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(Eighteenth of the Series)



A SELF-RATING SCALE FOR
SCHOOL CUSTODIANS

By **WAYNE E. MASE**



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EDITOR'S INTRODUCTION

The following is a quotation from *Secondary School Administration* (Houghton Mifflin Company, Boston, 1938), by the editor of *Studies in Education*.

The principal is directly responsible for making the school machinery serve the teaching staff, and the janitorial service is a definite part of the administrative-instructional machinery.

That the importance of the janitor in the general well-being of the secondary school is frequently unrecognized is obvious. In many particulars even greater care than is utilized in selecting a new teacher should be exercised in filling this important position. As was stated above, the janitor not only can make or mar the general tone of a school from the inside, but it is also within his power to do much to impair the general effectiveness of the school with the community as well. Lacking as he is in professional training, being in a position where he sees everything that goes on, and frequently lacking the educational perspective to translate what he sees and hears correctly, the janitor not infrequently is the worst enemy a school possesses. This is possible even though he is not deliberately malicious and is meticulous in performing his daily duties. Good judgment and good common sense he must have, and sad it is to say, these are frequently not readily available.

Altogether too frequently the principal errs in not insisting on a systematic checking of applicants for the janitorial work. In communities supporting small secondary schools, the janitor is frequently selected from men well past middle age. Established in the community through many years of residence, his approval of a principal tends to "make" that principal at once. Conversely, when the janitor disapproves of the administration, the principal finds himself in trouble without being able to place the cause. It is sound in theory to say that, as in the selection of teachers, the principal should recommend the janitor to the board of education, the option of rejecting the recommendation to rest with it.

When the selection of the janitorial staff is left entirely to the board of education, untrained professionally as it is, there is a strong tendency on the board's part to select someone because of his frugality, his honesty, his willingness to work hard, or because he is a worthy person who needs a job. The board of education is likely to forget, if not reminded, that the janitorial work calls for more than frugality, honesty, industry, and financial need. It calls for a man who is first of all an education enthusiast. It calls for a man who is always a good influence on impressionable youth, for the janitor is always closely associated with high-school students. It calls for a man who possesses good judgment and who exercises this quality at all times. It calls for a man who knows how to keep his mouth shut when questioned by those who have no right to know. Finally, the position calls for a man who is not easily ruffled, who can keep his temper when he is being unjustly criticized, and who will give generously of his time when emergencies arise, as they are bound to do.

The principal who believes whole-heartedly that the machinery of the school must serve the teaching staff and the pupils of the school, and who recognizes that the school janitor is the connecting link between the more or less impersonal machinery and the entirely personal teachers and pupils, cannot underestimate the importance of this helper. It is probably not going too far to say that occasionally a janitor is as valuable to the school and to the principal as is a good vice-principal, and that infrequently one is as inimical to a school's success as it is possible for a human to be.

In general, the janitor, like the teachers, should be encouraged to keep in mind that a school is, to a certain extent, like business houses, a closed corporation. This does not imply that the school is not the school of the people, but is intended to indicate that there is much that is intimate and personal in the relationships that exist between the administration, the pupils, and the teachers. Confidences betrayed create irreparable damage. The janitor who is a "he-gossip" is always worth more on the outside of a school than in it. All agree that teachers should not talk "shop" at their boarding houses, and the same agreement should be required of the janitor when he waits in the local barber shop for his shave.

EDWIN J. BROWN, *Editor.*

CHAPTER I

INTRODUCTION

THE NATURE AND PURPOSE OF THE STUDY

This study has as its main objective the building of a self-rating scale for school custodians. The value of the study is in furnishing a scale by which custodians may improve their efficiency and personal qualifications through self-rating. Custodians should use this scale as a basis for furthering their own knowledge, and to enable them to see the desirable changes that can be made in working methods. Frequent use of the scale should lead to improvement. This improvement is necessary, as the everchanging educational program demands more and more an efficient janitor-engineer.

In this study the writer has made no attempt to standardize either the work or the qualifications of the school custodian. However, there are definite duties and qualifications that authorities feel are most desirable for an efficient custodian; and these essentials are presented in this scale.

The self-rating scale makes it possible for custodians to check themselves and find weaknesses that they might not otherwise find. It is definitely not the purpose of this study to provide a tool by which superintendents may measure the efficiency of their custodians for promotion or dismissal. It is suggested that superintendents secure these scales and present them to the custodian solely as a means to self-improvement.

PREVIOUS STUDIES

As far as the writer has been able to determine, there are only two other scales for custodians in existence. "A Self-rating Score Card for School Janitor Engineers"¹ was made by H. E. Jenkins in 1932. It contains eleven points as to the personal and professional qualifications of the school custodian. The other, "Self-rating Scale for Janitors," was prepared by Superintendent J. C. McKee, Truman, Minn.² This is a scale in which the affirmative answer indicates a desirable practice on the part of the person taking it. This scale gives many of the fundamental requisites of a successful school custodian. It is divided into the following groups: (1) personal improvement; (2) care of school property; (3) housekeeping; (4) coöperation, and (5) savings of materials and supplies.

C. E. Reeves and H. S. Ganders³ have made a very comprehensive study of the operation and care of school plants. Their study was made under the following headings: (1) personnel and management of school janitorial-engineering service; (2) efficiency and economy in the heating and ventilating of school buildings; (3) efficiency and economy in the cleaning of school build-

1. H. E. Jenkins, "Self-rating Score Card for School Janitor Engineers," *American School Board Journal*, 84:56, March, 1932.

2. J. C. McKee, "Self-rating Scale for Janitors," *School Executives Magazine*, 53:372-3, August, 1934.

3. C. E. Reeves and H. S. Ganders, *School Building Management*. (New York: Teachers College, Columbia University, 1928). 395 pp.

ing, and (4) efficiency and economy in the special work of school building management.

A very excellent handbook for school custodians was prepared by Broady, Ireland, and Miller.⁴ The points discussed are: (1) relationship of the custodian to administration; (2) treatment and care of school floors; (3) care and cleaning of fountains, lavatories, sinks, and toilets; (4) economies in the operation of the school plant; (5) economies in maintenance of the building and equipment; (6) rules and regulations for custodial work; (7) planning and care of school grounds; (8) preparation of a work schedule; (9) supplies used by the custodian, and (10) equipment used by the custodian.

Kenneth G. Smith⁵ has made a comprehensive study on ventilation and heating. He devoted one chapter to sweeping, cleaning, and sanitation.

A good analysis of janitor service in elementary schools was made by Charles E. Reeves.⁶ His summary and recommendations have some excellent points.

The writer found a service standard for school janitors, in which Dr. H. H. Kirk⁷ lists five fundamentals: (1) cleanliness; (2) comfort; (3) sanitation; (4) safety, and (5) economy.

The Rockford, Illinois, Board of Education⁸ has adopted a progressive plan for the care of school buildings in which there are many valuable suggestions and facts.

H. S. Ganders⁹ has written an excellent article on the personal qualities of school custodians. His discussion is based on the following points: (1) right attitude toward his job; (2) ability to get along well with others; (3) courtesy and coöperation; (4) school no place for laziness, and (5) appearance and personality.

Howard A. Champion¹⁰ tells what janitor engineering training courses are like, why custodians should take these courses, and how they are handled.

Many other articles, books, and handbooks have been published, but will not be listed here. The bibliography contains a list of these.

THE SCOPE OF THE STUDY

The scope of this study includes an analysis of two self-rating scales for custodians, and of over fifty articles dealing with the school custodian and his work. The scale includes such main points as social and personal characteristics, coöperation, care of the building, care of school property other than the building, economical operation, and miscellaneous factors.

4. K. O. Broady, C. J. Ireland, and E. L. Miller, *A Handbook for School Custodians*. (Lincoln: University of Nebraska, 1934), 83 pp.

5. Kenneth G. Smith, *Short Course for Janitor Engineers*. (Milwaukee: The Bruce Publishing Company, 1919). 106 pp.

6. C. E. Reeves, *An Analysis of Janitor Service in Elementary Schools*. (New York: Teachers College, Columbia University, 1925). 194 pp.

7. H. H. Kirk, "Service Standard for School Janitors," *American School Board Journal*, p. 44, 1934.

8. Rockford Board of Education, "Adopts Progressive Plan for Care of School Buildings," *American School Board Journal*, 78:110, February, 1929.

9. H. S. Ganders, "Personal Qualities of School Janitor Engineer," *American School Board Journal*, 79:35-36, December, 1929.

10. Howard A. Champion, "Janitor Engineering Training Courses," *National Association of Public School Business Officials*, 1932, pp. 143-148.

THE METHOD OF PROCEDURE

In the collection of data for this study the writer used those qualifications that were found most frequently mentioned in recent publications, and those that were mentioned by writers who are apparently authorities in their respective fields. The writer wishes to make it clear that the items selected for the scale were chosen arbitrarily from material previously mentioned and listed in the bibliography. The scale was then built using these facts as a basis.

SOURCES OF DATA

The information for this study was gathered from writers interested in janitorial service, who have spent a considerable amount of their time in helping school custodians to understand their jobs better. The writer has also interviewed a few superintendents and custodians, talking with them about the value of the study and some of the points listed in the scale.

DEFINITION OF TERMS

The term *custodian* is thought by most authorities to be much better than janitor. Use of this term is supposed to give the recipient more self-respect; consequently much better results are usually obtained.

CHAPTER II

SELECTION OF ITEMS TO BE CONSIDERED

In the selection of items to be analyzed the writer has found the works of many authorities in the field to be of valuable assistance. Habits of personal cleanliness are considered by many authorities^{1*} to be the most desirable characteristics of the school custodian. An excellent custodian believes and practices that "Cleanliness is next to Godliness."² The custodian's duties are such that he cannot expect to keep as clean as, or wear clothing comparable to that of, the teachers and superintendent, but he can and should dress neatly and practice habits of personal cleanliness. The influence he possesses over the children demands habits of personal cleanliness; also the fact that he is a representative of a public institution, which must keep its personnel at a high standard, requires neatness.

Friendliness and sociability^{3*} are qualities the school custodian must possess if he wishes to be successful in that line of endeavor. He must be careful, however, not to spend too much time being a "good fellow" as this may become obnoxious. A proper attitude is necessary for a school custodian. "Outside of the principal, no one has more influence over the physical well-being of the children in the school than has the janitor."⁴ A cheerful greeting may be all that is necessary to give an individual a pleasant day. On the other hand, an unfriendly and unsociable custodian may make everyone with whom he comes in contact feel unhappy for the day. There is an old saying that sugar catches more flies than vinegar.

It is generally conceded that anyone serving the public, and especially one who is interested in the welfare of the children, should at all times be thoroughly cautious of his remarks, and tactful in every respect.^{5*} The custodian especially finds ample opportunity to be tactful in his dealings with teachers and pupils. He will find that by using tactful suggestions his load will become lighter. The tactless individual is the one who generally gets himself into considerable difficulty.

Personal improvement is undoubtedly one of the most desirable traits of anyone in any field. Without the desire for personal improvement, there can be a very limited gain in any line of work. Some writers^{6*} feel that this trait is desirable for the school custodian, and advocate attendance at janitor schools, reading of janitorial literature, a proper mental attitude, and a progressive spirit. The day is gone when all a custodian needed to know was

1*. In this section of the thesis superscripts followed by the asterisk refer to corresponding numbers in the bibliography. This is done to avoid multiplication of documentation. 1, 2, 3, 7, 14, 16, 24, 28, 30, 35, 44.

2. Ward G. Reeder, "The Place of the School Janitor in the Public Relations Program," *American School Board Journal*, 89:27, November, 1934.

3*. 1, 2, 3, 14, 24, 28, 30.

4. H. S. Ganders, "Neglected Educational Frontier," *National Education Association Journal*, 20, 299, November, 1931.

5*. 3, 14, 24, 30, 43, 44, 50.

6*. 3, 5, 9, 14, 24, 30, 43, 48, 52.

how to push a broom and shovel coal to qualify amply for a custodianship. Gradually the school custodianship is becoming professionalized. This makes self-improvement necessary for those who wish to be successful.

Completion of planned work in the allotted time is indeed a desirable trait for any individual in public service to possess.^{7*} The custodian's work is so planned that by completion at the desired time, all of his necessary duties will have been accomplished. If not completed the entire work schedule is thrown out of order, and the result is that something will ultimately have to be slighted. The custodian should have the hearty coöperation of the teachers and the pupils, in order that he will not have to deviate too seriously from his schedule.

The superintendent has a perfect right to expect the wholehearted coöperation of the school custodian in anything reasonable that he may desire.^{8*} The custodian should be prompt at all times to do those things the superintendent considers most desirable for the good of the school. It is important that the school custodian should be careful not to repeat things happening in school which may make conditions difficult for teachers or the superintendent. Failure to observe this admonition may result in serious trouble. Coöperation with the teachers^{9*} is necessary for the success of the custodian. If the teacher realizes the custodian is trying to coöperate for the good of the school, she will in turn perform services that will make cleaning and miscellaneous duties much easier. Too much cannot be said in behalf of a coöperative spirit on the part of a school custodian, or, for that matter, any member of the school personnel. A coöperative spirit promotes a feeling of good will and understanding that may have a decided carry-over to the children.

Coöperation with the children^{10*} is essential to the stimulation of a hearty and wholesome attitude of the children around the school building. A word of encouragement from the custodian, as well as from any teacher, may make the difference between success and failure. Children with whom a custodian is coöperative, and in whom he is interested, will return the kindness and consideration many times over. They will be more thoughtful of the custodian, and will try to eliminate the careless practice of strewing the floor with bits of paper, as well as to take better care of school property throughout the building.

The community does not expect the same degree of coöperation in community affairs from the school custodian as from teachers and administrators, but he is expected to be of assistance when any community enterprise that concerns the school is involved. The people do not expect him to enter into political squabbles that may involve different factions. Most communities do not expect the custodian to be a community leader, but they do want him to be interested in its enterprises.^{11*}

Most authorities^{12*} agree that the custodian should have daily hall and classroom duties, and perform them without fail. There are a number of custodian duties which, unless they do have daily attention, begin immediately

7*. 3, 7, 16, 20, 30, 32, 33, 43, 52.

8*. 1, 2, 3, 14, 16, 23, 28, 30, 57.

9*. 1, 2, 3, 9, 14, 28, 30, 57.

10*. 2, 3, 14, 30, 57.

11*. 2, 3, 30, 57.

12*. 2, 3, 4, 8, 12, 15, 20, 22, 27, 30, 33, 41, 42, 43, 46, 47, 50, 51, 53, 55.

to give a building the appearance of being dirty. This naturally reflects upon the custodian and in turn upon the superintendent of the school.

"The successful custodian must be a successful manager. He plans his work and works his plan. He looks ahead, knows what needs to be done, and then arranges his program accordingly."¹³

The school custodian cannot be too particular about the efficient accomplishment of his daily hall and classroom duties.

Probably the places in a school building where poor custodial service is most quickly noticed are the toilets.^{14*}

"The cleaning and care of lavatories, sinks, and toilet bowls actually requires very little of the custodian's time as compared with time required for other duties. This work nevertheless constitutes an extremely important duty. Nothing so quickly condemns the custodian as an unsightly and dirty toilet room from which odors circulate throughout the rest of the building."¹⁵

The care of the toilet room should be very carefully supervised, if for no other reason than the protection of the health of the teachers and pupils.

Locker room duties are of great importance and should not be slighted by the custodian. Some authorities^{16*} believe that the health of those persons in school, who are continuously using the locker rooms, is measured to a considerable extent by the efficiency of the custodian. Proper temperatures, ventilation, and cleaning habits do much to keep the locker room from becoming a breeding place for germs.

Gymnasium and auditorium duties¹⁷ are, of course, important from a slightly different angle. The public has access to these rooms; and if cleanliness and sanitary conditions are not maintained, the school is given a bad reputation.

There are many housekeeping duties that are not performed daily, duties which the custodian should have in his work schedule, to be performed at the allotted time.^{18*} Some duties must be carried out when the occasion arises, but the majority of them can be planned for and executed at a given time. Vacation serves as an excellent time for custodians to clean furniture, windows, and fixtures thoroughly. It is unnecessary and a waste of custodial service to perform duties that do not need doing; therefore it becomes the problem of the custodian to know what to do and when and how to perform duties that are not classified as daily, weekly, or monthly duties.

One place where the custodian may be of valuable service to the school is in making repairs and keeping the building in good condition. Many writers^{19*} consider the ability to make repairs and keep the building in repair as a very great money saver to the school. By keeping the building in repair, the deterioration is kept at a minimum. If the repair requires skilled labor, the custodian should notify the superintendent immediately; but such duties as mending chairs, desks, broken window cords, and the like may be handled by the efficient custodian.

13. K. P. Grabarkiewicz, "Custodian and His Work Schedule," *Nation's Schools*, 16:51, November, 35.

14*. 2, 3, 4, 12, 15, 20, 21, 22, 27, 30, 39, 41, 42, 43, 46, 47, 50, 51, 53, 55.

15. K. O. Broady, C. J. Ireland, and E. L. Miller, *A Handbook for School Custodians*. (Lincoln: University of Nebraska, 1934.) 83 pp.

16*. 3, 12, 15, 27, 39, 41, 42, 43.

17*. 3, 15, 22, 27, 41, 42, 43, 51.

18*. 2, 3, 4, 12, 15, 20, 22, 27, 30, 39, 41, 42, 43, 46, 50, 51, 53, 55.

19*. 2, 4, 7, 8, 12, 16, 27, 30, 38, 42, 43, 46, 50, 55.

The school grounds are more in the public eye than any other part of the school system; therefore it becomes necessary to keep the grounds free from all papers and rubbish, and appearing as presentable as possible. The school ground has a very decided influence upon the child. The well-kept yard develops within the child the appreciation of beauty and at the same time gives him many ideas regarding landscaping. A beautiful school yard will make the child proud of the school, and as a result teachers will find disciplinary cases will be less serious and less frequent. Some writers^{20*} believe there is much to be gained by beautification of the school grounds. They have listed many duties that should be performed by the custodian, such as care of lawns, shrubbery, walks, playground apparatus, and removal of papers and rubbish.

Care of supplies^{21*} is important from an economical standpoint. It is considered advisable for the custodian to keep supplies under lock and key, and to permit no supplies to be taken out, unless by an order of the superintendent. Keeping all supplies properly filed and in their rightful place will insure the superintendent of the custodian's neatness.

The custodian shall have general care of the national flag and display it at the proper time in accordance with the accepted code of flag etiquette. It becomes necessary for him to learn these rules before he can efficiently carry out his duties.^{22*} If he does not carry out flag duties as they should be observed, the child quickly notices and calls attention to his ignorance. Such errors may cause the child to display a lack of respect for the flag.

The school custodian who runs the school with the maximum of economy is indeed an asset to the community. There are many authorities^{23*} on heating and ventilation whose main objective is to furnish literature on economical methods of heating. A large sum of money is spent each year in heating and ventilating a school building. There are many opportunities for effecting a surprisingly large number of economies in these phases of the operation of the school plant without changing appreciably the type of equipment used. The custodian has it within his power to see that most of these savings are made. It would be well for the school custodian, desiring to save his district money, to secure some of the literature that has been published on the economical operation of the school plant. Conserving room heat involves not only regulating the source of heat, but also doors and windows to be certain heat is not wasted. Proper room temperature is essential to the health of the child as well as to the economy of the system, which makes the problem one of great importance.

It is the duty of the custodian to be saving of materials and supplies. Great wastes may be incurred by the careless individual who throws away materials and supplies that have not been completely used. Oftentimes savings may be effected by salvaging supplies—for example, cutting small window panes from larger pieces of broken glass. Small window shades may often be made by cutting down larger ones, and parts of broken tools, fixtures, and other equipment may be used at a later date. Authorities^{24*} who consider economy in their study, place special emphasis on the economical use of materials and supplies.

20*. 2, 4, 7, 12, 16, 30, 38, 41, 42, 43, 46, 50.

21*. 3, 4, 7, 12, 14, 22, 24, 30, 41, 42, 43, 50, 55.

22*. 3, 12, 20, 30, 41, 42.

23*. 2, 3, 4, 25, 30, 40, 41, 42, 43, 50, 53, 55.

24*. 3, 4, 12, 24, 25, 30, 43, 50.

Preparation of the daily work schedule is considered by many^{25*} to be necessary for efficiency of the school custodian. Miss Fuller²⁶ lists the following main headings for the daily work schedule: sweeping, scrubbing, dusting, ventilation, temperatures, and personal habits. Custodianship does not differ from other professions in this respect. Any one finds his business more profitable and worthy if he definitely sets up a plan to follow and then follows it.

Another schedule of importance is one for duties that do not necessarily have to be classified as daily. Some weekly duties are:²⁷ cleaning, tidying, and special work. Monthly duties and vacation work may be classed as general cleaning. Writers^{28*} realize the necessity of a definitely planned schedule for all duties that may be predetermined.

Keeping fire extinguishers in good working order^{29*} is absolutely essential to the safety of the children in the building. The custodian should know the principles of the fire extinguisher, know how to operate it, and be sure it is in good working order. Extinguishers are checked occasionally by the state department, but the custodian should assume the responsibility of periodically checking extinguishers for safety's sake.

Taking inventory of supplies and equipment^{30*} will help to keep operation of the plant at a maximum of efficiency. Inventory is an annual occurrence in most schools, but more frequently taken in others. Whenever an inventory must be taken, it becomes the custodian's duty to list those supplies and articles of equipment that are under his supervision.

The proper attitude toward his job^{31*} is of course necessary.

The proper attitude of all has much to do with the degree of pride which the janitor maintains toward his work and toward the school. Many cities have definite regulations regarding the duties of the school janitor. . . . These regulations are doubtless desirable and even necessary, yet nothing can supplant a fine working spirit, a sense of pride, and a feeling of responsibility toward the success of the school.³²

25*. 3, 12, 9, 30, 33, 43, 52, 55.

26. Alice C. Fuller, "The School Janitor and His Work," *American School Board Journal*, 92:43, April, 1936.

27. *Loc. cit.*

28*. 3, 12, 19, 26, 30, 33, 38, 43, 52, 55.

29*. 3, 26, 40, 43.

30*. 3, 19, 30, 43, 50.

31*. 2, 3, 13, 17, 24, 30, 41, 43.

32. J. J. Sowers, "School Janitor," *National Education Association Journal*, 25:300, December, 1936.

CHAPTER III

THE SELF-RATING SCALE

It is again advisable to mention that the chief value of a self-rating scale is its capacity to cause an individual to analyze his own professional and personal traits. It should also be stressed again that the value of the scale lies in its repeated and thorough use as a device for measuring efficiency.

Self-criticism is one of the most effective stimuli to improvement. An urge from within will get more satisfactory results from most individuals than any other kind of motivation. The writer believes the self-rating scale does more to satisfy this requirement than any other scheme.

MAKING USE OF THE SCALE

This self-rating scale, when used, will really consist of a series of graphs in that a particular portion of the parallel lines is to be checked for that section of the scale opposite to it. Users are urged to give attention to each question in relation to its general head, and to check upon each issue by placing a cross or large dot between the desired lines at the right of the page. One can easily connect these points which will result in a vertical graph. If the graph line swings to the left of the vertical space "A" the custodian's work is satisfactory; but if it swings to the right, he should give very special heed to the items checked in those columns.

One must be perfectly honest with himself in using a self-rating scale. The aim is not necessarily to have a high score on the first rating, but to show improvement for each subsequent rating.

The column symbols of the graph are as follows: P, indicates an inferior grading; F, fair; A, average; G, very good; and S, superior.

THE SCALE

I. PERSONAL AND SOCIAL	S	G	A	F	P
To what extent—					
A. Do I possess habits of personal cleanliness?					
1. Do I make a practice of shaving every day?					
2. Do I keep my clothes presentable?.....					
3. Do I possess personal cleansing habits?.....					
4. Do I daily make certain that my person is free from all body or tobacco odors?.....					
5. Is my speech free from any form of vulgarity?.....					
6. Do I keep my shoes shined?.....					
B. Am I friendly and sociable?.....					
1. Am I pleasant and cheerful around the teachers and pupils?					
2. Am I interested in the school and its program?.....					
3. Am I loyal to other workers in the school system?.....					
4. Am I courteous and considerate of adults as well as of children?.....					
5. Do the pupils and teachers respect me?.....					
6. Do I treat all pupils fairly and alike?.....					
7. Do I treat visitors courteously?.....					
C. Do I exercise tact in my dealings with teachers and pupils?.....					
1. Do I make suggestions to teachers that might simplify my work?.....					
2. Are my suggestions readily accepted.					
3. Do I receive coöperation from the teachers and pupils?.....					
4. Am I asked occasionally to perform duties for the teachers?.....					
D. Do I make personal improvement?.....					
1. Do I keep myself in good mental and physical condition?.....					
2. Do I attend janitor school (one week each summer) at least once every two years?.....					
3. Do I study books and literature that will improve my efficiency?.....					
4. Do I finish my "Daily Work Schedule" each day?.....					
5. Do I make suggestions to the superintendent for improvement of my work?.....					
6. Do I make use of my spare time to the best of my advantage?.....					
7. Does my work take first place in my plans?.....					
8. Do I continuously endeavor to improve my work?					
9. Is my work always well done?.....					
10. Do I use time-saving methods?.....					
11. Do I use labor-saving methods?.....					
E. Do I complete all planned work in allotted time?.....					
1. Am I working as hard at my job as I should?.....					
2. Do I retain my interest and enthusiasm even if I have been overworked?.....					
3. Do I coöperate with the teachers in planning my daily schedule?.....					
II. COOPERATION					
To what extent—					
A. Do I cooperate with the superintendent?.....					
1. Am I prompt in making reports to the superintendent?.....					
2. Am I present at all school activities sponsored by the school or otherwise?.....					
3. Do I report unsatisfactory conduct of the pupils to the principal or superintendent?.....					
4. Do I check on pupils leaving the building during school time?.....					
5. Am I alert to do a good turn that will help out the administration?.....					
6. Do I put into practice suggestions that were made by the superintendent?.....					
7. Do I speak well of the school to the public?.....					
8. Do I see what is to be done, and do it, or do I have to be told?.....					

THE SCALE—CONTINUED

II. COOPERATION—CONCLUDED	S	G	A	F	P
To what extent—					
B. Do I cooperate with the teachers?					
1. Am I prompt in making reports to the superintendent?.....					
2. Do I offer my services cheerfully to the teachers?.....					
3. Am I careful not to mention faults of the teachers to the public					
4. Do I speak a good word for the teacher to the public?.....					
5. Do I help the teachers to look after some of the smaller children?					
6. Am I careful always to keep my voice low and to eliminate all unnecessary noise during class time?.....					
C. Do I cooperate with the pupils?					
1. Do I greet pupils cheerfully and with a pleasant word?.....					
2. Am I alert to things going on about the building?.....					
3. Do I suggest corrections for bad habits on the school grounds, in the halls, or in the toilets?.....					
4. Do I keep pupils from assembling in the toilet rooms?.....					
5. Do I refrain from discussing school troubles with the pupils?.....					
6. Do I think carefully before I reprimand a pupil?.....					
7. Am I careful to find out if play groups are provided with equipment during play periods?.....					
8. Do I throw in a word of encouragement to pupils when things are looking blackest for them?.....					
9. Are my personal habits what they should be around children?.....					
D. Am I cooperative in desirable community activities?					
1. Do I refrain from political squabbles?.....					
2. Am I always eager to be of assistance to community groups using the school building?.....					
3. Do I take time to show visitors and parents around the school building?.....					
4. Am I a good representative of the school I represent?.....					
III. CARE OF THE BUILDING					
To what extent—					
A. Do I perform my daily hall and classroom duties?					
1. Do I sweep all classrooms daily?.....					
2. Do I sweep halls daily and more often if necessary?.....					
3. Do I see that entrance and exit doors are opened each morning?					
4. Do I adjust window shades each morning?.....					
5. Do I do a complete job of dusting each morning before school opens?.....					
6. Do I daily remove all waste paper, dirty rags, and other refuse matter and dispose of them?.....					
7. Do I give attention daily to outside doors and entrances to insure cleanliness?.....					
8. Do I see that all rooms are receiving proper ventilation?.....					
9. Do I keep the classroom temperature at 68-70 degrees Fahrenheit?.....					
B. Do I give especial care to toilets and drinking fountains?					
1. When I enter the building does the air seem perfectly fresh and odorless?.....					
2. Do I keep toilets flushed?.....					
3. Do I keep toilets in good working order?.....					
4. Do I keep toilets free from flies?.....					
5. Do I frequently clean washbowls, sinks, and drinking fountains?					
6. Do I mop toilet floors daily and pick up all papers, sweeping as often as is necessary?.....					
7. Do I keep toilets and urinals absolutely free from offensive odors?.....					

THE SCALE—CONTINUED

III. CARE OF BUILDING—CONTINUED	S	G	A	F	P
8. Do I see that towels and toilet paper are kept in the toilets at all times?.....					
9. Do I keep the toilets, lavatories and urinals so clean from frequent and regular use of soap and water that strong cleaning materials, disinfectants and deodorants are unnecessary?.....					
10. Do I keep the temperature of the toilets at 55-60 degrees Fahrenheit?.....					
C. Do I perform locker room duties?					
1. Do I pick up and destroy all rubbish daily?.....					
2. Do I scrub the locker room thoroughly each day, and sweep the room several times a day, if necessary?.....					
3. Do I keep an antiseptic solution in the foot bath, provided there is a foot bath?.....					
4. Do I see that the locker room is provided with as much ventilation as is possible?.....					
5. Do I keep the temperature of the locker room and showers at 70-72 degrees Fahrenheit?.....					
D. Do I perform gymnasium and auditorium duties?.....					
1. Do I sweep daily when these rooms are in daily use?.....					
2. Do I keep them dusted at all times?.....					
3. Do I manipulate the ventilation effectively?.....					
4. Do I maintain a temperature of approximately 60 degrees Fahrenheit in the gymnasium during school hours?.....					
E. Do I perform housekeeping duties not executed daily?.....					
1. Do I keep the windows clean on the outside and inside?.....					
2. Do I keep blackboards, erasers, and chalk troughs clean?.....					
3. Do I keep all light fixtures and other glass in the building presentable at all times?.....					
4. Do I remove all finger marks and dirt from woodwork and doors?.....					
5. Do I dust all walls and ceilings at least once each year?.....					
6. Do I thoroughly clean and polish all metal fixtures at least twice a month?.....					
7. Do I keep the floors treated or polished?.....					
8. Do I remove all chalk, pencil marks, or stains just as soon as they are found?.....					
9. Do I dust the boiler and engine room at frequent intervals?.....					
10. Do I keep my brooms and equipment in an orderly and businesslike manner?.....					
11. Do I clean carpets, rugs, and other fabrics whenever it is necessary?.....					
12. During vacations do I thoroughly clean the entire building?.....					
13. Do I see that all clocks are kept accurately regulated?.....					
14. Do I inspect the buildings and grounds each evening before leaving to see that nothing valuable has been left lying around?.....					
15. If the children have a lunch room, do I clean it as soon as they have finished their lunch?.....					
16. Do I carefully clean corners of the rooms and stairways, under the radiators, and in any other obscure places?.....					
17. Do I thoroughly wash desks and seats at least twice a year?.....					
F. Do I make repairs and keep the building in good condition?.....					
1. Do I replace all broken window cords, torn shades, burned out light bulbs and fuses, door latches, and make other minor repairs just as soon as possible?.....					
2. Do I keep desks and seats adjusted?.....					
3. Do I make repairs on desks, chairs, and equipment at the first convenience?.....					
4. Do I keep fire escapes painted and in repair?.....					
5. Do I keep the sewage disposal systems in repair?.....					

THE SCALE—CONTINUED

III. CARE OF BUILDING—CONCLUDED	S	G	A	F	P
6. Do I repaint and refinish furniture that needs it at least once a year?.....					
7. Do I see that all windows and doors are closed and locked each night?.....					
8. Am I careful to see that no public property is taken from the building?.....					
9. Do I remove all fire hazards from under stairways and in closets?					
10. Do I exercise caution in seeing that the engine room is free from fire hazards?.....					
11. Do I keep the keys in my possession, unless authorized by the superintendent to do otherwise?.....					
12. Do I keep my tools and equipment in good repair?.....					
13. Do I keep windows properly puttied?.....					
IV. CARE OF SCHOOL PROPERTY OTHER THAN BUILDINGS					
To what extent—					
A. Do I care for grounds?.....					
1. Do I see that all lawns, terraces, and newly prepared spaces are properly seeded?.....					
2. Do I water the grass, trees, and shrubbery as often as necessary?					
3. Do I keep shrubbery properly trimmed?.....					
4. Do I keep papers, stones, and rubbish removed from the lawns?					
5. Do I keep all walks and crossings clean?.....					
6. Do I have walks and crossings free from ice and snow before opening of school each school morning?.....					
7. Do I keep all playground apparatus painted and in good repair?					
8. Do I keep playground apparatus properly oiled?.....					
9. Do I see that all articles are removed from the playgrounds that may result in cuts or other serious injuries?.....					
B. Do I care for supplies?.....					
1. Do I unpack and place all supplies in their proper storerooms?..					
2. Do I keep supplies under lock and key, allowing none to be removed unless by order of the superintendent?.....					
3. Do I have supplies stored in an efficient and businesslike manner?.....					
4. Do I take bills of sale or other notices to the superintendent's office as soon as they are received?.....					
C. Do I perform flag duties?.....					
1. Do I know the rules regarding proper flag etiquette?.....					
2. Do I properly display the flag at eight o'clock, or at the time set by the proper authority?.....					
3. Do I properly take the flag down and put it away at five o'clock, or at some other time set by the proper authority?.....					
4. Do I show proper respect for the flag at all times?.....					
5. Do I keep the flag pole in good repair at all times?.....					

THE SCALE—CONCLUDED

V. ECONOMICAL OPERATION		S	G	A	F	P
To what extent—						
A. Do I operate the furnace economically?						
1.	Do I fire the furnace with a deep bed of coal?.....					
2.	Do I allow fuel properly to weather?.....					
3.	Do I keep the ash pit clean?.....					
4.	Have I made certain the boiler is properly insulated?.....					
5.	Do I remove soot frequently from the boiler?.....					
6.	Do I clean the flues of the furnace each day?.....					
7.	Do I see that water and fuel are not wasted?.....					
8.	Do I keep a record of coal and supplies used each year for comparison?.....					
9.	Do I eliminate excess air in the boiler, by being certain that everything is in good mechanical condition?.....					
10.	Am I careful not to heat any unused rooms?.....					
11.	Do I start the heating plant early in the morning?.....					
12.	Am I careful not to heat the school building after school hours?.....					
13.	Am I careful not to carry three pounds of steam when only two are necessary?.....					
14.	Do I study improved methods of heating?.....					
B. Do I save materials and supplies?						
1.	Do I turn off ventilating fans when they are not absolutely necessary?.....					
2.	Do I attend to all repairs before it is too late?.....					
3.	Do I use furniture polish only when necessary?.....					
4.	Do I turn out lights that are not being used?.....					
5.	Do I secure names of pupils who have damaged school property?.....					
6.	Do I check electric and water meters in order to eliminate possible leakage?.....					
7.	Am I conservative in the use of paints, varnishes, and floor preparations?.....					
VI. MISCELLANEOUS						
To what extent—						
A. Do I prepare and use a daily work schedule?						
B. Do I prepare and use a work schedule for duties other than those occurring daily?						
C. Do I keep the fire extinguishers in good working order?						
D. Do I take inventory of supplies and equipment?						
E. Do I notify the superintendent of supplies and equipment needed at least ten days before actually wanted?						
F. Do I like my job?						

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