

A CRITICAL ANALYSIS  
OF THE SECONDARY EDUCATION PROGRAM  
AT WHITEWRIGHT, TEXAS

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**A CRITICAL ANALYSIS  
OF THE SECONDARY EDUCATION PROGRAM  
AT WHITEWRIGHT, TEXAS**

**THESIS**

**Presented to the Graduate Council of the North  
Texas State Teachers College in Partial  
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**By**

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## CHAPTER I

### INTRODUCTION

Whitewright High School is a part of the Whitewright public school system, a municipally controlled school district whose boundaries are co-extensive with the city limits, located in Whitewright, a town of approximately 1500 population in Grayson County, Texas. There are 180 students in this high school of which number some one hundred are transported to the high school from surrounding communities by school owned buses.

During the school year 1938-39 a general survey was made of the entire school and community to obtain a graphic picture of the system in order to proceed scientifically toward raising the efficiency standards of the school.

The 1938 edition of the Evaluative Criteria, published by the Cooperative Study of Secondary School Standards, was the instrument by which the school was checked and evaluated. The checking was done by the local staff first. Then Dr. M. L. Alstetter, Educational Specialist of the Cooperative Study, with a committee of some twenty visiting superintendents and college educational specialists spent two days in this school checking it against the 1400 different items found in the Evaluative Criteria. The thermometers found in this thesis are a result of the evaluations made by the local staff as checked by the visiting committee.

These data found in the Evaluative Criteria were compiled by committees who checked the criteria against 200 different secondary schools

throughout the United States that served as a basis for its formation. The thermometers were drawn up in the same manner; therefore, they cannot be taken as a basis of comparison with other schools for the following reasons: (1) a different committee checked this school, thereby allowing for differences of opinions; (2) the authenticity of the thermometers would be only at the time they were set up; there would be different medians for the different sections as soon as any improvement was made in any of the schools. However, the thermometers serve as an excellent bar graphic picture for comparison within a single school unit, and it is for this sole purpose that they are used in this study.

The reader is not to be concerned with any of the material found on the reverse side of the thermometer pages carrying the title, Cooperative Study of Secondary Schools, because it has no connection with the material used in this thesis. The sample thermometers found at the end of this chapter will give the reader ample information to understand the other thermometers found throughout this paper.

The table on the following page gives a percentage of the total population engaged in each of the several occupations offered by the greater school community. The term school community as used in this study refers to population of all of the area from which the Whitewright secondary school receives pupils. The results as shown in this table were compiled by a group of tenth and eleventh grade students, and checked by the superintendent and high school principal. As can be observed the table shows what both the adults and youth of the community are doing. The value of this table is threefold. First, it shows just

what occupations are had in the community; second, it shows which occupations are most crowded; and third, it shows the school just what type of community it is dealing with, and gives some definite foundation for offering training in certain fields of work and for not offering it in others.

TABLE 1

## BASIC DATA REGARDING THE WHITEBRIGHT SCHOOL COMMUNITY

## I. General Information about school community

|  |      |
|--|------|
| a. Total population.....                     | 2200 |
| b. Secondary school population.....          | 220  |
| c. Number of secondary schools.....          | 1    |
| d. Total enrollment of secondary school..... | 181  |

## II. Occupations of adults (above 18 years of age)

|         |                               |
|---------|-------------------------------|
| (22.7%) | Agriculture                   |
| (44.8%) | Home Making                   |
| ( 2.6%) | Professions                   |
| ( 2.5%) | Sales Work                    |
| ( 5.6%) | Skilled Labor                 |
| ( 2.9%) | Business (Proprietors)        |
| ( .1%)  | Bookkeeping and Accounting    |
| ( .9%)  | Miscellaneous Clerical        |
| ( .2%)  | Secretarial and Stenographic  |
| ( 3.7%) | Unskilled Labor               |
| (10.7%) | Unemployed or on Relief       |
| ( .9%)  | City Employees and U. S. Mail |
| ( .9%)  | In College and High School    |
| ( 1.4%) | Retired                       |

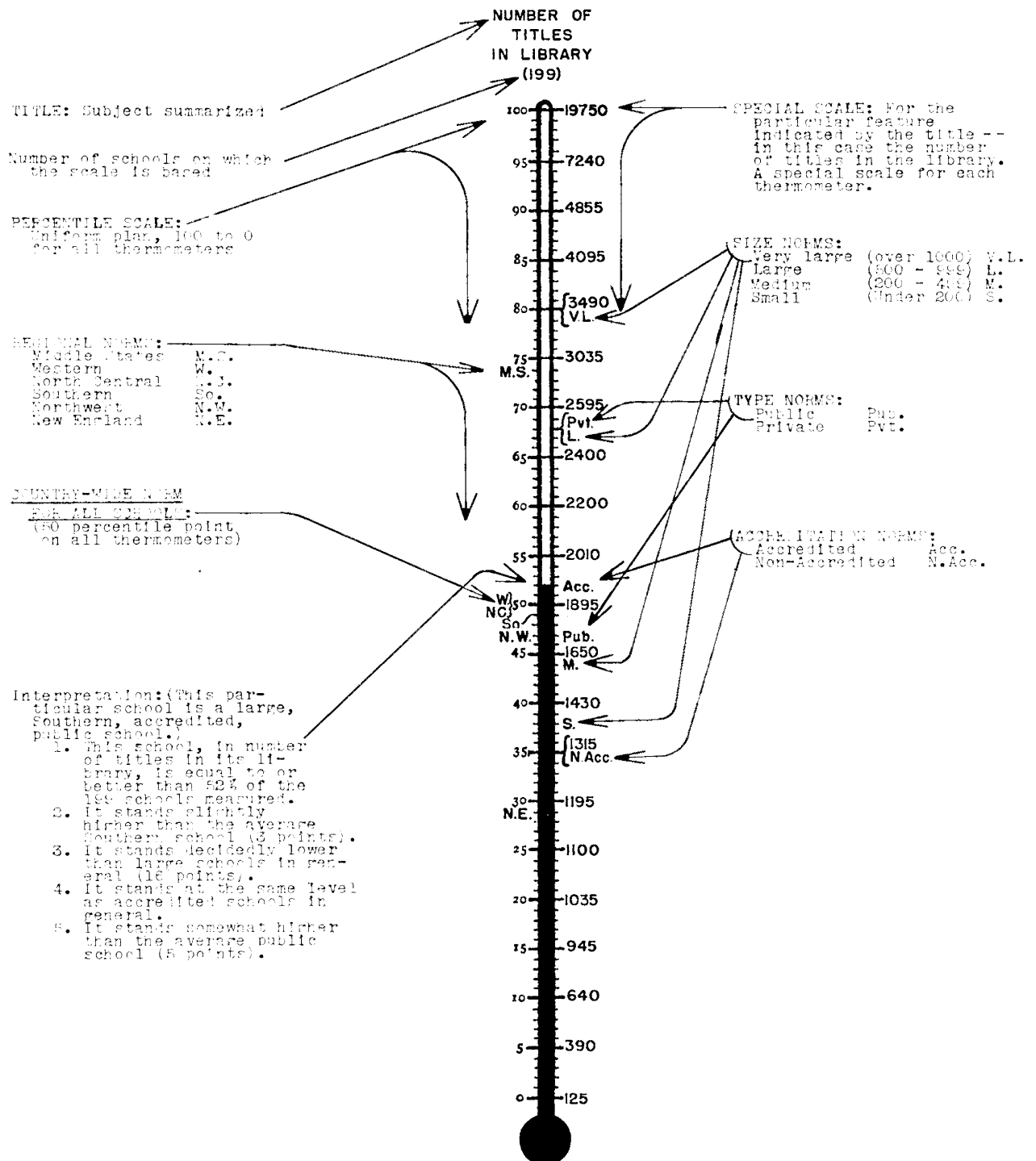
## III. Occupational status of youths of secondary school age

|         |   |
|---------|---|
| (82.0%) | Regularly attending high school             |
| ( 5.3%) | In post-secondary school                    |
| (10.0%) | Employed half-time or over in the community |
| ( 2.5%) | Unemployed                                  |

Tables 2 and 3 are sample thermometer scales. Their purpose is to explain the meaning of the thermometers which follow.

TABLE 2

## SAMPLE THERMOMETER SCALE



EXPLANATION OF THERMOMETER SCALE DEVICE  
FOR SUMMARIZING DATA AND REPORTING  
STANDING OF A PARTICULAR SCHOOL

## TABLE OF CONTENTS

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### EXPLANATION

The sample thermometer scale shown on the opposite page is constructed on the same principles as the one explained in greater detail on page 1. There is, however, one important difference which is characteristic of most of the thermometers which follow. In cases in which enumerations or other objective data, such as number of titles in the library, are not used, the visiting committees make qualitative evaluations on a five-point rating scale defined as indicated on the opposite page. For such features, therefore, the thermometers are graduated, on a percentile basis, from a maximum of 5.0, "highly satisfactory or practically perfect," to 1.0, "very poor." The evaluations upon which these scales are based are indicated in each case on the page opposite that on which the thermometer is shown. The sample scale on the opposite page is based on the three evaluations on the school government in Section II (page 29)\* of Pamphlet E, PUPIL ACTIVITY PROGRAM, of the Evaluative Criteria.

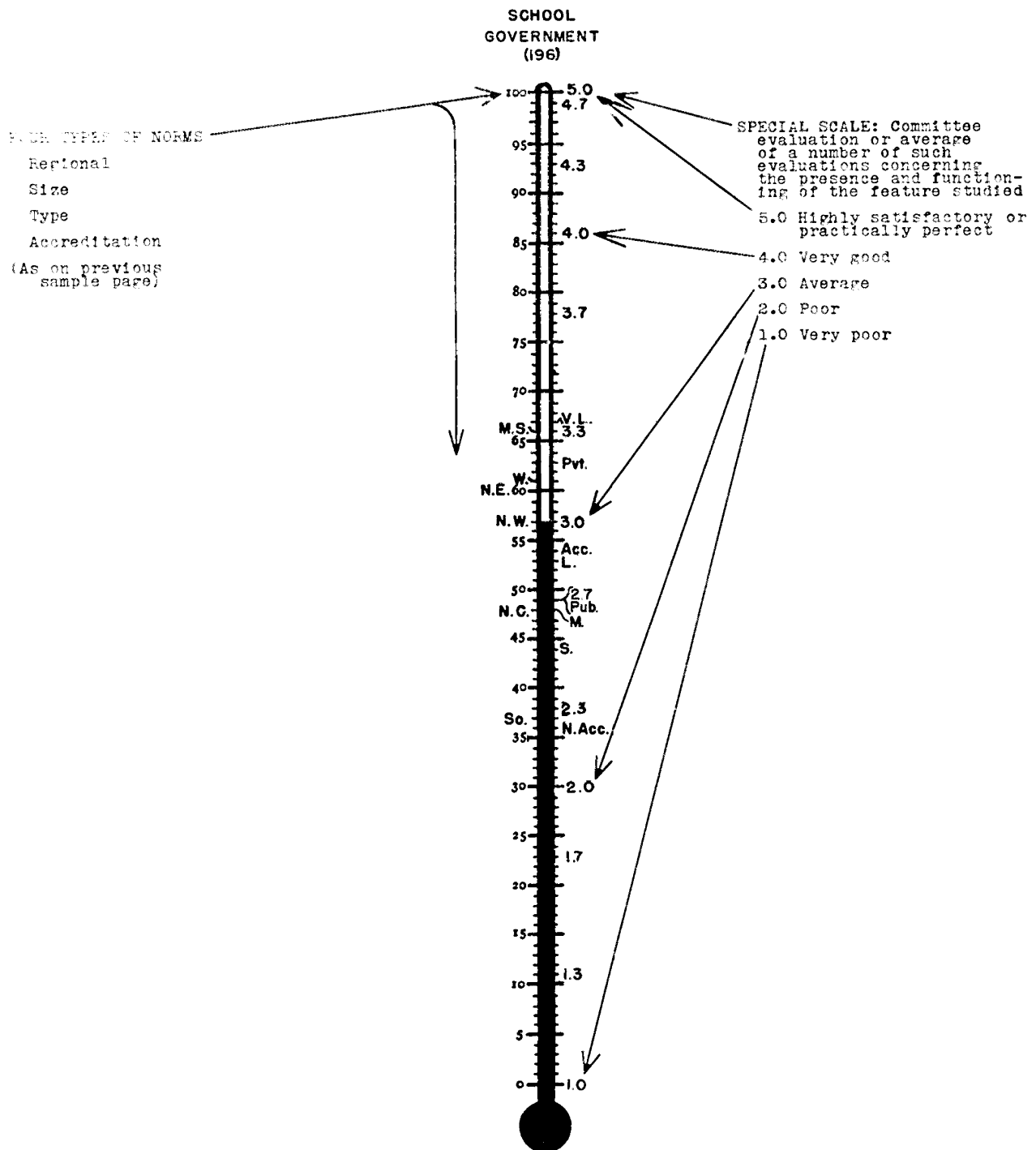
In cases in which data are missing for a particular feature, or this feature does not properly apply to the school, the corresponding thermometer is marked "Not applicable or data missing," and the weight assigned to it is distributed proportionally among the other thermometers of the group.

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\*Throughout this report page references in parentheses refer to pages of the Evaluative Criteria (1938 edition). All such references are to the continuous paging at the bottom of the pages. Other references, not in parentheses, indicate pages of this report.

TABLE 3

# SAMPLE THERMOMETER SCALE



FURTHER EXPLANATION OF THERMOMETER  
SCALE DEVICE

## SUMMARY OF EVALUATIVE CRITERIA

### General Statement

These scales are duplicates of the "Summary" scales which will be found at the end of each main area on the following pages.

#### 1. Curriculum

Based upon Section D of the Evaluative Criteria, CURRICULUM AND COURSES OF STUDY. For 15 component thermometers see pages 4, 5.

#### 2. Pupil Activities

Based upon Section E of the Evaluative Criteria, PUPIL ACTIVITY PROGRAM. For 8 component thermometers see page 6.

#### 3. Library

Based upon Section F of the Evaluative Criteria, LIBRARY SERVICE. For 14 component thermometers see pages 7 and 9.

#### 4. Guidance

Based upon Section G of the Evaluative Criteria, GUIDANCE SERVICE. For 7 component thermometers see page 10.

#### 5. Instruction

Based upon Section H of the Evaluative Criteria, INSTRUCTION. For 5 component thermometers see page 11.

#### 6. Outcomes

Based upon Section I of the Evaluative Criteria, OUTCOMES. For 13 component thermometers see pages 12, 13.

#### 7. Staff

Based upon Section J of the Evaluative Criteria, SCHOOL STAFF. For 22 component thermometers see pages 14, 15, 16.

#### 8. Plant

Based upon Section K of the Evaluative Criteria, SCHOOL PLANT. For 10 component thermometers see page 17.

#### 9. Administration

Based upon Section L of the Evaluative Criteria, SCHOOL ADMINISTRATION. For 6 component thermometers see page 18.

#### 10. GRAND TOTAL

Based upon the other nine thermometers on this page, each weighted as indicated below its bulb.



In making the survey of the Whitewright High School the local school staff and the visiting committee employed the use of the checklists and evaluations found in the Evaluative Criteria.

The checklists consist of provisions, conditions or traits found in good secondary schools. Not all of them are necessary, or even desirable, in every good school. Nor do these lists contain all that is desirable in a good school. A school may therefore lack some of the items listed but have other compensating features.

The use of the checklists requires four symbols. (1) If the provision or provisions called for in a given item of the checklist are definitely made or if the conditions indicated are present to a very satisfactory degree, mark the item, in the parenthesis preceding it, with a plus sign (+); (2) if the provision is only fairly well made or the conditions are only fairly well met, mark the item with a minus sign (-); (3) if the provisions or conditions are needed but are not made, or are very poorly made, or are not present to any significant degree, mark the item with a zero (0); (4) if it unnecessary or unwise for the school to have or to supply what specific items call for, mark such items with the symbol (N). In brief, mark items:

- condition or provision is present or made to a very satisfactory degree
- condition or provision is present to some extent or only fairly well made
- 0 condition or provision is not present or is not satisfactory
- N condition or provision does not apply

Evaluations are to be made, wherever called for, on the basis of personal observation and judgment, in the light of the checklist as marked in accordance with the above instructions, and of all other available evidence, using a five point rating scale, as follows: (Note: The figures are to regarded merely as convenient symbols, not mathematical quantities.)

- 5.--Highly satisfactory or practically perfect; the provisions or conditions are present and functioning almost perfectly
- 4.--Very good; distinctly above average; the provisions or conditions are present and functioning very well
- 3.--Average; the provisions or conditions are present and functioning fairly well
- 2.--Poor; distinctly below average; the provisions or conditions are present in an inadequate amount or, if present, are functioning poorly
- 1.--Very poor; the provisions or conditions, although needed, are very poorly met or not present at all
- N.--Does not apply<sup>1</sup>

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<sup>1</sup>Cooperative Study of Secondary School Standards, Evaluative Criteria, 1938 Edition, p. 19.

## CHAPTER II

### GENERAL ADMINISTRATION OF THE SCHOOL

#### Instruction

##### Teacher's Plans

The evaluators found that the planning program of the teachers as a whole was average; therefore, a score of 3.55 was given to this work for a percentile rating of 46 per cent.

##### Teacher's Activities

The average score on all of the teachers on their activities within their classrooms was 3.29 which gave a percentile rating of 25.

##### Cooperation of Pupils and Teachers

An average score of 3.36 was found on all the teachers in evaluating them on their cooperation with the pupils and in evaluating the pupils' cooperation with the teachers. This gave a thermometer rating of 20 per cent.

##### Teacher Load

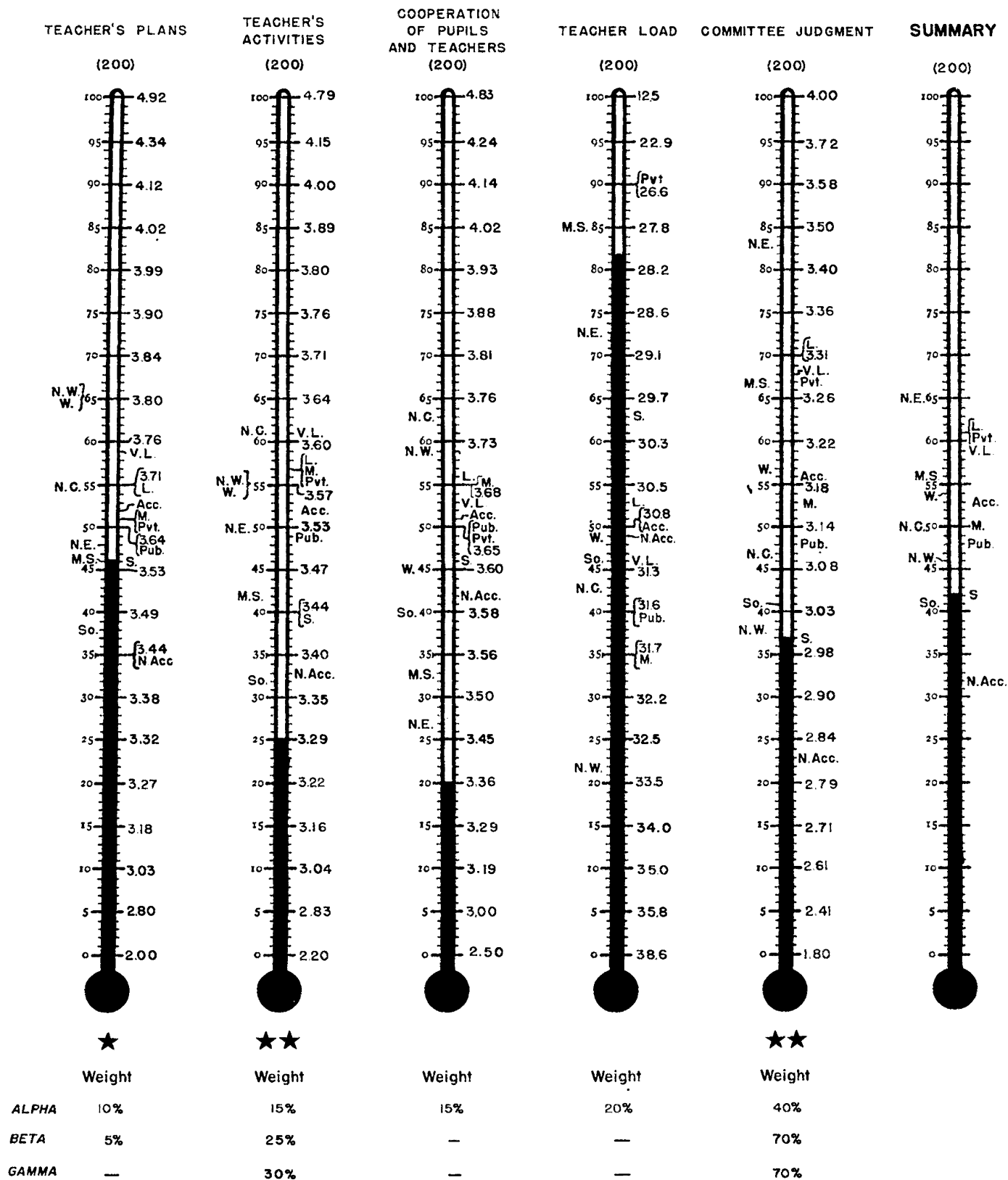
The average teacher load was scarcely thirty pupils. This gave a thermometer rating of 82 per cent. This was approximately the average size of the classes.

##### Committee Judgment

The visiting committee evaluated the whole instructional program

TABLE 4

## INSTRUCTION



## OUTCOMES (1)

### General Statement

This is the first of two pages on the outcomes of the educational program of the school. This page contains five thermometers dealing with outcomes in curricular fields which ordinarily are represented in all or almost all secondary schools. All thermometers on this page are based upon Section I of the Evaluative Criteria, OUTCOMES. Sources for each thermometer are indicated below. All special scales are in terms of the regular five-point evaluative scale ranging from 5.0, "highly satisfactory or practically perfect," to 1.0, "very poor."

#### 1. English

Based upon I-A, "English" (pages 76-77). Average of 5 evaluations.

#### 2. Foreign Languages

Based upon I-B, "Foreign Languages" (page 77). Average of 4 evaluations.

#### 3. Mathematics

Based upon I-C, "Mathematics" (page 78). Average of 4 evaluations.

#### 4. Sciences

Based upon I-D, "Sciences" (page 78). Average of 3 evaluations.

#### 5. Social Studies

Based upon I-E, "Social Studies" (page 79). Average of 6 evaluations.

as 3. This gave a thermometer rating of 37 per cent. These data are graphically represented in Table 4 page 8.

### Staff Qualifications

According to the thermometer readings the local staff ranked highest in Professional Preparation and in Outstanding Contributions.

The data that measure the qualifications of the local staff members are represented graphically in Table 5, page 12.

### Academic Training

This thermometer merely rates the teacher on the amount of training that he or she may have had, both college and secondary school, in his or her particular teaching field. The score of 3 was found to be the average of all the teachers in this school and the thermometer rating of 48 per cent was the result.

### Professional Preparation

This thermometer rates all of the teachers on the amount of education that they have had. The professional preparation was rated on the five point scale as follows:

| Number of semester hours of<br>professional preparation | Rating         |
|---|----------------|
| 0-9.....  | 1              |
| 10-17.....  | 2              |
| 18-29.....  | 3              |
| 30-43.....  | 4              |
| 44 or more.....   | 5 <sup>1</sup> |

The average score on all the teachers in this high school was 3.44

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<sup>1</sup>Cooperative Study of Secondary School Standards, How To Evaluate a Secondary School, 1938 Edition, p. 87.

which gave the thermometer rating of 83 per cent.

#### Source of Degree

This school ranked comparatively low in this phase of the criteria for evaluation. The score in this case is arrived at by finding out what college each teacher attended, then finding out how each college attended is rated. The Cooperative study of Secondary School Standards in its publication, How To Evaluate A Secondary School, has evaluated all of the outstanding schools in the United States on a three, four, and five basis. Teacher's Colleges have been rated three. Just how accurate such a rating of schools might be seems highly questionable. From all evidences it would seem that a teachers college would be the best and most logical institution in which to prepare teachers; therefore, it should receive a higher comparative rating. The majority of the teachers of this school attended teachers colleges; therefore, the average score was low. The school score of 3.54 gave the low thermometer rating of 31 per cent.

#### Educational Experience

This thermometer needs little explanation, for it is merely the average number of years of teaching experience of all the high school faculty. As is shown on the thermometer the average years of experience of the nine high school teachers were 8.7 which rated 30 per cent on Educational Experience.

#### Non-Educational Experience

This thermometer rating just as the one above was arrived at by

taking the total number of years of experience of all teachers in work other than teaching and dividing this number by the total number of teachers. The school score was 1 and the thermometer rating was 62 per cent.

#### Personal Qualifications

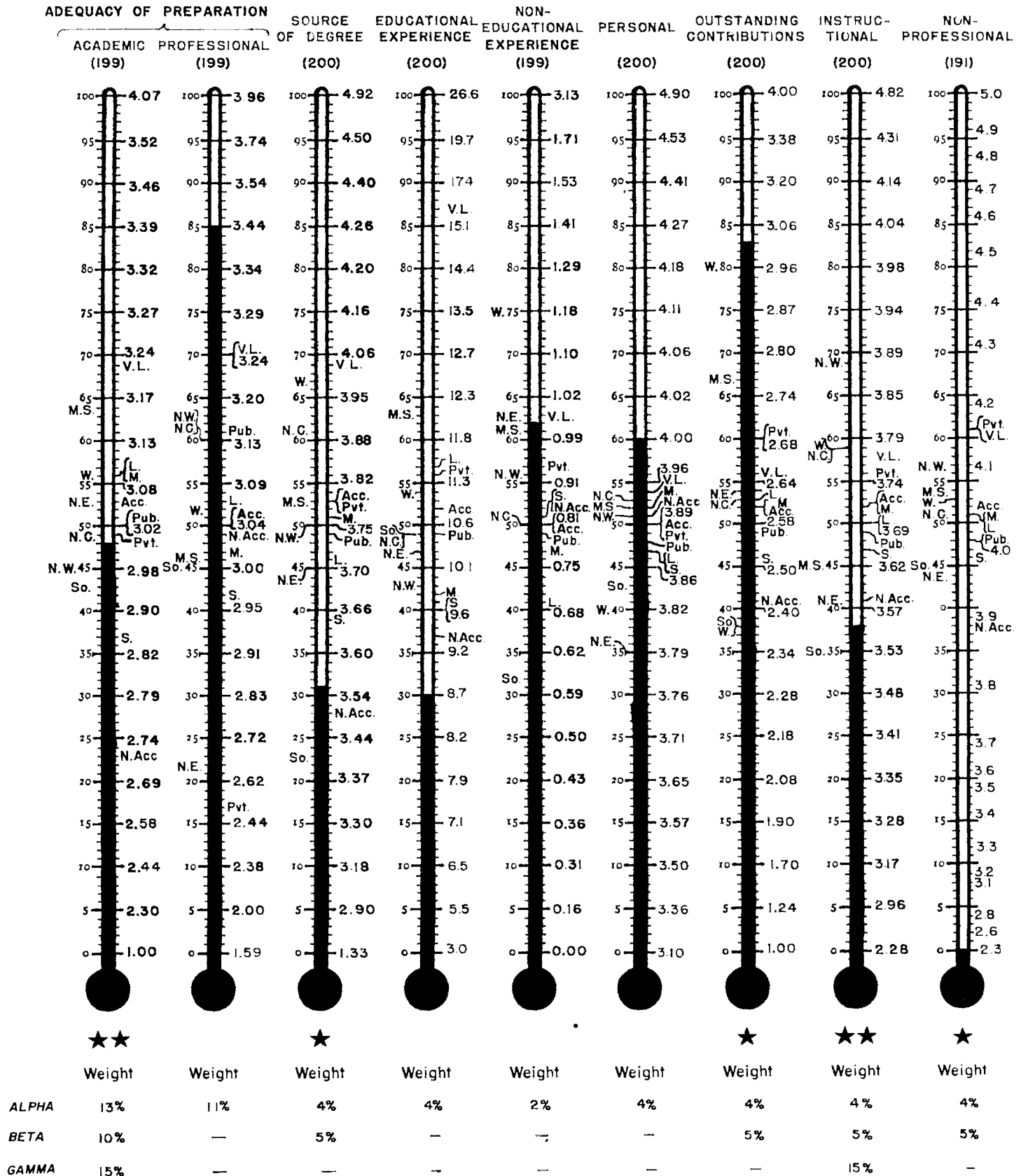
To arrive at the score on this phase of teacher qualification each teacher was evaluated on the following personal characteristics: cooperation, sincerity and loyalty, intelligence, self control, general culture, interest in current problems, good physical health, good mental health, enjoyment and understanding of adolescents, and understanding of educative value of environmental factors. After each teacher had been scored on all of these criteria the average score was found for each teacher, then the average score for the school was found by totaling the individual averages and dividing by the number of teachers. The school score of 4 gave a percentile rating of 60 per cent on the Personal Qualifications thermometer.

#### Outstanding Contributions

Each teacher was given an evaluation on how much he or she contributed to the life of the school. These contributions might come in the form of culture, personality, clean moral life as an example for children, interesting classes, new ideas, ability to cope with problem children, leadership, unselfish attitude or any other contribution that might make for a better school and school life. These evaluations were totaled and divided by the total number of teachers to get the school score of 3. This score gave a percentile rating of 83 per cent on the Outstanding Contribution thermometer.

TABLE 5

## STAFF - QUALIFICATIONS





## STAFF -- IMPROVEMENT IN SERVICE

### General Statement

This is the second of three pages on the school staff. This page contains five thermometers dealing with the improvement in service of the professional staff members. All thermometers on this page, except the first one, are based upon Section M of the Evaluative Criteria, PERSONAL DATA FOR STAFF MEMBERS, as summarized in II-B, "Improvement in Service of Professional Staff Members" (page 91) in Section J of the Evaluative Criteria, THE SCHOOL STAFF. Sources for each thermometer are indicated below.

### 1. Group Improvement

Based upon II-B-1, "Group Improvement" (page 91) in Section J, THE SCHOOL STAFF. The special scale is in terms of the regular five-point evaluative scale ranging from 5.0, "highly satisfactory or practically perfect," to 1.0, "very poor." Average of 2 evaluations.

### 2. Organizations

Based upon III-A, "Professional and Non-Professional Organizations" (page 144) of Section M, PERSONAL DATA FOR STAFF MEMBERS. The special scale is the average of the ratings for all individual staff members for whom the information is available. The individual ratings are based upon the number of memberships in national professional and non-professional organizations and the number of appearances on programs of national professional organizations. For full details see How to Evaluate a Secondary School, page 89.

### 3. Authorship

Based upon III-B, "Authorship" (page 144) of Section M, PERSONAL DATA FOR STAFF MEMBERS. The special scale is the average of the ratings for all individual staff members for whom the information is available. The individual ratings are based upon the number of books and magazine articles published. For full details see How to Evaluate a Secondary School, pages 89-90.

### 4. Reading

Based upon III-C, "Reading" (page 144) of Section M, PERSONAL DATA FOR STAFF MEMBERS. The special scale is the average of the ratings for all individual staff members for whom the information is available. The individual ratings are based upon the number of books and magazines read regularly. For full details see How to Evaluate a Secondary School, page 90.

### 5. Research

Based upon III-F, "Research and Related Activities" (page 144) of Section M, PERSONAL DATA FOR STAFF MEMBERS. The special scale is the average of the evaluations for all individual staff members for whom the information is available (2 evaluations for each member of the staff). The individual evaluations are in terms of the regular five-point evaluative scale ranging from 5.0, "highly satisfactory or practically perfect," to 1.0, "very poor."

### Instructional

The Instructional Qualifications thermometer rating was arrived at by use of the five point rating scale. Each teacher was evaluated on broad scholarship, practical scholarship, and good teaching ability. The average school score was found to be 3.5. This gave a percentile rating of 38.

### Non-Professional

Only one non-professional staff member was had. His work averaged a score of 3 which would give a thermometer rating of 6 per cent.

### Staff Improvement in Service

Table 6, page 16 shows graphically the work done by teachers to improve themselves in their profession.

### Group Improvement

This thermometer was arrived at by the usual five point rating system, and, in order to make the thermometer more understandable, the checklist by which the evaluations were made is given below.

#### Checklist

The administrative, guidance, library, and instructional staffs as a group or as groups are seeking professional growth. Means and evidences of growth are indicated by situations such as the following:

- (-) 1. Faculty and staff meetings are concerned chiefly with educational problems, principles, and progress rather than with announcements, discipline, and routine.
- (-) 2. Faculty and staff meetings are characterized by general teacher planning and participation rather than by monopolization by one or a few individuals.
- (-) 3. The staffs are definitely studying the improvement of teaching.
- (-) 4. The staffs are definitely studying the improvements of

the library and its service.

- (-) 5. They are definitely studying the problems of guidance the improvement of guidance service.
- (-) 6. They are definitely studying how to promote health and health conditions of pupils and school.
- (-) 7. The staff is actively studying the curriculum and how to improve it.
- (-) 8. The staff is actively cooperating in other phases of school improvement, such as better use of English, respect of propriety, beautification of the school plant, and health conditions.

#### Evaluations

(3) How extensive are the efforts of these staffs to effect improvement?

(3) How well has the work of improvement been done?<sup>2</sup>

The evaluators found that the faculty as a whole deserved at least a 3 rating on group professional improvement. This score of 3 gave a thermometer rating of 51 per cent.

#### Organizations

For every membership in a national professional organization each teacher is allowed one point up to four points. One point up to four points is allowed for every membership in national non-professional organizations also. Ten points up to forty points are allowed for every appearance on the program of a professional organization within two years. The total number of points made by all teachers are totaled and divided by the total number of teachers to get the school score. This school's score was 2.55 which gave a thermometer rating of 76 per cent on the Organizations thermometer rating scale.

#### Authorship

One point was allowed for each magazine article written and

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<sup>2</sup>Cooperative Study of Secondary School Standards, Evaluative Criteria, 1938 Edition, p. 91.

five points for each book. Only one article had been written in this school and when this point was divided by nine, a school score of approximately .11 was had. This score gave a percentile of 52. It is quite evident how little writing of a professional nature was done by the schools which had been evaluated.

#### Reading

One point up to ten points was allowed for each book (professional and non-professional) read within the last six months, and three points up to thirty points were allowed for each national educational magazine or subject-matter magazine read regularly. The total number of points were divided by the total number of teachers and the school score on Reading was found to be 10.78 which gave a percentile rating of 99.

#### Research

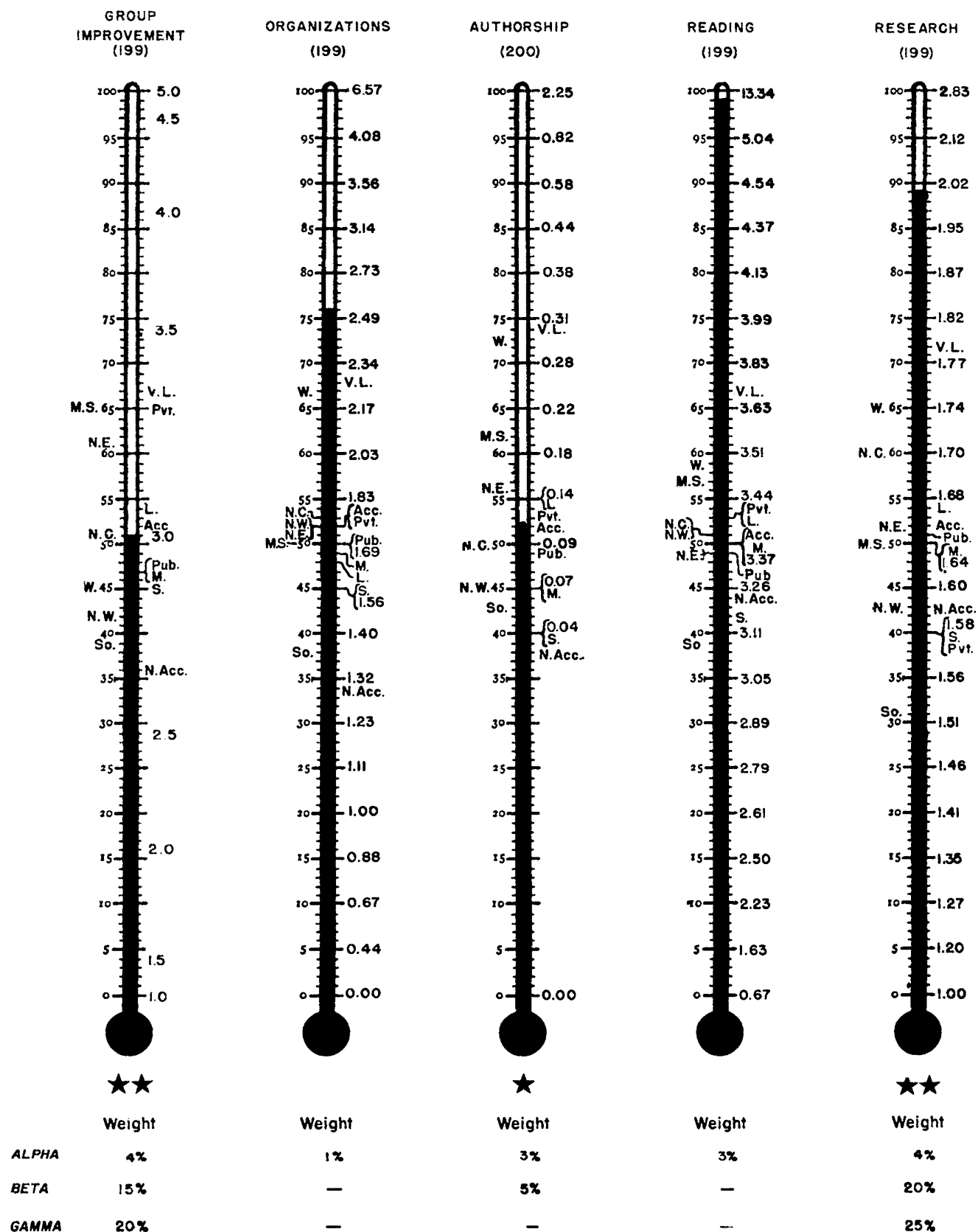
On the five point rating scale the school scored an average evaluation of 2 in research. This gave a thermometer percentile of 89.

#### Staff--Conditions of Service

The three best conditions of service concerning the staff are the selection of the staff, number of pupils per teacher, and the retirement system. On the five-point rating scale the criteria involved in selecting staff members was evaluated a 3 which gave a thermometer rating of 70 per cent. There were nine teachers and 180 students; therefore, there were 20 students per teacher. This rated a percentile of 65. The retirement system, while not controlled by this school, but by the State, was rated a 3 and a percentile of 60. The

TABLE 6

## STAFF - IMPROVEMENT IN SERVICE



## STAFF -- CONDITIONS OF SERVICE

### General Statement

This is the last of three pages on the school staff. This page contains one summary thermometer and eight thermometers dealing with conditions of service of the professional staff members. All thermometers on this page are based upon Section I of the Evaluative Criteria, THE SCHOOL STAFF. Sources for each thermometer are indicated below. All special scales, except the summary one and the second, fifth, and sixth ones, are in terms of the regular five-point evaluative scale ranging from 5.0, "highly satisfactory or practically perfect," to 1.0, "very poor."

#### 1. Selection

Based upon II-C-1, "Selection of Staff Members" (page 92). One evaluation.

#### 2. Pupils per Teacher

Based upon II-C-2, "Pupils per Teacher " (page 92). The special scale is the number of pupils per teacher.

#### 3. Salary Schedule

Based upon II-C-3, "Conditions of the Salary Schedule" (page 92). One evaluation.

#### 4. Conditions of Tenure

Based upon II-C-5, "Conditions of Tenure and Turnover" (page 93), and II-C-6, "Tenure and Turnover as Reflected in Average Length and Variety of Service in the School" (page 94). Average of 2 evaluations.

#### 5. Service in This School -- Length

Based upon II-C-6, "Tenure and Turnover as Reflected in Average Length and Variety of Service in the School" (page 94). The special scale is the average number of years of service in the school for all staff members.

#### 6. Service in This School -- Variety

Based upon II-C-6, "Tenure and Turnover as Reflected in Average Length and Variety of Service in the School" (page 94). The special scale is the average deviation of all the individual staff members' lengths of service from the school's average length of service.

#### 7. Leave of Absence

Based upon II-C-7, "Leave of Absence" (page 95). One evaluation.

#### 8. Retirement

Based upon II-C-8, "Retirement" (page 95). One evaluation.

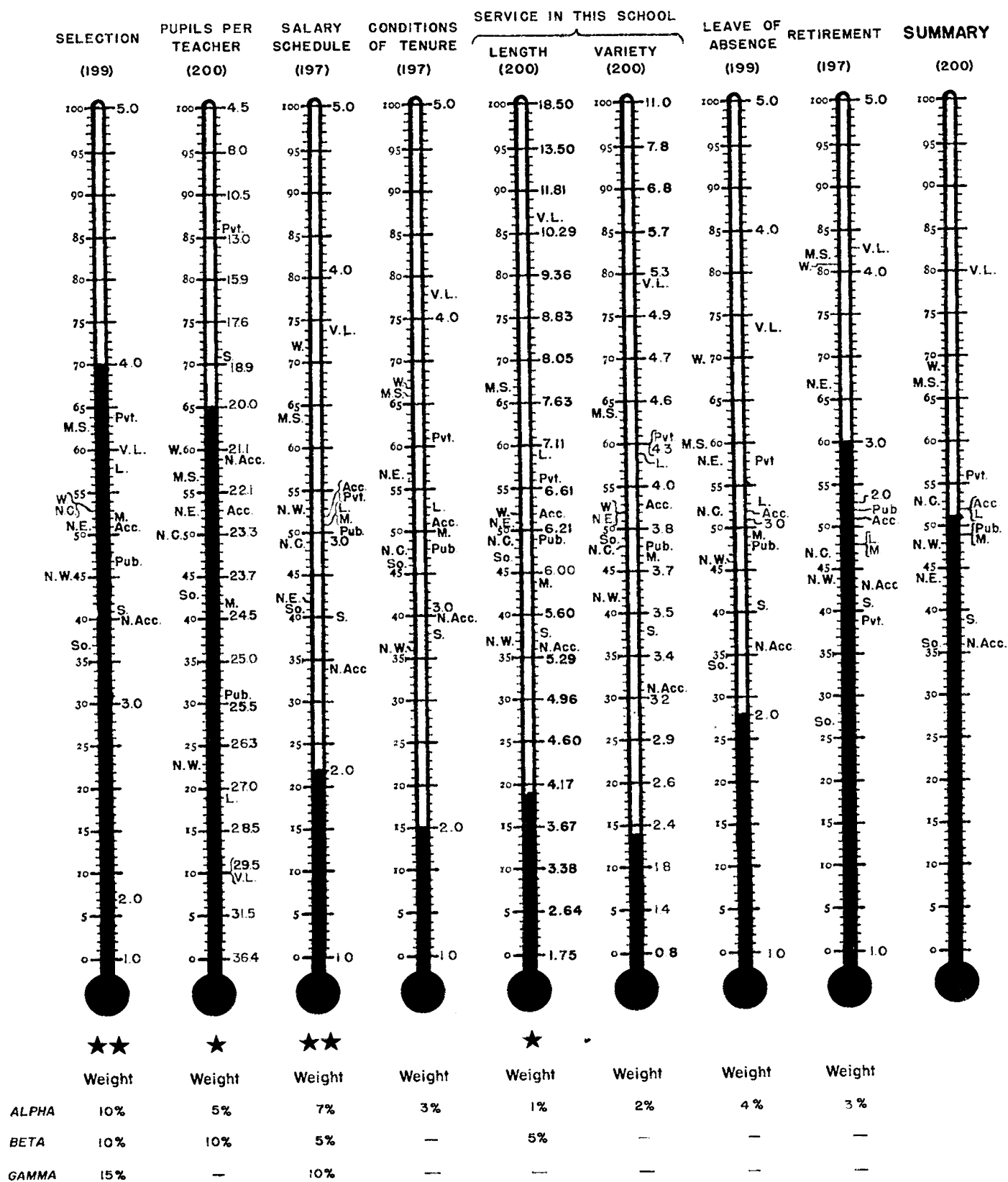
#### 9. SUMMARY

Based upon the other 22 thermometers on this page and the two preceding pages, each weighted as indicated below its bulb.

## COOPERATIVE STUDY OF SECONDARY SCHOOL STANDARDS

TABLE 7

## STAFF - CONDITIONS OF SERVICE



## SCHOOL PLANT

### General Statement

All thermometers on this page are based upon Section K of the Evaluative Criteria, SCHOOL PLANT. Sources for each thermometer are indicated below. All special scales, except the summary one, are in terms of the regular five-point evaluative scale ranging from 5.0, "highly satisfactory or practically perfect," to 1.0, "very poor."

1. Health and Safety: Site  
Based upon I-A, "The Site" (pages 104-05). Average of 4 evaluations.
2. Health and Safety: Building  
Based upon I-B, "The Building" (pages 105-07). Average of 11 evaluations.
3. Health and Safety: Equipment  
Based upon I-C, "Equipment and Supplies" (page 108). Average of 6 evaluations.
4. Economy and Efficiency: Site  
Based upon II-A, "The Site" (page 110). One evaluation.
5. Economy and Efficiency: Building  
Based upon II-B, "The Building" (page 110). Average of 6 evaluations.
6. Economy and Efficiency: Equipment  
Based upon II-C, "Equipment and Supplies" (page 111). Average of 2 evaluations.
7. Educational Program: Site  
Based upon III-A, "The Site" (page 111), and III-B, "The Play Areas" (page 112). Average of 4 evaluations.
8. Educational Program: Building  
Based upon III-C, "The Building" (pages 112-13). Average of 12 evaluations.
9. Educational Program: Equipment  
Based upon III-D, "Equipment and Supplies" (page 114). Average of 5 evaluations.
10. Relation to Community  
Based upon IV, "Relation of the School Plant to the Community" (page 115). Average of 2 evaluations.
11. SUMMARY  
Based upon the other ten thermometers on this page, each weighted as indicated below its bulb.



salary schedule of the school was not organized on any set form and the salaries did not fully meet the needs of the required comfortable standard of living; therefore, an evaluation of 2 was given to the salary schedule which gave a thermometer rating of 22 per cent. The conditions of tenure were scored a 3 which gave a thermometer rating of 49 per cent. The school scored 4 on the length of service for a percentile of 19, and scored 2.2 on the variety of length for a percentile of 14. Teachers were found to be permitted to be absent for a short period of time of a few days without loss of pay, but extended leaves of absences were not had at either no pay or part pay. The score given was 2 and the percentile rating was 28. These data are represented graphically in Table 7, page 17.

#### School Plant

From the standpoint of health and safety the school site was rated to be the best feature of the school plant. The site was also the best feature when evaluated on the basis of economy and efficiency. The equipment was the best feature found when evaluated on the basis of value to the educational program.

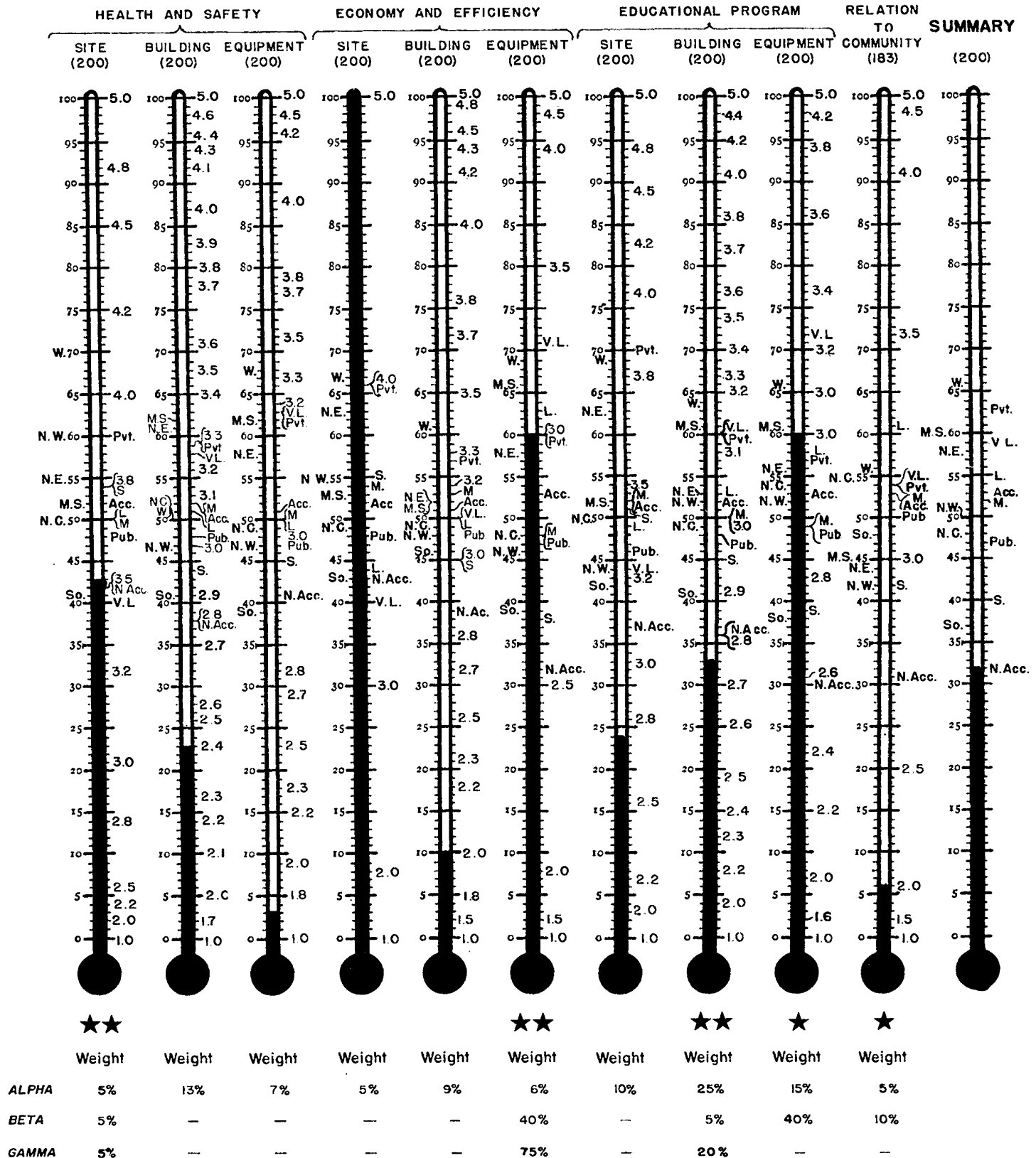
The school site from the standpoint of health and safety was scored 3.5 which had a thermometer rating of 43 per cent, but from the standpoint of economy and efficiency the site was scored plus on all the checklist criteria and made a percentile rating of 100 per cent. In evaluating the site in its relation to the educational program we find that it was evaluated a 2.6 which gave a percentile rating of 24.

The building which is a three story affair was remodeled from an old college building, and some of its make-up is not suitable for

## COOPERATIVE STUDY OF SECONDARY SCHOOL STANDARDS

TABLE 8

## SCHOOL PLANT



## SCHOOL ADMINISTRATION

### General Statement

All thermometers on this page are based upon Section L of the Evaluative Criteria, SCHOOL ADMINISTRATION. Sources for each thermometer are indicated below. The special scales on the first four thermometers are in terms of the regular five-point evaluative scale ranging from 5.0, "highly satisfactory or practically perfect," to 1.0, "very poor."

#### 1. Organization

Based upon I, "Organization," not including F, "General Evaluation of Organization" (pages 122-23). Average of 6 evaluations.

#### 2. Supervision of Instruction

Based upon II, "Supervision of Instruction," not including H, "General Evaluation of the Supervision of Instruction" (pages 125-27). Average of 12 evaluations.

#### 3. Business Management

Based upon IV, "Business Management," not including F, "General Evaluation of Business Management" (pages 131-33). Average of 11 evaluations.

#### 4. School and Community

Based upon V, "School and Community Relations," not including E, "General Evaluation of School and Community Relations" (pages 135-36). Average of 8 evaluations.

#### 5. Administrative Staff - Qualifications

Based upon data recorded in Sections M and N of the Evaluative Criteria, PERSONAL DATA OF STAFF MEMBERS and INDIVIDUAL EVALUATION as filled out for individual administrators and as summarized in VI-A-3, "Summary of Data for Individual Administrators" (page 138) of Section L, SCHOOL ADMINISTRATION. The special scale is a combined score including four different measures of the preparation and qualifications of the administrators. For full details see How to Evaluate a Secondary School, pages 91-92.

#### 6. Administrative Staff - Improvement in Service

Based upon data recorded in Section M of the Evaluative Criteria, PERSONAL DATA FOR STAFF MEMBERS, as filled out by individual administrators and as summarized in VI-B-2, "Summary of Data for Individual Administrators," (page 139) of Section L, SCHOOL ADMINISTRATION. The special scale is a combined score including three different measures of the improvement in service of the administrators. For full details see How to Evaluate a Secondary School, page 92.

#### 7. SUMMARY

Based upon the other six thermometers on this page, each weighted as indicated below its bulb.

secondary school practices. The building was evaluated 2.4 with a percentile rating of 23 on the health and safety basis. From the standpoint of economy and efficiency the building was evaluated a 2 which gave a percentile rating of only 10. The building scored 2.75 on its suitability in the educational program for a percentile rating of 24.

The health and safety equipment was given a score of 1.5 which gave a percentile rating of 3. The equipment of the school when studied and evaluated from the standpoint of economy and efficiency was evaluated a 3 for a percentile of 60. A score of 3 was given to the equipment when evaluated from the standpoint of the educational program. This gave a rating of 60 per cent.

The school plant in relation to the community from the standpoint of adequacy was scored a 2 for a thermometer rating of 6 per cent.

In discussing the needed improvements in the school plant with Dr. Alstetter and his committee of evaluators, it was the general consensus of opinion that the local administration would be unwise to spend much in repairing and remodeling the high school building that Whitewright now has. The expedient thing to be done was and is to build a complete new building, and to consider all of the features that are now needed in the present old building. Basic data on the school plant are graphically represented in Table 8, page 19.

#### School Administration

The Organization of the school administration which includes the board of control, the general policies, the superintendent of schools, and the principal was given a score of 2.83 which gave a percentile of 21 on the Organization thermometer. The evaluations were made on the

five point rating scale when checked against the criteria provided in each of the four checklists.

On Supervision of Instruction the score as rendered by the evaluators was 2.5 for a thermometer rating of 30 per cent. The administration of the school spent little time in supervising the work of teachers, and this proved to be one of the weakest features of the administrative staff.

The Business Administration of the school administrative staff was one of the strong features and was scored 3.55 for a thermometer rating of 69 per cent on the Business Management thermometer.

The public relations program of this school needs much attention as is evidenced by the low evaluation of 1.6 for a percentile of 2 on the School and Community thermometer. Closer cooperation between the local newspaper staff and the school staff would be instrumental in moulding desirable educational attitudes on the minds of the school patrons. The school paper could also be better utilized for public relations purposes.

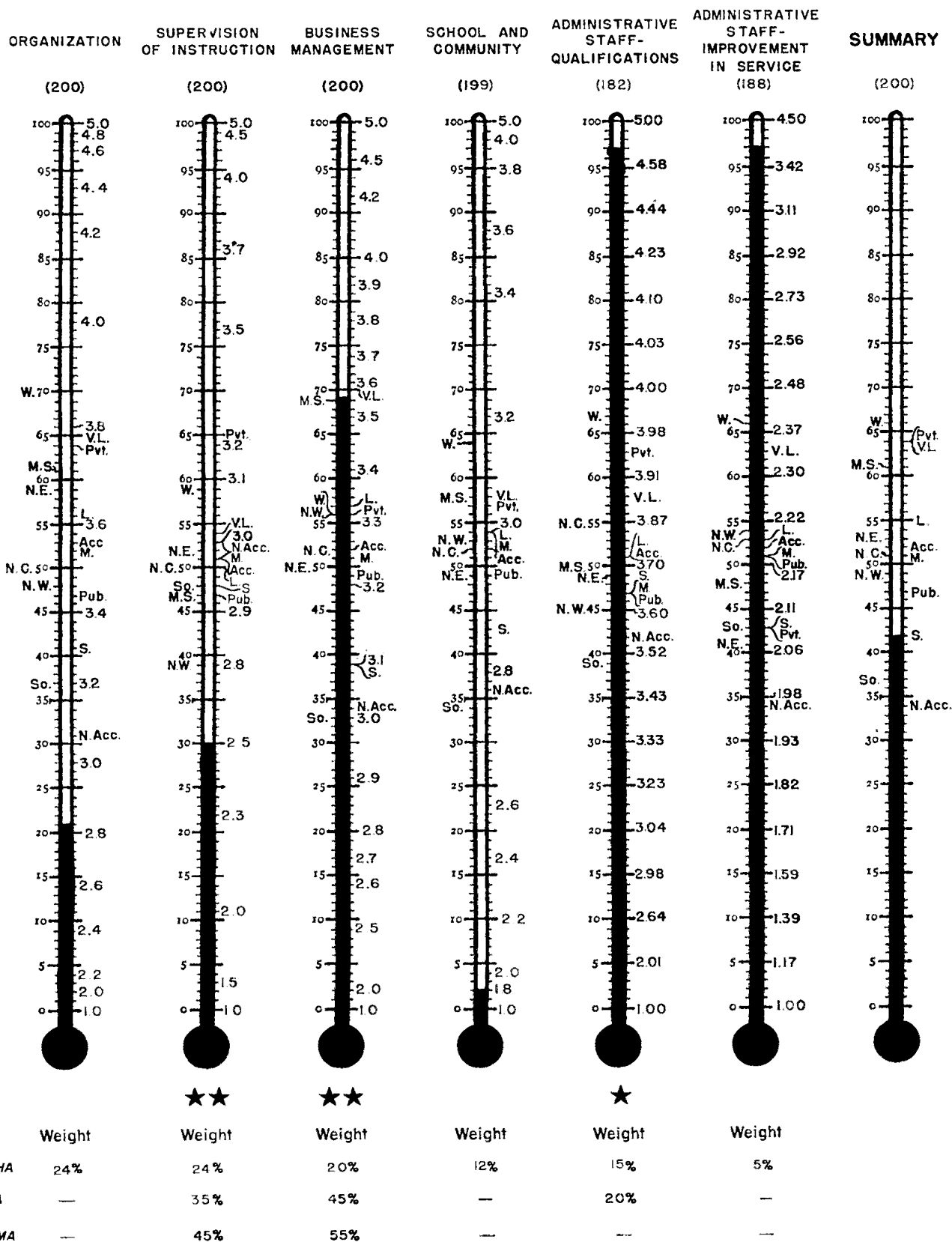
From the standpoint of Qualifications we find the administrative staff ranking highest of all. The staff scored 4.75 for a percentile of 97.

From the standpoint of Improvement in Service, the particulars of which were discussed under the heading of Staff Improvement in Service, the administration with an evaluated score of 4.3 makes a percentile rating of 97. These data are graphically represented in Table 9, page 22.

## COOPERATIVE STUDY OF SECONDARY SCHOOL STANDARDS

TABLE 3

## SCHOOL ADMINISTRATION



The Library--Book Distribution,  
Adequacy and Service

The general summary sheet shows the library to be the highest rating phase of this school's program. From the standpoint of adequacy there was a higher rating given to pamphlets and bulletins than any other phase of the study. The other evaluations rank in the following order: recency, distribution, general adequacy, periodicals, number of titles, appropriateness, and visual aids.

The pamphlet and bulletin material belonging to the vocational agriculture, home economics, and social studies departments were sufficient in number and quality to make the highest comparative showing. According to the scoring method the books of the library proved to be rather recent in publication. There seems to have been a wide distribution of the books, but the total number of different titles was low, and worse still the library ranked low on appropriateness, that is, suitability for the needs of the students of this particular school.

The general adequacy thermometer was arrived at by personal evaluations on the five-point rating scale. This library ranked low on periodicals on the thermometer, although it scored 132 points on current reading literature. Each magazine subscribed for was given a certain number of quality points. For example, the "Reader's Digest" was given nine quality points while "Woman's Home Companion" was given only three quality points. The total quality points were then added and rated on the thermometer as shown. In reality about \$30.00 were spent by this library for periodicals, but some of the schools evaluated had over three times as many quality points in periodicals as did this school.

The visual aid material received a thermometer rating of 0.

Visual aid materials include slides, projecting materials and films, and illustrated material of all kinds. Due to the widespread amount of such material, the small amount possessed by this school in usable form was considered highly inadequate; therefore, the zero rating was given by the evaluators.

From the standpoint of book distribution the three high points are philosophy, useful arts, and fiction. The three low points are reference, religion, and fine arts. In studying this page of thermometers one must take into consideration the method of setting up each one. The score is arrived at simply by determining the number of different titles of each type. Bearing in mind also that these thermometers were arrived at after an evaluation of some two hundred different schools, and that the 100 percentile is merely the highest amount recorded for any one school, one will see that the 100 percentile ranges all the way from 4800 different volumes on fiction to 372 on philosophy. Therefore in studying the thermometer scales one should notice both the percentile and the actual number of books.

From the standpoint of service the thermometers rating the use by teachers and the qualifications of the librarian rank highest while the thermometers showing the selection of materials and use by pupils rank lowest. These ratings were all made on the five-point rating scale.

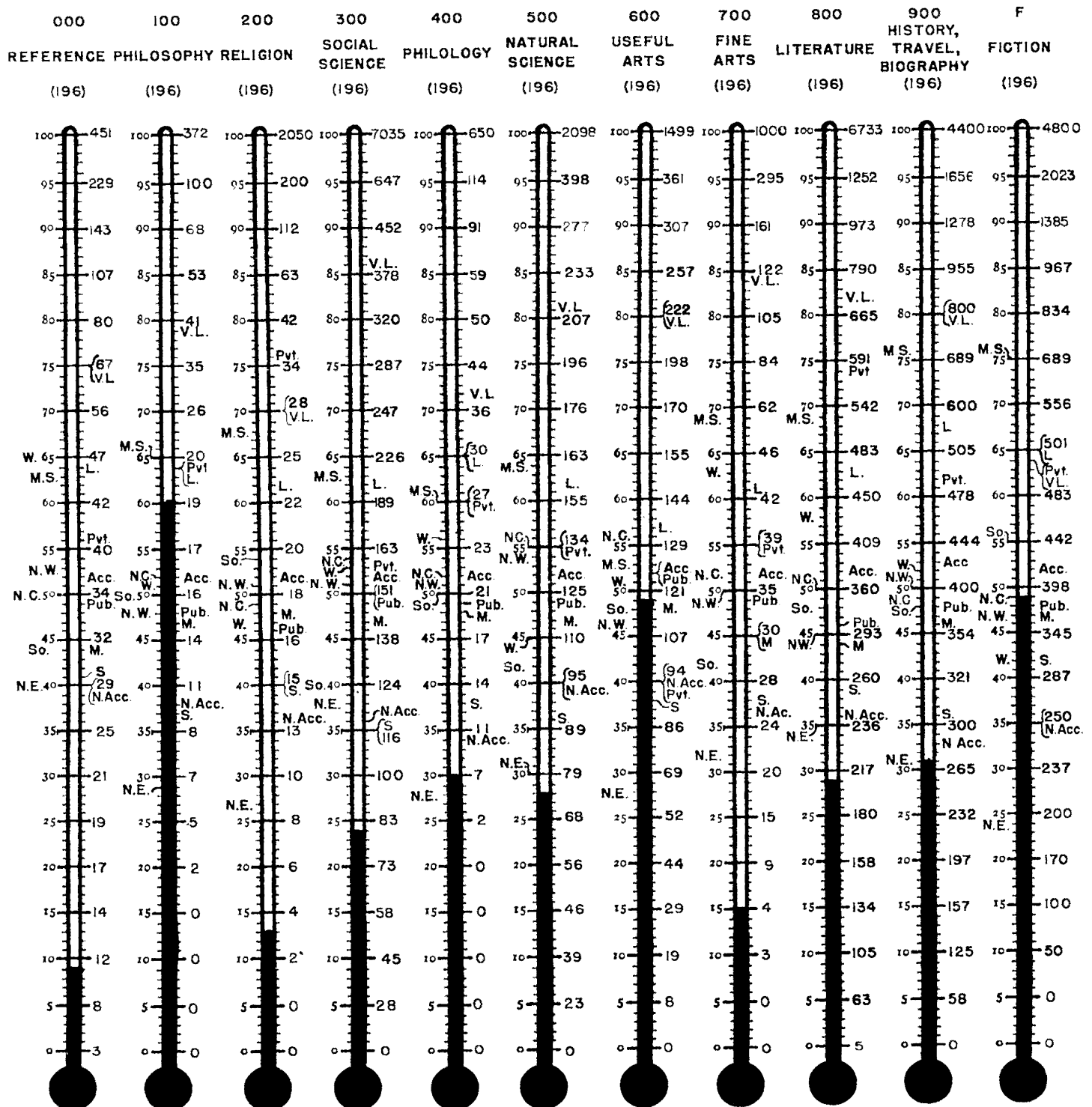
From the standpoint of all the features of the library which were evaluated, it seems that the best characteristics are the librarian, the use of the library by teachers, the recency of the books, and the pamphlet and bulletin materials. The worst features of the library are



## COOPERATIVE STUDY OF SECONDARY SCHOOL STANDARDS

TABLE 10

## LIBRARY - BOOK DISTRIBUTION



## LIBRARY -- SERVICE

### General Statement

This is the last of three pages on the library service of the school. This page contains one summary thermometer and six thermometers dealing with aspects of the library service not included in the two preceding pages. All thermometers are based upon Section F of the Evaluative Criteria, LIBRARY SERVICE. Sources for each thermometer are indicated below. The special scales on the first four thermometers are in terms of the regular five-point evaluative scale ranging from 5.0, "highly satisfactory or practically perfect," to 1.0, "very poor."

#### 1. Organization and Administration

Based upon II, "Organization and Administration" (pages 43-45). Average of 8 evaluations.

#### 2. Selection of Materials

Based upon III, "Selection of Library Materials" (page 46). One evaluation.

#### 3. Use by Teachers

Based upon IV, "Teachers' Use of Libraries" (page 46). Average of 2 evaluations.

#### 4. Use by Pupils

Based upon V, "Pupils' Use of the School and Other Libraries" (page 47). Average of 4 evaluations.

#### 5. Library Staff -- Qualifications

Based upon data recorded in Sections M and N of the Evaluative Criteria, PERSONAL DATA FOR STAFF MEMBERS and INDIVIDUAL EVALUATION, as filled out for individual librarians and as summarized in VII-A-3, "Summary of Data for Individual Librarians" (page 49), in Section F, LIBRARY SERVICE. The special scale is a combined score including six different measures of the preparation and qualifications of the librarians. For full details see How to Evaluate a Secondary School, pages 75-77.

#### 6. Library Staff -- Improvement in Service

Based upon data recorded in Section M of the Evaluative Criteria, PERSONAL DATA FOR STAFF MEMBERS, as filled out by individual librarians and as summarized in VII-B-2, "Summary of Data for Individual Librarians" (page 50), in Section F, LIBRARY SERVICE. The special scale is a combined score including two measures of the extent of reading and the extent and quality of research and related activities as carried on by the librarians. For full details see How to Evaluate a Secondary School, pages 77-78.

#### 7. SUMMARY

Based upon the other fourteen thermometers on this page and page 7, each weighted as indicated below its bulb.



## LIBRARY -- BOOK DISTRIBUTION

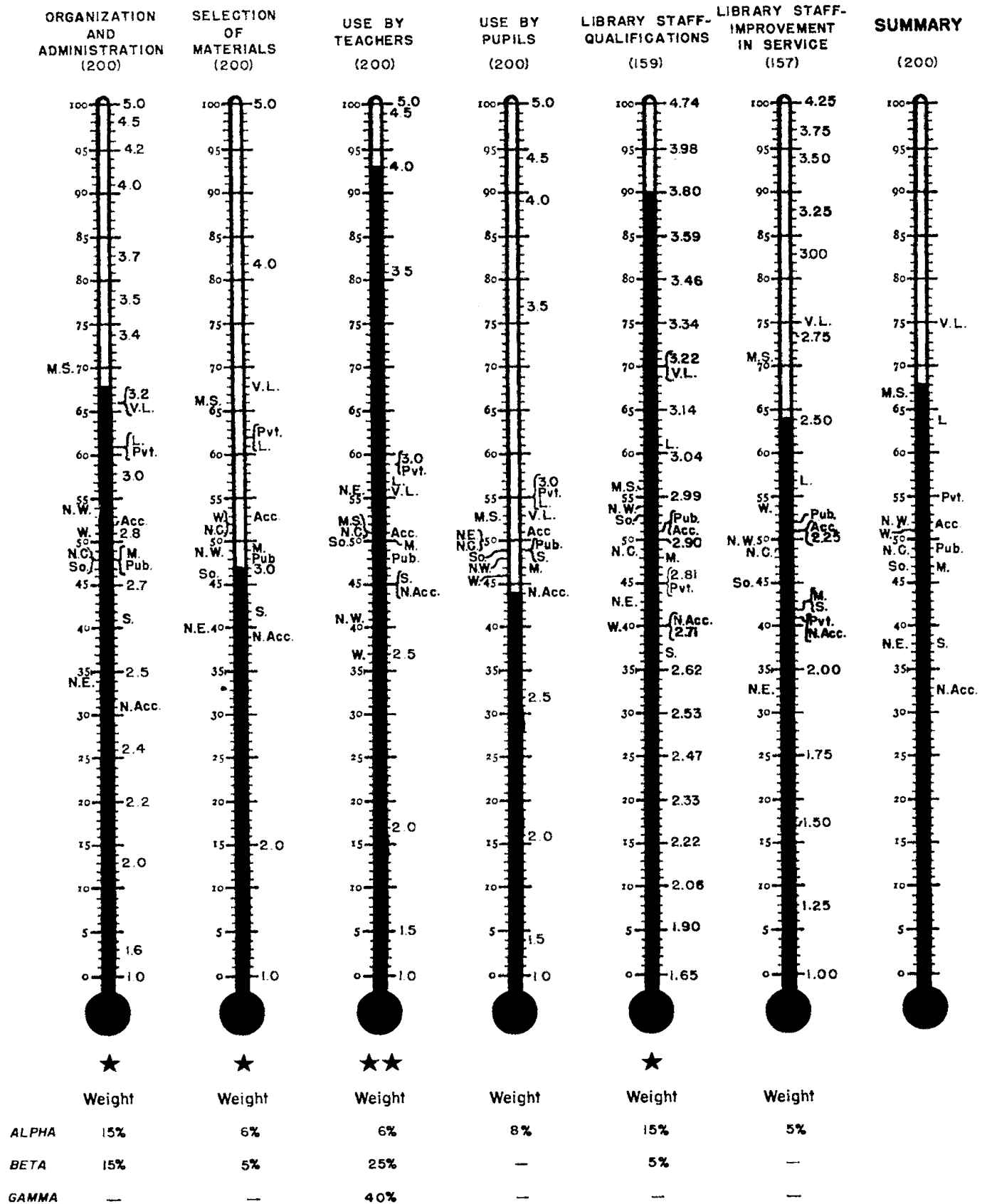
### General Statement

This is the second of three pages on the library service of the school. This page contains eleven thermometers dealing with the number of titles in each of the main classes of the Dewey Decimal classification. All thermometers on this page are based upon data furnished in the first column of I-A, "Book Collection" (page 41), in Section F of the Evaluative Criteria, LIBRARY SERVICE. All special scales are in terms of the number of titles in the library.

No weights are given to the rankings on each thermometer, but the average deviation from the school average for all eleven thermometers is used as the basis of the second thermometer, "Distribution," on page 7.

TABLE 12

## LIBRARY - SERVICE



## GUIDANCE SERVICE

### General Statement

All thermometers on this page are based upon Section G of the Evaluative Criteria, GUIDANCE SERVICE. Sources for each thermometer are indicated below. The special scales on the first four thermometers are in terms of the regular five-point evaluative scale ranging from 5.0, "highly satisfactory or practically perfect," to 1.0, "very poor."

#### 1. Articulation

Based upon I, "Articulation between Schools" (pages 56-57). Average of 3 evaluations.

#### 2. Guidance Information

Based upon II, "Basic Information Regarding the Pupil" (pages 57-60). Average of 14 evaluations.

#### 3. Guidance Program

Based upon III, "Operation of the Guidance Program" (pages 60-63). Average of 13 evaluations.

#### 4. Post-School Relationships

Based upon IV, "Post-School Relationships" (pages 64-65). Average of 6 evaluations.

#### 5. Pupils per Counsellor

Based upon data furnished in VI-A, "Pupils per Counsellor" (page 65). The special scale is the number of pupils per full-time counsellor or his equivalent.

#### 6. Guidance Staff -- Qualifications

Based upon data recorded in Sections M and N of the Evaluative Criteria, PERSONAL DATA FOR STAFF MEMBERS and INDIVIDUAL EVALUATION, as filled out for individual counsellors and as summarized in VI-B-4, "Summary of Data for Individual Counsellors" (page 67), of Section G, GUIDANCE SERVICE. The special scale is a combined score including five different measures of the preparation and qualifications of the counsellors. For full details see How to Evaluate a Secondary School, pages 79-80.

#### 7. Guidance Staff -- Improvement in Service

Based upon data recorded in Section M of the Evaluative Criteria, PERSONAL DATA FOR STAFF MEMBERS, as filled out by individual counsellors and as summarized in VI-C-2, "Summary of Data for Individual Counsellors" (page 67), of Section G, GUIDANCE SERVICE. The special scale is a combined score including three different measures of the improvement in service of the counsellors. For full details see How to Evaluate a Secondary School, pages 80-81.

#### 8. SUMMARY

Based upon the other seven thermometers on this page, each weighted as indicated below its bulb.

its visual aid materials, the appropriateness of its books, the number of different titles, the materials of fine arts, religion, social studies, natural science, literature, history, travel, biography, fiction, reference materials, and the use of the library by the students. These data are graphically represented in Tables 10, 11, and 12, pages 25, 26, and 27.

Recommendations for improvement are:

1. Selection by various staff members of up-to-date books from Wilson's catalogue with emphasis upon adequacy and appropriateness.
2. Make the library more usable for students by having open shelves.
3. Increase and make more usable the vertical file materials.
4. Determine what visual aid materials could be used and get them as soon as possible.
5. In buying new books put especial emphasis upon sections which show to be least adequate.

## CHAPTER III

### GUIDANCE SERVICE

#### An Explanation of the Guidance Thermometers

The guidance program of this school is the least adequate of the entire program.

There is no organized program of guidance with specified counsellors in the school at all; it was the opinion of the local and visiting committees who evaluated the guidance program that some of the guidance activities were achieved accidentally and some were achieved intentionally.

#### Pupils Per Counsellor

The thermometer rating shows 100 per cent for number of Pupils Per Counsellor. As has already been stated there were no teachers designated as guidance counsellors and this rating could well be rated a zero; however, since the other thermometers were set up as if a guidance program existed it should be equally permissible to set this thermometer up likewise. In this school the principal was most nearly a guidance counsellor and he with the other teachers would have less than 58 pupils each, as there were 180 pupils and nine teachers. As has already been explained, the thermometers were set up after studying some two hundred schools. Of all this group of schools the lowest number of pupils per counsellor in any one school was found to be 58; therefore, 58 was taken as 100 per cent on this particular thermometer.



### Guidance Program

There were several phases and evaluations to be made of the guidance program. The General Organization of the Guidance Service was given a rating of 2 by the visiting committee and the teacher participation in guidance activities was given a score of 3. Information about the aims and objectives, the plant, the staff, schedules, etc. of the school was given a score of 4 in connection with the guidance program. The committee evaluated the information given the pupil concerning registration and pupil load as a 3. Information given on problems of the future was given a 3, as was the social and civic relationship information provided the student. The committee felt that information provided the students on personal problems rated a score of 3. The work done in the home economics department probably brought this phase of the work up. The pupil activity program was felt to lend only a fair amount of guidance and received an evaluation of 2.5. Extra-school activities such as visitations of business places, visits to homes, employment service, and periodic progress reports to homes were found to be a very weak phase of the so-called guidance program, and were rated a score of 2. The average of all these evaluations gave a score of 2.8 which shows a thermometer rating of 57 per cent on the Guidance Program.

### Guidance Staff Qualifications

The next highest ranking thermometer is on the service improvement of the guidance staff, but it seems best to introduce the staff before we discuss how they are improving. The staff was evaluated mainly from

the standpoint of the following criteria:

- (1) Ability as counsellor--both former and present students seek and follow his counsel
- (2) Understanding of the school's educational program--those responsible for making this program effective seek his advice and assistance and find it valuable
- (3) Knowledge of vocations--understanding of the requirements for admission to the chief vocations and professions and conditions of work in them; men and women in these vocations and professions have confidence in his judgment
- (4) Knowledge of colleges--understanding of the requirements for admission to colleges and universities which students wish to enter and of conditions in them; admissions officers in these institutions have confidence in his judgment
- (5) Skill in the use and interpretation of standard test and scales<sup>1</sup>

This thermometer rating also includes an average of the general adequacy of education of each teacher, the average evaluation of the visiting committee judgment, the average score of outstanding contribution made by all teachers, and finally the average score of professional qualifications of all teachers.

All of the teachers were rated as counsellors because there was no organized council with specified leaders; hence, each teacher in this particular set up was scored as a counsellor in guidance.

The average score on all the above features on all teachers was 3.01 which gave a thermometer rating of 17 percent on the Guidance Staff Qualifications thermometer.

#### Guidance Staff-Improvement in Service

As on the Staff Qualification thermometer an average score was taken of all the teachers to make the rating on this particular scale.

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<sup>1</sup>Cooperative Study of Secondary School Standards, Evaluative Criteria, 1936 Edition, p. 152.

The amount of improvement in service was determined by membership in national professional organizations, by authorship of magazine articles, by reading of professional and non-professional magazines, by extensive travel done, by recent college credit gained, and by recent research and related activities. The rating on the Guidance Staff-Improvement in Service thermometer was found to be 40 per cent. An individual discussion of each of these criteria will not be made here, because they have already been discussed in Chapter II under the heading of Staff-Improvement in Service rating scales.

#### Guidance Information

Naturally, some basic information of cumulative permanency was kept on each child, but the scope and usefulness of such material were so small that a low rating was rendered by the visiting committee.

In making the evaluation the necessity of an extensively detailed record system for each child in a small school where each teacher knew every child was questioned. The answer was that the personnel of the staff might change annually and new teachers could not profit from unwritten information gained by their predecessors. Another argument given in favor of a detailed record system in all small schools was that less "guessing" would be done when the guidance information was scientifically gathered and was written in a permanent form. A low rating was given to this school because no record of the pupil's physical and health status was given at all; no record of the pupil's psychological and other traits other than unused intelligence scores on about 40 per cent of the students; no record of pupil's progress other

than complete academic record (temporary classification and attendance records were kept); no other matters of record and necessary and desirable forms were permanently kept. The permanent information recorded at the time this evaluation was made was not used for guidance, but only to fill out college entrance blanks.

During the evaluative program, however, a guidance information sheet was formulated and filled out by students. This sheet, while not all-inclusive, did include a part of the above information which was found to be lacking. In stating needs for guidance in this school we could include a complete health and physical record of each child, a record of the pupil's psychological and other traits, a record of all the desirable interests and activities of the child other than his scholastic record, a descriptive record of the unusual features and abilities of each child, a record of the vocational intentions of the pupil from year to year, and a complete environmental record of each child. However, none of this information is worthwhile, unless it is used by counsellors--designated or accidental. The final low score of 1.6 given by the visiting committee gave a percentile rating of 13 on the Guidance Information thermometer.

#### Articulation

This thermometer gives a rating to the information provided by the Whitewright High School about itself for the sending schools and the study made of the relative conditions of this secondary school and its sending schools. The evaluation made of the general procedures include a study of such things as the aims and functions of both schools,

a study of the program and facilities of both schools, the organization of the secondary program of the local school so that the pupil's work may be as continuous and progressive as possible, the making of proper adjustments for exceptional children passing from one school into another, and understanding the factors that shall be considered and determine promotion from one school to the other.

All the features were found to exist, with the exception of the studying of the aims and functions of both schools, but there was vast room for improvement to be made in carrying out the above mentioned functions. The recommendation would be that the above mentioned activities be carried out as effectively as possible and the outcomes will be more desirable than at present. This school did not provide the sending schools with any of the following information about itself: purposes and aims, pupil activity program and aims, the guidance program and its functions, its plant and equipment, and its staff personnel and organization.

According to the Evaluative Criteria all of the above information is vitally important for closer articulation between schools. No information regarding the success of the pupils of the sending school was provided other than the scholastic record, and even this was not systematically mailed to sending schools. The visiting committee evaluated on the five-point scale as follows on Articulation: general procedures--2, information about the secondary school--1, and information regarding the success of pupils--1. The average score of 1.33 gave the scaled percentile of 8 on the Articulation thermometer.

#### Post School Relationships

At the time of the evaluation no work was being done regarding

post-school relationships of our graduates; however, after the evaluation one class of seniors did do some work regarding the offerings of different colleges, and information concerning these colleges was made available. This work was not of an all-inclusive nature and the evaluation made on selection of post-secondary schools remained poor and received a scored rating of 1. Since the school offered its services to former students through the library and counselling, and since it cooperated with civic, social, and religious agencies of the community, it was scored a 2 on adaptation to and success in social and civic life. The school scored a 1 on helping students to secure employment. These three evaluations again gave a score of 1.33, for a percentile of 4 on the Post-School Relationships thermometer. These data are graphically represented in Table 13, page 37.

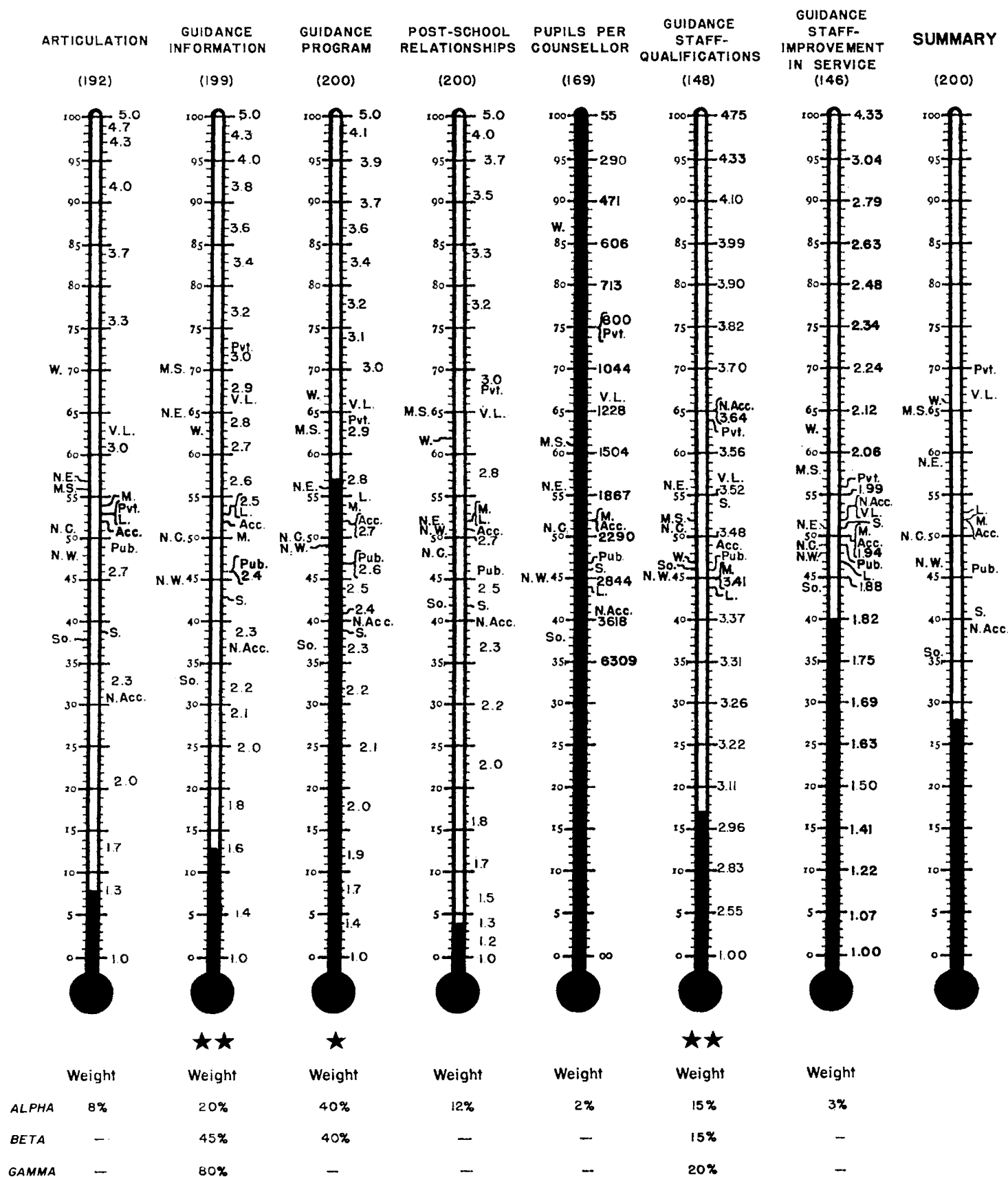
#### A Brief General Discussion of Guidance and Guidance Activities

The guidance program was found to be the weakest phase of the entire school program in Whitewright. The trend with the more progressive school systems today is to help students develop and maintain wholesome personalities. In order to do this many factors of school life and curriculum must be considered. From the foregoing thermometers it is seen that this school ranks high on the number of pupils per counsellor, but that the guidance qualifications of the faculty rank very low.

In face of great handicaps, there is a concerted effort being made to prevent all types of personality maladjustments through attempts to arrange a total school environment favorable to wholesome personality development. This is leading teachers to focus their attention primarily upon the needs and purposes of their students rather than upon subject matter. There is a growing recognition of the undesirability of clinging to a rigidly-fixed-in-advance course of study, which, as numerous new problems and purposes for youth emerge, can only breed

TABLE 13

## GUIDANCE SERVICE



## INSTRUCTION

### General Statement

All thermometers on this page are based upon Sections M and N of the Evaluative Criteria, PERSONAL DATA FOR STAFF MEMBERS and INDIVIDUAL EVALUATION, as summarized in Section H, INSTRUCTION. Sources for each thermometer are indicated below. All special scales, except the fourth and the summary one, are in terms of the regular five-point evaluative scale ranging from 5.0, "highly satisfactory or practically perfect," to 1.0, "very poor."

#### 1. Teacher's Plans

Based upon I-C-1, "The Teacher's Plans and Preparation" (page 149), in Section N, INDIVIDUAL EVALUATION. The special scale is the average of all the evaluations for all teachers for whom the information is available (1 evaluation for each teacher).

#### 2. Teacher's Activities

Based upon I-C-2, "The Teacher's Activities" (page 149), in Section N, INDIVIDUAL EVALUATION. The special scale is the average of the evaluations for all teachers in the school for whom the information is available (3 evaluations for each teacher).

#### 3. Cooperation of Pupils and Teachers

Based upon I-C-3, "Cooperation between Pupils and Teacher" (page 150), in Section N, INDIVIDUAL EVALUATION. The special scale is the average of the evaluations for all teachers for whom the information is available (2 evaluations for each teacher).

#### 4. Teacher Load

Based upon II, "Teacher Load" (page 143), in Section M, PERSONAL DATA FOR STAFF MEMBERS. The special scale is the average of the scores for all the teachers for whom the information is available. For full details see How to Evaluate a Secondary School, pages 83-85, and Harl R. Douglass, Organization and Administration of Secondary Schools, Ginn & Co., 1932, pp. 114-21.

#### 5. Committee Judgment

Based upon "Special Evaluation of Classroom Instruction and Other Work" (page 150), in Section N, INDIVIDUAL EVALUATION. The special scale is the average of the "y" evaluations for all staff members for whom the information is available (1 evaluation for each teacher).

#### 6. SUMMARY

Based upon the other five thermometers on this page, each weighted as indicated below its bulb.



maladjustment and induce disintegration.

All behavior with which education is concerned is purposive in nature, even though it may be irrational in nature or unconsciously induced, or both. Hence, the purposes or goals of the student should constitute a major consideration in the planning done by the teacher. This holds with equal validity both for long-term and for day-by-day planning. It is now clear that to force a student to engage for any considerable length of time in activities that are meaningless to him tends to produce disintegration and undesirable attitudes. <sup>2</sup>

Every person has a life purpose or goal. The nature of these goals or aims varies greatly. Each person has a central goal and many contributory goals. It is to be understood that this central goal is not specific in nature, but rather it is general. It is a pattern of life, a general way of living into which supplementary goals should contribute,

As a child, a person may aspire to be a policeman, because the policeman stands in a prominent place and tells other people what to do. This desire to be a policeman may soon give way for the desire to be a chief of police, because the chief tells the street corner policeman what to do. If we studied this boy still further, we might find his ambitions turning from the policeman to a railroad engineer, a street-car conductor, a soldier, a sailor, and eventually as he grows older to a desire to be a lawyer or even governor. The central goal in this boy's life very evidently is to tell others what to do, to lead, to direct, to dominate. His desires and aspirations to be each of the men mentioned are merely contributory goals to the central pattern or goal of this boy's life.

On the other hand we might find two boys wanting to be preachers.

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<sup>2</sup> National Society for the Study of Education, Guidance in Educational Institutions, Thirty-Seventh Yearbook, Part I, p. 3.

We might follow the lives of the boys from early childhood to manhood and find during that time that neither boy's desire to be a preacher ever faltered. We would be quick to say that there were two boys with the same central goal, but likely as not we would be wrong. One boy might want to be a preacher in order that he might devote his entire life to serving people by humbly teaching them the faith that he so devoutly believed. Rendering unselfish service to humanity would be his goal. On the other hand the other boy might have aspired to preach in order that he might use his talent for speaking in making a good salary easily. This boy's goal was financial reward.

From the above illustration we can see that it is with the central, and not the contributory goals, that the school guidance program should be concerned.

Traditional educational practice, and curriculum-building in particular, makes little provision for the development of central life goals. It assumes that the education of each individual should be based upon a central life goal formulated in advance and relatively constant and that the chief purpose of education is merely to help him attain this goal. But if these central goals are not fixed, but developing, then one of the chief concerns of education must be the development of the central life goal itself. The curriculum should be planned with this function in view, the methods chosen with the same purpose; especially should guidance be concerned with assisting the individual in the development of his central life goal. Education is a life-long task and guidance is a life-long process paralleling the development of fundamental goals.<sup>3</sup>

As has been stated, the central goal is not merely a combination of all the contributory goals; it is more; it is an organic whole, a pattern of life. The central goal is of extreme importance, because it guides in the selection of the contributory goals. The boy who aspired to be a

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<sup>3</sup> Ibid., p.10.

policeman in order to dominate people, might very easily with the lack of proper guidance have developed into a gangster and achieved the selfsame satisfaction; therefore, it is very important in our guidance activities with a child that we know what his central goal is in order that we may help him to select a contributory goal to most fully develop his personality.

Just because a child makes good grades in some particular line of work does not mean at all that that is the field which he should enter in order to achieve satisfaction of his life's goal. It is an indication, however, that the child might have talent in that particular field, but it is not a conclusion. A child might be the highest ranking chemistry student in the entire school, and at the same time have no interest in chemistry other than in making a good grade in one of the required courses. A careful check up might probably reveal that this child was particularly interested in public speaking and government, because through those courses he saw an opportunity to become a lawyer in which profession he would have the opportunity to sway the feeling of his fellowmen by his oratory and eloquence. Although he liked chemistry and could have become a great chemist in some big laboratory, he could never have seen the influence of his magnetic personality revealed in the faces of his audience as self-satisfyingly as a scientist as he could as a lawyer, and that satisfaction was the dominant factor in his central goal.

From the foregoing discussion of central and contributory goals and their achievement it has been found that certain implications, especially in the guidance of young people, are important.

First, the life of any individual should be considered an organic

whole, not as a combination of more or less unrelated and often conflicting elements.

Second, in considering the usefulness, effectiveness, or desirability of any position or aspect of life, or of any job, the entire pattern of life should be considered, not merely one segment. The job may be satisfying to an individual, but in order to determine whether or not he has a central goal and is achieving it through this job, we would have to study his activities outside of his occupation--his church, his recreational life, his club life, or his home life. If in his job the individual is able to display the same or a similar attitude, such as serving others, that he does in his other activities, then we would be justified in saying that the individual was adjusted to a right field of work.

Many occupations are of such a nature as to make difficult or even impossible the achievement of one's central goal. Occupational activities to many are incidental; their central goal is reached through home, avocational, civic, or club activities. The central purpose should, of course, be shown in the occupation, but this segment no longer has the position of central importance.

Third, the occupation cannot in itself furnish a satisfactory central purpose or goal; the central life purpose lies deeper. The occupation is only one of many ways that an individual realizes his central purpose. Guidance that relates only to occupations can never be effective or wholly satisfactory, because it includes only one segment of the life.

Fourth, there is no one best avenue through which the central goal

may be realized for most of us, no one and only position, occupation or job that is predetermined; any one of a number of different avenues might be equally effective in achieving one's central ambition. The controlling element is the central purpose.

Fifth, one does not usually need to change his job or position in life in order to make it useful in achieving his central goal. While careful choice of a job is important, there is some opportunity in nearly all positions for such personal adjustments as will be necessary. This can be done by determination to try to like that which we are doing and forgetting that which we do not like about the job.

Sixth, within certain limits, one may so change the situation in which he is placed as to increase its effectiveness as an agent or element that contributes to the attainment of his central goal.

Seventh, central goals do not emerge full-fledged and complete at some particular time; they develop gradually out of the life experiences and needs of the individual. Teachers and guidance workers should not be too hasty in their attempts to have young people formulate their central goals. This growth must be gradual in order to avoid the formation of maladjusted personalities.

Eighth, the curriculum should be so conceived and administered as to give constant experience and assistance in the formulation of objectives and goals by the students themselves and in the acceptance of these goals as a basis for their work. While these goals are not central goals, the practice will help students in the formulation of central goals.

Assuming that there are both central and contributory goals to be achieved by all individuals, the questions arise as to what part the

school can play in helping each pupil to reach his or her goal, and if the school has a part in doing this how is it to assume its responsibility? The answer to these questions would be that the school does have a definite part in directing the child, and that this direction must come through guidance.

Guidance is coming to be regarded as that inseparable aspect of the educational process that is peculiarly concerned with helping individuals discover their needs, assess their potentialities, develop their life purposes, formulate plans of action in the service of these purposes, and proceed to their realization. The total teaching process involves both guidance and instruction as these terms have commonly been employed in the past, and as inseparable functions. Neither can be delegated in any discrete manner to separate functionaries.<sup>4</sup>

This does not mean that educational specialists in guidance should be done away with and the guidance work done entirely by classroom teachers; such specialists will be needed more than ever, not so much to direct and guide pupils, but rather to guide and direct teachers. The statement does distinctly mean that the tasks of guiding and instructing cannot legitimately be made the respective responsibilities of separate groups of educational workers.

Mr. Robert Hoppock defined success as the "ratio between what we have and what we want,"<sup>5</sup> in a recently written article in which he also laid down the following so-called processes of guidance when measured from the stand-point of success:

1. Discovering what the individual now wants.
2. Accepting this temporarily if it appears socially acceptable, and scrutinizing it carefully, otherwise.

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<sup>4</sup>Ibid., pp. 24-25.

<sup>5</sup>Robert Hoppock, "What is Success", Clearing House, XI (1937), 294.

3. Examining the equipment with which the individual must undertake to get what he wants.
4. Re-appraising the objective at this stage to see if it is reasonably within the realm of his possible attainments.
5. Helping him to find a new objective should this be necessary or desirable.
6. Helping him to prepare for, enter upon, and progress in his quest for that objective.<sup>6</sup>

The key man in the guidance program is the counsellor. Too often our conception of this person is that of someone to whom a child can go and have good sound advice dished out to him just as if it had material quality such as food. We are prone to think of the counsellor as a trained specialist who can heal our mental wounds and social maladjustments just as deftly and simply as the physician can set a broken bone. This is a mistaken conception of a counsellor. The counsellor should engage in the type of interview in which both the advisor and the pupil participate in a mutual discussion.

Counselling is a personal and dynamic relationship between two people who approach a mutually defined problem with mutual consideration for each other to the end that the younger, or less mature, or more troubled of the two is aided to a self-determined resolution of his problem.<sup>7</sup>

As in all worthwhile activities, there are certain underlying principles in guidance that must be considered before a successful program can be formulated. Jones and Hand have summed up three principles that might be followed in an attempt to meet the functional needs of students through a union of guidance and instruction:

First, the teacher-counsellor, working closely with the team-member representatives of the various broad fields of the curriculum who are jointly responsible with him for the growth

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<sup>6</sup>"What is Success", Clearing House, XI (1937), 295.

<sup>7</sup>National Society for the Study of Education, Guidance in Educational Institutions, Thirty-Seventh Yearbook, Part I, p. 3.

and development of a given group of students along all desirable lines as defined by the scope of the curriculum would be given the freedom, the time, and the facilities necessary continuously to diagnose these students and to assist them in self-appraisals, to the end that worthy and appropriate purposes and goals may be formulated by them. The cooperating team would have the benefit of any needed assistance from outside specialists in performing these diagnoses.

Second, the teacher-counsellor and his team would have the freedom to draw upon any learning experiences falling within the scope of the school's offerings that they might deem desirable in the pursuit by their students of the purposes and goals thus formulated. In this there would be much cooperative planning by the teacher-counsellor and his team for cooperative or correlated teaching. In this planning the student would play a prominent role. Thus students would be engaged in learning experiences that they had purposed and planned under the guidance of the teacher-counsellor and his team. All students would also have a significant part in the appraising and evaluating of what was done.

Third, the teacher-counsellor would be given the freedom, the time, and the facilities necessary to counsel continuously and informally with the students in his group in satisfaction of their numerous unique personal perplexities and problems. Similar, though perhaps less extended, provisions would be made for such counselling by each teacher member of the team who has something of value to contribute to the resolving of any given student's problems.<sup>8</sup>

Counselling, as can be seen from the above discussion, must be a cooperative effort of all teachers and pupils before satisfactory results can be reached. The three functions of diagnosing, assisting in the developing of purposes and the formulating of goals, and providing needed functional learning experiences should be viewed and discharged as intimately related and inseparable parts of the total educative process.

The discussion thus far has been concerned more or less with the justification of guidance. There are several types of guidance that might be considered for the sake of clarity to the reader. The first

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<sup>8</sup> Ibid., p.28.



and most frequently used type is vocational guidance. This field of study, as the name implies, concerns itself with the presentation to the child of knowledge of various vocational activities and tries to discover what vocation the child is best suited for, and in what vocation he would be most apt to realize his central purpose in life. Another type of guidance which is useable only during the school life of the child might be called the course, curriculum or school guidance. This type of guidance attempts to aid the child in making adjustments in his school life through the choice of proper courses and activities that will be most beneficial to him. The next type of guidance that we might mention would be the civic and moral guidance which type of guidance has a definite carry-over value into later life. Leisure time, avocational or cultural guidance is of necessity rather important, because of the increased amount of leisure time on the hands of American people today. Probably one of the most important types of guidance is social guidance. This field has to do with the attempts to adjust students to the social environment into which they are placed; it attempts to fit all maladjusted students into a situation where they can derive the most happiness and benefit from what life has to offer them. Another classification that might be given to a type of guidance would be leadership; however, this kind of guidance might be included in all of the others.

The above classifications are not necessarily specifically rigid divisions of a guidance program that must be followed in a school directive program. The guidance program could easily be divided into two types--vocational and social--and include all of the above mentioned

items.

We must continually keep in mind that all forms of guidance are interrelated, that each involves a consideration of the child as a whole--not merely of that part that is concerned with the particular choice that he has to make at any certain time.<sup>9</sup>

Many schools are finding that the term guidance is more or less objectionable to students and are making substitute names for it. Regardless of what it is called, the functions that are involved in its work are the most important features to be considered, anyway. The definition of guidance given earlier in this discussion might be accepted as a general purpose of guidance, but every school will have a somewhat different purpose for the guidance program in their own particular school. Each school, as with each child, will have different situations from any other school. For example, the guidance program in a school of 200 students would have to be organized on a different basis from that of a school of 2000 students, and the guidance program in a large city school would be different from the program in a large consolidated rural school.

The guidance program in any school should be set up and organized in such a manner as the needs of the school community show to be necessary. The guidance program in any school should be so organized as to provide for each and every pupil an opportunity to gain counsel that will enable him to adjust himself to the curriculum and social life of the school that he is attending to the extent that he feels himself to be a necessary cog in the operation of his school, and to direct him into a vocational

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<sup>9</sup> Arthur J. Jones, Principles of Guidance, p.32.

field that will allow him the realization of his central goal of life.

One cannot truthfully say that there is any one best type of a guidance program. Guidance activities have been carried on in many different ways by different schools and satisfactory results have been achieved in each school. Guidance activities in some schools are completely under the direction of guidance specialists, in others, under the direction of one or two specialists and classroom teachers, and in still others no guidance specialists were employed at all. Some schools carry on guidance programs through the homerooms; others find this procedure wholly unsuccessful and use the classroom teacher for the counsellor; still others have their guidance program entirely under the direction of the principal and a specially selected group of faculty members.

Before determining just where and how the guidance program will take place in a school several items should be taken into consideration. These include the amount of money that the school can spend on the program, the turnover of teachers in planning a long time program, the professional training of faculty, the guidance needs of the student body as a whole, and the number of students that each counsellor would have under his direction.

Mr. Gerald M. Weller in writing about the guidance program in the Venice High School in California reported that this particular school had found that the homeroom teacher as a guidance counsellor did not work out so well, because of the following reasons:

First, it is practically impossible to construct a master program for a large high school whereby homeroom teachers can carry on through four to six years with the same group.

Second, the fact that homeroom teachers must take charge of groups of pupils ranging from thirty to sixty or more

eliminates the possibility of their giving personal advice during the homeroom period.

Third, that field which includes the reckoning and evaluation of subject-matter credits, the choice of subjects in curriculum majors, the meeting of college entrance requirements is exceedingly technical. Teachers in general can hardly be assumed or expected to have mastered this sort of thing.

Fourth, the average teacher lacks technical training in the fields of counselling, psychology, mental hygiene, tests, measurements, and occupational research.<sup>10</sup>

As the title of the article implied, the Venice High School carried on their guidance program through the curriculum; that is, students upon their entrance into the school were helped to plan their program of high school work by advisors in their particular field of interest. Each year in the second semester every student with the help of his advisor made out his program for the coming year. This not only helped the student, but it also helped the school in planning the program course of study for the coming year. As the above quotation implied, this school felt that the homeroom teacher was not the one to guide the children for the reasons given, but that the guidance work should come through the curriculum. Each child in this large system had the opportunity to have at least nine personal conferences with his guidance counsellor throughout his high school years. The counsellor had all the necessary data available brought up to date on each individual each semester. This phase of guidance will be discussed later.

Other writers have found that the homeroom is a good place for some guidance activities to take place. In Whitewright a homeroom period of about thirty minutes was had each day before the survey was made. There

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<sup>10</sup>Gerald M. Weller, "Guidance by Curriculums", Clearing House, XI (1936), 228.

were about thirty-five students in each homeroom. In a setup like that the homeroom teacher could very easily have been the guidance director for each child had she been adequately prepared professionally to carry on guidance activities. The situation was such that plenty of time was provided for both group and individual work to be done; however, there are other activities that should be carried on in homerooms that would cut down on the time for the guidance work.

Most small schools are unable to employ a full-time guidance director to do guidance work and nothing else. This makes for a rather unfortunate situation, because such a person could be of definite value to a small school as well as a large school. The guidance director, if used, should not do all of the guidance work, however. Rather he should act more in the capacity of a supervisor and direct the teachers in methods and techniques of guidance. This special director should be concerned directly only with the most severe cases of maladjustment.

A recommended program of guidance will be given in the conclusions of this piece of work for the Whitewright School which will be applicable, generally speaking, to any similar sized school which is unable to provide for a full-time guidance director.

There are certain informative criteria that should be gathered on each child in order that his counsellor can know how best to aid in solving the pupil's problems as they arise. This information includes personal history of the child including name, age, address, race, names of parents, occupations of parents, etc. which should be brought up to date each year; record of all activities of the child, curricular and otherwise, since he first entered school in the first grade; descriptive record

of unusual abilities; record of likes and dislikes of child; also interest; emotional status; health record and present health; record of the economical and financial status of child and immediate family; and complete test record including intelligence, achievement, personality. Each child should have an individual folder in which all pertinent information could be kept. Anything outside of the ordinary should be placed on record about the child in this personal file.

Recommendations for Improvement  
of the Guidance Program in Whitewright

There are nine teachers in the Whitewright High School including the superintendent and principal who each have two classes. There are 180 students, of which number about 100 are rural students. The students are placed in homerooms by grades, there being two homerooms of about twenty-seven students each of eighth grade students, two similar homerooms for the ninth grade, one homeroom of about forty students for the tenth grade, and one homeroom of about thirty-five students for the eleventh grade. The principal, the superintendent, and one teacher will not have a homeroom as can be seen; therefore, it is recommended that the principal serve as director of the guidance program in this school with each homeroom teacher serving as a member of the guidance council. Each homeroom teacher can follow her students each year as they advance a year, thereby letting the program of guidance be continued under the same counsellors which is of vital importance as has already been discussed.

One bad feature of this setup will be that both the faculty and principal are not professionally trained as guidance counsellors as is

shown on thermometer rating scale. This is truly a problem, but it is not a problem that cannot be overcome. In the first place, any teacher with college training and teaching experience is capable of giving a high school student advice along some lines, and in the second place, there are enough current literature and good books available that every teacher can improve himself while the guidance program is progressing. Faculty meetings can be devoted to the discussion of guidance, and if necessary, experienced guidance directors can be called in from other schools or colleges to give help from time to time.

A complete record of all the criteria mentioned at the end of the discussion of guidance should be kept by the counsellor on each child under her direction. A duplicate record of information should be kept by the principal as director of guidance. This material should be supplemented by any material that the counsellor deems worthwhile.

During this homeroom period group discussions and programs should be had that will have guidance value. Discussions on such social problems as dating, table etiquette, manners, etc.; and discussions on such problems as what jobs are open to the high school graduate, why boys and girls should go to college, etc. would all have definite guidance value, if properly handled. (Further homeroom activities are discussed in Chapter IV). Individual conferences could be scheduled between the counsellor and each pupil at regular intervals. The counsellor should have all the necessary information about the child with whom she is conferring definitely in mind before the time of the conference, if possible. In all probability some time will elapse before the child will feel how valuable this part of his school life will be to him, and it will require

the utmost skill and effort on the part of the counsellor to do something valuable during these conferences; however, once the child places himself in the confidence of his counsellor, half of the fight will be won. Added effort and care must be taken by the untrained counsellor, but grim determination supplemented by a large measure of common sense will eventually develop a good counsellor--provided said person is continuously striving to improve herself professionally.

This school should provide all of its sending schools with complete information as to the courses offered, the activities engaged in, the entrance requirements, the graduation requirements, and the approximate cost of attending this school. All the extra services of the school should be made known to each sending school. In other words, a closer correlation between the schools should be set up.

Each child should with his counsellor make out his schedule of courses for the coming year, and this schedule should not be changed except in rare instances. Each first year student as soon as possible should make out a tentative schedule of courses for his whole high school life. Care should be taken on the part of the counsellor to guide each child into the field to which he is best suited, provided that therein he can realize his central goal in life, if he has one, and if he does not, to try to develop one in him that is worthwhile.

By scientific means, such as testing, each child should be placed in classes where the work required is on his level of ability. Exploratory courses should be offered for over and under-developed children.

Exploratory courses such as a course in occupations and vocations should be offered.



Information concerning various colleges and their requirements, costs, etc., businesses, and professions should be made readily available to all students, especially to seniors.

## CHAPTER IV

### PUPIL ACTIVITY PROGRAM

#### Thermometer Ratings

From the highest to the lowest we find the ratings on the pupil activity program ranking in the following order: School Assembly, School Clubs, School Government, General Nature, School Publications, Homerooms, Finances, and Physical Activities. Each of the thermometers in Table 18, page 93, will be discussed in the next few pages under their specific sub-heads, and recommended measures for improvement will be given with each topic.

Whether under the heading of pupil activity program, extra-curricular activities or curricular activities, there are certain accepted activities other than the old formalized three R curriculum that modern educators are finding to be very useful in the development of well-rounded personalities with worthwhile interests. These activities which include such things as clubs, games, assemblies, plays, school publications, and athletics have, until a very few years ago, been universally termed extra-curricular activities; that is they were over and above the regular classwork. But in the last few years modern school men have been finding a very close correlation between these so-called activities and the regular curriculum; such a close relation, in fact, that they are fast coming to be considered a regular part of the school curriculum.

The typical athletic coach probably has more influence on the lives of the boys with whom he works, than do any ten other men teachers on the faculty. He is one of them; he lives with them and works with them in all types of natural and informal situations in which many of the basic human emotions, ranging from the most depressing to the most exhilarating, are brought out. He experiences these emotions with the boys and they experience them with him. Little wonder that they accept him as one of their number and deliberately attempt to imitate him.<sup>1</sup>

If this is so, then it is reasonable that more lifelike contacts between all the teachers and pupils should be arranged. It has been recommended in this thesis in the chapter on Guidance that the guidance program evolve from the homeroom. This does not mean, however, that activities endowed with guidance values should not be practiced elsewhere. Any worthwhile activity that will enable the teacher to get closer to his pupils and that will enable the students to better know their teachers should be and will be a definite avenue for guidance practices.

In launching into the discussion on the various phases of activity work the following principles are offered as a basis upon which to stand:

1. Activities should be designed to educate pupils rather than to publicize the school.
2. Emphasis in sports should be upon value more than upon winning.
3. Good school interpretation can come only through sound activities well administered.
4. No activity should have more emphasis than its value to all the students.
5. Pupils should elect activities on the basis of interest and need.
6. Pupils should be given as much responsibility as possible in an activity program.
7. Provision should be made for preventing excessive participation in activities.
8. All available means should be used for educating the public in aims and methods of activities.
9. Activities of established educational value that have wide public appeal should be promoted.

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<sup>1</sup>Harry C. McKown, Character Education, pp. 308-309.

10. Active relationship should be provided for between pupils and community, as much as possible, in furtherance of activities.<sup>2</sup>

#### School Assembly

On the basis of a five-point rating scale, the evaluations on the school assembly rated a 4 which gave it a percentile of 84 on the School Assembly thermometer. This was above the median of any of the regions checked. This rating was made by the visiting committee after observing an assembly program, and after securing the opinion of the local staff members. However, as has already been stated, this thermometer rating does not show anything other than that the school assembly is more satisfactory than any other phase of the pupil activity program when measured by the check lists of the Evaluative Criteria.

Too much over-participation by some and too little participation by others prevailed in the Whitewright school assembly program. Other criticisms that might be offered are that too few of the programs were planned by the students, too few of the programs were an outgrowth of the regular curriculum, too much teacher officiating, indefinite schedule of programs (if that can be considered a criticism), the public was not encouraged to attend, and assemblies sometimes interfered with other work. Among the good features might be mentioned the general feeling of happiness that prevailed at all assemblies, the free-will order and attention, the variety of the programs, the participation of the students, and, although not to the maximum degree, the extent to which the participants displayed pride in their performances.

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<sup>2</sup> J. Erle Grinnell, Interpreting the Public School, pp. 291-292.

School assemblies may be everything or nothing. At their best, they are an excellent link with the public and a source of inspiration to pupils. The good assembly requires ample planning--and, if the program is by pupils, rehearsing. As much as possible pupils should plan the programs. Organizations should be encouraged to sponsor assembly programs related as nearly as can be to their activities. Service clubs and classes could build programs designed to explain the health program or to dramatize school traditions or values of education. . . .

In general, the more student participation the more interest the assembly will hold for other students and parents. Not only should students have a large share in planning assemblies, but they should preside over them. . . . It is necessary, of course, that faculty members exercise guidance in planning, preparing and presenting assembly programs, but not to the extent of crippling student initiative. . . .

The assembly is the nursery of school spirit. . . . Specialists in student activities who have had educational rather than interpretative values in mind are likely to place among the leading objectives of the assembly (1) the forming of intelligent public opinions, and (2) integrating, emotionally and intellectually, the work and life of the school. When the assembly succeeds in reflecting the life of the school and is maintained by students at a high level of merit, these objectives will be served and the public will enjoy more frequent and more sympathetic relations with the school.<sup>3</sup>

### School Clubs

As is shown on the thermometer the School Clubs were given a score of 3.5 which gave a thermometer rating of 77 per cent. The clubs in Whitewright were organized whenever there was proper pupil demand, and all the pupils in the school belonged to at least one or more clubs. Part of the club program was carried on during the regular class hours while the other part was had outside of the regular class schedule. Clubs belonging to the former type were English Clubs in each section of the English work which met weekly and Social Science Clubs which met during the regular class period of some of the classes. School clubs, because of their variety and number, offer fine opportunities for exploring, developing, and widening the interests of the students.

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<sup>3</sup>Harry C. McKown, Extracurricular Activities, p. 93.

The main weaknesses of these clubs as organized were that they did not provide for a wide range of pupil interests, did not encourage enough self-expression and initiative on the part of some of the students, and did not create a situation in which a high per cent of voluntary pupil participation was obtained.

The voluntary clubs of the school included a Glee Club, a Hi-Y Club, a Future Farmer Club, and a Future Homemaker Club.

The Future Farmer Club met once a month at night while the Future Homemaker Club met once a week at night. These two organizations met outside of the regular class period in order that all sections of each department could meet together. Since the meetings were held other than during the regular class period, it was nearly impossible for some of the rural students to attend, and compulsory membership could not be had. Notwithstanding the meeting time, both organizations functioned splendidly and good attendance was maintained. However, more could have been accomplished from the standpoint of greater participation, guidance, and providing for expression of individual interests, if these clubs had been a part of the regular class schedule.

No regular class in music was offered in this school. The Glee Club was made up of students from all classes who met together and learned songs of all types. The Glee Club met three times a week from 8:30 to 9:00 A.M. for regular meetings and at various other times when necessary to rehearse for some public performance. An average membership of about fifty was maintained throughout the year. Definite satisfactory results were achieved through this organization. The main weaknesses of the club resulted from the lack of provision for training students in sight reading and music appreciation.

The other voluntary organization, the Hi-Y Club, met every Monday night. This club was strictly an extra-curricular activity, and could not have been conveniently absorbed by any class. However, some of the activities that were engaged in by this organization could have been had elsewhere, if it had been necessary. The club meetings were divided into two parts--business or educational--in which the rules of parliamentary procedure were adhered to, and recreational during which time various games were played in the gymnasium. An average membership of thirty-five boys in regular attendance was held throughout the year. The greatest objection to this club, as well as the Future Farmer and Future Homemaker Clubs, was that some of the students who were living in the country could not attend.

In summing up the school club program and in explaining the thermometer rating as shown, the conclusion can be drawn that a reasonably wide scope of interest is provided; that all worthwhile organizations should be offered at a time when both rural and town children can attend; that, although some encouragement for initiative and self-expression was shown, more pupil and less teacher participation should be provided; that the clubs should be so conducted as to have guidance values, such as revealing pupil interests and abilities; and that all clubs should provide, as nearly as possible, activities which will have carry over values.

McKown gives the following brief summary on club activities:

The main purposes of the school club are to widen and deepen the interests of the students and to motivate the regular work of the school. Clubs fail most frequently because they have not been organized on a sound basis or carefully thought-out plans. The council should charter all clubs in the school, and no club should be chartered until it has met very definite requirements set by the council. Such formality will help to insure the

success of the club. Club membership should be open to all who have the requisite interest or technical ability. No club should be allowed to elect its members. An interested and sympathetic sponsor is essential to the success of any club. Meetings should be held on school time, and should be varied in type so that interest may be maintained.<sup>4</sup>

### Student Government

Student government was given a score of 3.3 which shows a rating of 66 per cent on the School Government thermometer. This rating was made by the visiting committee and is higher than the rating made by the local staff. At the time of the survey no organized form of teacher-pupil government existed; however, such desirable features as democratic pupil cooperation, pupil leadership development, absence of outstanding maladjusted disciplinary cases, pupil interest in recreation, health and beautification of school, partial freedom of expression by students, and general happiness were seen and known to exist. In view of these conditions the visiting committee was prone to value pupil participation in school government as one of the better features of the activity program.

Many people are ready to criticize any movement or plan whereby students are allowed to have any part in the operation of the school. They feel that the child is sent to the school to receive, and never under any circumstances offer any criticism for that which is being given to him in school. If that is the proper way for the child to function in his adult life, then this group of people has the right idea concerning the matter.

Many school people believe there are sufficient 'identical elements' between citizenship in the school and citizenship in

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<sup>4</sup>Ibid., pp. 11-112.



the city, state, and nation easily cognizant for some transfer of training to be effective. The student who in his school group thinks for himself, thinks in terms of group welfare, submerges selfish motives to act for the good of the group, stands on his feet before his peers, and expresses his judgment is obtaining practice in activities which are essential in the best citizens of a democracy. This plan is wholly in accord with modern educational psychology which postulates that one should learn the reaction that will be needed for practical purposes.<sup>5</sup>

Democracy has been defined as the conscious effort to found society on a basis of ethics. The purpose of democracy is to organize society so that each member may develop his personality primarily through activities designed for the well being of his fellow members and of society as a whole.

We must have a reason, objective, or aim for doing something before we can achieve a successful outcome in any procedure. Dr. E. K. Fretwell offers the following seven purposes for pupil participation in school government:

1. Pupil participation in government provides a favorable opportunity for the pupil to have a definite purpose of his own.
2. Pupil participation in government tends to create a friendly feeling between teachers and pupils.
3. Pupil participation in government can be psychologically remedial.
4. The development of a plan of pupil participation in government is concerned with the development of attitudes in pupils, in teachers, and in administrators.
5. Pupil participation in government tends to provide for emotional satisfaction.
6. Participation in government can make for intelligent obedience to authority.
7. Participation in school government by pupils is a means of education.<sup>6</sup>

<sup>5</sup> J. J. Vineyard, Student Participation in School Government, pp. 4-5.

<sup>6</sup> E. K. Fretwell, Extra-Curricular Activities in Secondary Schools, pp. 102-109.

The organization of students into a governing body in the school must be done very slowly. Ample time should be given in acquainting both faculty and students with the entire program; they must understand the underlying principles and chief purposes before the program can be successfully launched.

The pupils must be taught that pupil participation in government means the administration of a school system by pupils and teachers working together for a constructive program which will provide an opportunity for all the pupils to develop initiative, ability to cooperate, and proper respect for and obedience to law.<sup>7</sup>

After the survey was made in the Whitewright High School, steps for greater and better organized pupil participation in school government were made. A group of active students were sent to visit another school to study the organization and activities of its school council with the idea of putting a similar organization into effect in this school. After some preliminary preparation a plan of organization consisting of a council president elected at large and two councilmen elected from each of the four high school grades was presented to the student body in assembly along with the following purposes: to develop a more democratic feeling on the part of the students, to develop a greater sense of responsibility, to secure closer cooperation, and to achieve one hundred per cent participation.

After an hour and twenty minutes of discussion in which a large number of students voluntarily took part both pro and con, the plan was accepted and unanimously adopted. The ultimate in democracy was desired by the students, and they voted that anyone who wished might announce for

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<sup>7</sup> C. B. Dustin, "An Investigation of Student Participation in School Government", School Review, XXXIV (1926), 431.

the presidency. He or she was to present a platform and prove his or her ability to preside. Due to the limited amount of time left in the school year only two days could be allowed before election for campaigning. With the help of the administration and faculty an activity period was planned by the council for the remaining three weeks of the school year. This will be discussed further under the heading of General Nature.

#### School Publications

The General Nature of the activity program ranked next on the thermometer rating scale, but because it does cover the entire field in a general way, it seems best for the convenience of clarity to discuss the more specific component parts of the activity program first.

As the graphic picture shows, the school publications rank third from the bottom in comparison with the other activities. The visiting committee gave a score rating of 3 which gives a rating of 46 per cent on the School Publications thermometer. This school maintained only one publication which was published weekly in the local newspaper. It was edited by the fourth year English class which organized itself into a publications staff at the beginning of the school year. Each of the other grades published this paper once a year; therefore, all but three publications were handled by the senior English class. According to the visiting committee and the local staff, the paper was an excellent high school publication from both a news and literary standpoint. However, due to the situation under which it was edited, too few students were listed on its publications staff. Not enough originality on the

part of the whole student body was sought. One wishing to draw illustrations and cartoons for public perusal found no opportunity to do so unless he was in the senior class. Cordial relations with other schools were not fostered by the exchange of school news articles.

The newspaper that takes its rightful place in the school community explains school policy; recounts innovations in curriculum; marks changes of all sorts while they are taking place; gives facts about new activities; honors pupils and teachers who achieve distinction; campaigns staunchly for its ideals of a better school, and other ideals. In fact, it feels itself to be--and is in a large sense--the experiencing mind, the feeling heart, the responsive conscience, and commanding will of the school. Defection in sportsmanship it laments; rightly placed enthusiasm it applauds; improvements in school services or in pupil achievement it is quick to point out.<sup>8</sup>

No field of student activity is developing more rapidly than high school journalism. English teachers, that is good English teachers, find in the school paper motivation for direct and vigorous English.

What should the paper print? More important than a good circulation is complete news coverage of the school and fresh, vital editorials. The school paper should keep the school community informed on all matters of school policy and practice. These include field trips or excursions; new equipment; attendance facts; lunchroom plans; new teachers; speeches; books and other important activities of teachers; health facts; library regulations and new books; educational conventions; plans for exhibits or demonstrations; changes in curriculum; school recognition or achievements, etc.<sup>9</sup>

Pupils glory in achievement. They want names in the paper. When editors overlook this vital principle they lose readers. Any individual achievement of any pupil should be mentioned in the high school paper. Feature stories can be found in abundance in the high school. Many apparently uninteresting students when interviewed are found to have some

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<sup>8</sup> Grinnell, op. cit., p. 169.

<sup>9</sup> Ibid., p. 176.

interesting hobby at home or elsewhere that when written up in the school paper will cause fellow students to look with new respect upon people heretofore scarcely noticed.

It is important that as many pupils as possible be given opportunity to work for the paper. Declining staff interest as the year wears on will be a handicap to any school paper. A large staff working on the merit system will cause a continued degree of interest. Under the merit plan of appointment and promotion every member of the staff knows that he will be demoted or dropped from the top if he does not do his job well. Similarly every freshman or sophomore knows that the way to the top is open if his work shows the proper quality.

What values do the students derive from newspaper work? First, perhaps, in importance are ideals, skills, and habits bred by proper newspaper organization and practice.

The ideals include unselfish service to the schools, loyalty to the principles for which the paper stands, constant improvement, search for the truth, constructive journalism, a better school in a better community.

The skills are natural outcomes: direct, emphatic and rapid composition; judgment of news values; ability to get information quickly and efficiently in interviews; ability to read newspapers intelligently. Still other skills will depend upon the individual's place on the staff. The more opportunities one has on a paper the more specialized skills will result.

The habits that are bred are no less important. They include accuracy, promptness, neatness, thoroughness, and dependability. The school paper offers the most difficult and exacting work the school affords. It offers little glory--except for the few staff leaders. Even their work is unsigned and unrecognized in the main. Yet, or perhaps because of all this, the school paper that is a power in the school recruits the most capable leaders of the school. It is reasonable, therefore, that with these ideals, skills, and habits they will exert a powerful personal influence for the advancement of education in school and community.<sup>10</sup>

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<sup>10</sup> Ibid., p. 182.

Before we leave the discussion on the school newspaper there needs to be some discussion on the distribution of the paper. Too frequently is the advertising space in the school paper a fancy donation by the advertiser to the school cause. Because he depends upon the public for his living, the business man feels bound to donate to all school causes in order to maintain the goodwill of the public. However, such a situation as the above, though common, is not necessary. If the school paper is properly treated and contains such news as has been mentioned that it should have, then it will have a wide circulation not only among students but among parents and business men as well. With a circulation such as this most any advertiser will feel that he is getting his money's worth in advertising.

The newspaper is only one of four school publications. Others are the school magazine--literature; the handbook--information; and the yearbook--history.

In a school the size of Whitewright it seems that the cost of the annual would destroy its effectiveness as a school publication. However, there is nothing that can take the place of the annual in preserving the history of the school's social life, activities, and pupil and teacher personnel. Since Whitewright has only the weekly high school paper, there is evidenced an urgent need for some type of publication with a greater degree of permanency. The weekly paper provides interesting current reading, but it is not in a form that will preserve the interesting historical facts of the school.

One of the fundamental traits desirable in all students is that they do something which has permanent value to it. If this is true, the

formation of a school annual would be highly instrumental in providing such an opportunity for the students.

The librarian of the Demonstration School in North Texas State Teachers College has, with the help of different students, compiled interesting data on the different events which occur each year in this particular school. These data are in the form of pictures, clippings, cartoons, paintings, drawings, articles, short stories, and any other bit or original worthwhile work done by the students. This material is collected throughout the year and systematically arranged in very readable and interesting book form. When it is completed it is bound and placed in the library to be read and used by every one who so desires. This student-made annual serves in the place of the formal printed publication; it is very much in demand, and it is much cheaper than the regular annual. Whitewright could allow her students to participate similarly in this worthwhile activity, and at the same time preserve her history at a minimum cost.

Rich in sentimental values as the annual is to students, it is doubtful if it has often had much value as an interpreter of the schools. Perhaps by shedding an atmosphere of sentiment about the buildings, the grounds, the activities, teachers, and classmates, it has produced a tone conducive to greater interest in the school. That in itself is valuable, but on the other hand educators have objected to the excessive cost of the annual, most especially to the type of cover demanded by the students. If and when a highly satisfactory school paper is being published, there is felt a need for a new field in which students can display their literary

and artistic talents the time for building a school annual may have come.

Work on the annual can be educative just as surely as the annual itself can be an educative influence in the school community. If the planning, the photography, the design, the writing, and all other phases of the work that can be done in the school are done there, abundant opportunity for educational experiences will result. Advisers should include as many students as possible in the work. Art, English, Science (photography), and printing department should be in active collaboration. Other departments may assist as the need arises.

In general it may be said that the annual can be a fair test of the effectiveness of the school's interpretation program. If the memories, impressions, loyalties, and attitudes reflected there are in harmony with what the school aspires to do, it is probably achieving its objectives.<sup>11</sup>

Time was when the school magazine played a more important role in the American school than did the newspaper. It printed the literary products, the poem, essays, and stories of the students. The magazine was the pet of the English department. It served as a stimulus for improvement in literary skill. Pupils read it and passed it on to parents who showed it to the neighbors, that is, if little Johnny had a featured story in it. Undoubtedly it interested pupils in creative writing and to some extent in art. Today the newspaper has taken the place of the magazine as the major publication of the high school. All that the magazine had to offer can be offered in the school newspaper with many additional features of interest. However, in some of the larger schools a magazine still will spring up and enjoy a prosperous career, but in the smaller schools, publication leadership is less plentiful and to achieve the best results it seems wisest to concentrate the combined energies upon one major publication.

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<sup>11</sup> Ibid., p. 187.



The handbook finds itself most useful in the larger secondary school. It imparts information to both faculty and students that would be difficult to give them otherwise. In addition to containing all the routine information, the better handbooks carry suggestions on how to study, advise on the conduct of the school, and, in some cases, carry a definite statement of the purpose of the handbook. Here is one of the better statements of purpose:

The purpose of this handbook is to give a clear understanding of the essential details of our large organization and to acquaint our students and teachers with the aims and objectives of our institution. It will not only enable students to avoid serious mistakes, but will also serve to keep alive the fine traditions, the high ideals, and the loyal spirit that have played so great a part in the life of our school.<sup>12</sup>

It might be concluded concerning the handbook that, while it could be of extremely high value to the large high school, its value in the small secondary school would not be too valuable because in this set-up there is room for a greater amount of individual attention. However, a handbook properly organized and stated can be of great value in any school.

In concluding the discussion on school publications the following recommendations might be offered for the Whitewright High School in light of its needs as shown by the survey taken and in light of the discussion on publications that has just been given:

1. An opportunity for more self-expression and creative work on the part of all the pupils should be fostered by the publications department.
2. The editorials should be on the important events in the school

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<sup>12</sup>Ibid., p. 190.

week or should be short and trenchant observations on student life.

3. Feature stories of both alumni and present students should be made a component part of the weekly paper.

4. Either a formal or informal class in journalism should be offered to enable students to better learn the techniques of newswriting. Students should be taught to find something in every event that is not of the ordinary, so that the story will be more readable by the paper's patrons.

5. The publications staff should be organized on the merit basis, open to all students who can qualify rather than open to just one class.

6. The sponsor and editorial staff should attempt to publish news that will have a tendency to better the feeling for education throughout the entire community. Copy should be of such a nature as to appeal to both patron and pupil.

7. In a school the size of Whitewright the entire student body should be given individually a definite function in putting out the weekly paper.

8. Instead of publishing the school news in the weekly town paper, the school should with the aid of advertising print its own weekly paper. With the help of the entire student body this can be done, for merchants will feel that they are getting their money's worth in advertising.

#### Home Rooms

The home room organization upon being evaluated in all phases of its work was given a score rating of 2 which shows a percentile of 35 on the Home Rooms thermometer. According to the rating of the local

staff and the compliance of the visiting committee the home room organization was ranked third from the bottom. The so-called home room in Whitewright was little more than a study hall when viewed by Dr. Alstetter and his committee.

Six home rooms were used--two for the eight grade, two for the ninth grade, and one each for the tenth and eleventh grades. The home room period ran from 8:15 to 9:00 A.M. All students were supposed to be in their respective rooms by at least 8:45. Anywhere from two to five mornings a week the Glee Club met during this period taking some of the best students from each room. During this time the remaining students studied. The home room teachers excused their failure to have a well-planned home room period by saying that the best students were all in the Glee Club and that no talent remained to be utilized.

Another good reason for the low score of the home room organization lay in the failure of the administration to create a definite program of activities to be carried on in each of the rooms. This phase of school work as organized did not afford and encourage opportunity for full discussion and evaluation of various school conditions and problems; it did not have any definite value for pupil guidance; and it did not encourage self-expression and initiative on the part of all of its members.

An individual lives in physical, social, ethical, moral, civic, emotional, and spiritual relationships as well as in mental, and without suitable training in all of these he is as incomplete, useless, and ludicrous as an automobile with important parts missing. . . .

It has been suggested that the school of the new day is accepting the challenge of this new demand for all-around-ness in many and varied ways. Teaching the student to think as well as to memorize; educating him in sensible health and physical

activities; training him in social and civic relationships; guiding him in the development of ethical and moral affairs; encouraging him in proper spiritual and emotional reactions; and directing him in the intelligent selection and pursuit of a vocation; in short, heading him in the direction of a completely developed and useful citizen is the recognized and accepted task of the modern school. Curricular subjects will help to some extent; new subjects and re-organization will help; but a basic shift in emphasis from subject to student will be necessary before the challenge can be met successfully. A most natural and excellent entering wedge of the shift of educational emphasis is something that practically did not exist fifteen years ago--the home room.<sup>13</sup>

The home room, with its main emphasis upon the education of the student rather than the passing along of a body of subject matter, epitomizes the very soul of the modern conception of education: that the pupil himself is far more important and sacred than any mass of information he may ever accumulate. In reality the home room creates a situation in which the pupil himself becomes the subject studied, worked with, and learned about. He and his activities, experiences, and interests compose the curriculum. He is the curriculum. And all subjects, courses, knowledges, and informations are justifiable only if they contribute directly and definitely to his development. The home room is not a preparation for life, it is life--real and vital--in which the members live naturally in a most natural setting.

The development of the ideals and habits of all-roundness--this is the opportunity and the function of the home room.<sup>14</sup>

Mr. McKown gives four general objectives of the home room. They are: "(1) to develop desirable pupil-teacher relationships; (2) to guide pupils; (3) to develop desirable ideals and habits of citizenship; and (4) to expedite the handling of administrative routine educatively."<sup>15</sup>

One of the most important factors to be considered in setting up a home room period is the time when it shall come. Above all it should definitely come during the regular school day, but when during the school day? Quite frequently the first period of the day is designated as the

<sup>13</sup>Harry C. McKown, Home Room Guidance, pp. 5, 19.

<sup>14</sup>Ibid., p. 20-21.

<sup>15</sup>Ibid., pp. 24-43.

home room period, but this is not the best time because there will be a number of tardies both accidental and intentional from day to day. Probably the "poorest" period for home room activities is the last period of the day because the children are tired at this time; are looking forward to dismissal; and very frequently are excused at the request of parents. Requiring them to stay for the home room period would make it more important but would also engender unprofitable student attitudes toward it. The second and third periods in the morning and the first period after lunch appear, in this order, to be the best periods of the day for home room activities; however, the administration of the school might find that another period would be more suitable to carry out the four objectives mentioned above.

Meetings should not be too frequent or too infrequent. This appears to be a rather witless statement but there is really enough logic and variety of successful experience to justify it. If meetings are held too frequently, daily, say, the programs will become monotonous and probably degenerate into formal classes; if held too infrequently, say once or twice a month, they will lack a desirable continuity in programs and emphasis. Local success must determine just what is meant by "too frequent" or "too infrequent". It might be possible, for instance, for one school to schedule and have successful home room meetings three times a week, while for another school such a number might be three times too many.<sup>16</sup>

Home rooms should not be dismissed for any other activity, nor should any of the members of the home room be taken for some other activity during the home room period, except, of course, in an emergency. Such actions tend to lessen the importance of the home room period in comparison with other activities which will quite naturally cause the students to value less and less the time spent in

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<sup>16</sup>Ibid., p. 53.

the home room. Neither should studying ever be considered a home room activity. If the program is completed just let the students sit for the rest of the period if no other worthwhile activity can be thought of. This would ruin that day's work, but it would cause the program committee to be more careful in planning the next period's work. If students have planned the program for the day without the sponsor's assistance, then this committee will have to be responsible for the day's program. On the other hand the teacher, if she plans the program, is absolutely responsible for the success of the activities enjoyed in during the period and she should have foresight always to realize that planned activities might not function every time. Good reserve activities should always be held in readiness regardless of who plans the program.

There is no best way to determine home room membership; however, it should be of a permanent nature in order that the students may feel that they are working cooperatively as a home room and not necessarily as individuals. Some of the methods of grouping are on the basis of classes, alphabetically; by intelligence quotients, accomplishment quotients, marks, or other ability ratings; by vertical sectioning; by curriculum; by sex; by previous schools; by first period class; by chronological age; by districts represented; by pupil or teacher selection. One can find arguments for and against each of the above methods of selection. The wisest plan for distribution of children would be to select the method which most nearly complies with the philosophy of the individual school and abide by it.

As is the teacher, so is the school; likewise, as is the sponsor,

so is the home room. Home room sponsors should be carefully selected, carefully trained, and carefully assigned.

The sponsor's skill in guiding pupils finally determines the success of home room activities. The purpose of the home room may be philosophically accepted, sufficient time may be provided in the schedule, the principal may have done what he should do, the pupils may be eager, but in any specific room the success of the work is finally determined by the sponsor.<sup>16</sup>

Before making any recommendations for improvement of the Whitewright home room setup the following weaknesses might be taken as conclusive explanation for the low thermometer rating given to the local home room organization: (1) lack of proper training on the part of home room teachers to successfully carry on home room duties; (2) lack of proper administrative functioning and direction; (3) the use of the period only as a study period for a majority of the students; (4) failure to develop leadership, initiative, and self-expression in all or even part of the students; (5) other activities, such as club organizations partially interfered with home room time.

The following recommended measures might be taken to improve the home room setup in Whitewright:

(1) Rearrange the schedule so that at first there would be no definite home room period more than once a week; during this time incorporate those desirable activities which are at present found to be lacking; as interest increased and the need arose, create more periods accordingly.

Many and many a school has made a dismal failure of home room organization because it attempted too auspicious a beginning. A baby learns to crawl, toddle, walk, and run, and in

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<sup>16</sup>Fretwell, op. cit., pp. 40-41.

this order, and not in the opposite, and a home room plan must develop in exactly the same general way.<sup>17</sup>

(2) Inform home room teachers as to the part that they play by giving them pertinent literature and by having faculty meetings specifically for the purpose of educating each other in good home room activities.

(3) Plan the home room activities so that the first meetings will be the best meetings.

(4) Plan home room activities on a long time basis.

(5) Above all, select home room activities that will develop initiative, leadership, self-expression, and democratic attitudes on the part of the students.

The following is a list of home room activities suggested by McKown:

1. Discussion of ideals and purposes of home-room organization
2. Election of officers and representatives
3. Discussion of proposed programs
4. Daily routine, bulletin notices, and attendance
5. Collection of contributions of school funds; sale of tickets
6. Selling subscriptions to school publication and distributing the same
7. Discussion of attendance and punctuality requirements
8. Discussion of courses offered in school
9. Discussion of scholarship requirements
10. Presentation of brief history of the school
11. Relation of this school to college
12. Informal talks about what is needed to better school life and work
13. Talks on guidance--vocational, educational, social and recreational
14. School songs and yells
15. Reports from visitors to other rooms
16. Getting acquainted games (for first few days of school)
  - Students name themselves
  - Students given cards to get names of member of the class
  - Students grouped according to residence
  - Progressive introductions--change seats each one minute or so

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<sup>17</sup> Harry C. McKown, Home Room Guidance, p. 59.



17. Debates on current, local, national, and international topics
18. Life stories of leading presidential candidates
19. Straw ballot on candidates
20. Elections and demonstration of election procedure
21. Discussion of political questions--recall, primary, initiative
22. Location of local registration and voting places
23. Discussion of local civic problems, water, police, and fire protection
24. History and etiquette of the American flag
25. Biographies of great Americans
26. Discussion of great American documents
27. Current events, local, state, national, and international
28. Naming favorite book or author and reasons for preference
29. Program of two minute speeches on resources of State
30. Investigation of, and reports on, city's resources
31. Charity work, Christmas baskets
32. Mock trials, civil and criminal
33. Imaginary banquet scene and toasts
34. Conversations and interviews between imaginary individuals
35. Invitations and introductions enacted by the students
36. Introduction of, and talk by, imaginary explorer, inventor, statesman, athlete, army officer
37. Presentation of imaginary automobile, watch, medal to member of the class
38. Debates on school affairs, athletics, examinations, and the honor system
39. Story telling--adventure and heroism
40. Talks and demonstrations by outside speakers
41. Presentation of programs from other rooms
42. Inter-and intra-room contests of various sorts
43. Good form in dancing
44. Industries, history of the community
45. Aiding absentees in making up work
46. Boosting school enterprises
47. Use of ornamentation in dress, architecture
48. Talks and discussions of ethics, honor, honesty, and loyalty
49. Dramatization of proverbs
50. How to study
51. How to use the library
52. Automobile accidents and their prevention
53. Visiting day of other home rooms
54. Contests between two sides of the room on tardiness, scholarship, ticket-selling
55. Discussion of clubs and other extra-curricular activities of the school
56. Model business meeting
57. Reports of visits to other schools, cities, and countries
58. How vacation was spent by various students

59. Orphanage Day. Making and bringing of toys
60. Interesting things about the school
61. Geographical program. One student represents a different country
62. Stories of the great operas
63. Duties to others and self
64. Plans for vacations
65. Music appreciation. Use of the victrola for demonstration
66. Contests--spelling, geography, and rhymes<sup>18</sup>

A school that had nothing but home rooms and home room activity would be an absurd anomaly; a school that made no provision for home rooms and home room activity would be just as ridiculous. As is the family to society, so is the home room to the school.<sup>19</sup>

### Finances

Handling of finance as a phase of pupil activity was given a rating of only 26 per cent on the Finance thermometer which rating ranks it next to the poorest phase of the whole program. Although there were some finances to be handled and pupils did participate in the handling of school money, no definite practical responsibility was had by the students. It might well be added that the reason for the low rating was not due to any dishonesty whatsoever in the handling of funds either by pupils or teachers. Each organization had its own treasurer and he took care of all the money of that particular group, but there was no central school treasurer to whom he could report his club's financial matters. No audit was made to the school treasurer, because there was none. Each treasurer kept books as he saw fit. There was no general fund, but rather each club raised as much money for its purpose as it could.

Recommended procedures for improving the rating of the financial

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<sup>18</sup>Harry C. McKown, Extra-Curricular Activities, pp. 35-37.

<sup>19</sup>Harry C. McKown, Home Room Guidance, p. 43.

phase of the pupil activity program would be to first, have a designated school treasurer; second, have it understood that all money raised by each organization is part of the general school fund and transferable under certain conditions; third, have a uniform method of keeping books; fourth, make each student wholly responsible for keeping a record of all accounts; sixth, require students to be very exacting in handling tickets and ticket money; seventh, provide an equitable apportionment of pupil activity funds to various pupil activity units; and eighth, to lead pupils to realize that gaining free admission to games or entertainments by improper means is an evidence of poor citizenship and poor sportsmanship and should, therefore, not be practiced.

#### Physical Activities

The physical activity phase of the pupil activity program was given an average score of 2.7 on the evaluations. This rating gave a percentile of 15 on the Physical Activities thermometer. This low rating was given mainly because no program of required physical education existed in this school. The student body was composed of eighty-seven boys and ninety-three girls. Up until the time of this evaluation football, basketball, and softball were played by the girls. All told about forty boys and about thirty girls participated in the directed activities.

Quite naturally, under such a setup the rating would be low. After the survey was made an activity period was planned. This period with its various activities will be discussed later under the heading of General Nature.

The modern conception of physical education as a consideration of the most interesting animal in the world; the establishment of proper appreciations, ideals, and habits of protection,

care development, and maintenance, with plenty of graded and appropriate physical contents for all of the pupils, especially for those who need them most; and the development of corrective and preventative work--these are fast displacing the older conceptions of disciplinary physical education. A complete program of wholesome and thrilling competitions for all who need them is on the way. There will always be interscholastic athletics, and there probably always should be, but eventually these events will be considered exactly what they are--"shows" for spectators or, as Glenn Frank strikingly puts it, "the pageantry of American school life".<sup>20</sup>

The most efficient way to improve the physical activity phase of the general activity program would be to offer a diversified physical education program under the direction of a qualified physical education director. This could be done very easily as such a qualified person is already a member of the faculty. With a program of this nature, interscholastic teams could be a mere outgrowth of the general program of physical activities.

#### General Nature of the Activity Program

The general nature of the activity program with a rated score of 3 on the five point rating scale has a temperature percentage of 55 on the General Nature thermometer.

The strongest points in the checklists about the general nature of this school's activity program were that it was supplementary to and partially integrated with classroom activities, rather than a separate and distinct part of the school life; it provided opportunity to some extent for expansion and enrichment of pupil interests and appreciations; it promoted better understanding between teachers and pupils and between

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<sup>20</sup>Ibid., p. 9.

school community; membership in each organization was on a definitely democratic basis, i.e., open to all who were qualified; and secret fraternities or sororities or similar organizations were not allowed. The weakest points about the general nature of the activity program were that too much participation was allowed to some students and not enough was had by others; the faculty members did not show enough active interest in the program; the qualities of good citizenship were not strongly enough emphasized in the program; and membership in service clubs such as Boy Scouts and Camp Fire Girls was not encouraged enough.

#### Program for Improvement

In order to improve the whole activity program definite steps of investigation and action were taken immediately after the survey showing the needs of the school was finished. About one month of school remained but it was felt that sufficient time remained for at least experimental measures to be taken. As has already been mentioned a student council was organized. At the first meeting of the Council it was decided that an activity period should be held each day. A questionnaire was prepared in order to find out what the student body would like to do during the activity period. The student body voted unanimously to have an activity period.

Students were allowed to vote on as many activities as they wished. A summary of these ballots is given in Table 14, page 83.

About 75 per cent of the students readily grasped the idea that they were being offered an opportunity to enjoy a phase of school life that heretofore had been partially denied them. This group immediately

TABLE 14

RESULTS OF QUESTIONNAIRE  
PRESENTED TO STUDENTS

| Activity                         | Number Who Wished to Participate |
|----------------------------------|----------------------------------|
| baseball . . . . .               | 32                               |
| softball . . . . .               | 77                               |
| tennis. . . . .                  | 64                               |
| track and field events . . . . . | 13                               |
| knitting . . . . .               | 20                               |
| art and drawing . . . . .        | 10                               |
| crafts . . . . .                 | 9                                |
| pitch washers . . . . .          | 29                               |
| listen to radio . . . . .        | 49                               |
| dramatics . . . . .              | 21                               |
| horseshoe pitching . . . . .     | 18                               |
| basketball . . . . .             | 27                               |
| ping pong . . . . .              | 20                               |
| boxing . . . . .                 | 11                               |
| dancing (written in) . . . . .   | 26                               |
| nothing . . . . .                | 2                                |

placed themselves in activities and participated splendidly. In the other 25 per cent were included the lazy, the indifferent, the timid, and the maladjusted students. It was into this group that drifted the lovelorn inspired by the seasonal atmosphere. For this group the activity period, while not completely a failure, was definitely not a success. Most of this group, because of inability to successfully participate in and because of the hot sun, chose not the games of physical exercise but rather

went to the radio room, dramatic room, arts room, or knitting room where activity was less vigorous. Here they did not find rigid leadership and guidance, and to them the activity period after one or two days came to mean nothing more than an hour through which they must pass before the school day was ended.

During three of the five periods each week the Glee Club met. This took fifty or sixty students from the other activities. As is usually the case, the leaders and the most capable students were in the Glee Club, and when they left the other scenes of activity those activities practically ceased to exist. Immediately a complaint was set up by some of the sponsors of the other activities that their work was halted to a standstill. There was some justification in such a statement, but 120 students were left to participate--students who needed guidance and proper inspirational leadership. Therefore, it might be concluded that one reason for the not too overwhelming success of the activity period lay in the lack of proper inspirational direction by some of the various sponsors. The sponsors were partially willing to work, but they were not properly trained professionally to rise to the occasion.

Another criticism of the activity period is that it was too long for a beginning activity.

One of the most important experiments now being conducted in American education seeks to develop a new type of secondary school curriculum. In some schools the traditional school subjects are being reorganized in terms of the interests and needs of boys and girls in modern society. Even where a complete reorganization had not been affected larger areas of knowledge have been organized under such classifications as the social studies, languages and literature, the natural sciences and mathematics, the fine and industrial arts, and health and physical education. A result of these experiments may be greater continuity in the program of education from the elementary through the secondary school period. The emphasis will

be placed upon meaningful experience rather than upon the accumulation of knowledge. The structure of the school system may not be greatly changed, but its social significance will be greatly augmented.<sup>21</sup>

In going back to the activities engaged in during this so-called activity period one will note that of the activities provided nearly all could be a part of a physical education program. These include volley ball, basketball, tennis, ping pong, baseball, soft ball, and horse shoe and washer pitching. The sewing and knitting activities can be and are a part of the home economics department class work. All girls in school who have taken home economics are eligible for the Future Homemakers Club. The radio can definitely become a highly useful instrument in social studies and English, especially in class work. Dramatics should be to the English class what the laboratory is to the chemistry class. There are plenty of opportunities in all classes to utilize the artistic abilities and desires of any student so inclined.

This takes care of everything but the music. It is true that music cannot very easily be made a part of some other class work; however, since it is generally conceded that physical education should be given to everyone, a schedule could be worked out whereby all students could take music and physical education on alternate days. This would leave one day a week in which the music teacher could cut across his classes and select a Glee Club if he chose, and at the same time the physical education director could arrange for intra-mural contests or inter-school contests on this day.

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<sup>21</sup> "The Educational Policies Commission, National Educational Association", The Structure and Administration of Education in American Democracy, p. 12.



However, this making of all extra-curricular activities curricular cannot be done as easily and as simply as it sounds. Before any activity work can be successfully engaged in the teacher-sponsors must be in favor of the idea themselves. After they have accepted the idea they must know how to utilize their activities in enriching their curriculums.

Such procedures as the one taken by the Whitewright High School in setting up an activity period demonstrates to both teachers and pupils that many valuable opportunities for personality development can thus be gained. Negative criticisms have already been given concerning the activity period, but there were definite positive results produced because of its installation. The achievements of the program might be summed up as follows: (1) caused both pupils and teachers to do some thinking; (2) gave room for criticism by both teachers and pupils; (3) discovered new talent; (4) gave students a taste of the values and pleasantries to be gained in a successful activity school; (5) gave teachers ideas for class activities; (6) developed a desire on the part of the indifferent students for something to do; (7) developed leadership on the part of some of the students and a desire for leadership on the part of still more students.

At the close of the school year after the activity program had been in effect for about three weeks, a questionnaire, the results of which are shown in Tables 15, 16, and 17, was sent out to 145 families. 117 answers were returned. Due to the lateness in getting out the letters some of the parents were unable to send back their answers. However, enough answers were received to get a fairly good idea about what the parents liked and disliked about the activities offered. As can be seen from Table 15 the

greatest objections were to dancing, bridge playing and football. Not enough objections were given to any of the other activities to cause any hesitancy because of parental opinion in placing them in the activity program if they are considered worthwhile. Evidently eighty-three of the parents did not object to dancing; therefore, if there is enough pupil demand dancing should be given definite consideration in making out an activity program; however, dancing is something that will have to be handled very tactfully in a community where the school has never sponsored it. The parents who objected to football would, in all probability, not let their boys try out for the football team anyway; therefore, there is nothing to worry about on this score. Table 16 shows that only 31 parents want their boys to play football. Table 16 shows also that 60 parents want their children to have dancing. There is enough objection to bridge playing with 53 to be careful when it is offered; however, when there is a demand for it at parties, then there is no justification for not playing it unless the host or hostess objects.

Table 16 shows enough desire by parents for their children to participate in all of the activities mentioned. Other activities may be substituted, but the ready response of the parents to this questionnaire is ample proof that they are interested in and can see definite value in the so-called extra-curricular activities offered.

Table 17 shows that the children in only fourteen different families of the 117 do not study at home at night. It shows that only five families do not let their children come to ball games and plays; however, fifty-four, nearly half, of the parents do not come to such activities themselves. Only twenty-six families did not have transportation means for

TABLE 15

RESULTS OF THE QUESTIONNAIRE  
PRESENTED TO PARENTS PART I  
SHOWING PARENT DISAPPROVAL TO CERTAIN ACTIVITIES

| Activities                                   | Number Disapproving |
|--|---------------------|
| Dancing . . . . .                            | 35                  |
| Bridge playing. . . . .                      | 53                  |
| Football. . . . .                            | 20                  |
| Girl's basketball . . . . .                  | 9                   |
| Swimming. . . . .                            | 10                  |
| Dating. . . . .                              | 16                  |
| Track . . . . .                              | 3                   |
| Baseball. . . . .                            | 3                   |
| Volleyball. . . . .                          | 2                   |
| Dramatics . . . . .                          | 3                   |
| School Sponsored Trips. . . . .              | 1                   |
| Picture Shows . . . . .                      | 5                   |
| Tennis . . . . .                             | 3                   |
| Parties. . . . .                             | 2                   |
| Future Home Makers . . . . .                 | 1                   |
| Boy's Basketball. . . . .                    | 2                   |
| Hi-Y . . . . .                               | 1                   |
| Athletics with Negroes (written in). . . . . | 1                   |

TABLE 16  
RESULTS OF THE QUESTIONNAIRE  
PRESENTED TO PARENTS PART II  
SHOWING PARENT APPROVAL OF CERTAIN ACTIVITIES

| Activities                     | Number Approving |
|--------------------------------|------------------|
| Soft ball . . . . .            | 83               |
| Baseball . . . . .             | 49               |
| Volley ball . . . . .          | 86               |
| Basketball . . . . .           | 79               |
| Football . . . . .             | 31               |
| Tennis . . . . .               | 85               |
| School dances . . . . .        | 60               |
| Dramatics . . . . .            | 81               |
| Assembly programs . . . . .    | 91               |
| Hi-Y . . . . .                 | 43               |
| F.F.J. . . . .                 | 52               |
| F.H.M. . . . .                 | 54               |
| Glee Club . . . . .            | 97               |
| School picnics . . . . .       | 98               |
| School parties . . . . .       | 96               |
| Drawing and painting . . . . . | 61               |
| Ped squad . . . . .            | 76               |
| Public speaking . . . . .      | 82               |
| Table games . . . . .          | 67               |
| No answers . . . . .           | 5                |

TABLE 17  
RESULTS OF QUESTIONNAIRE  
PRESENTED TO PARENTS PART III

| <u>Questions</u>   | <u>Yes</u> | <u>No</u> | <u>No. Ans.</u> |
|--|------------|-----------|-----------------|
| 1. Do your children study at home at night?  | 103        | 14        | 0               |
| 2. Do you allow your children to come to activities such as ball games, plays, etc.?   | 110        | 5         | 2               |
| 3. Do you come to such activities?   | 63         | 54        | 0               |
| 4. Do you have transportation means for your children to come to such activities?  | 89         | 26        | 2               |
| 5. Are you financially able for your children to participate in most of the activities that we offer besides the regular classwork?                  | 96         | 15        | 6               |
| 6. Do you know what your children are doing in school, at least fairly well?   | 111        | 4         | 2               |
| 7. Do you know all of your children's teachers?  | 41         | 76        | 0               |
| 8. Do your children seem to like high school?  | 112        | 3         | 2               |
| 9. Do you think they would like to be in more things than they are?  | 94         | 18        | 5               |
| 10. Would you like for them to be?   | 90         | 18        | 9               |
| 11. Do you believe your children feel at home in this school?  | 112        | 5         | 0               |
| 12. Do you believe that students should have any say so in running the school; that is in helping with the government of the school?                 | 98         | 16        | 3               |
| 13. Do you think that your children participate in too many activities now other than class-work?  | 11         | 103       | 3               |
| 14. Would you be willing to cooperate with us in making this a better school for your children by belonging to some organization such as the P.T.A.? | 87         | 11        | 19              |

their children to come to activities held other than during the regular school day. Only four parents said that they did not know what their children were doing in school. Seventy-six parents did not know their children's teachers. This shows a definite need for an improved public relations program in this school. Most of the parents felt that their children should be and would like to be in more activities. Only sixteen parents felt that the children should have no say in school government. Only eleven thought that their children were in too many activities, and under the setup that was operating in all probability their children were in too many activities. Eighty-seven parents said that they would be willing to participate in a P.T.A. (When the term parent is mentioned in this paper, it refers to both the mother and the father).

As a result of the questionnaire presented to the parents, the survey made in the local school, and the opinions offered by different educators in the field of pupil activities, the following recommendations are offered for improved pupil activities in Whitecourt High School:

1. A program of physical education should be offered as a regular part of the curriculum and all activities for the development of the physical body should be provided during regular scheduled hours under the direction of a qualified physical education director.
2. Crafts work should be offered as a regular part of the vocational agriculture department under the heading of farm shop.
3. Study in radio education should be encouraged for all teachers, and the utilization of the radio should be practiced in both the social studies and the English classes.
4. The Student Council should be continued and committees should

evolve from it as the need arises. Activities and responsibilities should be placed upon the shoulders of the student council no faster than it is capable of handling them.

5. Faculty members should be encouraged to utilize as many good activities in connection with their classwork as they are capable of making the students like and consider worthwhile.

6. All activities which cannot be incorporated within the various classes, should be given time at some extra period.

7. Less teacher--and more pupil--participation should be encouraged at all times.

8. Dramatic work should be handled as a part of the English work.

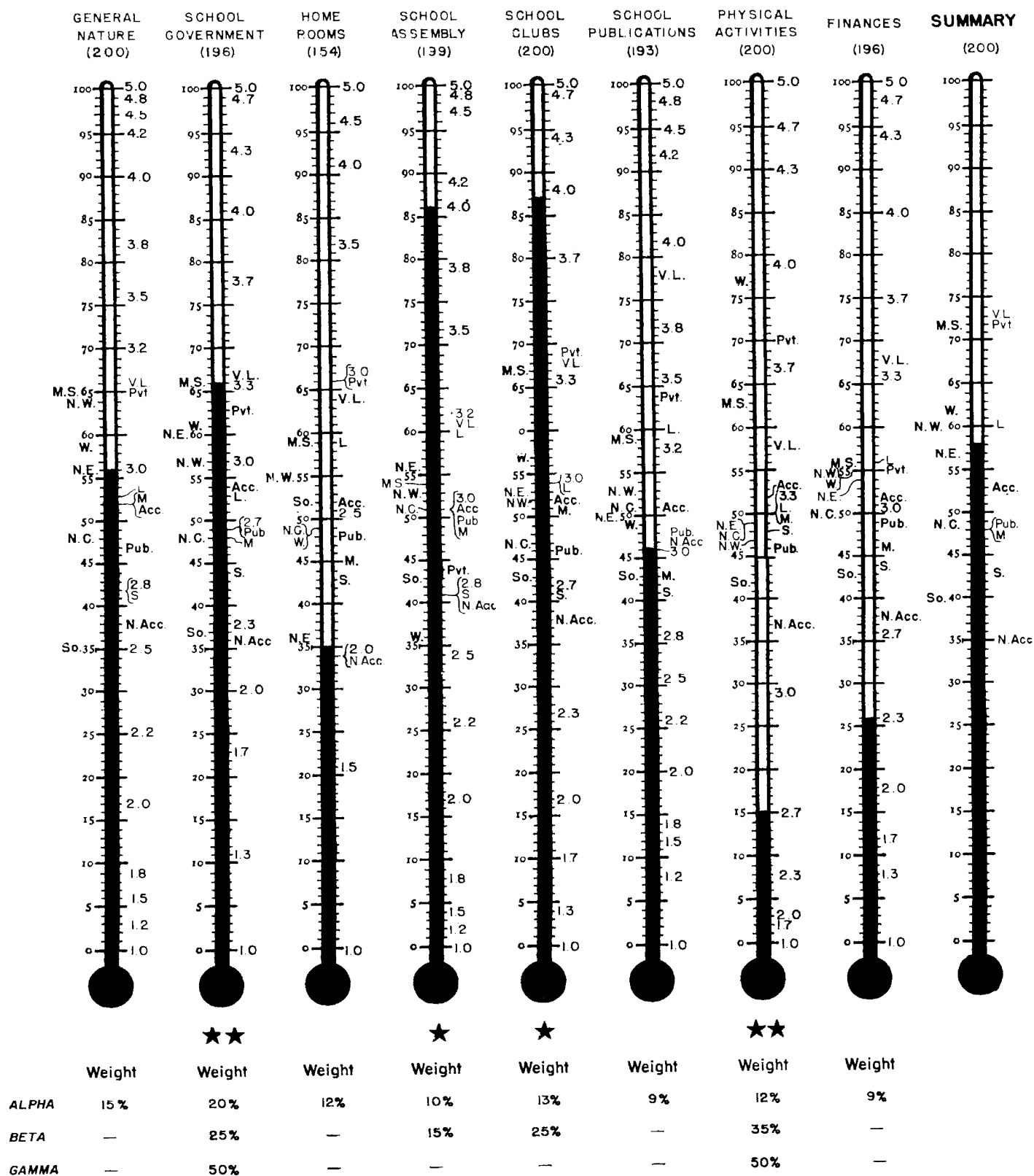
9. Since no art teacher is employed at this school, provision should be made for the various teachers to utilize and encourage those students who are artistically inclined to do work of that nature in every class.

10. The music should be handled in regular classes just as any other course offered in the school.

11. Any activity that is done in the regular classwork should not be done in special periods; that is, it is not necessary to devote special time to such activities.

12. All clubs such as F.F.A. and F.H.M. should be conducted during the regular class period if they are worth having at all in order that all students may attend and reap the benefits therefrom.

# PUPIL ACTIVITY PROGRAM





General Statement

This is the first of three pages on the library service of the school. This page contains eight thermometers dealing with the adequacy of the library's collection of books, periodicals, and other materials. All thermometers are based upon Section F of the Evaluative Criteria, LIBRARY SERVICE. Sources for each thermometer are indicated below.

1. Book Collection: Number of Titles

Based upon data from first column of I-A, "Book Collection" (page 41). The special scale is the number of different titles found in the library. For further explanation see W. C. Eells, "Measurement of the Adequacy of a Secondary School Library," American Library Association Bulletin (March 1938), 32:157-63.

2. Book Collection: Distribution

Based upon data from first column of I-A, "Book Collection" (page 41). The special scale shows the average deviation from a school's own average standing on the main divisions of the Dewey decimal classification. For further explanation, see W. C. Eells, "Measurement of the Adequacy of a Secondary School Library," American Library Association Bulletin (March 1938), 32:157-63. For the relative number of titles in each of the Dewey decimal classifications see the 11 thermometers on page 8.

3. Book Collection: Appropriateness

Based upon data from third column of I-A, "Book Collection" (page 41). The special scale is the percentage of the titles in the library which are found in Wilson's Standard Catalog for High School Libraries. For further explanation, see W. C. Eells, "Measurement of the Adequacy of a Secondary School Library," American Library Association Bulletin (March 1938), 32:157-63.

4. Book Collection: Recency

Based upon data from fourth column of I-A, "Book Collection" (page 41). The special scale is the percentage of titles in the social sciences and natural sciences which have been copyrighted within the last ten years. For further explanation, see W. C. Eells, "Measurement of the Adequacy of a Secondary School Library," American Library Association Bulletin (March 1938), 32:157-63.

5. Book Collection: General Adequacy

Based upon evaluations of the adequacy of the book collection as indicated in the fifth column of I-A, "Book Collection" (page 41). The special scale is in terms of the regular evaluative scale ranging from 5.0, "highly satisfactory or practically perfect," to 1.0, "very poor."

6. Periodicals

Based upon data furnished under I-B, "Periodicals" (page 42). The special scale is one devised by the Cooperative Study to measure the quality and quantity of library periodicals. For derivation and use of this scale, see two articles by W. C. Eells in the Wilson Bulletin for Librarians, "Scale for the Evaluation of Periodicals in Secondary School Libraries" (June 1937), 11:668-73; and "Evaluation of Periodical Collections of Secondary School Libraries" (October 1937), 12:150-53.

7. Pamphlets and Bulletins

Based upon I-C, "Pamphlets, Bulletins, Clippings, etc." (page 43). The special scale is in terms of the regular five-point evaluative scale ranging from 5.0, "highly satisfactory or practically perfect," to 1.0, "very poor." Average of 3 evaluations.

8. Visual Aids

Based upon I-D, "Illustrative and Visual Aid Materials" (page 43). The special scale is in terms of the regular five-point evaluative scale ranging from 5.0, "highly satisfactory or practically perfect," to 1.0, "very poor." Average of 3 evaluations.

## CHAPTER V

### OUTCOMES

#### The Curriculum

The highest ranking curriculum fields are shown on the first set of thermometers in the following order: Homemaking, Vocational Agriculture, Social Studies, Business Education, English, Sciences, Music, and Mathematics. Foreign language is not offered in this school, and according to Dr. Alstetter and his committee of evaluators should not be.

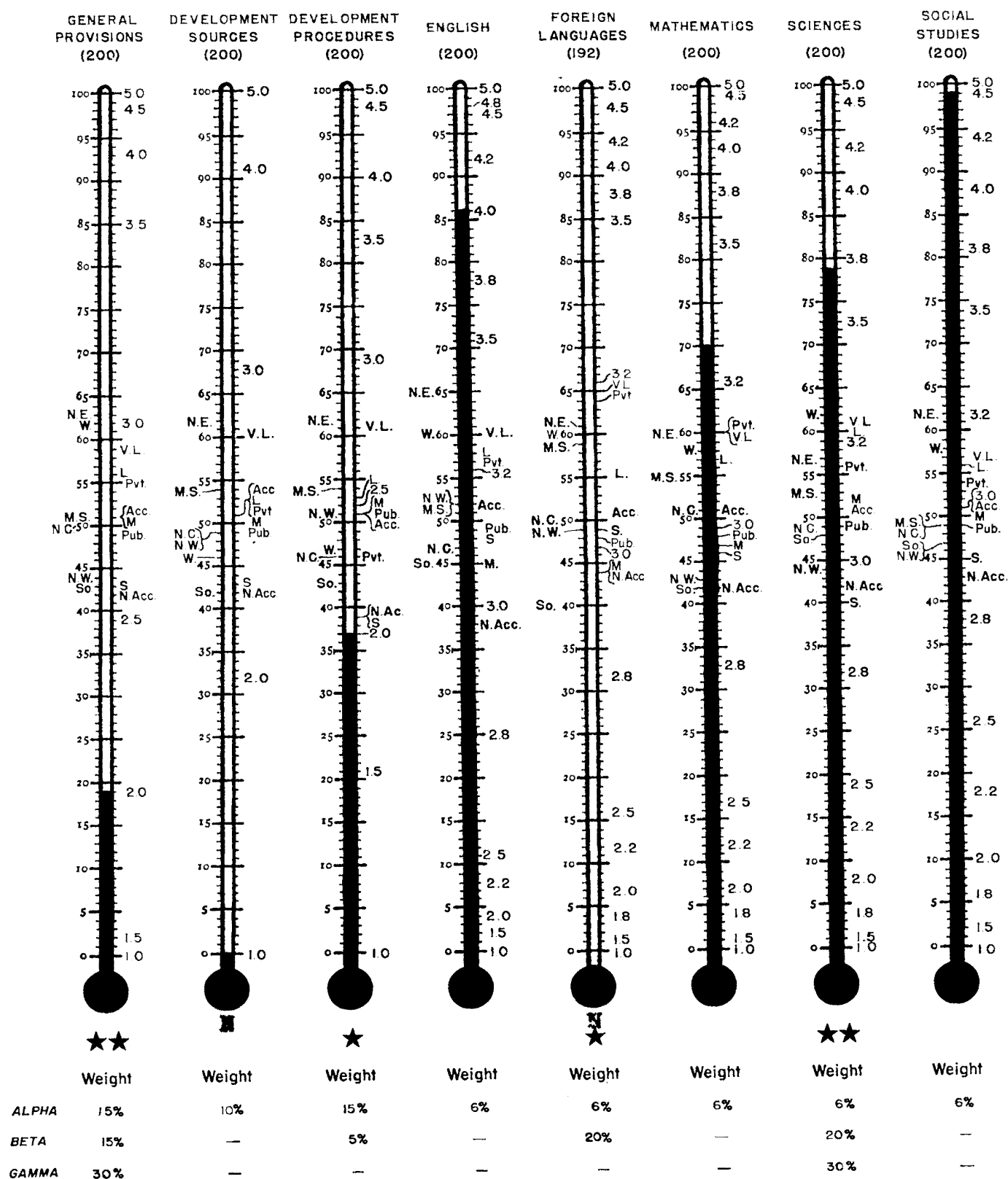
General Provisions, Development Sources, Development Procedures, and Health and Physical Education are lowest in the temperature rating scale on a comparative basis, thereby showing the greatest need for improvement.

Arts and Crafts, and industrial arts are not offered in this school as separate courses. In the preliminary survey they were given a rating of N which means that the rating does not apply to this particular school. This rating was not changed by the visiting committee. It will not be financially possible to offer this work as separate courses in the immediate future; however, most of the material needed by the students in this school community can be given in the courses already provided for without the expenditure of a great amount of money for equipment and the employment of additional teachers.

The thermometer ratings were made on the basis of the evaluations made by the school staff as corrected by the visiting committee. They are based upon two sets of evaluations--one concerning the amount of

**TABLE 19**

# CURRICULUM AND COURSES OF STUDY (I)



## CURRICULUM AND COURSES OF STUDY (2)

### General Statement

This is the second of two pages on the curriculum and courses of study of the school. This page contains one summary thermometer and seven thermometers dealing with curricular fields not all of which are necessarily found in any one school. All thermometers on this page are based upon Section D of the Evaluative Criteria, CURRICULUM AND COURSES OF STUDY. Sources for each thermometer are indicated below. All special scales, except the summary one, are in terms of the regular five-point evaluative scale ranging from 5.0, "highly satisfactory or practically perfect," to 1.0, "very poor." When a subject is not found in the curriculum but is judged to be needed a rating of 1.0 is assigned. When a subject is not found but is judged not to be needed the thermometer is marked "Not applicable."

#### 1. Music

Based upon the sixth columns of the two tables under IV, "Provisions for Subject-Matter Fields" (pages 22-23). Average of 4 evaluations.

#### 2. Arts and Crafts

Based upon the seventh columns of the two tables under IV, "Provisions for Subject-Matter Fields" (pages 22-23). Average of 4 evaluations.

#### 3. Industrial Arts

Based upon the eighth columns of the two tables under IV, "Provisions for Subject-Matter Fields" (pages 22-23). Average of 4 evaluations.

#### 4. Homemaking

Based upon the ninth columns of the two tables under IV, "Provisions for Subject-Matter Fields" (pages 22-23). Average of 4 evaluations.

#### 5. Agriculture

Based upon the tenth columns of the two tables under IV, "Provisions for Subject-Matter Fields" (pages 22-23). Average of 4 evaluations.

#### 6. Business Education

Based upon the eleventh columns of the two tables under IV, "Provisions for Subject-Matter Fields" (pages 22-23). Average of 4 evaluations.

#### 7. Health and Physical Education

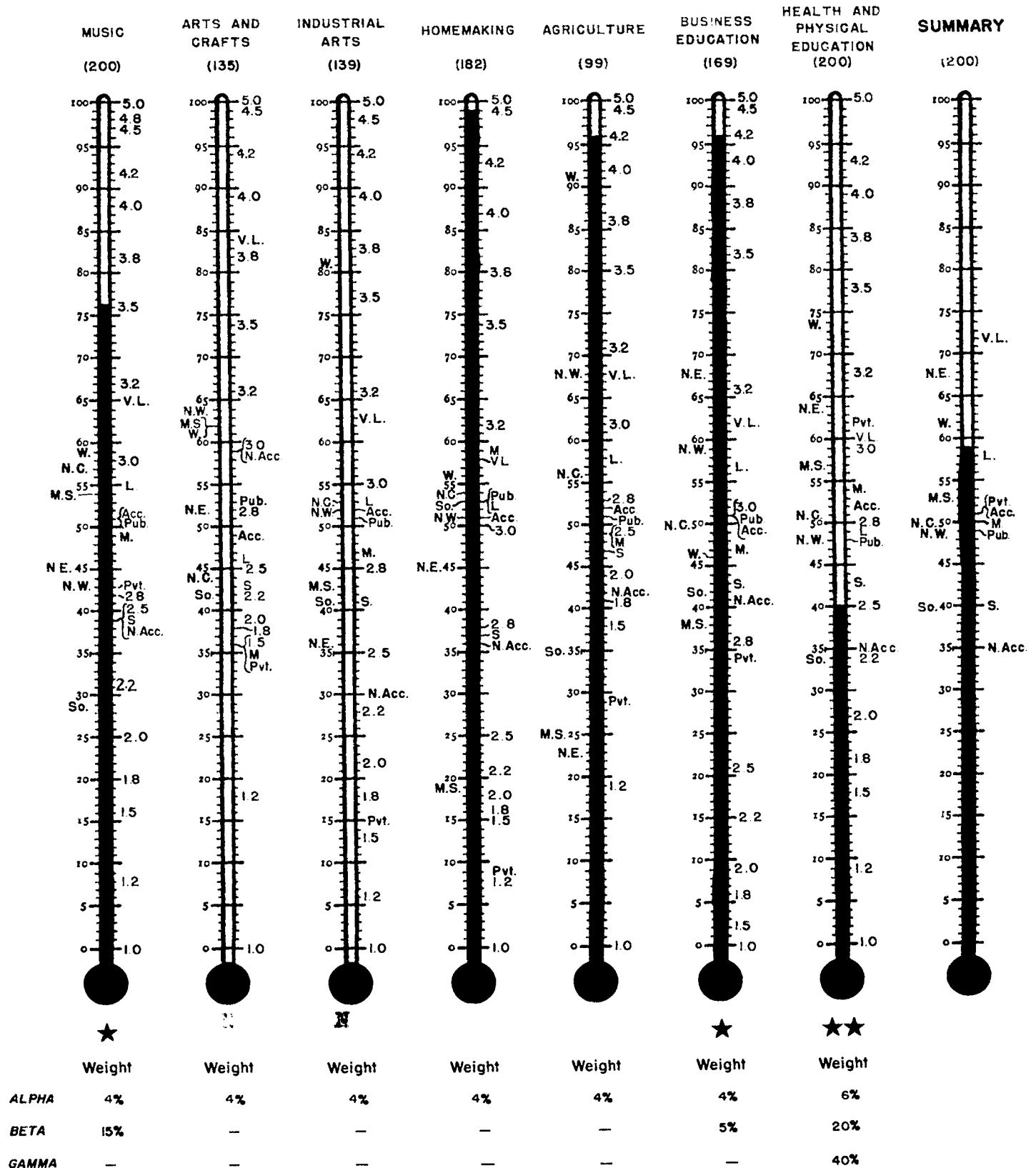
Based upon the twelfth columns of the two tables under IV, "Provisions for Subject-Matter Fields" (pages 22-23). Average of 4 evaluations.

#### 8. SUMMARY

Based upon the other fifteen thermometers on this page and the preceding page, each weighted as indicated below its bulb.

# TABLE 20

## CURRICULUM AND COURSES OF STUDY (2)



## PUPIL ACTIVITY PROGRAM

### General Statement

All thermometers on this page are based upon Section E of the Evaluative Criteria, PUPIL ACTIVITY PROGRAM. Sources for each thermometer are indicated below. All special scales, except the summary one, are in terms of the regular five-point evaluative scale ranging from 5.0, "highly satisfactory or practically perfect," to 1.0, "very poor."

#### 1. General Nature

Based upon I, "General Nature and Organization" (pages 28-29). Average of 3 evaluations.

#### 2. School Government

Based upon II, "Pupil Participation in School Government" (page 29). Average of 3 evaluations.

#### 3. Home Rooms

Based upon III, "Home Rooms" (page 30). Average of 2 evaluations.

#### 4. School Assembly

Based upon IV, "The School Assembly" (page 30). Average of 4 evaluations.

#### 5. School Clubs

Based upon V, "School Clubs" (page 31). Average of 3 evaluations.

#### 6. School Publications

Based upon VI, "School Publications" (page 31). Average of 4 evaluations.

#### 7. Physical Activities

Based upon VII, "Physical Activities" (page 32). Average of 3 evaluations.

#### 8. Finances

Based upon VIII, "Finances of Pupil Activities" (page 33). Average of 3 evaluations.

#### 9. SUMMARY

Based upon the other eight thermometers on this page, each weighted as indicated below its bulb.

offering and the other concerning the nature of offering. The amount of offering was rated uniformly high with the exception of health and physical education for which no definite curricular provisions are made. From an administrative standpoint the amount of offerings rather completely meet the needs of the community and no additional courses or parts of courses need immediately be added.

The evaluations concerning the nature of the courses show definite room and need for improvement. The two divisions of the offerings together make up the basis for the rating thermometers as shown. However, if the amount of offerings were eliminated from the scales there would be no material difference in the comparisons shown because the scores on the amount were approximately the same while the variance was had in the scores on nature of the offerings in the courses.

The three scales showing the General Provisions, the Development Sources and the Development Procedures are low. The first and most important step in improving the nature of the offerings would be to correct the weaknesses as shown in the check lists upon which the evaluations were made. That these aspects of the curriculum are considered important by the authors of the survey is shown by their combined weighted rating of forty on the Alpha scale in summarizing the essential worth of the curriculum.

Explanation of the Thermometer Ratings  
on Outcomes By Means of the Items Found  
in the Checklist of the Evaluative Criteria

Since most of the outcomes of education are not easily susceptible of direct measurement, other means must be relied upon for evaluation of such outcomes. Observation and study

of pupils and of such factors and evidences as the following should be helpful: examinations and examination papers; note books; study habits; conversation with and among pupils; use of leisure; undirected activities; conduct in halls and on playing field or areas; activities during out-of-school hours; school records; teacher opinion; pupil opinion as revealed in conference or by means of questionnaires; parent opinion similarly revealed; carefully kept records of individuals; other means that teachers find useful.

There should be definite evidence that pupils are developing or have attained desirable skill, habits, knowledge, understandings, abilities, tastes, and appreciations in the principal subject matter fields in such respects as indicated on the following pages.<sup>1</sup>

The above quoted paragraphs briefly explain the background of the procedure used in arriving at conclusions as to the value of the subject matter fields.

The checklists were scored plus (+)--condition or provision is present or made to a very satisfactory degree, minus (-)--condition or provision is present to some extent or only fairly well made, or zero (0)--condition or provision is not present or is not satisfactory. If the statement did not apply to this particular school an N was placed by the statement. The evaluations were scored on the five point rating scale already mentioned.

- 5--Highly satisfactory or practically perfect; the provisions or conditions are present and functioning almost perfectly
- 4--Very good; distinctly above average; the provisions or conditions are present and functioning very well
- 3--Average; the provisions or conditions are present and functioning fairly well
- 2--Poor; distinctly below average; the provisions or conditions are present in an inadequate amount or, if present, are functioning poorly
- 1--Very poor; the provisions or conditions, although needed, are very poorly met or not present at all
- N--Does not apply<sup>2</sup>

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<sup>1</sup>Cooperative Study of Secondary School Standards, Evaluative Criteria, 1938 Edition, p. 76.

<sup>2</sup>Ibid., p. 75.



## English

The first thermometer rating to be discussed will be the English thermometer. The criteria and evaluations as seen by the local committee and checked by the visiting committee under the direction of Dr. Alstetter are herewith given.

## 1. Literature

## Checklists

- (-) 1. Reading and interpreting the various types of authors and literary products
- (-) 2. Evaluating the various types of authors and literary products
- (-) 3. Understanding the relation of current social problems as revealed in literature to their own lives
- (-) 4. Enjoying and developing a taste for good literature
- (-) 5. Reading contemporary and classical authors with the increasing appreciation of the better types of literary products

## Evaluations

- (3) How extensively do pupils read literature voluntarily?
- (3) How well do pupils seem to understand literature and how it is related to life situations?
- (3) How great is their scope of enjoyment of literature--types of literature, number and variety of writers?

## 2. Language Arts

## Checklists

- (-) 1. Rapid and effective reading--silent, oral; superficial, intensive; etc.
- (-) 2. Using English correctly and effectively in various types of written discourse
- (-) 3. Developing a speaking voice habitually characterized by clearness, distinctness, and good modulation
- (0) 4. Understanding the underlying principles of speech production as a basis for correcting speech defects
- (-) 5. Observing in ordinary conversation those speech forms sanctioned by correct usage
- (-) 6. Participating in class discussion, public speaking, story telling, direction of dramatics, and other forms of oral discourse

- (-) 7. Judging intelligently the literary and cultural values of the current product of the radio, screen, platform and press and developing a taste for better product of these types
- (-) 8. Developing a taste for and demanding better products from the radio, screen, platform, and press
- (-) 9. Producing, where talent warrants, work of a creative nature, written or spoken or both

#### Evaluations

- (3) How well does the written work of the pupils conform to generally accepted standards?
- (3) How well do pupils pay attention to good speech habits in and around school?<sup>3</sup>

As is seen from the above evaluations the average score would be 3. This score gives a percentile rating of 49 on the English thermometer. To take the above statements and use them as objectives for improvement would be the best recommendation for improvement that could logically be made at the present.

#### Foreign Language

The local committee felt that foreign language was not needed in the local school system and gave it a rating of N. This rating was not recommended to be changed by the visiting committee.

#### Mathematics

##### Checklist

- (-) Making computations and using measurements and symbols readily, especially those in common practice
- (-) Habitually checking results; being accurate
- (-) Analyzing and interpreting problems; understanding principles and applying them to practical situations
- (-) Estimating results, quantities, and values
- (-) Developing clear, definite concepts of quantitative relationships
- (-) Using and interpreting graphs and other means of visualizing relationships
- (-) Developing appreciation of mathematical elements in art, music, architecture, astronomy, games, industry, etc.

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<sup>3</sup>Ibid., pp. 76-77.

### Evaluations

- (3) How efficient are pupils in the use of mathematical concepts, processes, and symbols?
- (3) How effectively do pupils use and understand graphic methods?
- (3) How extensively and effectively do pupils use mathematics in other school subjects and in general school activities?
- (3) How extensively and effectively do the offerings in mathematics function in current out-of-school life of pupils?<sup>4</sup>

As with the English the above checklist statements may be used objectively for improvement of the department. The average of the four evaluations is 3 and the precentile rating on the Mathematics thermometer is 42.

### Sciences

#### Checklist

- (-) 1. Recognizing the influence and dependence of all life forms on environmental factors--heat, light, moisture, food, etc.
- (0) 2. Recognizing the constant struggle for existence for preservation of self and species, involving reproduction, adaptation, dispersal, migration
- (0) 3. Appreciating the influence of heredity on life forms
- (0) 4. Recognizing the development of the more complex forms of life from the more simple
- (0) 5. Recognizing the influence of micro-organisms in economic relations and in human life, past and present
- (-) 6. Recognizing man's dependence on natural resources, topography, and climate; influence on his occupations and culture
- (-) 7. Recognizing man's increasing control over his environment and his ability to conserve and develop natural resources
- (+) 8. Recognizing the part played by chemical reactions in nature and industry
- (-) 9. Recognizing the part played by chemical reactions in medicines, cosmetics, clothing, etc., and in the human body
- (-) 10. Recognizing the use of heat, light and moisture to promote man's plans, desires and well being

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<sup>4</sup>Ibid., p. 78.

- (-)11. Recognizing the use of electricity to promote man's plans, desires and well being
- (-)12. Recognizing the use of sound to promote man's plans, desires, and well being--speech, sound pictures, radio, music, telephone, etc.
- (-)13. Recognizing and applying natural laws or principles in tools and machines; recognizing their operation in plants, animals, and nature in general
- (-)14. Learning to reason correctly from data to conclusions

#### Evaluations

- (3) How well do pupils in their discussions give evidence of applying the principles learned in the laboratory to the scientific phenomena with which they come in contact?
- (3) How extensive is the recognition by pupils of the presence of physical, chemical, and biological factors in their daily environment?
- (3) How great is the recognition by pupils of their constant dependence on such factors?<sup>5</sup>

Four zeros were found on the checklist because no biology was taught in this school. However, statements 2, 3, 4, and 5 could be brought out in chemistry and general science to some extent if the courses were so planned. This should be done or else a good course in biology should be taught. Since an average score of 3 is had on the evaluations, the Science thermometer shows a percentile rating of 45 for this school.

#### Social Studies

##### Checklist

- (-) 1. Interdependence of individuals and of states on one another
- {f} 2. Desirability and necessity of government and of law
- (-) 3. Inter-responsibility of government and of the individual; necessity of taxes
- (-) 4. Transportation and communication; exchange of goods and ideas; exchange of credit

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<sup>5</sup>Ibid., p. 78.

- (-) 5. Measures of goods and values
- (-) 6. Relation of density of population to natural resources
- (-) 7. Relation of density of population to modes of living and of culture; its effect on personal independence
- (-) 8. Customs and mind sets; change and progress; relative values of the old and the new
- (-) 9. Religions and their relation to and influence on culture and progress
- (+) 10. Man's increasing control over nature through increasing knowledge and inventions; effect on culture, comforts, and health
- (-) 11. Effects of man's desire to extend control in industrial, civic, and political life--master and servant, castes; graft and bossism; etc.
- (-) 12. Social and civic responsibilities and their discharge; leadership and fellowship
- (-) 13. Importance of being an intelligent producer and consumer; resistance to propaganda and pressure salesmanship
- (-) 14. Constant struggle for security, liberty, and equality
- (0) 15. Education and the school; preservation and transmission of culture; enrichment of culture
- (0) 16. Similarities and differences between races and cultures and their relation to forms of government
- (-) 17. Democracy as a mode of living, thinking, understanding, cooperating, and sharing responsibility
- (0) 18. Nationalism and internationalism; humanitarianism; world peace

#### Evaluations

- (3) How well do pupils cooperate with one another, with staff members, and with persons in out-of-school situations?
- (3) How clearly do pupils show by their conduct and conversation that they recognize and accept their obligations to others, past as well as present?
- (3) How clearly do pupils show by their conduct their appreciation of the opportunity to share and participate in social endeavor--family, school, church, community, state, nation, government?
- (3) How well do pupils recognize the existence of economic problems and seek their solution?
- (3) How well do pupils show by their questions, comments, and conduct that they have formed unbiased opinions?
- (3) How tolerant are pupils of the views of others?<sup>6</sup>

All of the above conditions were found to be present and some as shown by the checklist were functioning very well; however, much work needs yet to be done before the above objectives may be accomplished. Units of work carrying out most of the objectives were put into effect, but it will be only after some careful study and preparation that highly satisfactory results may be obtained. The average evaluation was found to score 3. This gave a thermometer rating of 48 on the Social Studies thermometer.

### Music

#### Checklist

- (-) 1. Appreciating harmony and beauty of tone produced by the voice and distinguishing the good from the poor
- (0) 2. Appreciating harmony and beauty of tone produced by musical instruments and distinguishing the good from the poor
- (-) 3. Producing harmony and beauty of tone vocally, individually, and in groups
- (0) 4. Producing harmony and beauty of tone with instruments, individually and in groups
- (0) 5. Producing musical work or instruments of a creative nature

#### Evaluations

- (3) What degree of excellence is shown by pupils in ensemble work?
- (3) How great is the excellence shown by pupils who have definite musical ability when they perform individually?
- (3) To what extent are pupils showing increasing appreciation of better music as indicated by music which they choose to hear?<sup>7</sup>

There were no definitely organized classes of music in this school. There was, however, a definitely organized Glee Club from which evolved all of the music that was had in the school. It was the work of the Glee Club that was evaluated by the above criteria. The evaluators

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<sup>7</sup>Ibid., p. 79.

felt that the above conditions were carried out fairly well and gave an average evaluation of 3. This gave a percentile rating of 45 on the Music thermometer.

#### Arts and Crafts and Industrial Arts

The local committee evaluated these two phases of the curriculum as N mainly because they were not offered in the curriculum as separate courses. The visiting committee did not change the evaluation made by the school committee. However, the criteria contained within each of the courses could and should be offered in connection with some of the other courses now offered.

#### Homemaking

##### Checklist

- (-) 1. Managing personal finances effectively--selecting and purchasing goods and services on the basis of value and appropriateness
- (-) 2. Assisting with family financial problems--accounting, budgeting, purchasing goods and services
- (-) 3. Managing time and energy for self and assisting in planning for the division of activities among members of family
- (+) 4. Planning nutritionally adequate meals for self and family--buying, preparing, serving, and caring for food
- (+) 5. Selecting, making, caring for, repairing and renovating clothing for self and family appropriate to person and occasion
- (-) 6. Selecting, using, and caring for efficient tools and equipment and household supplies appropriate to family needs and income
- (-) 7. Making the house and its surroundings attractive, comfortable, and convenient--selection and arrangement of furnishings and furniture and their repair, renovation, and care; shrubs and lawn
- (-) 8. Assisting with the attainment and maintenance of desirable personal and family relationships
- (-) 9. Assisting in the development of desirable social relations between the family and the community,

- including extension of hospitality and participation in community activities
- (+) 10. Assisting in the guidance of the physical, social and educational development of children in the family and in the community
  - (-) 11 Caring for health of self and members of the family, including selection and eating of adequate meals, home safety, personal hygiene, and care in case of minor accidents and illnesses

#### Evaluations

- (4) To what degree are pupils increasingly intelligent in the selection of goods (food, clothing, equipment, furnishings) and services on the basis of values?
- (3) How effectively are pupils managing their time, energy, and money?
- (3) To what extent are they demonstrating increasing appreciation of beauty through making self and surroundings more attractive?
- (3) To what degree are they increasingly understanding children and child welfare?
- (3) To what extent is the work of the laboratory carried over into the homes of the pupils?<sup>8</sup>

According to the above checklist all of the criteria are present in this department and functioning fairly well, and a part of the conditions are present and functioning very well. The average of the five evaluations is 3.2 which score gives a thermometer rating of 6 on the Homemaking thermometer.

#### Agriculture

##### Checklist

- (-) 1. Effectively using and caring for farm tools or machines
- (-) 2. Estimating the worth of farm tools and machines and of their products
- (-) 3. Breeding and care of plants; recognizing and treating plant diseases
- (-) 4. Breeding and care of farm animals; recognizing and treating animal diseases

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<sup>8</sup> Ibid., p. 81.



- (+) 5. Maintaining, conserving and fertilizing soil; knowing its properties
- (0) 6. Budgeting and marketing
- (-) 7. Managing a farm; planning farm activities
- (-) 8. Recognizing the significance of farm life and its contribution to the welfare of society

#### Evaluations

- (3) To what extent are pupils increasingly intelligent in the selection and use of tools and machines?
- (3) To what extent are they increasingly intelligent in the care and appreciation of farm animals?
- (3) To what extent are they increasingly intelligent in the care and breeding of plants?
- (3) To what extent do they show increasing understanding and appreciation of farm life and agriculture?
- (3) To what extent is the work in agriculture improving farm practices and activities in the community?<sup>9</sup>

All of the desirable conditions mentioned above were found to be present in the Vocational Agriculture Department in at least a fair degree with the exception of budgeting and marketing. This phase of work was found to be very inadequately stressed; therefore, a zero rating was given to it. If used objectively the above criteria could be very effective in improving and rendering more valuable the work of this department. The evaluations could without any extra expense be raised to a 4 and even 5. As is is the evaluations average a 3 which gives a thermometer rating of 44 per cent of the Agriculture thermometer.

#### Business Education

##### Checklist

- (-) 1. Knowing the language of business
- (-) 2. Having a general notion of the economic nature of business and how it operates, including intermingling of the functions of management, finances, production, marketing and accounting

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<sup>9</sup> Cooperative Study of Secondary School Standards, Evaluative Criteria, 1938 Edition, p 81.

- (N) 3. Developing vocational efficiency in at least one occupation sufficient to permit a graduate to secure an initial position
- (-) 4. Developing the ability to adapt oneself to occupational changes brought about by inventions or social or economic changes
- (-) 5. Knowing business practices and being proficient in those business skills needed by all intelligent consumers
- (-) 6. Developing a personality which will be welcomed in business and society alike

#### Evaluations

- (3) How efficiently are pupils prepared for vocational service?
- (3) How well do they appreciate the part business plays in the everyday life of the individual?<sup>10</sup>

The business administration that was offered in this school did not purposely prepare students vocationally as an end in itself. The work was more general in nature--attempting to introduce the pupil to the fundamentals of business and its functions, yet being too narrow in scope to specifically prepare students to be prepared immediately upon graduation to pursue some vocation. Typing, junior business training, commercial law, and Business English were the four courses offered and evaluated. The average score of 3 gives a thermometer rating of 58 per cent on the Business Education thermometer.

#### Health and Physical Education

##### Checklist

- (-) 1. Appreciating the value and advantages of good health and health habits
- (0) 2. Understanding the human organism and its functions and the functions of its units
- (0) 3. Periodically taking medical and health examinations and following recommended treatments
- (-) 4. Giving proper care and attention to eyes, ears, teeth, gums, skin, hair, scalp, feet, hands, and nails

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<sup>10</sup>Ibid., p. 82.

- (+) 5. Sleeping and resting sufficiently
- (-) 6. Eating and clothing properly, i.e., so as to promote health
- (-) 7. Developing and maintaining good mental health--healthful attitudes and emotional life
- (0) 8. Knowing first-aid practices and how to apply them
- (-) 9. Engaging regularly in physical activities adapted to the needs of the individual
- (0) 10. Providing for and developing life-long leisure recreations, including out-of-door activities

#### Evaluations

- (1) How well do pupils know the human organism and how to care for it?
- (2) How well do pupils practice desirable health habits?
- (2) How extensively do they engage in games and sports?
- (4) How well is sportsmanship practiced in games and sports?
- (2) How well are safety rules observed in and around the school?<sup>11</sup>

As has been stated earlier in this paper, there is no organized program of health and physical education in this school; therefore, the evaluations had to be made according to what should be in comparison with what was had. As may be noted there are four zeros in the check list which naturally would make the evaluations low, especially since there are no pluses to average in. The average score on the evaluations is 2.4 which gives a rating of 23 per cent on the Health and Physical Education thermometer.

The criteria in the above checklist should be used objectively in an organized program of health and physical education.

#### Attitudes and Appreciations

Taken from the Evaluative Criteria we find listed a number of desirable attitudes and appreciations and the evaluated school score in parenthesis by each one.

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<sup>11</sup>Ibid., p. 82.

## Evaluations

As a result of the entire educational program, how much do pupils show of having made definite progress in the development or attainment of such desirable attitudes and appreciations as the following:

- (3) Critical mindedness--seeking causes or explanations, wanting to know the truth
- (3) Openmindedness--willingness to know and accept additional truth and to revise opinions and conclusions in the light of new knowledge and understanding
- (2) Scientific mindedness--recognizing problems; seeking, interpreting and weighing data regarding them; drawing and testing conclusions
- (2) Concentration--fixing and holding attention through a considerable period of time in spite of difficulties or distractions
- (3) Tolerance--freely granting to others the right to hold differing opinions, to have different customs, or be of another race and yet entertain goodwill toward them
- (2) Creativeness--making, doing or saying things in a new and better way; seeking and doing the more beautiful, more useful, or more efficient
- (5) Self-respect and self-integrity--appreciation of one's abilities and worth; willingness to accept responsibility for one's acts and obligations and to face realities as they are; development of a well-balanced, well-rounded personality
- (4) Respect for the personality and integrity of others--recognizing their right to develop their talents as seems best to them; appreciating their commendable conduct and character traits
- (4) Respect for law and constituted authority; appreciating them as good and advantageous
- (3) Achievement of desirable ends by proper and orderly means and methods; recognition that evolutionary development is generally better than revolutionary change
- (3) Cooperativeness--working willingly and harmoniously with others; team play
- (3) Social mindedness--seeking the common good through participating and accepting responsibility in social and civic relationships; appreciating the accomplishments of others, past and present, of the same or other race or culture
- (4) Reverence--respect for and appreciation of spiritual and religious values and relationships
- (3) Appreciation of beauty in nature and art
- (3) Appreciation of good workmanship; of a task well done
- (3) Readiness to enjoy life and to participate in its wholesome activities

- (3) Love of home and home relationships; willingness to share home responsibilities.<sup>12</sup>

The above evaluations were carefully made by the local staff and administration then rechecked by the same. The visiting committee did not change the original evaluations. As has been suggested with the other criteria, the use of the above attitudes and appreciations objectively throughout the whole school year in every phase of work would be instrumental in achieving the most desirable results possible to achieve in a secondary school. The average score on the seventeen evaluations is 3. This gives a thermometer rating of 35 per cent on the Attitudes and Appreciations thermometer.

#### Summary Discussion on Outcomes

In explaining the thermometer scales of the outcomes a different procedure from that which has been followed was taken. Since outcomes or results are the most interesting and important feature of any activity, it seemed rather valuable to give a little more detailed study to this phase of the survey; therefore, the checklists and evaluations covering this phase of work have been taken from the Evaluative Criteria and copied into this piece of work in order to enable the reader to get a complete picture of exactly how the school rated at the time of the evaluation, and just where the weaknesses lay.

The survey movement leading up to the final evaluation was in operation, more or less, during the major part of the second semester

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<sup>12</sup> Ibid., p. 82.

of the school year 1938-39 in the Whitewright High School. The school was scored by the visiting committee about six weeks before the close of the year. Quite naturally as the movement grew, the interest of the teachers in the movement quickened in a like manner. Students also felt both directly and indirectly effects of the entire evaluative movement, and the changes that it wrought in them is worthy of mention.

The next few paragraphs will attempt to show how the material found in the checklists was used objectively by the various teachers in attempting to improve their work. Quite a bit of improvement was made in all of the work offered as a result of the knowledge that all of the work was to be evaluated and the results set up as a basis to determine just where improvement was most urgent.

In order to ease the minds of some of the more nervous teachers, the superintendent assured the entire faculty that the results of this survey would not be used as a basis to remove some of the teachers, unless they chose to persist in remaining in the same old rut after they had discovered scientifically that were in such a condition.

The members of the English department began to question some of the requirements of the English bulletin of the State Department of Education after having studied the checklists of this Criteria. They began to wonder if it were the best thing to follow a cut and dried procedure in conducting their classes. With the help and encouragement of the superintendent, test in remedial reading were given to all of the first year students in order to determine just what type of reading material they could interpret and understand. As a result of some side remarks

of Dr. Alstetter concerning the physical conditions of some of the rooms, all of the teachers became more conscious of the part played by the environment of the classroom--physical as well as social. One of the English teachers got permission to buy a radio for use in her English classes in order that she might emphasize still further the utilization of the radio as an aid in developing better speech habits. A complete survey of all of the usable books as a background for literature study in the school library was made, and a worthwhile requisition for new books was made by the English department. Both teachers felt urgently the need for further professional training and made plans to study along the lines of their teaching field during the summer. In faculty meeting these teachers sought the cooperation of fellow faculty members in developing the better skills and habits of well trained English students.

From the role of placid, good, routine teachers who accepted courses of study without too much objection, the English teachers by the close of the term were seen gradually to be developing a questioning attitude toward what they were offering and were searching for methods and ideas which would more readily reach the objectives set forth in the check-lists of the Evaluative Criteria mentioned earlier in this chapter.

As with the English department there developed with the mathematics department a doubtful attitude as to whether the material offered in the mathematics courses was the most valuable that could be given to the students. This idea has been prevalent in every modern educators' meeting when the subject of the high school mathematics course of study is brought up. It is a known and established fact that to be

able to calculate is one of the necessary functions of man in nearly any walk of life, but what use the average citizen will ever have for some of the courses of higher mathematics required in every high school is not a known fact. It seems that the men of mathematics have not done as much in the last few years to make mathematics desirable to the practical-minded youth of today as have the social studies men, the language arts men, and the vocational arts men. For this reason students in the Whitewright High School came to the point where they wanted to know just what value algebra and geometry would ever be to them. The mathematics teacher trained in the "mental discipline" school could not render a very convincing answer to his practical-minded questioners. Even though mathematics scored a 3 on the evaluations made, there seemed to have developed in the minds of the administrators and the mathematics teacher a questioning attitude as to the actual worth of what was being offered. As a result definite evidences of research into the realms of the mathematics department were being made in the last few weeks of school, and plans for an improved mathematics curriculum were being made for the coming year.

The outcome checklists in science showed a definite weakness in curricular offerings in the study of life and life organism, and practical offerings in all phases of nature study. Noticeable effort was being made as a result of this study to get away from the vague and theoretical in science, and to offer in its stead subject matter that could be applied to everyday life. As a result, students' interest in science work rapidly increased, and while they were doing things that the average person has a chance to do, they evidently learned more



scientific theory accidentally than they had otherwise learned intentionally.

Not necessarily as a result of the final survey, but indirectly as a result of the work leading up to the final survey, the social studies department underwent a revolutionary change for what was hoped the better. At mid-term ancient history, as an individual course, was dropped and a course in the development of good citizenship was offered in its stead. Historical facts were taught in the other courses whenever they could justly be shown to have some relation to present day affairs. The social science teachers, as a result of the survey were able to see more clearly the weak spots in their offerings, and immediately began to remedy what they could, and began to lay future plans which would offer a curriculum for a more wholesome pupil personality development.

As has been mentioned in an earlier chapter, the greatest weakness of the music offerings was that no provision was made for training in sight reading, appreciation of harmony and beauty of tone, and music appreciation generally. This was true mainly because there was no member of the faculty who was capable of teaching such things. For the coming year such a person has been employed, and the results of such action are yet to be determined.

The criteria found in the checklists of the homemaking and vocational agriculture departments were all found to be present, but functioning only fairly well. Closer correlation between the two departments seemed to be one of the most important needs realized by the vocational teachers, and plans were being setup to provide in the coming year for a

more effective program in both departments.

The outcomes in the business education department showed a need for a curricular offering in bookkeeping. In no department did this survey cause a more critical self-evaluation than it did in this department. A questioning attitude was developed on the part of the teacher, and evidences were shown after the final evaluation of efforts being made which would raise the evaluations given.

Very little, other than discussions on its condition, was done about the low rating given to the physical education program.

The evaluations on the list of Attitudes and Appreciations showed lowest on scientific mindedness, concentration, and creativeness. Highest evaluations were given to the pupils' attitudes on respect for the personality and integrity of others, respect for law and constituted authority, and reverence. Through the activity period, the organization of the Student Council, and the changed classroom methods there seemed a desire on the part of the entire faculty to develop the attitudes mentioned earlier in this chapter.

Students because of the changed attitudes of their teachers and because they had been taken in on the survey became more free with their ideas; yet no less respectful. There seemed a greater desire on the part of the entire student body to participate in things, which probably unknown to them, would develop in them attitudes that would make them well-rounded citizens. As a whole there seemed to be a more effective comradeship built up between teachers and pupils.

As a result of this survey there developed in the entire faculty a questioning attitude toward what they were offering; the administration

became more conscious of the curricular offerings; a definite need for more professional training on the part of all the teachers was shown, and each faculty member was making it a personal responsibility to improve in this respect; parents were becoming more interested in the school; the pupil and his needs were being considered more and more in determining what to teach in the various classes; and scientific measures were being offered and utilized in order to determine what each child most needed.

Before making any recommendations for this school as a result of this survey, it seems proper to say that a probable continuance in the direction headed at the close of the school year would achieve highly satisfactory results. However, the following recommendations might be offered in light of the results shown after measuring the offerings of each class by the material shown in the checklists of the Evaluative Criteria:

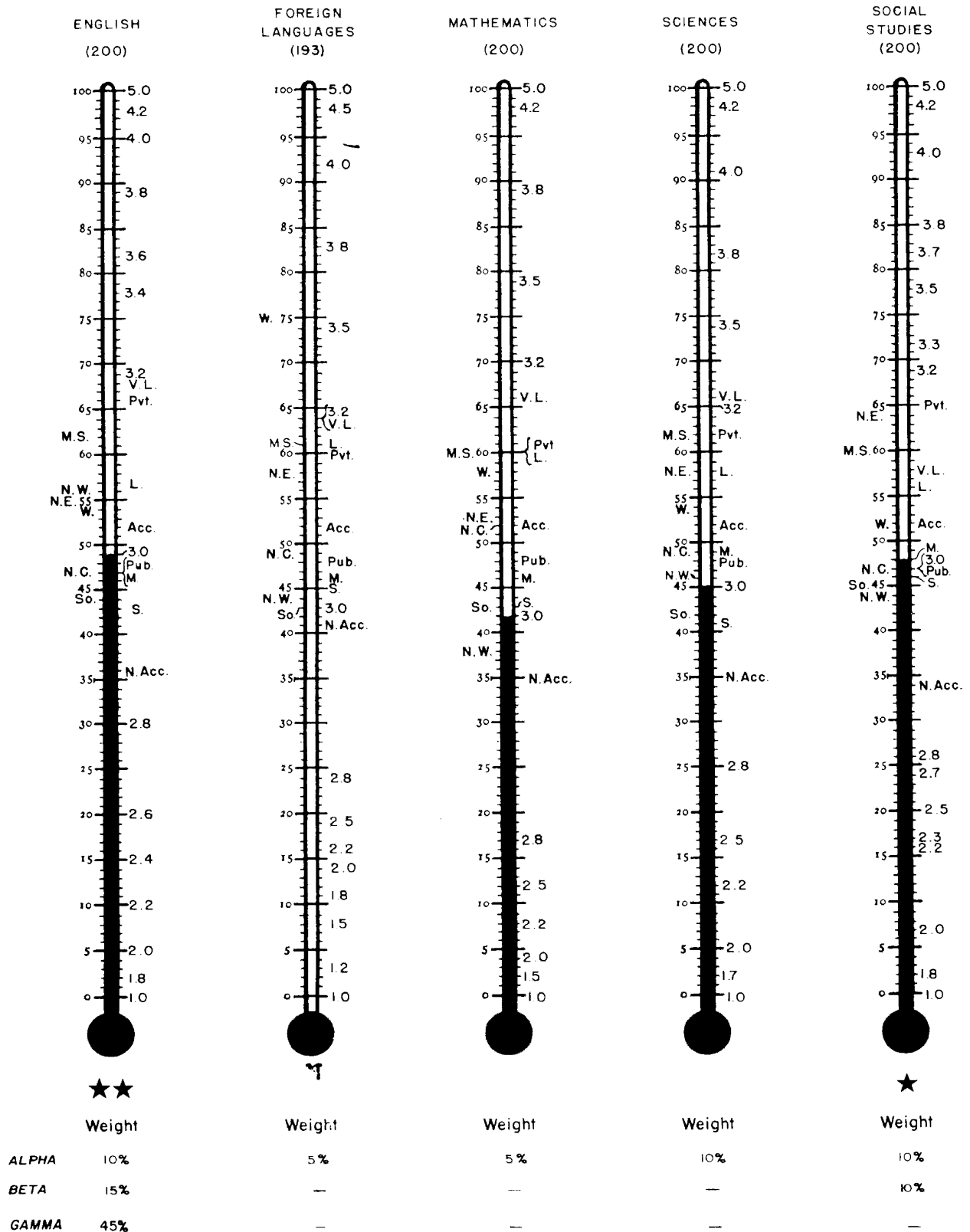
1. Every teacher should through reading of proper books and current literature and by attending some college during the summer months improve himself professionally. This seemed to be one of the greatest weaknesses of the Whitewright High School faculty.

2. Each teacher should take the materials found in the respective checklists of the Evaluative Criteria and use them objectively in his classes.

3. The seventeen desirable attitudes mentioned in this chapter should be taken by each teacher, and at every opportunity, effort should be made so that one or more of them may be emphasized.

4. The administrators of the school should make it their responsibility to see that courses are offered in which desirable outcomes can be most readily achieved.
5. Training in first-aid practices should be given as a part of the physical education program.
6. If a study of the human organism cannot be offered in the present curriculum, then a course in which it could be offered should be installed.
7. New books including visual aid material should be bought for the library.
8. Budgeting and marketing procedures should be offered in connection with the vocational courses.
9. Scientific measures should be taken in order to determine the level on which individual students can most efficiently function.
10. Cooperative effort should be demonstrated by faculty as well as by students.

TABLE 21  
OUTCOMES (I)



## OUTCOMES (2)

### General Statement

This is the second of two pages on the outcomes of the educational program of the school. This page contains one summary thermometer, seven thermometers dealing with outcomes in curricular fields not all of which are necessarily found in any one school, and one thermometer dealing with outcomes which are not directly associated with any particular field of the curriculum. All thermometers on this page are based upon Section I of the Evaluative Criteria, OUTCOMES. Sources for each thermometer are indicated below. All special scales, except the summary one, are in terms of the regular five-point evaluative scale ranging from 5.0, "highly satisfactory or practically perfect," to 1.0, "very poor."

#### 1. Music

Based upon I-F, "Music" (page 79). Average of 3 evaluations.

#### 2. Arts and Crafts

Based upon I-G, "Arts and Crafts" (page 80). Average of 3 evaluations.

#### 3. Industrial Arts

Based upon I-H, "Industrial Arts" (page 80). Average of 4 evaluations.

#### 4. Home Making

Based upon I-J, "Home Making" (page 81). Average of 5 evaluations.

#### 5. Agriculture

Based upon I-K, "Agriculture" (page 81). Average of 5 evaluations.

#### 6. Business Education

Based upon I-L, "Business Education" (page 82). Average of 2 evaluations.

#### 7. Health and Physical Education

Based upon I-M, "Health and Physical Education" (page 82). Average of 5 evaluations.

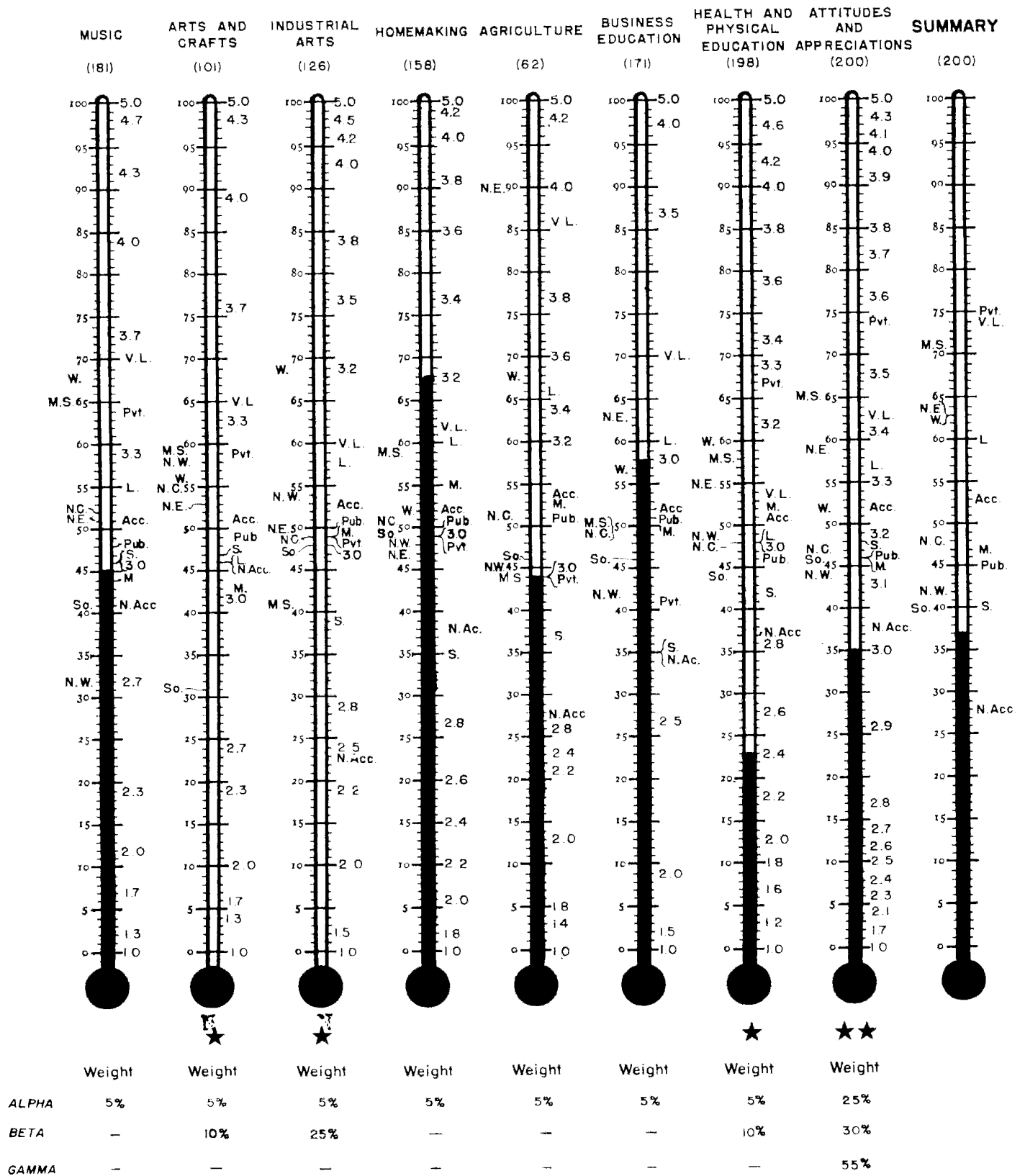
#### 8. Attitudes and Appreciations

Based upon II, "Attitudes and Appreciations" (page 83). Average of 17 evaluations.

#### 9. SUMMARY

Based upon the other thirteen thermometers on this page and the preceding page, each weighted as indicated below its bulb.

# TABLE 22 OUTCOMES (2)



## STAFF -- QUALIFICATIONS

### General Statement

This is the first of three pages on the school staff. This page contains nine thermometers dealing with the preparation and qualifications of the staff members. All thermometers on this page, except the fourth and the ninth, are based upon Sections M and N of the Evaluative Criteria, PERSONAL DATA FOR STAFF MEMBERS and INDIVIDUAL EVALUATION, as summarized in II-A, "Qualifications of Professional Staff Members" (page 90) in Section J of the Evaluative Criteria, THE SCHOOL STAFF. Sources for each thermometer are indicated below.

#### 1. Adequacy of Preparation: Academic

Based upon I-C, "Academic Preparation" (page 142) in Section M, PERSONAL DATA FOR STAFF MEMBERS. The special scale is the average of the ratings for all the individual teachers for whom the information is available. The individual ratings are based upon the amount of formal education in the teacher's major teaching field or fields. For full details as to the derivation of the rating scale see M. L. Altstetter, "Scales for the Evaluation of the Training of Teachers," The School Review (September 1937), 45:529-39.

#### 2. Adequacy of Preparation: Professional

Based upon I-D, "Professional Preparation" (page 142) in Section M, PERSONAL DATA FOR STAFF MEMBERS. The special scale is the average of the ratings for all the individual staff members for whom the information is available. The individual ratings are based upon the amount of formal training in professional courses in education. For full details as to the derivation of the rating scale see M. L. Altstetter, "Scales for the Evaluation of the Training of Teachers," The School Review (September 1937), 45:529-39.

#### 3. Source of Degree

Based upon I-A, "Colleges, Universities, Normal Schools Attended" (page 141) in Section M, PERSONAL DATA FOR STAFF MEMBERS. The special scale is the average of the ratings for all the individual staff members for whom the information is available. The individual ratings show the source of the highest degree received, using the following scale: 5, Member of Association of American Universities; 4, Institutions on approved list of Association of American Universities, or equivalent; 3, Other accredited colleges or universities, or equivalent; 2, Other four-year institutions; 1, Junior colleges, normal schools, and miscellaneous.

#### 4. Educational Experience

Based upon II-C-6, "Tenure and Turnover as Reflected in Average Length and Variety of Length of Service in the School: Educational Experience" (page 94) in Section J, THE SCHOOL STAFF. The special scale is the average number of years of educational experience for all the members of the staff.

#### 5. Non-Educational Experience

Based upon I-B-2, "Non-Educational Experience" (page 141) in Section M, PERSONAL DATA FOR STAFF MEMBERS. The special scale is the average number of years of non-educational experience for all the members of the staff.

#### 6. Personal

Based upon II-A, "Personal Qualifications" (page 151) in Section N, INDIVIDUAL EVALUATION. The special scale is the average of evaluations for all the individual staff members for whom the information is available (10 evaluations for each member of the staff). The individual evaluations are in terms of the regular five-point evaluative scale ranging from 5.0, "highly satisfactory or practically perfect," to 1.0, "very poor."

#### 7. Outstanding Contributions

Based upon II-B, "Outstanding Contributions" (page 151) in Section N, INDIVIDUAL EVALUATION. The special scale is the average of evaluations for all the individual staff members for whom the information is available (1 evaluation for each member of the staff). The individual evaluations are in terms of the regular five-point evaluative scale ranging from 5.0, "highly satisfactory or practically perfect," to 1.0, "very poor."

#### 8. Instructional

Based upon II-C, "Instructional Qualifications" (page 152) in Section N, INDIVIDUAL EVALUATION. The special scale is the average of evaluations for all the individual staff members for whom the information is available (3 evaluations for each member of the staff). The individual evaluations are in terms of the regular five-point evaluative scale ranging from 5.0, "highly satisfactory or practically perfect," to 1.0, "very poor."

#### 9. Non-Professional

Based upon II-A, "Qualifications of Non-Professional Staff Members" (page 97) in Section J, THE SCHOOL STAFF. The special scale is the average of evaluations for all the members of the non-professional staffs for whom the information is available (10 evaluations for each member of the non-professional staffs). The individual evaluations are in terms of the regular five-point evaluative scale ranging from 5.0, "highly satisfactory or practically perfect," to 1.0, "very poor."



## CHAPTER VI

### CONCLUSION

The summary thermometers found in Table 23, page 125, give a graphic picture of the entire school program as measured by the material found in the Evaluative Criteria. The results were largely arrived at through personal judgment and personal evaluations; however, the ratings are the result of a careful study made by local staff members. These evaluations were checked by a committee of administrators and teachers under the direction of Dr. M. L. Alstetter.

On a comparative basis the library, the curriculum, and pupil activities in the order named are the best features of this school. The guidance service and the school plant are the worst features of the Whitewright High School.

There is far too much white left in all of the thermometers to say that any one phase of the program is highly satisfactory and adequate.

In the Fall semester of the 1938-39 school year, the Whitewright High School was operating on a more or less self-satisfied basis. The faculty, it should be known, as a whole was average or probably better than average. No teacher was over-loaded and every teacher, with the exception of one or two who were teaching in their minor fields, were teaching in the fields in which they had most adequately prepared themselves. Extra-curricular activities were engaged in that allowed participation by about forty per cent of the students. Students were

not openly complaining about what they had; they were satisfied because they knew nothing better. Teachers were satisfied because they were teaching what they wanted to teach. They were teaching in the same manner that they had in the year or years before, thereby through some repetition making for an easier job.

The first radical change from the ordinary was seen at mid-semester when a course similar to community civics was offered in place of ancient history. All of the work in the social studies department underwent certain changes in order to give something more usable to the students.

Very soon thereafter the superintendent and principal introduced the Evaluative Criteria to the faculty and some of the students. From then on until the end of the school year the whole school underwent, more or less, a period of experimentation and research. As everyone learned more and more about the program of evaluation, they became more critical of the work which they were offering. Each teacher, some more than others, worked in his or her field in an effort to more nearly achieve the objectives setup by the Evaluative Criteria for the specific phases of the curriculum. Students picking up the idea of research and evaluation were eager to do anything which would make their school a more enjoyable place in which to live. Quite true, some of the students offered very poor ideas, but a large part of them took the matter seriously and offered many constructive as well as destructive criticisms. Some of the students through their work in the evaluation of the school received many experiences which were immediately beneficial to them.

The outstanding results of this critical analysis of this particular

secondary school were (1) an attitude of critical mindedness was developed on the part of the faculty; (2) teachers saw a definite need for further training along professional lines; (3) teachers began to see the need and value of long time and short time lesson planning; (4) teachers began to teach and to plan to teach in the future more objectively; (5) teachers saw need for and engaged in to a certain extent, research in their subject matter and methods fields; (6) the administrators of the school began to use more time in supervision; (7) the administrators encouraged and demanded further professional training on the part of some of the teachers; (8) the janitor, after learning the criticisms offered by the visiting committee, took more pains in caring for the building; (9) the students were allowed more freedom in the operation of the school; (10) more worthwhile activities were offered to the students; (11) more varied pupil participation was sought in all activities; and finally, (12) plans to use objectively the results of this survey were being made for the coming year at the end of the present school year.

In view of the results shown in the survey made, in view of progress being made in the school immediately after and during the making of the survey, and in light of the literature background offered in collaboration with this evaluative study, the following recommendations are offered for use by the secondary school at Whitewright:

1. All courses offered and all activities participated in should be done in light of the general philosophy of the school. Every member of the school force should be made to understand just what that philosophy is.

2. All subject matter courses and all activities should be formulated and offered in light of the needs of the students.

3. Every course offered should be made valuable enough not to be interfered with by other courses except in rare instances.

4. Community needs should be one basis for determining just what courses should be offered in the school.

5. A definite program of guidance should be organized. In this school it is possible for every teacher to know every pupil; therefore, guidance should be the foundation purpose for all activities in which the school engages.

6. Professional training in guidance and guidance procedures should be made available to all teachers and school employees.

7. All so-called extra-curricular activities now being offered should be made curricular inasmuch as it is possible to do so.

8. Over participation by a few students should be guarded against, as well as under participation by a large number.

9. The Student Council organization should be continued, and increased authority should be given it just as rapidly as it is able to increase its scope of work.

10. All pupil activities outside of regular classes should be under the direct authority of the School Council.

11. Regular faculty meetings should be planned in which professionalism along all lines of school activity should be initiated and prepared for.

12. The materials found in the Evaluative Criteria should be used objectively in every part of the school life.

12. Teachers should be taught to realize that ignorance is no excuse for continued failure to accept new and worthwhile activities.

14. The physical activities of the school should all be a part of a well planned and all inclusive physical education program.

15. Music should be offered in the high school in such a manner that definite educational value as well as enjoyment will be gained.

16. Closer cooperation between the parents and school should be encouraged and practiced.

17. A broader program of public relations should be provided for.

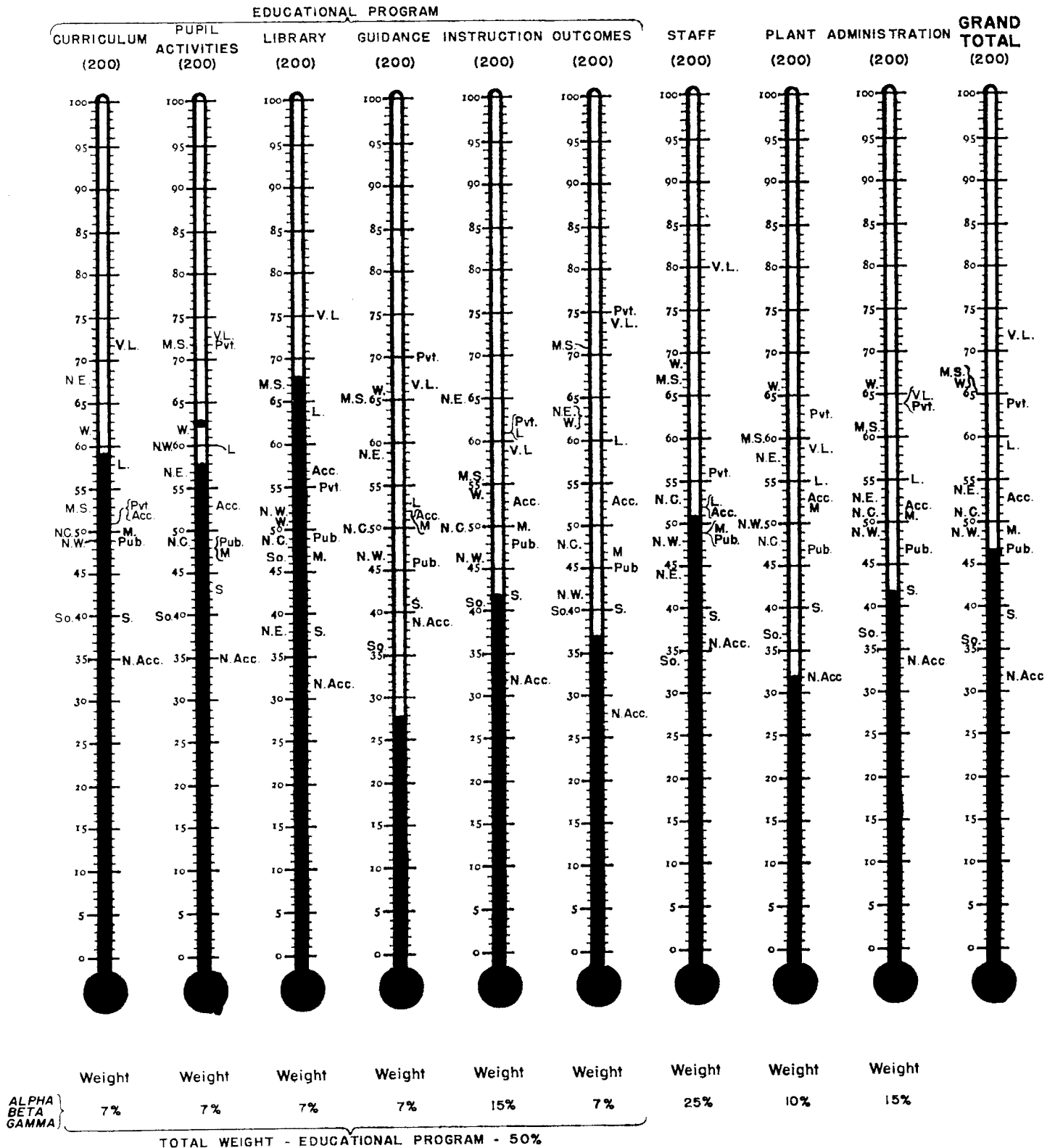
18. A new school plant should replace the one which is now being used.

19. The student and his needs should be the foundation for all action taken in the school regardless of its nature.

20. Closer cooperation should be practiced between teachers and pupils, between pupils and pupils, between teachers and teachers, and between teachers and the administration. The whole educational program of the school should evolve through the cooperative efforts of administrators and teachers, and if any one refuses to cooperate in trying to put over the best possible educational program, he should be removed as soon as possible.

## COOPERATIVE STUDY OF SECONDARY SCHOOL STANDARDS

TABLE 23

SUMMARY  
OF EVALUATIVE CRITERIA

## CURRICULUM AND COURSES OF STUDY (1)

### General Statement

This is the first of two pages on the curriculum and courses of study of the school. This page contains three thermometers dealing with the curriculum in general and five thermometers dealing with curricular fields which ordinarily are represented in all or almost all secondary schools. All thermometers on this page are based upon Section D of the Evaluative Criteria, CURRICULUM AND COURSES OF STUDY. Sources for each thermometer are indicated below. All special scales are in terms of the regular five-point evaluative scale ranging from 5.0, "highly satisfactory or practically perfect." to 1.0, "very poor."

#### 1. General Provisions

Based upon I, "General Provisions" (page 20). Average of 2 evaluations.

#### 2. Development Sources

Based upon II, "Sources for Development" (page 21). One evaluation.

#### 3. Development Procedures

Based upon III, "Organization and Procedure for Development" (page 21). Average of 2 evaluations.

#### 4. English

Based upon the first columns of the two tables under IV, "Provisions for Subject-Matter Fields" (pages 22-23). Average of 4 evaluations.

#### 5. Foreign Languages

Based upon the second columns of the two tables under IV, "Provisions for Subject-Matter Fields" (pages 22-23). Average of 4 evaluations.

#### 6. Mathematics

Based upon the third columns of the two tables under IV, "Provisions for Subject-Matter Fields" (pages 22-23). Average of 4 evaluations.

#### 7. Sciences

Based upon the fourth columns of the two tables under IV, "Provisions for Subject-Matter Fields" (pages 22-23). Average of 4 evaluations.

#### 8. Social Studies

Based upon the fifth columns of the two tables under IV, "Provisions for Subject-Matter Fields" (pages 22-23). Average of 4 evaluations.

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