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AN ANALYSIS OF SELECTED PROBLEMS IN
ELEMENTARY SCHOOL ADMINISTRATION IN
SAINT LANDRY PARISH, LOUISIANA



SHELTON

1961

AN ANALYSIS OF SELECTED PROBLEMS IN
ELEMENTARY SCHOOL ADMINISTRATION
IN SAINT LANDRY PARISH, LOUISIANA

A Thesis

Presented to

the Faculty of the Graduate School
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Felix Louis Shelton, Jr.

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John B. Murphy - Chairman

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CHAPTER I

INTRODUCTION

For some time the writer has been concerned about the problems that exist among Negro principals in elementary school administration throughout Louisiana. Therefore this study, of some administrative and supervisory problems that were confronting each elementary school principal in Saint Landry Parish, Louisiana, was begun. In the study it was discovered by the writer that each elementary principal dealt with about the same problems, which could be classified as follows:

1. Attendance
2. School finance accounting
3. Classification of Transfer Students
4. Mentally Retarded Children
5. School Records
6. Providing for Individual Differences
7. Testing Program - Guidance and Counseling
8. In-Service Programs
9. Home-School Relationship

It is hoped that this study will help the elementary principals of Saint Landry Parish and other areas having similar problems.

I. THE PROBLEM

Statement of the Problem. The study of school administration indicates that there are certain fundamental principles which should guide the practicing school principal in making plans, decisions, and analyses relating to their work. Yet there are some aspects of administrative practice which continue to give difficulty. The problem then appears to be that of identifying the difficulties and finding possible reasons why the usual principles of procedure may not apply to their solution. Specifically the difficulties of school principals in Louisiana constituted the focal area of the problem.

Limitations of the Problem. Basic data for the study were secured from the principals of eight elementary schools of Saint Landry Parish, Louisiana, for the school year 1960-61. It was believed that this parish constituted a fair sample which might apply equally well in any other parish in Louisiana.

Purpose of the Study. The purposes of this study were: (1) to find out the more important administrative and supervisory problems that were confronting each elementary principal in Saint Landry Parish during the school year 1960-61, and the improvement that could be made to help them in their

schools as elementary administrators; (2) to find out what methods they were using as elementary school administrators in solving these problems; (3) to help the elementary principals of Saint Landry Parish, and other areas having similar problems, to develop a better understanding of techniques to use in solving these problems.

Method of Study. Data for this study were secured through a survey of the literature, and from questionnaires which were developed by the investigator and administered by him to the elementary principals of Saint Landry Parish, Louisiana.

Background of the Study. There are sixty-four parishes in Louisiana, and of these, Saint Landry, is the eighth largest. Saint Landry Parish has a land area of 908 square miles with Opelousas as the parish seat. It is located in southwest Louisiana approximately equal distances from the cities of New Orleans and Lake Charles. Saint Landry Parish has a total Negro population of 40,493, which has been estimated to be 50 per cent urban and 50 per cent rural. The city of Opelousas, which is now the parish seat of Saint Landry Parish, was once the capitol of Louisiana.

Thinking in terms of the industrial developments, Saint Landry Parish is noted for gas plants, canning factories, and rice mills. The leading agricultural products in this parish are sweet potatoes, cotton and rice.

For many years there were only four Negro public elementary schools in Saint Landry Parish with two of them located in the city of Opelousas, and the other two in the rural areas.

There are now eight elementary schools in the parish, three of them in the city of Opelousas, and the other five in various rural areas and towns in the parish.

This information came from an article in the Daily World Newspaper in Opelousas, Louisiana, June 23, 1961.

CHAPTER II

REVIEW OF THE LITERATURE

To thoroughly understand the administrative and supervisory problems that elementary school administrators in Saint Landry Parish are confronted with, one would need to have some experiences relevant to the situation. Since this is neither practical nor possible for everyone, explanation of some conditions which may be peculiar to Louisiana, and more specifically to St. Landry Parish, have been described in the preceding chapter. The following discussion therefore is confined to the general considerations relating to the problem areas which were identified in chapter I.

ATTENDANCE

According to Reeder, the first step to take in improving school attendance is to ascertain the causes on non-attendance. When this diagnosis has been made, it remains only to prescribe the proper remedies, that is, to take steps to remove the causes. Although the cause of non-attendance has been found to differ somewhat from school system to school system, and from teacher to teacher in the same school, the most frequent causes of non-attendance at school are the following; (1) illness, either on the part of the pupil or members of his family; (2) extreme distance from school; (3) work at home; (4) death in the family;

(5) slow progress through school; (6) lack of clothing, textbooks, and other necessities for going to school; and (7) religious days and beliefs of certain churches.

In the early history of compulsory school-attendance laws, little or no attempt was made to ascertain the causes of non-attendance and to remove those causes. In those days, school officials and school employees generally regarded non-attendance as near-crime. Parents and pupils were threatened when pupils failed to attend school, and pupils were "strong-armed" to school by the school-attendance officer. There was little or no attempt on the part of school officials and school employees to study and understand the pupil's case. Seldom was sympathy extended for non-attendance at school. Fortunately, those primitive methods are rapidly becoming extinct, and methods of understanding, such as the following, are being used.

1. Removing Sickness as a Factor in Non-Attendance:

School administrators can do much to remove this cause by helping the pupils to maintain a high standard of health. Schools systems which have an effective plan of health supervision have a smaller amount of sickness, and consequently a smaller amount of non-attendance than school systems which do not have an efficient plan of health supervision.

2. Removing the Distance Factors in Non-Attendance:

Most states have realized the unjustness of requiring children to attend school when transportation facilities for those

children who live more than a stipulated distance from school are not provided. Most states now require schools to provide transportation for all elementary school children who live more than two miles from the nearest school. Statistics show that pupil transportation reduces non-attendance, and that it reduces it, particularly during the severe winter months.

3. Work at Home as a Factor in Non-Attendance: If such work is necessary for the support of the child, who should be in school, or is necessary for the support of the child's family, society should feel obligated to give a reasonable amount of financial assistance to such a child and his family.

4. Slow Progress and Low Marks as Factors in Non-Attendance: The pupil who failed, or who is not getting along well at school, is likely to become discouraged and to want to quit school. Failure of pupils should be reduced to a minimum; in fact, under ideal conditions it would be eliminated. Promotions on condition or on probation should be practiced more frequently, several studies have shown that a large percentage of the pupils who are promoted on condition or on probation do the work of the next grade very acceptably. In addition to the danger of discouraging the pupil, there is the danger that low marks will develop in the pupil an inferiority complex or will cause him to have a grudge against the teacher and the school; one that may remain with him throughout life. In an ideal school

organization each pupil would be given scholastic marks in terms of his accomplishment based on his ability. If the pupil does not have the ability to do more than a certain amount of work in arithmetic, in reading or in other subjects it would seem unjust to penalize him when he has done the best he can. Indeed, to expect more of a pupil than his ability indicates that he can do is to believe in miracles.¹

SCHOOL FINANCE ACCOUNTING

According to Reeder, School-Financial Accounting serves three purposes: (1) Assists in formulating policies for the whole system or for any part or parts of the system; (2) helps in determining the efficiency of the personnel, materials, equipment, and methods--in other words, help to measure results; and (3) guarantees the faithfulness of individuals who have been entrusted with the handling of public funds.

Only the third of these purposes has been given more than passing attention in most school systems. Accounting, which assists in realizing the first two purposes, is called cost accounting. Cost accounting states expenditures in terms of output, of work done, and of service rendered.

¹Ward G. Reeder, The Fundamentals of Public School Administration. (New York: Macmillan Company, 1958), pp. 380-82

Another way in which an efficient accounting system assists in conducting the work of the school system is in making the budget. The budget consists of two parts: first, an itemized list of the prospective revenues and, second, an itemized list of the proposed expenditures. A good financial-accounting system lists each item of revenue which came into the school coffers during the preceding year, and it lists each item of expenditure for the same period of time. This information is necessary for the preparation of the budget for that ensuing school year, because the future can best be predicted on the basis of the past.²

According to Jacobson and others, in every school, small sums from book fines, sales to students, or petty cash funds from the central office must be accounted for. Unless there is a school store, the greatest problems of bookkeeping will ordinarily arise from the sale of materials such as industrial arts or home economics supplies which are used by pupils in making articles that become the individual's property. Such supplies are not likely to be furnished without cost no matter how generously the school provides supplies and equipment, nor is there any reason why articles which become the permanent possession of the pupil should be furnished at public expense.

²

Ibid., 1941, p. 713.

It becomes the duty of the individual instructor to collect the cost of the material, issue a receipt in duplicate for it, and account to the principal for it. The principal or his clerk should issue a receipt in duplicate to the teacher and send the money to the central office where it is credited to stores or to the revolving account. The principal's office should also remit to the central office the book fines, even though receipts are issued. The office should retain the teacher's form showing the condition of books returned and fines levied until the probability of their being needed for reference has passed. Ordinarily these accounts will suffice. If petty cash is kept, receipts must be secured for every expenditure so that the sum may be counted and accounted for in a business like way. Public funds are a public trust, and their accounting is an obligation which any principal must perform with excessive care.³

CLASSIFICATION OF TRANSFER STUDENTS

According to Heck, a good transfer system within the city or county district is essential. It informs the census office immediately of pupils who move from one sub-district to another. The "sending" principal should mail to the "receiving" principal, the duplicate to the census office, and the triplicate retained. As soon as the child is enrolled at the new

³Paul B Jacobson, William C. Reavis, and James D. Logsdon, The Effective School Principal In Elementary and Secondary Schools, (New York: Prentice-Hall, Inc., 1954), pp. 493-94.

school the receiving principal forwards the original slip to the census office.

Upon receipt of both the original and duplicate slips, the census office changes the census card to the proper school file and makes the necessary changes upon it. If all transfer slips are filled and mailed at the time the child leaves, and if the originals are forwarded to the central office as soon as the child has enrolled, the census should always be within a few days of being up-to-date. Notification of all changes should be among the duplicate slips in the census office the day following the transfer.⁴

According to Yeager, in meeting the needs of these children, the first step is the matter of placement. In practice no grade is standardized as to material covered. There are always differences of teachers, texts, methods, and materials. There is great variation in this respect among cities and states. Too often the practice of demotion is followed on the assumption that the new work is too difficult and the new pupil needs time to orient himself. Some teachers have been known to believe that no transfer child is quite as well prepared as their own. Demotion may be due in part to the result of interviews and placement tests in which the child too often is at a disadvantage because of new situations.

⁴ Arch O. Heck, Administration of Pupil Personnel, (New York: Ginn and Company, 1929), pp. 173-74.

Within the same school system the problem of transfer from school to school is a much simpler process because of the greater likelihood of standardized grade placement. In any event, proper forms should be prepared which will facilitate the transfer; with definite instructions to the child and his parents as to the school to attend and the grade in which he is to be placed. Since the determination of proper procedures as to transfer is an administrative responsibility, these should be carefully prepared and definite instructions given to the teachers or clerical assistants who perform the actual service.

Proofs of various kinds should be provided showing age, previous grade attended, vaccination record, and health and other records. Temporary grade and room assignment should be made while tests are given, records verified, or parents consulted.⁵

MENTALLY RETARDED CHILDREN

According to Weatherman and Telschow, one of the new roles which elementary school principals must take as the school accepts more responsibility in this area is in the administration of classes for the mentally retarded children. It is not imperative that principals be experts in the treatment of mental retardation. But some familiarity with the characteristics of these children does help to make planning and administration of programs for them more successful.

⁵ William A. Yeager, Administration and the Pupil, (New York: Harper and Brothers, 1949) pp. 202-3.

Even at their best, with low intelligence and often, socially unacceptable behavior, mentally retarded children have two strikes against them. The principals philosophy and actions will determine how well the school as a whole is going to accept and help these children.

The principal can do a great deal by helping to make certain that the objectives and aims of the retarded class are understood by the teachers and other personnel of the school. The understanding and cooperation of all these people are essential if the program is to be successful. The principal may also urge that each teacher help the children in the regular classes to develop a sympathetic understanding toward the problems of the retarded child. For example, a teacher may explain to her group that just as they, individually, do some things easily and have difficulty in doing others, so some children have most trouble in school work. The teacher may stress the fact that even though some children are not as quick to learn as others, they are just as important as individuals and are entitled to the same courtesy and consideration that we should give to all.

Socialization is a much more important part of the educational experience of a retarded child than his academic achievement. The ability to get along with people and to obey elementary social customs is, within limitations, more important

than the relative level of intelligence of the mentally retarded child.

The principal can help set up a good socialization program. Some important objectives of such a program are that each child be taught personal hygiene, proper eating habits, and good table manners. These can often be taught in connection with a hot lunch program.

During the regular school day, a socialization program can bring retarded children into the normal classes for short periods of time. This may be in connection with art, music, physical education, or any other activity in which the child may participate without being too seriously handicapped by his particular deficiency.

Principals should also be responsive to the need for certain kinds of equipment for special rooms. Folding screens are sometimes needed to isolate a single child on an "off day." Work benches are useful as a means of developing manual skills and attitudes towards working with the hands.

The parents of retarded children sometime feel guilty and responsible for their child's condition. Consequently, they tend to stay away from the school and avoid parent activities. The principal can do a great deal to help these parents feel wanted. Perhaps the easiest way to meet these parents for the first time and to gain their confidence is to visit their homes. Helping the parents with their problems has the effect of

reducing the tensions they are under. This in turn will be transmitted to their child. In many cases, a good relationship with the parents has resulted in better adjusted children.

Provided with educational programs that meet their social needs, many mentally retarded children will be able to take their places in community life and in no way become burdens to society. With the ever increasing growth of public education, the necessity and demand for special education will also increase. This, then, is an area of education with which every principal should be familiar as he searches for ways to educate all children.⁶

KEEPING ACCURATE RECORDS OF THE SCHOOL CENSUS

According to Miller and Spalding, the first step in establishing a continuing census is securing information from every residence in the school district. A selected, small group of trained interviewers is needed for this purpose. They should be employed, preferably at a rate of some few cents per name, and trained by local superintendent of schools. The cost of collecting the initial information from each residence is not great. Wherever possible the information should be placed on cards which can be selected by a machine in order that data may be secured as rapidly as possible.

⁶Richard Weatherman and Lloyd Telschow, "The Principal's Role in Educating the Mentally Retarded Child," The National Elementary Principal Bulletin, XXXVI (December, 1956) pp. 33-43.

Keeping a continuing census up to date involves the use of many different sources of information. The superintendent of schools should make arrangements for a report to his office whenever the name of a newcomer to the community is recorded. Whenever a person moves from one residence in the school district to another, that fact must be recorded. There are several sources from which to secure the needed information. It is occasionally possible to make permanent arrangements with some of these sources for monthly reports. A list of such sources includes the following:

1. Librarian: New library cards.
2. Moving companies: Reports of moving families into, out of, or within the school district.
3. Neighborhood reporter for the local paper: Information gathered in the course of work.
4. Postmaster: Change of address cards.
5. Public utility companies: Requests for new meters or for change of address.
6. Realtors: Reports of sales or rentals of property.
7. Registrar of births: The vital records of the district.
8. Registrar of voters: The poll lists.
9. Tax collector: The list of taxpayers.
10. Teachers: Reports of new children coming to school.

The accuracy of the records can be checked annually by sending return postcards to a sample of the names in the census records. Whenever there appears to be substantial errors,

it is wise to have a complete community-wide census. Generally it is possible to keep a continuing census within the bounds of reasonable accuracy, then no such step as a community-wide survey will be necessary.

A large pin map should be kept as part of the census record. This should be made at the time the census is started, and kept up-to-date monthly as the population shifts and increases. A distinctively colored pin can be used respectively for pre-school, nursery school, kindergarten, elementary school, junior high school, senior high school, junior college, and adult education students, for students who are served by special teachers such as home visitors, and for adults who are not currently attending school.

An up-to-date pin map reveals trends in population shifts indicative of developing needs for buildings. This is particularly true if a colored film is made each month. It is then possible to compare a month with any other month and to observe what change is taking place. Such a map also shows the areas being served most by the school and those receiving less service. This raises questions that need further study?⁷

ADMINISTRATIVE ASPECTS OF IN-SERVICE EDUCATION

According to Anderson and Smith, Shanks studied the professional in-service improvement of teachers in Missouri by

⁷Van Miller and Willard B. Spalding. Public Administration of American Schools. (New York: World Book Company, 1952) p. 233-35.

means of normative survey. His most significant conclusion was that Missouri teachers needed more adequate leadership by a specially trained administrative group. Sanders studied the status of in-service education programs in operation in the public schools of Arkansas. On the basis of teacher interviews and a 51.4 percent return of questionnaires by school administrators, his study revealed that teacher responsibility in the organization and administration of educational programs was an excellent means for stimulating interest.

Krong reviewed the practices of six teacher-education institutions in the in-service education of public school administrators. Krong visited the institutions and obtained the opinions of administrators and school board members of selected school districts by means of a questionnaire. The study revealed that classes, educational surveys, group conferences, and consultant service were the usual approaches to in-service education. The principle obstacles to participation in such activities on the part of school personnel were distance and lack of time. Lindel made a study of the monetary value attached to the service experience of teachers in the 30 largest cities in the United States. The superintendent of schools and the deans of education in colleges which were members of the Association of American Universities were in close agreement of most of the 13 items with regard to practice and opin-

ion. The greatest divergence occurred with regard to community service. Only 4 percent of the superintendents attached monetary value to the service whereas 84 percent of the deans felt that monetary value should be attached to the service.

Course offerings and workshops continue to be the most used forms of in-service education. Marcus, who studied the opinions of teachers toward off-campus college credit courses, stated that they used more community resources, allowed more pupil participation in school planning, and modified their teaching methods and pupil-progress reporting. Mitchell attempted to identify those characteristics of the workshop which distinguished it from other in-service procedures. On the basis of a program of visitation and a low percentage of questionnaires returned by participants, he concluded that the most important factor in the sources of a workshop is its staff. More research of this quality is needed in the area of in-service education.⁸

PROVIDING FOR INDIVIDUAL DIFFERENCES

According to Averill, in providing for individual differences, we are interested in the mental, however, not with the physical side of life, except of course, in so far as the mental is understood to be always more or less conditioned upon the physical. If a thousand children could be classified

⁸Kenneth Anderson and Herbert Smith, Administrative Aspects of In-service Education, Review of Educational Research, XXX (June, 1955), p. 220-21.

into groups according to mental, moral, social, and intellectual characteristics, they would present most glaring differences in every conceivable respect. Indeed, the classification would be utterly impossible, since it would be discovered that there is X amount of A quality in one individual, Y amount of B quality, and Z amount of C quality in the same individual. More than likely no individual in the entire group would present exact, if indeed approximate, amounts of either quality A, B, or C.

In your observation of an intercourse with boys and girls you have no doubt noticed, to a degree, the presence of these individual peculiarities which defferentiate one child from another. One child is affectionate, another is undemonstrative; one is shy; another is bold. One is honest; another is dishonest. One is a natural leader; another is a natural follower. One possesses much originality; another is fearless. One is bright and lively; another is dull and sluggish. One is refined; another is coarse and vulgar. One is modest; one is careful; another is indifferent and careless. One is respectful, one is curious and inquisitive, one is emotional, one is rough or even cruel and another is sympathetic. The list of variations might be extended to comprise all the mental, social, and moral qualities of which children are possessed. In addition to the extremes enumerated here, there exists, of course, all

degrees between, both on the negative and on the positive sides. One can now begin to understand how to meet the individual needs of pupils.⁹

GUIDANCE AND COUNSELING Administrative Responsibility and Support

According to Dugan, Cottingham brought out that elementary school guidance is a new frontier, particularly in respect to the pattern of organization and function appropriate to this level. Articulation between elementary and secondary school guidance programs clearly demands administrative leadership and careful investigation of practices.

Need for articulation was also stressed by Niniclier and Curtis, who pointed out the concern of school administrators with new approaches to co-ordination of a fuller range of elementary and secondary school guidance services. Two surveys yielded interesting hypotheses. Smith found that 93 percent of a small sample of elementary school teachers believed that guidance workers were needed in the elementary school. Less agreement was found among the teachers about the primary functions of such specialists. In a stratified sample of elementary schools in Los Angeles County, Holverson examined the organization and administration of guidance services on the basis

⁹ Lawrence A. Averill, Psychology for Normal Schools (New York: Houghton Mifflin Company, 1921), pp. 326-29.

of evaluative criteria developed by a survey of the literature. General principles of organization and administration were seen to be utilized, but inadequacies were noted in facilities and in numbers of qualified personnel. Logic, however, is on the side of extending the guidance program to elementary schools.

Nugent examined the status of guidance programs and of counselors in the white public schools of Louisiana and saw need for additional qualified personnel. His findings could probably be duplicated in many states. The explosion in school population will only aggravate the personnel problem.

Facilities, budget, and resources for guidance services received little attention, even through survey research. An exception was Parker's survey in which the opinions of school principals, counselors, instructors of counselors, and state guidance supervisors were sought concerning the location of the guidance offices within the school plant, particularly in relation to the main administrative office.

Stewart, studying certain factors influencing participation of classroom teachers in guidance programs and their attitudes toward them, found that teachers do not accept and participate in guidance programs to the same degree. The attitudes of teachers toward adopting an active role in guidance programs remains a fertile area for research. What kind of teacher

refuses to help better meet the needs of the pupil?

If teachers accept an active role as apparently most do, in guidance programs, many still have to develop adequate understandings and skills. The feasibility of this assumption was demonstrated by Gilliam, who studied beginning teachers in terms of their professional preparation, feeling of adequacy, and performance in rendering guidance services. They were found to be best prepared with regard to understanding individual differences and the philosophy of guidance, and less adequately prepared in the realm of counseling.¹⁰

TESTING PROGRAM

Shane and Yauch pointed out these components of an adequate testing program for elementary schools:

1. Evidence of a given child's native endowment and academic level of achievement: These two factors are necessarily related. The level of achievement is related to the ability to achieve. The evidence of one child, with an I.Q. of 100 and reading level that is normal for his grade, should be interpreted quite differently from that of another child with an I.Q. of 150 and a reading level normal for his grade.

2. Evidence of the degree to which children are ready to learn: This implies a knowledge of maturation levels and an ability to obtain evidence of the child's maturational patterns.

¹⁰ Willis E. Dugan, "Administrative Responsibility and Support of Guidance and Counseling Service," Review of Educational Research, XXX (April, 1960), pp. 106-11.

3. Evidence of the degree to which the child is succeeding in his social relationships: If psychologists of established reputation are to be believed, the role of a child adopting and feeling it important to play in the group, has a direct and vital influence on his learning and development.

4. Longitudinal studies of the changes which are occurring in the individual, physically, mentally, emotionally, and socially: Teachers need to supplement the frequently inadequate and restricted collection of evidence by building up cumulative records which extend over the entire time the child is in school.¹¹

HOME-SCHOOL RELATIONSHIP

Hauighurst and Neugarten, state that when the child reaches the age of five or six, the school steps in as another major socializing agency in his life. Then begins the long period of years in which the school shares with the home in influencing the child's personal and social development, in molding, training, and encouraging him in the long process of becoming an adult member of the society.

From an historical perspective, the school as a social institution has had an ever-enlarging set of functions to perform in the socialization process. As its services and responsibilities have multiplied, the importance of the school in the life of the child and adolescent has increased markedly.

¹¹Harold G. Shane and Wilbur A Yauch, Creative School Administration. (New York: Henry Holt and Company, 1954), pp. 164-65.

The school exposes the child to culture in both formal and informal ways. There are of course, the more obvious ways, such as providing the child with intellectual tools he will need in reading, writing, verbal and quantitative reasoning, and other similar skills.

There are also the more informal, but no less important ways, in which the school socializes the child and exposes him to culture. It furnishes the setting in which the child learns an entirely new set of social roles. It teaches him how he is expected to behave toward age-mates and adults. It provides a new set of adult models, teachers and administrators, for him to pattern his behavior after.

As compared to the home, there is a major difference in the role the school plays as a socializing agency. When he enters school, the child is not a neutral and unformed personality to be molded in any one of many ways. He is not, as he was at birth, an unsocialized creature without experience, attitudes, goals or ideas of his own. Instead, as he enters the classroom, he is the product of his home training; and has behind him a long social history. While the school will wield a tremendous influence upon him, and will change his behavior in numerous and important ways, the school operates, never separately but always in some kind of relation to the home.¹²

¹² Robert Havighurst and Berenice Neugarten, Society and Education (Boston: Allyn and Bacon, Inc., 1957) pp. 95-96.

CHAPTER III

FINDINGS AND ANALYSES

This chapter presents the analyses of findings from the data collected through questionnaires answered by the elementary principals in the Parish of Saint Landry, Louisiana, June, 1961. The eight Negro public elementary schools in Saint Landry Parish are as follows:

1. Whiteville
2. Katharine Drexel
3. Bethune
4. Anderpont
5. Hyland
6. Port Barre
7. North
8. J. H. Augustus

Pupil attendance of the eight elementary schools in Saint Landry Parish for the school year 1960-61 is shown in Table I. The largest, J. H. Augustus, with a total enrollment of 879 for the year, also an average daily attendance of 86.8 percent, the highest attendance average of the group. The school having the smallest enrollment was Whiteville, with a total enrollment of 182 for the year.

Total enrollment in the eight schools of the parish was 3,470 for the school year 1960-61, with an average of approximately 433 pupil per school. Average daily attendance

for the eight schools was 82.8 percent, with the percentage varying from 79.1 to 86.8 for individual schools

TABLE I

ATTENDANCE REPORT, ELEMENTARY
SCHOOLS IN SAINT LANDRY PARISH,
LOUISIANA, SCHOOL YEAR 1960-61.

School*	Enrollment	Average Daily Attendance, Percent of Enrollment
1. Whiteville	182	80.0
2. Katharine	540	82.0
3. Bethune	305	79.5
4. Andrepont	187	79.1
5. Hyland	348	82.2
6. Port Barre	273	84.7
7. North	756	87.8
8. J. H. Augustus	879	86.8
	Total 3,470	Average attendance percent 82.8
	Average enrolled 433.75	

*Answers based on replies from eight principals.

The most frequent cause of non-attendance in the schools are shown in Table II. Reeder gave several causes of non-attendance. They were illness, either on the part of the pupil or on that of members of his family, long distance from school, work at home, death in the family, slow progress through school, lack of clothing, textbooks and religious days and beliefs of certain churches.¹³ It was discovered that these causes of non-attendance given by Reeder are some what similiar to the cause that occur in the elementary schools of Saint Landry Parish. It was found that the elementary principal of Saint Landry Parish are confronted with such attendance problems as farm work, lack of parents interest, illness fo pupils or illness in the family, and economic conditions, which means the parents are not able to buy sufficient clothing for their children to wear to school. Other causes are poor motivation on the part of teachers, weather conditions, and lack of interest of pupils in wanting to attend school.

¹³Ward G. Reeder, The Fundamentals of Public School Administration. (New York: Macmillan Company, 1958), p.380.

TABLE II
CAUSES OF NON-ATTENDANCE OF
PUPILS REPORTED BY PRINCIPALS
IN SAINT LANDRY PARISH, LOUISIANA

Causes*	Frequency	Percent
1. Farm Work	6	75.0
2. Lack of Parents Interest	5	62.5
3. Illness of Pupils or Illness in the Family	4	50.0
4. Economic Conditions (Clothing and Finance)	4	50.0
5. Poor Motivation on the Part of Teachers	2	25.0
6. Lack of Pupil Interest	1	12.5
7. Weather Conditions	1	12.5

*Answers based on replies from eight principals.

What principals are doing to improve school attendance is shown in Table III. They are putting forth much effort to improve attendance through home visitations, notifying agents, organizing parents into groups and clubs, individual approach with pupils and parents, and monthly parties given for those with a perfect attendance for that month. Some award perfect attendance pins in addition to the certificate issued by the State Department of Education. Weekly attendance charts are maintained by teachers. Assembly programs are given at which the value of good attendance is discussed. Others award pennants to the classroom with the best attendance record.

TABLE III

WHAT PRINCIPALS ARE DOING TO IMPROVE
SCHOOL ATTENDANCE IN SAINT LANDRY
PARISH, LOUISIANA

Improvements*	Frequency	Percent
1. Home visits	7	87.5
2. State Certificates are awarded to pupils at the end of the year for perfect attendance.	3	37.5
3. Weekly attendance charts maintained by teachers	3	37.5
4. Awarding of gold stars on a chart each month	2	25.0
5. School Activities	1	12.5
6. Encourage pupils to work at home on Saturdays	1	12.5
7. Notifying attendance agents	1	12.5
8. Program of education for the parents	1	12.5
9. Individual approach with pupils	1	12.5
10. Monthly parties for those with perfect attendance for that month	1	12.5

*Answers based on replies from eight principals.

Methods that principals are using to improve the guidance and counseling programs are shown in Table IV. They are doing this through organizing the faculty into effective groups to work on their own teaching problems, encouraging teachers to read professional literature on guidance and seeing that their teachers attend workshops or conferences dealing with guidance and counseling. In one instance a principal recommended that a professional study group be instituted concentrating its efforts in the field of guidance and counseling. They are also seeing that adequate cumulative records be maintained; that wide use be made of such cumulative information in the guidance and counseling program, and that teachers assume the responsibility for making thorough, regular home visitation with purposes of guidance in mind.

Opinions of principals regarding values of the guidance programs for the child is shown in Table V. It is believed that the guidance program is more or less an all-encompassing activity, and that guidance is provided the school child throughout his school day. The largest number of principals thought that the teacher ought to be conscious of each child's needs and differences and attempt to provide such guidance and counseling as is appropriate to each individual case. The more information the teacher had compiled on each child, the more able she will be to provide this guidance and counseling. Other

principals believed with less frequency that the child should be provided with the means for adjusting himself socially, morally, economically, and intellectually, and that all teachers should take at least one course in guidance which will prepare them to use better techniques and methods in motivating the child to learn.

TABLE IV
 WHAT PRINCIPALS ARE DOING TO IMPROVE
 THE GUIDANCE AND COUNSELING PROGRAM
 IN SAINT LANDRY PARISH, LOUISIANA

Improvements*	Frequency	Percent
1. Professional faculty meetings	3	37.5
2. See that teachers attend work-shops dealing with guidance and counseling	3	37.5
3. Encourage teachers to take courses in guidance and counseling	1	12.5
4. Professional study group	1	12.5
5. Home visits	1	12.5
6. See that adequate cumulative records are maintained	1	12.5
7. Encourage teachers to read professional literature on guidance and counseling	1	12.5

*Answers based on replies from eight principals.

TABLE V
 OPINIONS OF PRINCIPALS REGARDING
 VALUES OF THE GUIDANCE PROGRAM FOR
 THE CHILD IN SAINT LANDRY PARISH, LOUISIANA

Opinions*	Frequency	Percent
1. Teachers should be conscious of each child's needs and differences and attempt to provide such guidance and counseling as is appropriate to each individual case.	3	37.5
2. Teachers should be able to use better techniques and methods in motivating the child to learn.	2	25.0
3. The instructional program should be enriched at the child's level of learning.	1	12.5
4. Recognizing the problems of the child and help to solve such problems.	1	12.5
5. All teachers should take a least one course in guidance.	1	12.5

*Answers based on replies from eight principals.

In evaluating the testing program in the schools, it was found that there were several strengths and weaknesses that occurred in the testing program in these schools. Uses made of the testing program are shown in Table VI, which shows that this program is very useful in that it discovers the I.Q., serves as a guidance service, indicates pupils placement in grade, indicates group placement in class, serves as a teaching aid, and provides the administrators with a yard stick by which he can judge his entire instructional program. The testing program is also useful in that whenever tests are given in some of these schools, they are well administered and scored, and the data of these tests are compiled, tabulated and prepared for presentations. The testing program also aids in pointing out the areas of the curriculum that need additional instructions.

TABLE VI
 USES MADE OF THE TESTING PROGRAMS
 IN THE SCHOOLS OF SAINT
 LANDRY PARISH, LOUISIANA

Uses*	Frequency	Percent
1. Discovers the I.Q.	5	62.5
2. Group placement in class	4	50.0
3. Pupil placement in grade	1	12.5
4. Serves as a guidance service	1	12.5
5. Serves as a teaching aid	1	12.5
6. Serves as a basic of judgment	1	12.5
7. Provides the administrator with a yard stick by which he can judge his entire instructional program	1	12.5
8. Aids in pointing out the areas of the curriculum that needs additional instructions	1	12.5
9. The tests are well administered and scored	1	12.5
10. The resulting data are compiled, tabulated and prepared for presentations	1	12.5
11. Discussions are held following such presentations	1	12.5

*Answers based on replies from eight principals.

Major weaknesses of the testing program identified by principals are shown in Table VII. Five principals listed "inexperienced personnel administering the tests" as the most serious weakness of their testing programs. Other weaknesses listed by more than one principal were (a) irregular attendance of pupils, thus making the administration of the tests to all pupils at one time difficult or impossible; (b) lack of interest on the part of both teachers and pupils, thus hindering the administration of the tests, the results achieved, and the use made of tests; (c) lack of understanding of procedures by those administering tests, thus making valid results doubtful.

Other weaknesses listed in one instance only are as follows:

1. Lack of previous test drills.
2. Pupils not being able to read in all grade levels.
3. Failure of students to follow directions.
4. Lack of funds thereby limiting the frequency of testing.
5. Testing program was not broad enough.
6. Not enough use is made of the information gained on each child tested.
7. The instructional program is not sufficiently modified in keeping with the strengths and weaknesses discovered as a result of testing.

Hicks and Jameson pointed out that elementary school principals have an important role in the encouragement of proper use of diagnostic and achievement tests. In the past, achievement tests may have been used as instruments for measuring the effectiveness of the teachers. This could not be farther away from good practice. Principals should let teachers know that they feel such tests are only one measure of achievement, that these tests may have as many weaknesses as strengths, and that, properly, the achievement test is diagnostic in purpose.¹⁴

¹⁴William V. Hicks and Marshall C. Jameson, The Elementary School Principal at Work. (New York: Prentice - Hall, Inc., 1957), p. 57.

TABLE VII
WEAKNESSES OF THE TESTING PROGRAMS
IDENTIFIED IN THE SCHOOLS OF
SAINT LANDRY PARISH, LOUISIANA

* Weaknesses	Frequency	Percent
1. Inexperienced personnel administering the tests	5	62.5
2. Irregular attendance of pupils	3	37.5
3. Lack of interest on the part of teachers and pupils	2	25.0
4. Lack of understanding of procedures by those administering tests	2	25.0
5. Lack of previous test drills	1	12.5
6. Pupils not being able to read in all grade levels	1	12.5
7. Failure of students to follow directions	1	12.5
8. Lack of funds thereby limiting the frequency of testing	1	12.5
9. Testing program was not broad enough	1	12.5
10. Not enough use was made of the information gained on each child tested	1	12.5
11. The instructional program is not sufficiently modified in keeping with the strengths and weaknesses discovered as a result of testing	1	12.5

*Answers based on replies from eight principals.

Suggestions made by principals in order to improve the testing program are shown in Table VIII. Principals in more than one instance believed that this program could be improved through (a) having specially trained individuals to administer the tests in each school, and (b) requiring all teachers to administer, score and utilize data found. Other suggestions made in only one instance were:

1. Better pupil attendance.
2. Better teacher participation in applying information to the pupil.
3. Include parents in trying to accomplish a better testing program.
4. A special budget provided by the state or parish.
5. A well organized in-service program supplemented by the board.
6. Definitely modify the instructional program in keeping with discoveries of the tests.
7. Make the child who is tested more aware of the results of the tests by discussing his strengths and weaknesses with him.

Shane and Yauch reported these components of an adequate testing program for elementary schools:

1. Evidence of a given child's native endowment and academic level of achievement.
2. Evidence of the degree to which children are ready to learn.
3. Evidence of the degree to which the child is succeeding in his social relationships.
4. Longitudinal studies of the changes which are occurring in the individual, physically, mentally, emotionally, and socially.¹⁵

¹⁵Harold G. Shane and Wilbur A. Yauch, Creative School Administration. (New York: Henry Holt and Company, 1954), pp. 164-165

TABLE VIII

SUGGESTIONS MADE BY PRINCIPALS FOR
IMPROVEMENT OF THE TESTING PROGRAM
IN SAINT LANDRY PARISH, LOUISIANA.

Suggestions*	Frequency	Percent
1. Each school should have a specially trained individual to administer the tests.	3	37.5
2. All teachers should be required to administer, score, and utilize data found.	2	25.0
3. Better pupil attendance.	1	12.5
4. Better teacher participation in applying information to pupils.	1	12.5
5. Include parents in trying to accomplish a better testing program	1	12.5
6. A special budget provided by the state or parish.	1	12.5
7. A well organized in-service program supplemented by the board.	1	12.5
8. Definitely modify the instructional program in keeping with discoveries of the test.	1	12.5
9. Make the child who is tested more aware of the results of the test by discussing his strengths and weaknesses with him	1	12.5

*Answers based on replies from eight principals.

With regard to the in-service activities that are carried on in the school, it was reported by the elementary principals of Saint Landry Parish that there are several professional in-service activities being carried on in their schools for the improvement of teachers. As may be seen in Table IX, five schools reported having professional faculty meetings at which vital topics were discussed for an in-service activity, whereas three schools are having professional study groups in reading, and two schools listed parish workshops, demonstrations and exhibits.

Other professional in-service activities that are listed in one instance are as follows:

1. Special reports by teachers on assigned problems which actually exist.
2. Visitation of school agencies in study groups.
3. Principal makes special reports to teachers on professional problems.
4. Professional literature purchased through local funds.
5. Carefully selected topics for considerations at meetings.
6. Planned follow-up activities resulting from meetings.
7. Belonging to local, state and national educational organizations.
8. Consultants from various fields.

TABLE IX
 PROFESSIONAL IN-SERVICE ACTIVITIES THAT
 ARE CARRIED ON FOR THE IMPROVEMENT
 OF TEACHER IN SAINT LANDRY PARISH, LOUISIANA

Professional In-Service Act- ivities*	Frequency	Percent
1. Professional faculty meetings at which vital topics are discussed.	5	60.5
2. Professional study groups in reading.	3	37.5
3. Parish workshops, demonstrations, and exhibits.	2	25.0
4. Special reports by teachers on assigned problems which actually exist.	1	12.5
5. Visitation of school agencies in study groups.	1	12.5
6. Principal makes special reports to teachers on professional problems.	1	12.5
7. Professional literature purchased through local funds.	1	12.5
8. Carefully selected topics for consideration at meetings.	1	12.5
9. Planned follow-up activities resulting from meetings.	1	12.5
10. Belonging to local, state and national educational organizations.	1	12.5
11. Consultants from various fields.	1	12.5

*Answers based on replies from eight principals.

In terms of the effect that the in-service teacher education program has upon pupil outcome in the school, it was reported by the elementary principals of Saint Landry Parish that this program plays a great part upon pupil outcome in their schools. It is shown in Table X that principals in more than one instance state that this program has a great effect upon pupil outcome in their schools in that it (a) aids the teachers in meeting the needs of pupils, (b) pupils are better taught and guided, (c) the teachers are better able to evaluate the pupils' achievements, and (d) better planning for teachers and pupils is possible. Other statements made in only one instance were:

1. Pupil-benefit from experiences shared by teachers.
2. The students are more concerned with what is going on around them.
3. Improves reading habits.
4. Increases care for public property.
5. Helps the teacher to improve herself personally, and aids her in passing this on to her pupils.

TABLE X
EFFECTS OF THE IN-SERVICE TEACHER
EDUCATION PROGRAM UPON PUPIL
OUTCOME IN SAINT LANDRY PARISH, LOUISIANA.

Effects of the program*	Frequency	Percent
1. Aid the teachers in meeting the needs of pupils.	3	37.5
2. Pupils are better taught and guided.	2	25.0
3. The teachers are better able to evaluate the pupils achievements.	2	25.0
4. Better planning for teachers and pupils.	2	25.0
5. Pupils benefit from experiences shared by teachers.	1	12.5
6. Makes the students more concerned with what is going on around them.	1	12.5
7. Improves reading habits.	1	12.5
8. Increases and care for public property.	1	12.5
9. Helps the teacher to improve herself personally, and aids her in passing this on to her pupils.	1	12.5

*Answers based on replies from eight principals.

Purposes of financial accounting in the schools are shown in Table XI. It is shown in more than one instance by principals that the purposes are (a) state requirements, (b) school board demand, (c) to protect public income, (d) to keep accurate record of all financial transactions, involving cash payments and receipts. Other purposes stated in only one instance are:

1. Hot lunch program.
2. 4-H club programs and projects.
3. Educational Tours.
4. Physical education department.

TABLE XI
PURPOSES OF FINANCIAL ACCOUNTING
IN THE SCHOOL OF SAINT
LANDRY PARISH, LOUISIANA.

Purposes*	Frequency	Percent
1. State requirements.	3	37.5
2. School Board demand.	2	25.0
3. To protect public income.	2	25.0
4. To keep accurate record of all financial transactions involving cash payments and receipts.	2	25.0
5. Hot lunch program.	1	12.5
6. 4-H club programs and projects.	1	12.5
7. Educational tours.	1	12.5
8. Physical education department.	1	12.5

*Answers based on replies from eight principals.

Techniques that principals are using in order to maintain a good standard accounting system in the management of school funds are shown in Table XII. Some principals are maintaining this through keeping accurate records on disbursement of funds. No money is ever accepted without the issuance of a receipt, and all bills are paid by checks. Bills paid together with payment checks are kept on file.

In one instance the principal reported that one teacher is assigned the task of maintaining books and is required to make entries weekly. In three cases, principals reported that all cash payments are made by numbered checks which are signed by the principal and the treasurer.

TABLE XII

TECHNIQUES THAT ARE BEING USED IN
ORDER TO MAINTAIN A GOOD STANDARD
ACCOUNTING SYSTEM IN HANDLING SCHOOL
FUNDS IN SAINT LANDRY PARISH, LOUISIANA

Techniques*	Frequency	Percent
1. All cash payments are made by numbered checks which are signed by the principal and the treasurer.	3	37.5
2. Keeping accurate records on disbursement of funds.	2	25.0
3. No money is ever accepted without the issuance of receipt.	2	25.0
4. All bills are paid by checks.	2	25.0
5. Bills paid together with payment check are kept on file	1	12.5
6. One teacher is assigned the task of maintaining books and is required to make entries weekly.	1	12.5

*Answers based on replies from eight principals.

Major problems that confront the principals in classifying transfer students are shown in Table XIII. Six principals reported difficulty in securing school records from the last school attended by transfer students. Other problems that are listed one instance are as follows:

1. Test results show that the pupil grade placement is lower than he claims.
2. System of grading not standardized.
3. Transfer pupils usually have a long list of schools previously attended behind their names and as a rule they are poor attenders.
4. The failure of students to bring with them report cards or transcripts.

Two out of eight elementary schools were not confronted with any problems in this area.

TABLE XIII
 MAJOR PROBLEMS THAT CONFRONT
 THE PRINCIPALS IN CLASSIFYING
 TRANSFER STUDENTS IN SAINT
 LANDRY PARISH, LOUISIANA.

Problems*	Frequency	Percent
1. Securing of school records from the last school attended is difficult.	6	75.0
2. Test results show that the pupil-grade placement is lower than he claims.	1	12.5
3. System of grading not standardized.	1	12.5
4. Transfer pupils usually have a long list of schools previously attended behind their names and as a rule are poor attenders.	1	12.5
5. The failure of students to bring with them report cards or transcripts.	1	12.5

*Answers based on replies from six principals.

Methods that elementary principals of Saint Landry Parish are using in classifying transfer students are shown in Table XIV. Principals in more than one instance are using such methods as (a) enrolling students on a temporary basis, (b) writing the principals of the other schools from which the child came for needed information, and (c) making a closer study and follow up on all transfer students.

Methods that are being used in only one instance are:

1. Demand birth certificates prior to admission.
2. Cooperative efforts by all school administrators in this parish is strongly encouraged.

Two elementary principals did not state any methods for solving this problem, because they apparently were not confronted with such.

TABLE XIV

METHODS THAT ARE BEING USED BY THE
PRINCIPALS IN CLASSIFYING TRANSFER
STUDENTS IN SAINT LANDRY PARISH, LOUISIANA.

Methods*	Frequency	Percent
1. Enroll students on temporary a basis.	2	25.0
2. Write the principal of the school from which the child comes for needed information.	2	25.0
3. Making a closer study and follow up on all transfer students.	2	25.0
4. Demand birth certificates prior to admission.	1	12.5
5. Cooperative efforts by all school administrators in this parish is strongly encouraged.	1	12.5

*Answers based on replies from six principals.

Table XV shows methods that are being used by principals in dealing with mentally retarded children. They are dealing with these children through seeing that their assignments are made on the level they can retain, regardless of how little or how much previous information has been retained, seeing that they are taught on the level they are found regardless to grade level, working with teachers in their planning, classroom visitations and producing, professional help. Other methods are: letting advanced students help these children, and in some instance, when serious cases are noted these children are referred to the Special Education Department of the University of Southwestern Louisiana, because there is no provision for Negro mentally retarded children in the parish schools.

TABLE XV

METHODS THAT ARE BEING USED BY
THE PRINCIPALS IN DEALING WITH MENTALLY
RETARDED CHILDREN IN SAINT LANDRY PARISH, LOUISIANA.

Methods*	Frequency	Percent
1. See that their assignments are made on the level they can retain.	2	25.0
2. Let advanced students help the slower ones.	2	25.0
3. Refer the children to the Special Education Department of the University of Southwestern Louisiana.	2	25.0
4. Working with teachers in their planning, classroom visitations, and providing professional help.	2	25.0
5. See that the children are taught on the level they are found regardless to grade level.	2	25.0

*Answers based on replies from eight principals.

Difficulties that confront the principals in keeping an accurate record of school census have been listed in Table XVI. These principals are confronted with such problems as failure of other schools to provide records requested, lack of parents to provide the school with accurate records, failure of teachers in securing necessary data from students, due to carelessness and ignorance of parents, the names of pupils and date of birth are frequently changed, and births are not always registered. On many occasions children will not begin school at six (6) years of age. In some cases parents will not see to it that their children enter school. This may persist from year to year with some children reaching maturity and without going to school. In some instances the teachers fail to fill out proper forms for students who are entering school for the first time. In other instances children may move from the community and not inform the school of their destination.

TABLE XVI

DIFFICULTIES THAT CONFRONT THE
PRINCIPALS IN KEEPING AN ACCURATE
RECORD OF SCHOOL CENSUS IN SAINT
LANDRY PARISH, LOUISIANA.

Difficulties*	Frequency	Percent
1. Lack of interest on the part of the parents in providing the school with accurate records.	2	25.0
2. Failure of other schools to provide records requested.	2	25.0
3. Securing of birth certificates of all students.	2	25.0
4. The pre-school round up.	2	25.0
5. Failure of teachers to secure necessary data from students.	2	25.0
6. Failure of teachers to fill out proper forms for students entering school for the first time.	1	12.5
7. Due to carelessness and ignorance of parents, names of pupils and dates of births are frequently changed.	1	12.5
8. Children may move from the community and not inform the school as to their destination.	1	12.5

*Answers based on replies from eight principals.

Methods in use by the principals in solving the problems on school census are shown in Table XVII. They solve these problems through the pre-school round-ups which are being held each year. Emphasis is placed on getting the parents to bring their beginners to this round-up at which a free medical examination is given, birth certificate numbers are secured or application is made for a birth certificate, and a school census form is completed on that particular family. It appears that principals regard home visits and church visits by teachers as important ways of improving response to the school census. Other techniques listed were:

1. Working with the health unit in having delayed birth certificates issued.
2. Calling on local agencies.
3. Follow-up record check.
4. Encourage teachers to keep accurate records.
5. Writing the parents friendly letters, inviting them to visit the school regularly.

TABLE XVII

METHODS IN USE BY THE PRINCIPALS IN
SOLVING THE PROBLEMS OF SCHOOL CENSUS IN
SAINT LANDRY PARISH, LOUISIANA.

Methods*	Frequency	Percent
1. Home visits	3	37.5
2. Church visits	2	25.0
3. Pre-school round-ups are being held annually.	1	12.5
4. Working with the health unit in having delayed birth certificates issued.	1	12.5
5. Calling on local agencies.	1	12.5
6. Follow-up record books check	1	12.5
7. Encourage teachers to keep accurate records.	1	12.5
8. Writing the parents friendly letters, inviting them to visit the school regularly.	1	12.5

*Answers based on replies from eight principals.

Difficulties that confront the principals in meeting the individual needs of pupils are shown in Table XVIII. These difficulties are lack of time in actually putting into operation any real program to meet the individual needs of pupils, over crowded classrooms, too many activities assigned, insufficient provisions in terms of equipment and materials, lack of getting students to enroll 100 percent at the beginning of school. Lack of having the same group of children in attendance for at least five days at a time, and unwillingness on the part of many pupils to accept individual attention, especially when it calls for doing work that is not on the grade level to which the pupil is assigned. Other difficulties are the tendency on the part of teachers to more or less teach the whole group as though each pupil were capable of doing the same work.

TABLE XVIII
 DIFFICULTIES THAT CONFRONT THE
 PRINCIPALS IN MEETING THE INDIVIDUAL
 NEEDS OF PUPILS IN SAINT LANDRY PARISH, LOUISIANA.

Difficulties*	Frequency	Percent
1. Over crowded classrooms.	4	50.0
2. Insufficient time	3	37.5
3. Insufficient equipment	2	25.0
4. Lack of interest on the part of the pupil in accepting individual help.	2	25.0
5. Too many activities assigned.	1	12.5
6. Many pupils enrolling late.	1	12.5
7. Irregular attendance	1	12.5
8. Tendency on the part of the teachers to teach the group as though each pupil were capable of doing the same work.	1	12.5

*Answers based on replies from eight principals.

The methods these principals are using in meeting the individual needs of pupils are shown in Table XIX. Principals in more than one instance are using such methods as (a) requesting additional teachers and additional classrooms, (b) classroom grouping (c) providing proper learning aids, (d) counseling, especially to the larger pupils, when there seems to be a rebellious attitude toward individual help. Other methods that are being used in only one instance are:

1. Use of affection.
2. Decreasing activities and teacher load.
3. Planning extra seasonal activities.
4. Rotation of weak students on lower levels to class with other teachers.
5. Tests are being administered and there is constant urging that greater use be made of the results.
6. Pupils are permitted to progress at their own rate of speed.
7. Devoted help is given to the group that is making slow progress.

TABLE XIX

METHODS IN USE BY THE PRINCIPALS IN MEETING THE
INDIVIDUAL NEEDS OF PUPILS IN SAINT LANDRY PARISH, LOUISIANA.

Methods*	Frequency	Percent
1. Requesting additional teachers and additional classrooms.	3	37.5
2. Classroom grouping.	2	25.0
3. Providing proper learning aids.	2	25.0
4. Counseling, especially to the larger pupils, when there is a rebellious attitude toward individual help.	2	25.0
5. Use of affection	1	12.5
6. Decreasing activities and teacher load.	1	12.5
7. Planning extra seasonal activities for the children.	1	12.5
8. Rotation of weak students on lower level to classes with other teacher.	1	12.5
9. Tests are being administered and there is constant urging that greater use be made of the results	1	12.5
10. Pupils are permitted to progress at their own rate of speed.	1	12.5
11. Devoted help is given to the group that is making slow progress.	1	12.5

*Answers based on replies from eight principals.

Major problems that confront the principals in dealing with the homes are shown in Table XX. The problem which principals mentioned most often was the failure of parents to understand the value of education. Some parent entertain the idea that wrong is done when their child or children are not promoted at the end of the school year. Other problems are lack of interest on the part of the parents, difficulty in getting them to attend P.T.A. meetings, and dealing with such families as tenant farmers and families that work on plantations.

TABLE XX

MAJOR PROBLEMS THAT CONFRONT
THE PRINCIPALS IN DEALING WITH
THE HOMES IN SAINT LANDRY PARISH, LOUISIANA.

Problems*	Frequency	Percent
1. Failure of parents to understand the value of education.	6	75.0
2. Lack of interest on the part of parents.	4	50.0
3. Extreme difficulty in persuading parents to attend P.T.A. meetings.	2	25.0
4. Majority of parents are tenant farmers.	1	12.5
5. Many homes are located on plantations.	1	12.5

*Answers based on replies from eight principals.

The methods principals use to maintain a good effective home-school relationship are shown in Table XXI. These principals are carrying this out through special activities such as banquets, which are being held from time to time, at which a speaker may be secured. The speaker ordinarily speaks on a vital topic, such as school attendance or community cooperation with the school. Parents are invited to visit the school regularly, and participate in programs given at the school and for the school. Other methods that are being used are home visits, and P. T. A. meetings. As may be seen in Table XXI these two methods are being used by more principals.

TABLE XXI

METHODS THAT PRINCIPALS ARE
USING IN ORDER TO MAINTAIN AN
EFFECTIVE HOME-SCHOOL RELATIONSHIP
IN SAINT LANDRY PARISH, LOUISIANA.

Methods*	Frequency	Percent
1. Visit homes regularly.	5	60.5
2. P.T.A. meetings	4	50.0
3. Parents are invited to visit the school regularly.	3	37.5
4. Let parents participate in programs given at the school and for the school.	2	25.0
5. Special activities such as banquets for parents.	2	25.0

*Answers based on replies from eight principals.

ADDITIONAL LITERATURE

As may be seen in Chapter IV, it is concluded that parents are not showing enough interest in cooperating with the schools. James Capra wrote a very interesting article entitled, "Parent Attitudes Toward Educational Practices," In this article he pointed out that with the aid of experienced educators a 90-item attitude scale was developed. Thirty appropriate items were allocated to each of the three areas with which this survey was concerned. Some of the items stated practices employed by schools today. Some of them stated practices more prevalent in the schools of a generation ago. Each item used was designed to elicit from parents one of the following responses: strongly agree, agree, no opinion, disagree, strongly disagree.

Typical statements of attitudes involving discipline are offered as samples:

1. A classroom should be quiet and every child in his seat at all times.
2. Pupils should be given as much freedom in school as they can or will use wisely.

Educators rated all statements on a continuum according to desirability or undesirability. A negative value was assigned to all parental responses in disagreement with these ratings.

A positive value was assigned to parental responses in agreement with these ratings. In this fashion, a total score was assigned to each respondent.

A variety of observations can be made from a careful study of the scores. Here are some of them:

1. P.T.A. members attained a higher total score than did non-P.T.A. members.
2. Parents who were highly educated (college graduates) attained a higher score than did parents who had not graduated from high school.
3. Parents in the upper socio-economic group attained a higher score than did parents in the lower socio-economic group.

In all instances, the difference between the groups compared was statistically significant beyond the .01 level of confidence. It would seem safe to say that the groups attaining the higher score have the more sympathetic attitude toward the schools and are in greater agreement with educators concerning current educational practices than are their counterparts.

With reference to the item analysis it was found that the total sample was in quite general agreement with educators in all but two instances. Parents felt that depriving children of physical education, field trips, and recess was an acceptable disciplinary measure.

In the analysis of the responses according to socio-economic groups on each of the 90 statements, it was found that there was much greater agreement than disagreement within the groups, and that at certain points there was much greater agreement than disagreement within the groups, and that at certain points there was much greater agreement than disagreement between the groups.

The lower socio-economic group tended to agree with more of the practices associated with the "teaching the fundamentals," and they were in favor of stricter discipline. The differences were statistically significant. Here are some of the items with which the lower socio-economic groups agreed and the upper socio-economic group disagreed:

Rather than disrupting the entire class, a child should be made to sit outside the classroom when he misbehaves.

Assigning additional home work to the slow learning child will eventually bring his average up to the grade level of his classmates.

A report card which gives grades in percents, as 85 or 76, is the best way to interpret differences in children's performance to the parents.

Highly competitive sports between different schools is desirable in grade schools for it prepares children for the highly competitive society in which they will someday find themselves.

The upper socio-economic group agreed among themselves that the gifted child was not being challenged enough in school, but opposed segregated classrooms with division based upon intelligence.

The area dealing with discipline found the greatest agreement. In other words, greatest satisfaction was with the ways schools were handling discipline; greatest dissatisfaction was with teaching technics. The dissatisfaction with, reference to teaching technics was interpreted as due probably to a lack of understanding of the school on the part of the lower socio-economic, the least educated, and the non-P.T.A. parents. The assumption is that these groups are least familiar with modern education.¹⁶

¹⁶ James Capra, "Parent Attitudes toward Educational Practices," The National Elementary Principal Bulletin, XXXVI (February, 1957), pp. 40-41.

CHAPTER IV

SUMMARY AND CONCLUSIONS

The purposes of this study were to: (1) find out the more important administrative and supervisory problems that were confronting each elementary principal in Saint Landry Parish during the school year 1960-61, and the improvement that could be made to help them in their schools as elementary administrators; (2) to find out what methods they were using as elementary school administrators in solving these problems; (3) to help the elementary principals of Saint Landry Parish, and other areas having similar problems, to develop a better understanding of techniques to be used in solving these problems.

This study is limited to eight elementary schools of Saint Landry Parish, for the school year 1960-61. This report was prepared following a survey of the literature, and an analysis of questionnaires answered by the elementary principals of Saint Landry Parish, Louisiana.

In the study it was discovered that each elementary principal dealt with about the same administrative and supervisory problems, and they were:

1. Attendance
2. School Finance Accounting
3. Classification of Transfer Students

4. Mentally Retarded Children
5. School Records
6. Providing for Individual Differences
7. Testing Program - Guidance and Counseling
8. In-Service Programs
9. Home-School Relationship

CONCLUSIONS

On the basis of these data, collected from principals in eight elementary schools of Saint Landry Parish in the state of Louisiana, it seems possible to conclude that:

1. Parents are not showing enough interest in cooperating with the schools.
2. The Parish of Saint Landry revealed a fair sample of problems and procedures in administration which may apply equally as well in any other similar situation.
3. The administrative and supervisory problems that occur in eight elementary schools in the Parish of Saint Landry, Louisiana, could be studied and definite program of procedures in the problem areas can be formulated through the united efforts of the superintendent, members of the Parish School Board, supervisors, principals, teachers, and all other interested persons, including consultants from institutions of higher learning that are specialists in these problem areas.

It is hoped that this study has brought to light the applications of school administrative principles that will broaden understanding and which will enable others to solve similar problems that may confront them.

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APPENDIX

Q U E S T I O N N A I R E

I. Testing Program - Guidance and Counseling

A. As elementary school administrators, what role are you playing in order to enrich the guidance and counseling program in your school?

B. How do you think the total guidance program could function beneficially for the school child?

C. Your evaluation of the testing Program in your School:

1. What do you consider to be the major strengths of the testing program in your school?

a.

b.

c.

d.

e.

2. What do you consider to be the major weaknesses of your testing program?

a.

b.

c.

d.

e.

3. What suggestions would you make in order to improve the testing program in your school?

1.

2.

3.

4.

5.

II. In-Service Programs

A. What professional in-service activities are carried on for the improvement of teachers in your school?

1.

2.

3.

4.

5.

6.

B. What effects do you think the in-service teacher education program has on pupil outcomes in your school? (if you do not now have an in-service program, list pupil outcomes that you think might result from such a program.)

1.

2.

3.

4.

5.

III. Attendance Problems

A. List the most frequent causes of non-attendance in your school.

1.

2.

3.

4.

5.

B. As school administrators, list the methods that you are using to improve school attendance in your school.

1.

2.

3.

4.

5.

IV. School Finance Accounting

A. What are purposes of financial accounting in your school? List them.

B. As an Elementary School Administrator, what techniques are you using in order to maintain a good standard accounting system in reference to school funds?

The local school usually has a large number of fund drives each year, for various purposes. If you can, show how these funds are handled in your school.

V. Classification of Transfer Students

A. List the major problems that you have in trying to classify transfer students in your school.

B. As an Elementary Administrator, what role are you playing in trying to decrease these problems?

VI. Mentally Retarded Children

A. As an elementary school administrator, what method do you use in dealing with mentally retarded children in your school?

B. What do you consider to be the principal's role in educating the mentally retarded child?

VII. School Records

- A. List the difficulties that confront you as an elementary school administrator in keeping an accurate record of school census in your school.

- B. List the methods you are using to overcome these difficulties.

VIII. Providing for Individual Differences

- A. List the difficulties that you have in meeting the individual needs of pupil in your school.

- B. As an elementary school administrator what improvement are you making in meeting the individual needs of pupils in your school?

IX. Home - School Relationships

- A. List the major problems that confront you in your school in dealing with the home.

- B. As an elementary school administrator, what practices do you follow in order to maintain good eddective home - school relationship?