

UNIVERSITY OF SOUTHERN CALIFORNIA  
SCHOOL OF EDUCATION

FINAL ORAL EXAMINATION

OF

PAUL JESSE ROGERS

- 1904 —Born in Downey, California  
1922 —Graduated from Porterville Union High School,  
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1927 —A.B., California Christian College, Los Angeles,  
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1929-36—Elementary Teacher, Westmorland School District,  
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1937-39—Teaching Principal, Fairfax School District, Bakersfield,  
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FOR THE DEGREE OF

DOCTOR OF EDUCATION

MONDAY, MAY 25, 1964, 10:00 A.M.  
HALL OF NATIONS  
BOVARD ADMINISTRATION BUILDING

COMMITTEE ON STUDIES

PROFESSOR LAFRANCHI, *Chairman*  
PROFESSOR STOOPS  
PROFESSOR WAGNER

## OUTLINE OF GRADUATE PROFESSIONAL STUDIES

## DISSERTATION

### *Educational Administration and Supervision*

School Organization and Administration	Fowlkes
Supervision of Instruction	Hull
School Surveys	Hull
Public School Business Administration and School Finance	Swift
Seminar in School Administration	Smith
Federal and State School Organization and Administration	Fisher
City and District School Organization and Administration	Hull
Organization and Administration of Elementary Education	Adams
School Housing Programs and Plans	LaFranchi
Critique of Research in Educational Supervision and Administration	LaFranchi, Stoops
Dissertation Seminar	LaFranchi

### *Educational Psychology and Guidance*

Growth and Development of the Child	LaPorte, Raubenheimer
Educational Tests and Measurements: Introduction	Lefever
Educational Psychology: Introduction	Raubenheimer
Mental Differences and Educational Adjustment: Introduction	Witty
Advanced Educational Psychology: Learning	Thorpe
Advanced Educational Psychology: Development	Meyers
Tests and Inventories in Counseling and Guidance	Walters
Educational Statistics I, II	Lefever
Critique of Research in Educational Psychology and Guidance	Lefever
Organization and Administration of Guidance Services	Carnes
Research Seminar	Lefever

### *Curriculum*

Principles of Secondary Education	Touton
Classroom Methods and Management in Secondary Schools	Crawford
Curriculum Making in Elementary Schools	Lane
Psychology of Elementary School Subjects	Thorpe
Leadership in Instructional Programs in City and District Schools	Melbo
Practicum in Secondary Education	Crawford

### *Philosophy and Sociology of Education*

Education for Citizenship	Rogers
History of Education in the United States	Crawford
Educational Sociology	Brackenbury

### DEVELOPMENT AND UTILIZATION OF ELEMENTARY SCHOOL SITES

The purpose of the study was to examine and evaluate the allocation of space and its usage on elementary school sites, to analyze the effectiveness of administrative scheduling as it relates to site use, and to prepare criteria for elementary site development and utilization.

Data were secured by detailed study of fifteen elementary sites through personal interviews with the building principals and by review of literature and research relevant to the problem. Sites were carefully measured and detailed plot plans were prepared. The plot map and interview guide were used when conferences were held with the principals.

*Findings.* (1) The general pattern of building facilities consisted of administrative, kindergarten, and multiuse units usually located across the front of the site with the classrooms to the rear near the playground. Setback of the front building row varied from 25 to 100 feet. (2) Two important uses for outdoor pupil areas were for study and play. Principals favored many outdoor learning areas and believed the success of an outdoor program depended upon the teacher. With one exception, separate play areas were provided for the kindergarten, lower grade, and upper grade children. (3) Service areas were not extensive, but most principals considered them sufficient. Some thought bicycle parking areas should be fenced and that more adequate off-street pupil-loading facilities should be provided. (4) It was the judgment of building principals that the site should be master planned and that those who were interested should have an opportunity to participate in the planning process. (5) Multiple scheduling was useful in reducing inadequacies of small sites and resulted in more efficient use of space and equipment. Problems caused by multischeduling were more than offset by benefits derived. (6) Principals favored joint use of facilities and reported many ways in which school plants were so used. They were dismayed about misunderstandings and wanted relationships to be improved where joint use was involved.

*Conclusions.* (1) Many plants exhibited such a great degree of sameness that the use of stock plans probably would not have appreciably increased the uniformity. (2) Use of outdoor classrooms was so slight that expenditure for their development was not justifiable. (3) Functional site development and utilization are dependent on the preparation of a master site plan. (4) The purpose of service areas is to provide space for auto and bicycle parking, intrasite movement, site access, and safe pupil-loading zones. (5) Good administrative scheduling is an efficient practice and can reduce the disadvantages of an inadequately sized site and decrease the acreage needed for a new site. (6) Joint use of facilities is desirable, provided it is possible to develop an acceptable joint-use plan of organization on a long-range basis that will build good will and understanding.

*Recommendations.* (1) When new sites are being planned, the criteria presented in this study for site development should be used. (2) School planners should not have preconceived notions about site acreage but base site size on the type of site and nature of the development to go on it. (3) Prior to determining the amount of land required for a school site, a tentative master plan should be prepared showing ultimate development of the site. (4) All new elementary school plant developments should be master planned and reviewed when additional developments are being considered. (5) Schools of architecture should provide instruction and in-service training related to an understanding of the concepts of functional site development and utilization. (6) As part of their school plant development program, school boards should adopt written planning policies. (7) In the interests of efficiency and economy, school officials should adopt multiple scheduling practices. (8) Individuals who are to work in and use a school plant should help to plan it.