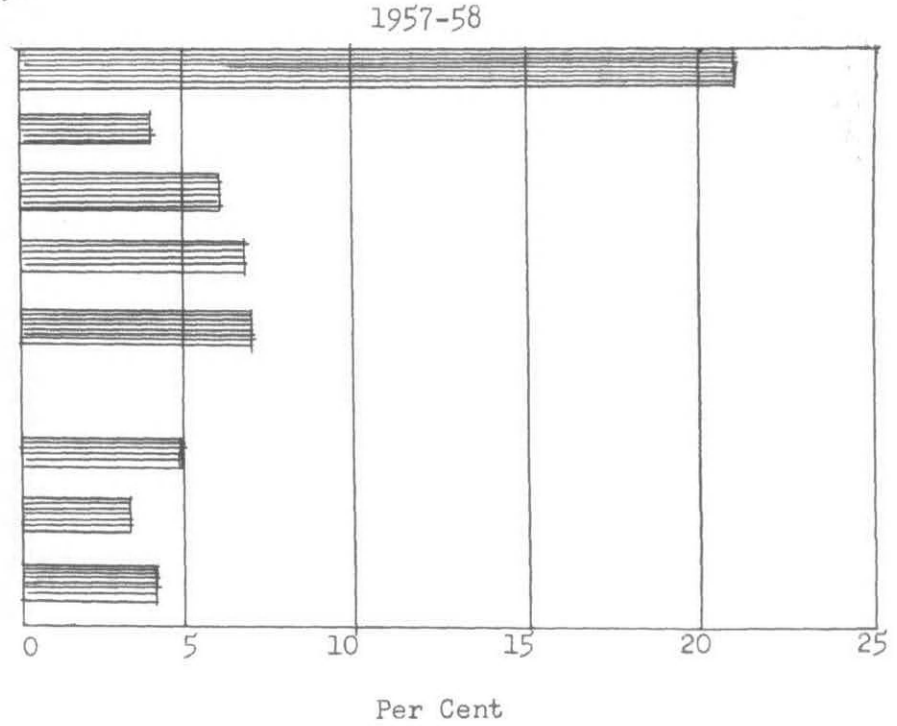


TABLE XXXVIII

FAILURES BY GRADES IN THE MERCED CITY SCHOOLS
1957-58

Grade	1956-57			1957-58		
	Enrollment	Failures	Per Cent	Enrollment	Failures	Per Cent
1	592	48	8	644	64	10
2	517	21	4	509	43	8
3	448	35	8	523	47	9
4	422	20	5	432	12	3
5	411	3	1	394	10	3
6	408	3	1	430	11	3
7	341	3	1	405	1	--
8	351	2	1	342	--	--
Whole System	3490	135	3	3684	188	5

TABLE XXXIX

FAILURE, BY PERCENTAGES, IN THE INDIVIDUAL SCHOOLS
OF THE MERCED CITY SCHOOL DISTRICT
1957-58

School	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Total Per Cent
Burbank	26	30	7						22
Wright	10	3	9	2	2	2			4
Franklin	6	3	4	15	8				6
Fremont	8	14	8			4			7
G. Clark	10	8	17	4	1	2			8
Hoover									--
J. Muir	12	3	3	1	2	4			5
Le Conte	7	3	6						4
Sheehy	6	3	4	3	6				3
Whole System	10	8	9	3	3	3			5

understanding of the author of this paper that many of the non-promotion cases were reviewed at the Burbank School and this figure was reduced in the fall of 1958.

Atypical Children. The Merced City School District has two different classes for atypical children. A class of fourteen students is at the Galen Clark School for those students who are mentally retarded. At the Le Comte School a class of fifty students are in a gifted class. The mentally retarded children are in one classroom all day. Twenty-five fifth graders and twenty-five sixth graders go half a day to the gifted class. This is the second year this type class in Merced has been in effect. A thorough evaluation is at the present time being made of it.

The Junior First Grade. Many children in the Galen Clark and Sheehy Schools were not able to do first grade work after a year of kindergarten. The language handicap was great in many of these cases as some of the children spoke very little English. Therefore, a junior first grade has been set up at the two schools in which such of the curriculum is spent on reading readiness and other experiences which help build readiness. The children, school patrons, teachers, and administration all feel this program had been beneficial.

Summer School. According to the Education Code of California "The governing body of any elementary school district may establish and maintain, in connection with any school under its jurisdiction, special day and evening classes and summer

....."⁴ This summer the seventh summer school will be held in Merced. This school lasts for six weeks and includes such subjects as reading, arithmetic, science, music, swimming, arts and crafts, and language arts. The children may attend for extra help in some subject, for enrichment, or for a variety of recreational activities.

Summary and Recommendations.

1. The racial composition of the school population presents a difficult educational problem. The majority of students at the Galen Clark School are Mexican children.

2. The mental ability of the Merced children is a little above average. The very inferior, inferior, and low average students in Merced are less than the general distribution upon which the test norms are based. The high average and superior are greater in Merced than in the general distribution while the very superior students are slightly less than the general distribution.

3. The total educational achievement of the students in the Merced City Schools shows the median score is equal to or advanced from the norms in all grades.

4. In reading, the fifth and seventh grade's median is one and two months, respectively, advanced when compared with the norm.

⁴California Education Code, 1955, Chapter 7, Article 1, Section 8951. p. 467.

The fourth, sixth, and eighth grades are three months below the norm.

5. The comparison of the achievement in arithmetic shows that all grades, except the sixth which is equal to the norm, have medians which are advanced.

6. The spelling ability of the students, when compared with test norms, shows that the median is advanced for all grades.

7. The age-grade table shows a wide spread in rate of progress being made by the children in the Merced Schools.

8. The individual schools also show a marked difference in the rate of progress made by the children through school.

9. Over one-third of the children in the Galen Clark School are over-age while only 5 per cent of the children at the Charles Wright School are over-age.

10. The study of actual progress of pupils, regardless of ages, shows that 70.9 per cent made normal progress, 28.8 per cent slow progress and .3 per cent rapid progress.

11. The rate of slow progress varies from 0 to 51.6 per cent in the individual schools.

12. In 1956-57, 4 per cent of the children in the Merced City School District were retained and in 1957-58, 5 per cent were retained.

13. Merced has both a class for the mentally retarded and one for the gifted children.

14. It is recommended that a study of the gifted class be made and that the possibility of expanding the mentally retarded program be explored.

CHAPTER VI

THE TEACHING STAFF

An important phase of the survey of the Merced City Schools was a survey concerning the teaching staff. Much of the success of a school system depends upon the character and training of the personnel. Matters of importance such as professional preparation, experience, salary, and growth in service were analyzed. The results of this analysis are reported in this chapter. Data are presented dealing with the following questions.

1. What is the status of the teachers as regards academic training, age, experience, and professional growth?
2. Is a satisfactory salary schedule in operation; how do salaries compare with those of other schools?
3. How are the teachers evaluated?

Academic Training. One of the most important qualifications of teachers is training. Occasionally one finds a successful teacher with a limited back-ground in subject matter, psychology, sociology, philosophy and teaching methods. Such a teacher, however, today is very much the exception.

The training of the staff of the Merced City Schools is shown in Table XXXX. An examination of this chart reveals that all except five or 3.2 per cent have more than two years of college. Over 80 per cent have had four or more years of college training.

TABLE XXXX

TEACHERS' YEARS OF TRAINING BEYOND HIGH SCHOOL
MERCED CITY SCHOOLS
1948-59

Years	No. of Teachers	Per Cent
6	11	7.0
5	28	17.7
4	90	57.0
3	24	15.2
2	5	3.2
1	--	--
0	--	--
Range	2-6	
Median	4.0	

It may be argued that experience, reading, and travel are the equivalent of training. However, in the cases where good teachers have had little or no training the author feels that she would be even a better teacher with proper training.

Ages of Merced Teachers. It is desirable to have a faculty consisting of recently trained teachers who are young and enthusiastic, along with those who are older and more experienced. Both types can make a valuable contribution to the school system.

Table XXXXI shows the distribution of the ages of the Merced teachers. The range is from 22 to 68 years and the median age is 38. No comparison with the ten other selected school districts was available.

Years of Experience. The Merced teachers' total years of teaching experience is shown in Table XXXXII. Several of the teachers in the Merced City Schools have been in the teaching service for many years. Some began teaching before the present standards had been formulated. The median of experience of the Merced teachers is 8 years, with a range of from 0-44 years. It is interesting to note that twenty-three years ago the median of experience was 23.3 years with a range of 3 to 34 years.¹

Experience in Merced. More effective work can be carried on in schools where there is a minimum turnover in the teaching staff.

¹Smith, loc. cit. p. 140.

TABLE XXXXI

AGES OF TEACHERS
MERCED CITY SCHOOL DISTRICT
June, 1958

Age	No. of Teachers	Per Cent
60-68	4	2.5
53-59	16	10.1
46-52	25	14.8
39-45	33	20.9
32-38	34	21.5
25-31	36	22.8
18-24	10	6.3
Range	22-68	
Median	38	

TABLE XXXXII

TEACHERS' TOTAL YEARS OF TEACHING EXPERIENCE
MERCED CITY SCHOOL DISTRICT
June, 1958

Years	No. of Teachers	Per Cent
34-44	1	.6
31-34	5	3.2
26-30	7	4.4
21-25	8	5.1
16-20	20	12.7
11-15	19	12.0
6-10	44	27.9
0-5	54	34.2
Range	0-44	
Median	8	

The number of years of experience of the staff in the Merced City Schools is presented in Table XXXXIII. The range is from 1 to 35 years, while the median is 3. Smith found in his survey a median of 9.6 years.² Over 70 per cent of the teachers have five years or less experience teaching in Merced.

Experience in Other Systems. Table XXXXIV shows the teaching experience of the staff in other systems. The range is from 0 to 35 years with a median of 4. Forty teachers had no teaching experience in other school systems. On the average, most teachers came to Merced with two years experience.

Professional Growth. There are few other professions which demand as much continuance study as does teaching. Many teachers take work at college or university summer school or extension courses. In an attempt to insure continuing growth, the salary schedule requires each teacher with a regular credential to earn six hours of credit every four years. Those with a Masters Degree are required to earn four units every four years. If these requirements aren't met, the teachers' salary is held at the attained salary schedule level until requirements are met.³

Salary Schedule and Salaries. One of the fundamental considerations with respect to the teaching staff is the adequacy

²Ibid., p. 143.

³Salary Schedule, Merced City School District, (Merced: Merced City Schools, 1957). p. 2.

TABLE XXXXIII

TEACHERS' YEARS OF EXPERIENCE WITHIN THE
MERCED ELEMENTARY SCHOOL SYSTEM
June, 1958

Years	No. of Teachers	Per Cent
31-35	2	1.3
26-30	2	1.3
21-25	1	.6
16-20	4	2.5
11-15	7	4.4
6-10	31	19.6
1-5	111	70.2

Range	1-33
Median	3

TABLE XXXIV

TEACHERS' YEARS OF EXPERIENCE
IN OTHER SYSTEMS
June, 1958

Years	No. of years	Per Cent
31-35	1	.6
26-30	2	1.3
21-25	3	1.9
16-20	8	5.1
11-15	17	10.8
6-10	33	20.9
1-5	54	34.2
None	40	25.3
Range	0-32	
Median	4	

of salaries paid. The Merced City Schools have a single salary schedule for both men and women. The lowest step on this is for the teacher with a provisional credential and no experience who would receive \$3,000 a year. A teacher who had 12 years of teaching experience, with at least 8 years in Merced, and a regular credential, an A.B. and 40 additional units would receive \$6,050 a year.⁴ The principals and consultants use the teachers' salary as a base with a special ratio factor used in determining the additional pay they receive for their additional work and responsibility.

In Table XXXXV the average salaries of the Merced teachers is compared with that of ten selected school districts. The average salary ranges from \$4,302 to \$5,377 with the median \$4,347. Merced ranks tenth on the list with an average salary of \$4,347; \$301 below the median.⁵

Teacher Evaluation. The Merced City School a new evaluation instrument for the first time this school year. A copy of this is included in the appendix. The probationary teachers are evaluated by their building principal in six areas: (1) personal characteristics; (2) teacher-staff relationship; (3) classroom management; (4) instructional ability; (5) professional growth, and (6) community relations.

⁴ Ibid., p. 1.

⁵ Salaries and Salary Schedules Reported For 1957-58. California Teachers Association, Bulletin 90 (San Francisco: California Teachers Association, 1957).

TABLE XXXV

AVERAGE SALARIES OF MERCED TEACHERS AND
TEN OTHER SELECTED SCHOOL SYSTEMS IN CALIFORNIA
1957-58

City	A.D.A.	Rank	Average Salary	Rank
Alum Rock	4220	5	\$5377	1
Los Altos	4304	3	5212	2
Colton	3551	8	5123	3
Walnut Creek	3529	10	4935	4
Visalia Creek	4365	6	4790	5
Ravenwood City	4365	1	4648	6
Castro Valley	4329	2	4558	7
Garvey	3550	9	4412	8
Costa Mesa	3743	7	4383	9
MERCED CITY	4148	6	4347	10
Hudson	4287	4	4302	11
Median	4148		\$4648	
Merced	4148	6	4347	10
Deviation			-301	

It is emphasized that the primary purpose of this instrument is the improvement of instruction and determination of fitness for permanent status or re-employment. Consequently, personal conferences with teachers, using the report as a basis for discussion, are essential. In these talks, strong points can be singled out for praise, weaknesses identified, and corrective steps suggested. The teacher is to sign the report, which verifies that he has seen it, but does not mean that he agrees or disagrees with the evaluation.⁶

A preliminary report indicates general satisfaction with this instrument. However, it is recommended that no item analysis be made on all instruments used this year. Three teachers, or 1.9 per cent of the staff, were not recommended for re-employment. Therefore, it is also recommended that a careful analysis be made of the entire evaluation sheet.

Summary and Recommendations.

1. All except five, or 3.2 per cent of Merced City School District teachers have more than two years of college. The median training is four years; over 80 per cent of the teachers have four or more years of college.

2. Teachers in this district range in age from 22 to 68 years with the median age 38.

3. The median of teaching experience for the Merced teachers is eight years with a range of from zero to forty-four. Twenty-three years ago the comparable figures were a median of 13.3 and a range of three to twenty-four years.

⁶Teachers Handbook, loc. cit., p. 33.

4. The teachers with a regular credential must earn six hours of credit for in-service education every four years. Those with a Master's Degree are required to earn four units every four years.

5. The average salary of the Merced teachers is \$4,347. When compared with ten other selected school districts, Merced ranks tenth with this average and it is \$301 below the median of the average.

6. Merced is using a new teacher evaluation instrument this school year. It is recommended that an item analysis be made on all instruments used this year and that a careful analysis be made of the use of the entire instrument.

CHAPTER VII

SUMMARY OF FINDINGS AND RECOMMENDATIONS

Most of the suggestions contained in this closing chapter have already been given at various points in the survey. It is, nevertheless, considered advisable for the sake of emphasis, to bring them together for final consideration.

A number of the major conditions found by the survey will be briefly enumerated, and recommended changes, where such changes are believed to be necessary and desirable to improve the efficiency of the Merced City School System, will be made.

The Problem Outlined.

1. The purpose of this study was to evaluate certain phases of the school so that policies influencing better school administration may be put in effect.

2. The five major fields studied were: (1) organization and administration; (2) buildings and grounds; (3) finances and school costs; (4) evaluation of the educational program; and (5) the teaching staff.

3. Data for the survey were obtained from the office of the City Superintendent of Schools, the County Superintendent of Schools, Merced City Chamber of Commerce, the U. S. Census Bureau, the California State Department of Education, the California State Department of Equalization, the Merced County Library, and the

California State Library.

4. Various surveys made by leaders in the field were studied. The survey made in 1932 by Superintendent W. Max Smith is to be used as a guide for this study.

5. The City of Merced is well located being the "Gateway to Yosemite" and the County Seat.

6. In growth in population Merced has nearly kept pace with that of the State and County.

7. Merced's two large growths in population were due to the completion of the Merced Irrigation District and the establishment of Castle Air Force Base.

Organization and Administration.

1. The Merced City School District is administered as an 8-4 dual system with a Board of Education of five members, the high school district being under a separate board.

2. The ten elementary schools are administered by six supervising principals and four teaching principals.

3. A set of rules and regulations, giving a complete list of the essential duties and responsibilities of administrative and special personnel have been recently adopted by the Board of Education.

4. The offices for the supervisory and consultant staff are inadequate. These are shared offices and lack the privacy necessary for conferences and interviews.

5. It is recommended that additional office space be built

on the present administration building or that part of the Le Conte School be used as offices.

6. It is recommended that the organization of the schools be changed so that fewer people report and are directly responsible to the Superintendent.

7. It is recommended that some action be taken on the inadequate pupil enrollment cards.

8. It is recommended that an encumbrance bookkeeping system be installed.

Buildings and Grounds.

1. The ten school buildings, with the exception of Le Conte, are generally satisfactory and are meeting the present needs of the community.

2. By the Strayer-Engelhardt Score Card (1933 revised) the buildings score as follows:

Ada Givens--688 points, or 69 per cent of standard.

Burbank--665 points, or 67 per cent of standard.

Wright--765 points, or 77 per cent of standard.

Franklin--662 points, or 66 per cent of standard.

Fremont--740 points, or 74 per cent of standard.

Galen Clark--578 points, or 58 per cent of standard.

Hoover--831 points, or 83 per cent of standard.

John Muir--584 points, or 58 per cent of standard.

Le Conte--525 points, or 53 per cent of standard.

Sheehy--744 points, or 74 per cent of standard.

3. The Ada Givens could very well use a multi-purpose room.
4. If additional classrooms are added to the Burbank and Franklin Schools, it is recommended that additional office space be added.
5. The feasibility of purchasing the additional two acres for playground space at the Galen Clark School should be thoroughly investigated.
6. The floors at the Galen Clark and John Muir Schools should have asphalt tile applied to them.
7. Re-wiring of the circuits should be done at the Galen Clark School.
8. An inter-com system should be installed at both the John Muir and Galen Clark Schools. A separate fire alarm system should also be installed at the Galen Clark School.
9. The runner-type desks and the black chalk boards should systematically be replaced at the Galen Clark and the John Muir schools.
10. It is recommended that the possibility of erecting a new cafeteria at the Hoover School be studied.
11. It is recommended that the possibility of using the Le Conte School for administrative offices be thoroughly investigated.
12. The feasibility of installing more adequate faculty lunch rooms at the Fremont and Sheehy Schools should be investigated.
13. It is recommended that the playground drainage system at all of the school playgrounds be improved.
14. It is recommended that the various types of air cooling

systems for the classrooms be studied and considered for installation.

15. The heaviest distribution of pupils is on the south side of the city. It is recommended that an intermediate school be built in this area as soon as is feasible.

16. It is predicted that the Merced City Schools will have an enrollment of 7,782 in 1967 and will need 111 more classrooms at that time.

Finances and School Costs.

1. Of the total budget in 1956-57, \$815,390 was received from the state; \$220,000 from the district; \$381,208 was the Beginning Balance; and \$10,000 was received from the Federal Government.

2. From 1947-48 to 1956-57 the A.D.A. has increased from 2,294 to 4,224 representing an average increase of 6.3 per cent.

3. During the past ten years expenditures have increased from \$304,654 to \$1,010,400; more than 3 times during this period.

4. Merced spent \$212.26 on each pupil in A.D.A. in 1955-56, ranking eleventh in comparison with the ten other school districts. The average for the ten districts was \$254.76.

5. Merced's assessment ratio of .25 is where the State Department of Equalization attempts to place all counties.

6. Merced's district tax rate is .90 for maintenance purposes; the average of the ten other districts is 1.24. However, Merced's true rate is .23 with the average of the other

districts being .24.

7. Merced ranks third in assessed valuation and fourth in true valuation when compared with the selected districts indicating its ability to adequately support education.

8. Merced, with an assessed valuation per A.D.A. of \$6,754 ranks fourth; the true valuation which is \$27,016, shows that Merced ranks fifth in comparison with the ten other selected California school districts.

9. The bonding capacity of the district is \$1,400,865. However, Merced is paying for a 1948 issue and had an available bonding capacity of \$1,184,865. However, at this time Merced is selling \$600,000 worth of bonds voted in 1952.

Evaluation of the Educational Program.

1. The racial composition of the school population presents a difficult educational problem. The majority of students at the Galen Clark School are Mexican children.

2. The mental ability of the Merced children are a little above average. The very inferior, inferior, and low average students in Merced are less than the general distribution upon which the test norms are based. The high average and superior are greater in Merced than in the general distribution while the very superior students are slightly less than the general distribution.

3. The total educational achievement of the students in the Merced City Schools show the median score is equal to or advanced from the norms in all grades.

4. In reading the fifth and seventh grade's median is one and two months, respectively, advanced when compared with the norm. The fourth, sixth, and eighth grades are three months below the norm.

5. The comparison of the achievement in arithmetic shows that all grades, except the sixth which is equal to the norm, have medians which are advanced.

6. The spelling ability of the students, when compared with test norms shows that the median is advanced for all grades.

7. The age-grade table shows a wide spread in rate of progress being made by the children in the Merced Schools.

8. The individual schools also show a marked difference in the rate of progress made by the children through school.

9. Over one-third of the children in the Galen Clark School are over-age while only 5% of the children at the Charles Wright School are over-age.

10. The study of actual progress of pupils, regardless of ages, shows that 70.9 per cent made normal progress, 28.8 per cent slow progress and .3 per cent rapid progress.

11. The rate of slow progress varies from 0 to 51.6 per cent in the individual schools.

12. In 1954-55, 4 per cent of the children in the Merced City School District were retained and in 1955-56, 5 per cent were retained.

13. Merced has both a class for the mentally retarded and one for the gifted children.

14. It is recommended that a study of the gifted class be

made and that the possibility of expanding the mentally retarded program be explored.

The Teaching Staff.

1. All except five, or 3.2 per cent of the Merced City School District teachers have more than two years of college. The median training is 3.65 years; over 80 per cent of the teachers have four or more years of college.

2. The teachers in this district range in age from 22 to 68 years with the median age 38.

3. The median of teaching experience for the Merced teachers is eight years with a range of from zero to forty-four. Twenty-three years ago the comparable figures were a median of 13.3 and a range of three to thirty-four years.

4. The teachers with a regular credential must earn six hours of credit for in-service education every four years. Those with a Master's Degree are required to earn four units every four years.

5. The average salary of the Merced teachers is \$4,347. When compared with ten other selected school districts Merced ranks tenth with this average and it is \$301 below the median.

6. Merced is using a new teacher evaluation instrument this school year. It is recommended that an item analysis be made on all instruments used this year and that a careful analysis be made of the use of the entire instrument.

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A P P E N D I X

POLICY GOVERNING SALARY SCHEDULE

EMPLOYMENT - All new teachers will be employed and placed at their proper step on the schedule, according to their credentials, degree, years of teaching and units earned beyond the degree.

PROFESSIONAL GROWTH REQUIREMENTS - Teachers with a Regular California Credential and/or an A.B. Degree will be required to earn six hours of credit every four years, of which 2 (two) credits may be earned by travel, committee work, conference attendance, research and special projects. Only college credits may be used for horizontal advancement on the salary schedule.

Teachers with a Masters Degree and a Regular California Credential will be required to earn four graduate credits every four years, of which 2 credits may be earned by travel, committee work, conference attendance, research and special projects.

1 unit - Attendance, verification and summarization of
4 full day conferences or 8 half-day conferences.

1. Good Teaching Conference.
2. Elementary English Conference.
3. California State Science Association Conference.
4. Central Valley Reading Association Conference.
5. Elementary Administrators Association Conference.
6. Elementary Supervisors Association Conference.
7. Additional Conferences approved by Superintendent.

1 unit - Grade Section Chairmanship under present criteria.

1 unit - Approved committee work, approved research and approved special projects.

1 unit - Travel (per trip)

1. Persons desiring credit for travel on the professional growth program should submit the proposed itinerary and program to the Superintendent prior to June 1st of the summer in which the travel is to occur. The request must be submitted on the approved forms available in the Central Office. The maximum amount of travel credit that may be granted during one four year period shall be two units. This would require two separate trips and two reports.

Travel for which professional growth credit is to be granted shall be to areas not previously reported on by the employee and shall contribute clearly to the cultural background and professional improvement of the employee. This growth shall be made evident by the employee upon completion of the trip in a report acceptable to the Superintendent or delegated authority. No credit will be allowed for travel of less than two weeks duration or 1,000 miles one-way distance.

2. The applicant will file with the Superintendent, not later than October 1, a report on the travel that would meet with set standards. Evaluation of credits for Travel, Committee Work or Conference Attendance will be made by the Superintendent or his delegated authority.
3. Two units may be earned for one foreign trip. Foreign travel must be to countries other than Canada, Mexico and U.S. possessions.

Summer School units earned during the summer months will be applied immediately in the placing of a teacher on the Salary Schedule. This will apply only to those teachers who have accumulated the necessary units to move horizontally (Col. to Col.) across the Salary Schedule. Upon presentation of proof that the required units have been earned a new contract will be issued.

A letter of intent (by the employee concerned) must be sent to the Central Office by April 1st notifying the Superintendent of plans for Summer School that will qualify the employee for a

horizontal move on the Salary Schedule.

If any certificated personnel fail to meet the growth requirements, his/her salary shall not be increased until all requirements are met.

All certificated personnel will be paid in 12 equal paychecks beginning with the October 1st paycheck. Only those employees whose services will be terminated at the close of the school year (approximately the middle of June) may request their remaining salary paid in full upon leaving the Merced City School District.

CREDIT FOR OUTSIDE EXPERIENCE - Full credit up to four (4) years provided experience has been within 10 years prior to placement. No credit granted for fractional part of a year served outside the district. Half or more of a school year in the district, under contract, will be counted as one full year. One hundred (100) days or more of a school year for substituting in the district will be counted as one year. Credit for service on non-comparable experience shall be assigned by the Superintendent.

UNUSUAL CASES - Extra pay for extra duties above average teacher load may be given when teacher is assigned to activities which require regular extra time outside school hours.

SALARY COMMITTEE - Shall be composed of six members: an Assistant Superintendent, a Principal, a Board member and three tenure teachers (to be elected by the Faculty Club). Salary Committee members other than the teachers, will be appointed by

the Board of Education at the beginning of the school year. The Committee will make its final report to the Board not later than the following March 1st.

This schedule is based on the assumption that the School District is able to finance it. If the financial condition of the District changes while this schedule is in effect the Board reserves the right to revise it accordingly.

SUMMER SCHOOL SALARY - Teacher salary for work in the Summer School program is \$400.00 for five weeks summer school session.

MERCED CITY SCHOOL DISTRICT

REPORT ON PROBATIONARY TEACHERS

Name of Teacher	School	Grade
Credential	Year	
	FIRST	SECOND
		THIRD

1. Observations LIST DATES AND TIME

2. Conferences LIST DATES

AFTER OBSERVATION

	1	2	3	4	5
PERSONAL CHARACTERISTICS					
Health and Vigor					
Emotional Stability					
Personal Appearance					
Voice					
TEACHER-STAFF RELATIONSHIP					
Cooperation					
Loyalty					
Discretion					
Promptness and Efficiency					
CLASSROOM CONTROL					
CLASSROOM MANAGEMENT					
Attitude Toward Pupils					
Pupil reaction to Teacher					
Appearance and Care of Classroom					
Wise use of Property and Supplies					
INSTRUCTIONAL ABILITY					
Knowledge of Subject Matter					
Ability to teach on Students' Level					
Careful planning of Work					
Attention to individual needs					
Skill in motivation of pupils					
Appropriate use of Instructional materials					
Teacher's evaluation of pupil progress					
PROFESSIONAL GROWTH					
Reads professional literature					
Participates in committee work					
Attends conferences					
Supports Professional Organizations					
Accepts suggestions for improvement					
COMMUNITY RELATIONS					
Community activities					
Parent-Teacher relations					

KEY: 1st Year - - - - - 2nd Year _____ 3rd Year

3. Points meriting commendation

4. Suggestions for improvement

Do you recommend continuation in present assignment? Yes NO

If "no" is checked Why?

Do you recommend this teacher for tenure?
(FOR THIRD YEAR PROBATIONARY TEACHERS ONLY)

I have read the above report

I have discussed this report with the teacher

TEACHER'S SIGNATURE

DATE

PRINCIPAL'S SIGNATURE

DATE