AN EVALUATION OF THE COLLINSVILLE HIGH SCHOOL, COLLINSVILLE, TEXAS

APPROVED:

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AN EVALUATION OF THE COLLINSVILLE HIGH
SCHOOL, COLLINSVILLE, TEXAS

THESIS

Presented to the Graduate Council of the North
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By

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CHAPTER I

INTRODUCTION

Problem

The problem in this study was to make a critical evaluation of the Collinsville High School which is located in Collinsville, Texas.

Procedure

The Collinsville High School was evaluated on the basis of criteria taken from Evaluative Criteria published by The Co-operative Study of Secondary School Standards. Two companion volumes, How to Evaluate a Secondary School and Educational Thermometers, were used in making all computations, summarization of results and graphic ratings.

Evaluative Criteria contains a section designed to secure information concerning the philosophy of education and the objectives of the school and a section for reporting the nature of the school community. It contains eleven other sections consisting of checklists, evaluations and other data for securing information regarding the curriculum and the courses of study, the pupil activity program, the library service, the guidance service, the instructional program, the outcomes of the instructional program, the
staff, the school plant, and the administration of the school.

All of the main areas of the criteria, except in a few minor details, were applicable to the Collinsville High School.

The first step in evaluating this school was to set up a philosophy of education for the school and to determine its objectives. The second step was to rate the checklists which consisted of provisions, conditions and traits found in good secondary schools.

The evaluations were made in the light of the checklists on the basis of personal observation and judgment.

The third step was to summarize the evaluations at the end of each section and calculate a summary score with the use of the manual, *How to Evaluate a Secondary School*. With the use of a percentile conversion table, this summary score was converted into an equivalent percentile and plotted on its appropriate educational thermometer where the strength and weakness of that phase of the school program could be compared with representative schools of the two hundred rated by the Co-operative Study of Secondary School Standards.

In all computations for the summary scores the Alpha scale was used. The Alpha scale consisting of one hundred thermometers is recommended by the Co-operative Study of Secondary School Standards because it is more comprehensive and stimulating than either the Gamma or Beta scale.
The checklists and evaluations, with the appropriate ratings of each, used in the evaluation of the Collinsville High School are incorporated in the following chapters of this thesis.

The use of the checklist 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 is 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

Space is provided at the end of the checklist for writing of additional items.

Evaluations
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 be 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.

A uniform method of presenting results on the educational thermometers has been adopted, and is illustrated by the sample thermometer scales, Figure 1 and Figure 2.

The left side of each thermometer is graduated, as a percentile scale, from 0 to 100. A score on this percentile scale of 25, for example, means that a school is equal to or better than 25 per cent of the schools measured; a score of 87 means that a school is equal to or better than 87 per cent of the schools measured, and so forth. The right side has a scale particularly adapted to the feature under consideration—in this case number of titles in the library. The left side is a relative scale; the right side is an absolute scale. The national norm, of course, is the 50th percentile point. Regional, size, type, and accreditation norms have been computed and are shown on this and on each later thermometer. They are indicated by appropriate abbreviations, norms for regional associations being always placed on the left side and the other three sets of norms on the right side of the scale.

Organization and Presentation of Materials

This study is organized and presented in thirteen chapters. Chapter I, the introductory, states the problem, sets forth the procedure in securing the data and tells how the study is organized. Chapter II states the philosophy and objectives of the school. Chapter III describes the conditions of the community in which the school is located.

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1Co-operative Study of Secondary School Standards, Evaluative Criteria, p. 27.
SAMPLE THERMOMETER SCALE

NUMBER OF TITLES IN LIBRARY
(199)

TITLE: Subject summarized
Number of schools on which the scale is based
PERCENTILE SCALE: Uniform plan, 100 to 0 for all thermometers
REGIONAL NORMS:
- Middle States M.S.
- Western W.
- North Central N.C.
- Southern So.
- Northwest N.W.
- New England N.E.
COUNTRY-WIDE NORM FOR ALL SCHOOLS: (50 percentile point on all thermometers)

Interpretation: (This particular school is a large, Southern, accredited, public school)
1. This school, in number of titles in the library, is equal to or better than 56% of the 199 schools measured.
2. It stands slightly higher than the average Southern school (3 points).
3. It stands decisively lower than large schools in general (16 points).
4. It stands at the same level as accredited schools in general.
5. It stands somewhat higher than the average public school (5 points).

SIZE NORMS:
- Very large (over 1000) V.L.
- Large (500 - 999) L.
- Medium (200 - 499) M.
- Small (Under 200) S.

TYPE NORMS:
- Public Pub.
- Private Pvt.

ACCREDITATION NORMS:
- Accredited Acc.
- Non-Accredited N.Acc.

Fig. 1. EXPLANATION OF THERMOMETER SCALE DEVICE FOR SUMMARIZING DATA AND REPORTING STANDING OF A PARTICULAR SCHOOL
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EXPLANATION

The sample thermometer scale shown on the opposite page is construct-
ed 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 in the opposite page of the Evaluative Criteria. The sample scale on the opposite page is based on the three evaluations on the school government in Section II (page 28) 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.

*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.
SAMPLE THERMOMETER SCALE

FOUR TYPES OF NORMS
Regional
Size
Type
Accreditation
(As on previous sample page)

SCHOOL GOVERNMENT (1945)

5.0 Highly satisfactory or practically perfect
4.0 Very good
3.0 Average
2.0 Poor
1.0 Very poor

Fig. 2. 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 18 component thermometers see pages 4, 5.

2. Pupil Activities
Based upon Section E of the Evaluative Criteria, PUPIL ACTIVITY PROGRAM. For 5 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 18 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.
Chapter IV evaluates the curriculum and courses of study of the school. Chapter V evaluates the different phases of the pupil activity program. Chapter VI evaluates the different phases of the library service. Chapter VII evaluates the guidance program of the school. Chapter VIII evaluates the instructional program. Chapter IX evaluates the outcomes of the subject matter fields and the development of attitudes and appreciations in children. Chapter X evaluates the school staff. Chapter XI evaluates the different phases of the school plant. Chapter XII evaluates the different phases of the administration of the school. Chapter XIII summarizes the data in the first twelve chapters, presents a graphic rating of the school, and makes recommendations for the improvement of the school.

Table forms presented in **Evaluative Criteria** have been used throughout this study. Although they do not conform to the rules and regulations in the preparation of tables in the manual of directions for the writing a thesis, they best suit this form of data.
CHAPTER II

PHILOSOPHY AND OBJECTIVES

The Philosophy of Education of the Collinsville High School

The Collinsville High School exists for all the children of all the people, whether rich or poor, in the Collinsville Community and the surrounding communities. All children, regardless of talent or background, are to be encouraged to become interested in their own learning and to develop their abilities to a maximum.

Pupils are to be prepared, not only to understand the culture of the past, but also for participation and leadership in present and future situations. Cultural and practical values are to correlate each other.

The school recognizes its duty to help the student to make the necessary adjustments to life as it is so that he may obtain maximum happiness and be of service to the community of which he is a part.

Youth is to be taught to think, to make evaluations and to weigh values for their practical worth.

Teachers at all times should feel free to experiment with new and untried methods and materials.
Subject matter preparation of teachers and professional preparation of teachers are to receive the same emphasis.

The principal should be chiefly the supervisor of the educational activities in the school. The purpose of supervision in the school should be to develop a group of professional workers who use scientific methods in attacking and solving their problems.

**The Objectives of the Collinsville High School**

The objectives of the Collinsville High School are:

1. To develop open-mindedness, tolerance and consideration among students
2. To develop the power to think in children
3. To develop the habit of weighing, evaluating and judging relative values
4. To develop habits of personal cleanliness among children
5. To develop in children habits of speaking and writing good English
6. To develop in children appreciations of the rights of others
7. To orientate children into society and life
8. To help students make adjustments to life
9. To lay a basis for cultural and vocational development

10. To provide a foundation for college work

Harap defines an objective as "a specific goal, useful in life, to be achieved by education." It should be the usable achievement which results from any one unit of learning. A good objective is one that makes some improvement in the way of living of the learner.

Graphic Analysis of Theory and Practice

Each pair of terms in Figure 3 represent relatively contrasting aspects of certain phases of the school's philosophy of education.

The scale of values, represented graphically by the connecting line, is to be used to indicate the relative emphasis given to the contrasting ideas. On each line write "T" to indicate the theoretical position—where the administration or staff thinks it should be; and "P" to indicate the actual position—where the school really is. If the administration or staff feels that equal emphasis should be, or is, placed upon each aspect the corresponding "T" or "P" should be placed at the middle of the line.\

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1Harap, Technique of Curriculum Making, p. 27.
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<thead>
<tr>
<th>Secondary schools are for the more able</th>
<th>Secondary schools are for all</th>
</tr>
</thead>
<tbody>
<tr>
<td>School is a place to learn subjects</td>
<td>School is a place to learn to live</td>
</tr>
<tr>
<td>Make pupils more nearly alike</td>
<td>Develop differences in pupils</td>
</tr>
<tr>
<td>Follow a predetermined curriculum</td>
<td>Classes evolve their curriculum</td>
</tr>
<tr>
<td>Uniform curriculum for all pupils</td>
<td>Individualized curriculum</td>
</tr>
<tr>
<td>Following traditional methods and materials</td>
<td>Seeking new and untried methods and materials</td>
</tr>
<tr>
<td>Emphasis on cultural values</td>
<td>Emphasis on practical values</td>
</tr>
<tr>
<td>Emphasis on specialized training</td>
<td>Emphasis on general education</td>
</tr>
<tr>
<td>Emphasis on information</td>
<td>Emphasis on attitudes</td>
</tr>
<tr>
<td>Much drill for thoroughness</td>
<td>Much reading and study for broad scholarship</td>
</tr>
<tr>
<td>Mastery of facts</td>
<td>Learning to think</td>
</tr>
<tr>
<td>Definite teacher control</td>
<td>Much control by pupils</td>
</tr>
<tr>
<td>Principal chiefly as organizer and manager</td>
<td>Principal chiefly as supervisor of activities</td>
</tr>
<tr>
<td>Subject matter preparation of teachers</td>
<td>Emphasis on professional preparation of teachers</td>
</tr>
<tr>
<td>School plant for school use</td>
<td>School plant for community use</td>
</tr>
<tr>
<td>Plant equipped and self-contained</td>
<td>Extension of plant by utilization of community agencies</td>
</tr>
</tbody>
</table>

Fig. 3. Graphic analysis of theory and practice.
General Evaluation of the Philosophy and Objectives

Evaluation.—Following is the general evaluation of the philosophy and objectives of the school.

(3) z. How adequate are the philosophy and objectives of the school as expressed in this blank, when judged in terms of the nature of the pupils with whom it has to deal, the needs of the community which it serves, and the nature of the American democracy of which it is a part?3

Comments.—The philosophy and objectives of Collinsville High School fairly well meet the needs of the community and pupil population.

This school is for all the children of the community. As near as possible, the school is a place where a child may learn to live by living. Pupils are taught how to think and to manage for themselves. More emphasis is placed upon giving a child a general education instead of specialized training.

This school could better meet pupil needs by making provisions for individual differences among its pupils. Classroom teachers do not give enough emphasis to the developing of proper attitudes in children. They are too busy teaching them information from books.

3Ibid.
CHAPTER III

PUPIL POPULATION AND SCHOOL COMMUNITY

The Collinsville School exists for all the children of all the people of the community it serves. The problems and needs of the community are distinctly different from those of any other community. "The school should know the distinct characteristics and needs of the people and groups of people of the community, particularly those of the children." With these characteristics in mind the school should formulate its philosophy of education and set up its educational objectives to meet the needs of the community, the state and the nation of which it is a part.

I. Basic Data Regarding the Community

A. Population Data

The 1939 population of the entire community, which is larger than the school community, is approximately fifteen hundred people. The secondary school population is approximately one hundred fifty children. The entire community

\[\text{1Co-operative Study of Secondary School Standards, Evaluative Criteria, p. 11.}\]
is served by eight rural schools and one high school. The
total high school enrollment is one hundred forty pupils
of which number one hundred nineteen are enrolled in the
Collinsville High School.

The Collinsville School district has approximately
eight hundred inhabitants of which number eighty-two
are of secondary school age.

B. Occupations of Adults

Below is given the percentage of persons in the Collins-
ville Community above secondary school age who are regularly
engaged in each of the following classifications.

| (25) Agriculture      | (1) Secretarial       |
| (40) Home making      | (8) Unskilled labor   |
| (3) Professions       | (6) Unemployed        |
| (1) Sales work        | (10) On relief        |
| (1) Skilled labor     | (5) Business          |

The Collinsville School is located in a community of
small, sandy farms. Although the prosperity of the com-
munity depends upon the price of cotton, the farm people
are making a living and enjoying a few of the luxuries of
life. As a result, the laborers of the community make a
very poor living. Many workers are forced to seek govern-
ment relief. Twenty per cent of the children in the high
school come from homes supported by government relief of
some sort. About seventy per cent of the high school
children come from farm homes.
C. Occupational Status of Youth
of Secondary School Age

Below is given the percentage of the youths of sec-
ondary school age in the school community belonging to
the following classifications.

{75} Regularly attending secondary school
{ 2} In post-secondary school
{ 1} Employed half-time or over in the community
{ 0} Employed less than half-time in the community
{ 0} Employed half-time or over outside the commu-
nity
{ 1} Employed less than half-time outside the com-
munity
{21} Unemployed
{ 0} Unknown

There is no continuous employment to be obtained by
youths of secondary school age that quit school. They
become liabilities at home, as the farms in the community
are small and no extra help is needed by their fathers. The
National Youth Administration (NYA) employs a few of them
for work on projects over the county.

Most graduates are out of secondary school age, or very
nearly so by the time they leave school which accounts for
so few of secondary school age being in college.

D. Racial and Cultural Groups

The only foreign person living in the community is
an Englishman. The remaining number are native born
white people. Naturally, there is no race segregation of
any kind in the school. The Collinsville community is one big unit with no major dissenting factors. This is a very favorable school condition.

Evaluation.—Below is given the evaluation of the racial and cultural groups.

(2) a. How adequate is the school's information regarding its community in such matters as discussed above?

Comments.—There are no records dealing with the information given in the preceding paragraphs. The data is based upon a personal knowledge of the district. Although in a few cases the data given here is not entirely authentic, it is the most reliable that can be secured under the circumstances.

It is doubtful that, in this small community, records other than dealing with students, both past and present, are of any value to the school. They would require time to compile and occupy valuable space in filing cabinets. It is possible for a new administrator or teacher to become acquainted with the community in a few days.

E. Additional Socio-Economic Information

Checklist.—Below is given the checklist and the rating of each item.

It is desirable that the school should have the following information regarding its community.

(M) l. Economic status of various neighborhoods or groups.

\[\text{\textsuperscript{2}Tbid, p. 12.}\]
(N) 2. Sanitary health status of the various neighborhoods.
(N) 3. Racial groups or colonies and their location.
(N) 4. General educational and cultural status of the various groups.
(N) 5. General ethical or moral tone of the various groups.
(N) 6. Recreational facilities and types of recreation engaged in by various groups.
(N) 7. Interest in and attitude toward school shown by the various groups.
(A) 8. A map of the district showing character of residence, business, factories, and other pertinent features as well as the homes of pupils.  

Evaluation.--Below is given the evaluation of the checklist.

(2) 2. How adequate is the school's information regarding its community in such respects as the above?

Comments.--The school keeps no information regarding the social-economic condition of the community. Many of the provisions in the preceding checklist do not apply to the community as there are no divisions in the community. Everyone lives as a part of one group and the interests of the group are practically the same.

The economic status of the community is on the average with that of other small communities over the state. The homes are so scattered that sanitation is a personal problem instead of a community problem.

The educational and cultural status is above average for a farming community. There are few illiterates living in the community. However, there are few college graduates other than those of the teaching profession.

3 Ibid. 4 Ibid.
The moral standards of the community are high due to a high percentage of white and native born population in the community.

The school keeps an up-to-date map showing the location of the pupils' homes.

P. Financial Resources

The table below compares the costs of secondary education of the school and its financial resources with other schools in the state.

**TABLE 1**

<table>
<thead>
<tr>
<th>Item</th>
<th>For the school</th>
<th>Rank with other schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cost of the secondary school per pupil enrolled</td>
<td>68.00</td>
<td>Medium</td>
</tr>
<tr>
<td>Cost per youth of secondary school age in the community</td>
<td>62</td>
<td>Medium</td>
</tr>
<tr>
<td>Taxable wealth per youth of secondary school age in the community</td>
<td>$1053</td>
<td>Low</td>
</tr>
</tbody>
</table>

*Evaluation*—Following is given the evaluation of the financial data.

(3) e. How adequate are the financial data available
for judging the ability and the effort to support secondary educations.\footnote{Ibid.}

**Comments.**—The reason for the poor financial condition of the district is the lack of wealth per capita. The income from taxes for maintenance purposes amounts to six dollars and forty-two cents per child. The local maintenance per child plus the per capita apportionment from the state gives the school less than thirty dollars for educating each child. The cost per child per year in high school is sixty-eight dollars. This leaves a deficit of about forty dollars that must be met with funds from the state department. When these funds are reduced as they have been in the last few years, the school suffers badly in many of its activities.

## 0. Agencies Affecting Education

**Checklist.**—Below is the checklist and the rating of each item.

The school should be well informed regarding agencies or facilities in or near the community which affect the educational development of its youth, such as the following:

\(N\) 1. Other schools—other schools of secondary or post-secondary school age—nature and extent of their offerings, their purposes, their clientele, etc.

\(O\) 2. Churches—denominations represented; those most generally attended by pupils and their parents; general character of membership; ability and influence of ministers; etc.
3. Libraries—number, facilities, patronage by parents and pupils
4. Museums, art galleries, planetariums, botanical gardens, zoos
5. Forums, lyceums, operas, dramatic and musical performances, etc.
6. Health centers, clinics, and other health agencies
7. Recreational agencies—parks, playgrounds, swimming facilities, and other agencies
8. Movies and sound pictures—general nature of their offerings and their patronage
9. Other commercialized entertainment—pool and billiard parlors, dance halls, night clubs, places providing games of chance, similar places of amusement

10. Other agencies

Evaluation—Below is given the evaluation of the checklist.

3. How adequate are the available data concerning such matters as the above?

Comments—There are not many of the agencies in the checklist above found in Collinsville. The school makes no effort to secure information regarding the operation of these agencies because the activities of these agencies are not strong enough to affect the school in any way. The pool hall is closed to school boys. The picture show operates only on Saturday. There are no beer parlors or dance halls in the community. In fact, there is very little to attract boys and girls away from school and study.

The administrators should not feel a false sense of security, however. They should continually watch for undesirable activities and their effect on the school.

6Ibid. 7Ibid.
II. Basic Data Regarding Pupils

A. Enrollment and Graduates

Table 2 is the data regarding pupil enrollment and graduates for the last four school terms ending with the term of 1939.

Evaluation.—Below is given the evaluation of the tendency for pupils to remain in school.

(3) z. How well do the pupils tend to remain in school?

Comments.—As can be seen from the enrollment for the past four years there is a great tendency for boys and girls to drop out of high school. Less than fifty per cent of the freshman class of 1935-36 graduated in 1938-39. There is about the same ratio between the freshman class of any year and the senior class of three years later.

Disagreements with teachers, failures, lack of interest, lack of home co-operation and financial embarrassment are the most frequent causes for the children quitting school at the Collinsville High School. The first four causes given above denote laxity of the school in serving the child. The fifth cause is being somewhat relieved by government agencies such as the National Youth Administration.

The child is the school's responsibility and when he drops out for no real cause the school has failed in its mission.

\(^{8}\)Ibid., p. 14.
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Boys</td>
<td>Girls</td>
<td>Total</td>
<td>Boys</td>
</tr>
<tr>
<td>Eleventh grade</td>
<td>15</td>
<td>16</td>
<td>31</td>
<td>21</td>
</tr>
<tr>
<td>Tenth grade</td>
<td>16</td>
<td>10</td>
<td>26</td>
<td>11</td>
</tr>
<tr>
<td>Ninth grade</td>
<td>11</td>
<td>17</td>
<td>28</td>
<td>14</td>
</tr>
<tr>
<td>Eighth grade</td>
<td>22</td>
<td>24</td>
<td>46</td>
<td>25</td>
</tr>
<tr>
<td>Total</td>
<td>64</td>
<td>67</td>
<td>121</td>
<td>61</td>
</tr>
<tr>
<td>Number of graduates</td>
<td>15</td>
<td>10</td>
<td>25</td>
<td>15</td>
</tr>
<tr>
<td>Number in school</td>
<td>5</td>
<td>1</td>
<td>6</td>
<td>6</td>
</tr>
</tbody>
</table>

B. Age-Grade Distribution

contains

Table 5 / the age-grade distribution data for the
school term beginning in September 1938.

**TABLE 5**

**COMPUTATION FORM FOR AGE-GRADE DISTRIBUTION**

<table>
<thead>
<tr>
<th>Grade</th>
<th>12</th>
<th>13</th>
<th>14</th>
<th>15</th>
<th>16</th>
<th>17</th>
<th>18</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eleventh</td>
<td></td>
<td>4</td>
<td>12</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tenth</td>
<td>4</td>
<td>9</td>
<td>4</td>
<td>9</td>
<td>6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ninth</td>
<td>4</td>
<td>9</td>
<td>5</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Eighth</td>
<td>4</td>
<td>9</td>
<td>2</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Evaluations—Below is given the evaluation of the age-grade distribution.

(3) a. How well does the school regularly provide data on the age-grade distribution of its pupils?

Comments—The above figures of the number of children of each age are based on the ages of the pupils September 1, 1938. The school regularly collects data pertaining to age-grade distribution as part of the superintendent's annual report to the State Department of Education.

From the above chart it is easy to see that Collinsville has a large amount of overageness among the pupils.

\[\text{Ibid., p. 15}\]
of the one hundred nineteen pupils enrolled in high school
during the term of 1938-1939, fifty-five per cent were
overage; ten per cent were underage and thirty-five per
cent were in the proper grade for their ages. Reeder\textsuperscript{10}
says that in the ideal school organization the percentages
of overageness and underageness are approximately the same.
It is the task of the teachers and of the school officials
to decrease the amount of overageness of the student
body.

One reason for overageness in the school is that the
children were already retarded when they entered high
school. Forty-nine per cent of the Collinsville children
who enrolled in the eighth grade in 1938 were overage.
Another reason that accounts for the high percentage of
overageness is the great number of failures in high school.

This high percentage of overageness denotes the presence
of extreme maladjustment between the pupil and the
school.

C. Mental Ability

There are no intelligence tests of any kind given
in the school. No attempt is made to classify the child
as to mental ability, aptitudes or interests. The school
suffers from a lack of this information about its students.

\textsuperscript{10}W.C. Reeder, \textit{Public School Administration}, p. 336.
Hatcher says that "mental tests help to sort human beings into homogeneous groups of similar grades of ability and thus make possible better educational adjustments. It is unfair to the child of low ability to expect him to keep pace with a child of much higher ability. Without the results of a good intelligence test, a teacher can never know whether or not she is doing a slow child injustice by prodding him. Perhaps he is lazy and needs energizing; perhaps he is doing the best he can. It must be kept in mind, however, that a good testing program is only a means to an end. Determining deficiencies is not its only objective for the results of testing must also be used in remediating the deficiencies found in the child."

**D. Educational Intentions**

There were six boys and thirteen girls in the graduating class of 1939.

Below is the number of members of the senior class who plan to attend each of the following types of institutions:

1. State university
2. Teachers colleges
3. Other educational institutions

---

4. Undecided on type of school but expect to continue education

5. Expect to stop formal education upon graduation

7. Undecided about further education

The State University at Austin, Texas, the Teachers College at Denton, Texas, and the Draughn's Business College at Dallas, Texas are the only educational institutions that the seniors plan to attend after graduation.

**Evaluation.** Below is given the evaluation of the educational intentions of the senior class.

(1) z. How well does the school regularly secure information regarding the educational intentions of its pupils?\(^{12}\)

**Comments.** The school makes no attempt to secure information regarding further educational intentions of its pupils. The above data are the results of a questionnaire given to the members of the senior class.

A school should know the educational intentions of a child when he is in the eighth grade. If he is going to college, there are certain courses he must take for admission. The school should also know the name of the college he plans to attend because there is some difference in admission requirements among colleges and among universities.

E. Occupational Intentions

Table 4 indicates the number of boys and girls who plan to enter the following occupations.

**TABLE 4**

**COMPUTATION FORM FOR OCCUPATIONAL INTENTIONS**

<table>
<thead>
<tr>
<th>Occupations</th>
<th>Boys</th>
<th>Girls</th>
</tr>
</thead>
<tbody>
<tr>
<td>Homemaking</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Teaching</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Secretarial</td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>Nursing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Beauty culture</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Undecided</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unknown</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Agriculture</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>

**Evaluation.**—Below is given the evaluation of the occupational intentions of the senior class.

(1) z. How well does the school regularly secure information regarding the occupational intentions of its pupils?\(^{15}\)

**Comments.**—The school does not keep any record of the occupational intentions of its students. Under the present set-up, there is little need for such records. There is no vocational guidance attempted by the school and due to

\(^{15}\text{Ibid.}\)
the lack of facilities, the school cannot aid a child in his chosen occupation except in the field of business administration.

Ideally, the school should know at an early date the occupational intentions of every child in school. If he has not made his choice of occupations, there should be a number of try-out courses for him to take and able counsellors to aid him in making his choice. Then, with this information, the school should be able to offer him adequate guidance to aid him in carrying out his ambitions.

F. Supplementary Data

The length of the school term was actually one hundred seventy-eight days for the 1938-1939 term, one hundred seventy-three days for the 1937-1938 term and one hundred seventy days for the 1936-1937 term.

School opens at 8:45 A.M. and closes at 3:45 P.M. Counting one hour for lunch, school is held for seven hours.

Fifty-five pupils are transported by bus. The school operates two buses that haul approximately one hundred grammar school and high school pupils from the surrounding districts.
CHAPTER IV

CURRICULUM AND COURSES OF STUDY

"The curriculum may be defined as all the experiences which pupils have while under the direction of the school; thus defined it includes both classroom and extra-classroom activities, work as well as play.\(^1\) The course of study is that part of the curriculum that is designed primarily for classroom use.

Nothing should be included in the curriculum which is not useful in life. Every activity should promise improvement in the way of living—new and in the future.

Because problems of life are continually changing, constant adaptation and development of the curriculum are necessary. A curriculum that is static is not serving its purpose. Change in the curriculum should be brought about as the result of a carefully conducted study by the staff members working under the direction of skillful leaders. Change in the curriculum should be based upon carefully conducted experimentation on the part of the teachers and of the administrators.

The aims incorporated in every curriculum should seek to enlarge and to enrich the child's life, to insure all possible happiness for the child and to provide for the

\(^1\)Co-operative Study of Secondary School Standards, Evaluative Criteria, p. 20
maximum growth and development of the child. The curriculum should be fitted to the child and not the child fitted to the curriculum.

I. General Provisions

Checklist.—Following is given the checklist and the rating of each item.

(-) 1. The school’s underlying philosophy of education is clearly formulated and frequently discussed

(-) 2. The educational aims or objectives of the educational program are clearly formulated and frequently discussed

(-) 3. Provision is made for interrelating and unifying educational activities and materials, within years or grades and between consecutive years or grades

(-) 4. The interrelationship of subject matter fields and their relation to life situations are emphasized rather than subject matter fields as separate entities

(-) 5. The selection of learning activities and materials which will best promote each pupil’s interests and his plans for the future is emphasized rather than uniform group achievement

(-) 6. Enlargement and enrichment of the pupil’s scope of interests are encouraged and too great specialization is avoided

(-) 7. Materials and activities are adapted to the degree of development and maturity of the pupils

(-) 8. Provision is made for promoting constant interrelationship between the pupil activity program and the regular classroom program

(-) 9. Provision is made for both teachers and pupils to have a part in the day-by-day and week-by-week planning and development of curriculum materials and experiences

(-) 10. Provision is made for assuring thoroughness and comprehensiveness of learning in two or more fields of knowledge

\(^2\)Ibid.
Evaluations.—Below are given the evaluations of the checklist.

(2) y. How well are such provisions as the above made? 
(3) z. How extensively do teachers make use of or apply such provisions as the above? 3

Comments.—There has never been a clearly formulated philosophy of education set up for the Collinsville School. However, without realizing it, the school has been following certain traditions, habits and standards that have been sifted out and written as a "Philosophy of Education" which the reader will find in the second chapter of this thesis. This is the first time that it has ever been a tangible thing to be discussed.

The educational aims and objectives have often been discussed in part, but this is the first time, also, that there has been a complete list of objectives drawn up for the school.

Provisions are made for close interrelationship between English and other subjects. In all departments no work is accepted as good until it is grammatically perfect. However, the reverse is not true, nor is there such interrelationship between other departments.

Very little attention is given to individual differences among pupils. The teaching force is too small to make any division of classes as to ability. The general

3Ibid.
outline of the courses is made to fit the average pupil. Those above and below are misfitted and crowded classes make it almost impossible to make individual allowances.

Other than sports and school clubs there is very little organized pupil activity. The school clubs are closely related to that part of the school program that sponsors them.

The pupils have little voice in the planning and developing of the curricula materials and experiences. They have no training in planning or initiating ideas.

II. Sources for Development

Checklist.—Below is given the checklist and the rating of each item.

(•) 1. A survey of the social and economic characteristics of the community
(0) 2. A careful, continuous study of what pupils leaving or graduating from the school do and where they go
(•) 3. A careful study of the social and economic changes in both the local and broader society in their relation to changes in educational theory
(•) 4. A study of courses of study of other schools
(•) 5. A study of curriculum material in educational literature
(0) 6. Carefully conducted and evaluated classroom experimentation in the local school or in other schools
(•) 7. A study of pupil interests and plans
(•) 8. Demands for change by the public

Evaluation.—Below is given the evaluation of the checklist.

(2) 2. How extensively have such sources as the above been made available and consulted?
Comments.—In the past, the courses of study of neighboring schools and the demands made by the public that the Collinsville School offer equal opportunities have had a great influence upon the shaping of the curriculum. A great many courses were placed in the curriculum years ago because they were deemed fundamental. They have remained without revision and without question.

No surveys are made nor are there any records kept of the effect the present curriculum has had and is having upon those who have left the school to take their place in life.

In revising and developing the curriculum of the Collinsville School, the present and future needs of the pupil population of the high school constitute the most important factors to be considered in the selection of courses and their organization into the curricula. Pupil needs vary according to ability, talent and advancement in school work. In the ideal situation, each pupil should be studied as an individual who has a right to happiness and has a service to render in society. In any size school, it is the duty of the administration, the faculty and the public to make their situation involving child learning as ideal as possible.

The social and economic characteristics of the community should be analyzed for after all here is where the finished product is to fit, as a large part of the student body remains in the community to establish homes.

Finally, the equipment and the teaching staff must be checked, for in a school of this size there are no funds for new ventures and no extra teachers can be employed to take over new tasks. However, care should be taken for "in small communities the school plant affords greater possibilities than are generally recognized by the faculty." Often through juggling of the staff, trained teachers may be secured for a new course without employing any additional members.

III. Organization and Procedure for Development

Checklist.—Below is given the checklist and the rating of each item.

(=) 1. General plans for a program of development and adaptation are carefully and co-operatively formulated

(+) 2. The principal or some other qualified official directs the school's program of development and adaptation of the curriculum and courses of study

(0) 3. Those charged with special responsibilities in connection with the development of the curriculum and courses of study are provided necessary time, materials, and working conditions

(0) 4. Qualified persons in the community are consulted regarding the curriculum and courses of study and proposed changes therein

7Ibid, p. 208.
5. The teachers are made aware of the need for probable changes in the curriculum and courses of study and are trained for the task of helping make changes as need arises.

6. Plans for revision and development aim at the constantly increasing use of the pupils of all accessible library, museum, laboratory and field materials.

7. The general plans for development and revision provide not only for changes to meet present social needs but also for leadership in anticipating and preparing for coming needs.

8. Changes in the curriculum and courses of study except in rare cases, are developmental and evolutionary in nature and plan, rather than abrupt.

9. The educational activities and possibilities of other educational and social agencies in the community are definitely taken into account and provision is made for co-operation with them.

Evaluations.—Below are given the evaluations of the checklist.

1. How well is the staff organized for study and development of the curriculum and courses of study?

2. How well are such procedures as the above followed?

Comments.—A rating of "2" was given because the staff has little organization as to study and development of the curriculum. Very few of the faculty members are trained in curriculum making.

As the community is predominately farming, there are few college trained people living in it and those that have a college education finished school from twenty-five

---

9Ibid.
to fifty years ago and are hopelessly out of date. The school suffers from lack of expert advice from the outside.

There exist in the surrounding communities eight rural schools. One offers two years of high school work, two offer one year, and five are grammar schools. Needless to say, the educational activities of these schools offer a real problem, and, as they make up practically fifty per cent of Collinsville High School, every attempt is made to cooperate with them in making their curricula.

The first important step in any curriculum undertaking is the psychological preparation of the staff, for any program of curriculum adjustment is primarily a venture in teacher growth.¹⁰

The National Educational Association recommends such activities as group discussions, bringing in outside speakers, reading programs and comparing local achievements with standard forms for orientating teachers with problems of curriculum development.¹¹

Harap¹² suggests the analyzing and discussing of each problem in curriculum revision and then studying existing curricular material which concerns the problem under consideration.

It is the duty of the administration of this school to put a plan of curriculum organization and development into

¹⁰Langfitt, Cyr and Newsome, The Small High School at Work, p. 225.
effect and revise the curriculum of the Collinsville School in such a way that the community gets value received for every dollar put into the school.

IV. Provisions for Subject Matter Fields

A. Amount of Offerings

Comments—The curriculum (see Table 5) at present does not meet the community needs. Less than twenty per cent of the graduates attend college and no provisions are made to fit the other eighty per cent for life, except that the school, although located in the heart of a farming section with no manufacturing and few business concerns, offers an excellent course in business administration which comprises one-fourth of the curriculum.

The following recommendations would allow the curriculum to better fit the needs of the community. Courses in homemaking and agriculture should be added as there is a great need for such courses for farm boys and girls that will spend their lives on farms. Due to the lack of interest it is necessary that foreign language, geometry and shorthand be dropped from the curriculum. Bookkeeping, instead of training for the job that no one secures, should be modified to meet farm life and farm problems. Students could keep a set of books on their "dad's" farm instead of a mythical locomotive works in Baltimore. Banking, personal finances
<table>
<thead>
<tr>
<th>Amount</th>
<th>Science</th>
<th>English</th>
<th>Foreign Languages</th>
<th>Mathematics</th>
<th>Social Studies</th>
<th>Industrial Arts</th>
<th>Home-making</th>
<th>Agriculture</th>
<th>Business</th>
<th>Physical Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total number of units offered in each field</td>
<td>3</td>
<td>4</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>5</td>
<td>4</td>
<td>4</td>
<td></td>
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<tr>
<td>Additional number of units that should be offered</td>
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<tr>
<td>The number of units that should be eliminated</td>
<td></td>
<td>2</td>
<td>1</td>
<td></td>
<td></td>
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<td>1</td>
</tr>
<tr>
<td>How adequately does the amount of offering meet the pupil needs</td>
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<td>4</td>
</tr>
<tr>
<td>How fully do pupil needs justify the amount of offering provided</td>
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<td>5</td>
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<td>4</td>
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<td></td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>
and household budgets could make bookkeeping a real life situation. Mathematics, instead of dealing with applications foreign to the interest of the students, could deal with problems of farm management and engineering and fill a much greater need.

B. Nature of Offerings

The contents of the subject matter offerings of English, science, physical education and social studies fairly well meet the provisions provided for in the Table C. These courses provide adequately for promoting pupils' understanding of present day society, for promoting desirable social relationships through the development of understandings, appreciations and attitudes. The courses of study of the science classes particularly provide the growth of independence of pupils. There is little provision for individual differences among pupils. The range of experiences is not wide enough to attract the interests of all the pupils and their needs are not satisfied.

The courses of study of the business training classes are evaluated as average, though below average in many instances, because they offer pupils a fair understanding of present day society and the material presented is of potential value in adult life.

Some of the material provided for in the courses of study is a product of an early philosophy of education and fails miserably in fitting into the modern philosophy of education. Such materials need to be removed from the
<table>
<thead>
<tr>
<th>Items</th>
<th>English</th>
<th>Foreign Languages</th>
<th>Mathematics</th>
<th>Sciences</th>
<th>Social Studies</th>
<th>Business Education</th>
<th>Physical Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emphasizing significant contributions of racial culture to present day life values</td>
<td>▲</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>▲</td>
</tr>
<tr>
<td>Promoting pupil's understanding of present day society</td>
<td>-</td>
<td>▲</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>▲</td>
</tr>
<tr>
<td>Stimulating pupil's interests and satisfying their needs</td>
<td>▲</td>
<td>-</td>
<td>-</td>
<td>▲</td>
<td>-</td>
<td>-</td>
<td>▲</td>
</tr>
<tr>
<td>Promoting the spirit and understanding of democracy</td>
<td>-</td>
<td>▲</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>▲</td>
<td>▲</td>
</tr>
<tr>
<td>Promoting desirable social relationships because of habits and attitudes developed</td>
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<td>▲</td>
<td>▲</td>
<td>▲</td>
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<tr>
<td>Selecting materials having potential value in adult life</td>
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<td>▲</td>
<td>-</td>
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<td>▲</td>
<td>▲</td>
</tr>
<tr>
<td>Engaging in a wide range of experiences for extending pupils' interest</td>
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<td>-</td>
<td>▲</td>
<td>▲</td>
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<td>-</td>
<td>▲</td>
</tr>
<tr>
<td>Items</td>
<td>English</td>
<td>Foreign Languages</td>
<td>Mathematics</td>
<td>Social studies</td>
<td>Business education</td>
<td>Physical education</td>
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<tr>
<td>Making adaptation to the tastes, interests and abilities of individual pupils</td>
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<tr>
<td>Stimulating continuous growth and improvement of pupils throughout school life</td>
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<tr>
<td>Finding reference and illustrative materials and other teaching aids</td>
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<tr>
<td>Helping pupils to find reference materials</td>
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<tr>
<td>Stimulating continuous development of independence and power by all pupils</td>
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<td></td>
</tr>
<tr>
<td>Evaluations</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>y. How adequate is the nature of the offerings in such respects as the above?</td>
<td>3</td>
<td>3</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>a. How effectively do teachers use the means placed at their disposal?</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
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</tr>
</tbody>
</table>
curriculum and modern materials and methods substituted for them.

V. General Summary of the Curriculum and the Course of Study

The school offers a very good course in business administration to those students who are interested. Students are able to make some selection in courses they wish to take, however, the choice of electives is limited. There is a great need for the addition to the curriculum courses in agriculture and homemaking. A wide variety of courses should be offered in the school. All of the courses need to be modernized to meet modern needs of education.

The school has improved its course of study by adding a course in health and hygiene, by substituting general mathematics for second year algebra and by making geometry an elective subject instead of a required subject.

The school plans to improve its course of study next year by removing undesirable courses from the curriculum and by modernizing and revising the courses that are out of date.

A series of teachers' meetings were held last year in which new methods of teaching were discussed and teachers submitted samples of their work for friendly criticism.

The government paid the expense of a physical
examination of each child in the school two years ago. Each teacher was given a health chart of her pupils and health was the general theme of instruction for six months. The results were never known because the physician's check-up at the end of six months did not materialize.

VI. General Evaluation of the Curriculum and Courses of Study

Evaluations.--Below are given the evaluations of the checklist.

(3) y. How well do the curriculum and courses of study accord with the philosophy of education as presented by the school in Section B?
(2) s. How well do the curriculum and the courses of study meet the needs of the community and the pupil population as indicated by the data in Section C?13

Comments.--The curriculum is fairly well in accord with the philosophy of education presented in Section B. There are no exorbitant fees or expenses to be not in taking any of the courses. Classes are conducted on a purely democratic basis. Mental ability, talent, financial status, background and popularity are not considered in grading a student. In spite of the need for curriculum and adjustments/the lack of adequate facilities for teaching, every effort is made to adjust the student to life so

that he may obtain maximum happiness and render a service to society.

The curriculum does not meet the needs as well as it could. Many young people, boys especially, have dropped out of the school because the school had nothing to interest them. They have joined Civil Conservation Camps, National Youth Administration groups or become loafers on the streets. The larger part of this group will eventually become dependents upon society because society failed to do its job completely when they were young.

It is the duty of the school to meet the needs of these young people. With proper guidance and an attractive curriculum, they can be made into worthwhile citizens. Surely, the school can offer them more than the city streets.

**General Summary and Recommendations for the Curriculum and Courses of Study**

The evaluations made of the curriculum and courses of study of the Collinsville High School are summed up in Table 7. Each primary score is plotted on its appropriate thermometer and the summary score of the main areas given in the table is plotted on the summary thermometer.

The curriculum of the Collinsville High School is as good or better, than the curriculum of forty-one per cent of the two hundred schools rated by the Co-operative Study of Secondary School Standards. It stands one point higher than the average small school and eight points under the
<table>
<thead>
<tr>
<th>Title of Measure</th>
<th>Computation of primary school scores</th>
<th>Computation of secondary school scores</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Evaluations</td>
<td>Total</td>
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<tr>
<td>General provisions</td>
<td></td>
<td></td>
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<tr>
<td>Sources for development</td>
<td>z</td>
<td></td>
</tr>
<tr>
<td>Procedure for development</td>
<td>y</td>
<td></td>
</tr>
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<td>English</td>
<td>IV A-y IV A-z IV B-y IV B-z</td>
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<tr>
<td>Sciences</td>
<td>IV A-y IV A-z IV B-y IV B-z</td>
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<tr>
<td>Social studies</td>
<td>IV A-y IV A-z IV B-y IV B-z</td>
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</tr>
<tr>
<td>Music</td>
<td>IV A-y IV A-z IV B-y IV B-z</td>
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<p>| y | 2 | 3 | 5 | 2 | 2.5 | 39 | 15 | 585 |
| z | 2 | 2 | 2 | 1 | 2   | 32 | 10 | 325 |
| y | 2 | 2 | 4 | 2 | 2   | 37 | 15 | 555 |
| IV A-y IV A-z IV B-y IV B-z | 15 | 4 | 3.7 | 75 | 6 | 450 |
| IV A-y IV A-z IV B-y IV B-z | 11 | 4 | 2.7 | 26.6 | 6 | 159 |
| IV A-y IV A-z IV B-y IV B-z | 11 | 4 | 2.7 | 26.6 | 6 | 159 |
| IV A-y IV A-z IV B-y IV B-z | 13 | 4 | 3.2 | 59 | 6 | 354 |
| IV A-y IV A-z IV B-y IV B-z | 12 | 4 | 3   | 51 | 6 | 306 |
| IV A-y IV A-z IV B-y IV B-z | 0  | 4 | 0   | 0  | 4 | 0   |</p>
<table>
<thead>
<tr>
<th>Title of Measure</th>
<th>Computation of primary school scores</th>
<th>Computation of secondary school scores</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Evaluations</td>
<td>Total</td>
</tr>
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<td></td>
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</tr>
<tr>
<td>Arts and crafts</td>
<td>IV A-y N</td>
<td>IV A-y N</td>
</tr>
<tr>
<td>Industrial arts</td>
<td>IV A-y N</td>
<td>IV A-z N</td>
</tr>
<tr>
<td>Home making</td>
<td>IV A-y N</td>
<td>IV A-z N</td>
</tr>
<tr>
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<td>IV A-y N</td>
<td>IV A-z N</td>
</tr>
<tr>
<td>Business</td>
<td>IV A-y 4</td>
<td>IV A-z 3</td>
</tr>
<tr>
<td>education</td>
<td>IV ^-y 2</td>
<td>IV A-z 3</td>
</tr>
<tr>
<td>Health and</td>
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<tr>
<td>physical</td>
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<td></td>
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<tr>
<td>General evaluation</td>
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</tbody>
</table>

Total: .........................3371
Summary score: .............. 42
Equivalent percentile: ....... 41

*For the use of this form, see "How to Evaluate a Secondary School", pages 92-97.
Fig. 4. Graphic rating of the curriculum and courses of study of Collinsville High School.
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.
### CURRICULUM AND COURSES OF STUDY (2)

<table>
<thead>
<tr>
<th>Subject</th>
<th>Weight</th>
<th>Weight</th>
<th>Weight</th>
<th>Weight</th>
<th>Weight</th>
<th>Weight</th>
<th>Summary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Music</td>
<td>ALPHA</td>
<td>4%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Arts and Crafts</td>
<td>BETA</td>
<td>15%</td>
<td></td>
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<tr>
<td>Industrial Arts</td>
<td>GAMMA</td>
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<tr>
<td>Homemaking</td>
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<tr>
<td>Agriculture</td>
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<td>Business Education</td>
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<tr>
<td>Health and Physical Education</td>
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<tr>
<td><strong>Summary</strong></td>
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<td><strong>(200)</strong></td>
</tr>
</tbody>
</table>

*Fig. 4. Continued.*
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

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.

   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.
average public school. It stands six points above the average non-accredited school.

This school, in the adequacy of the offerings in English, stands sixteen points higher than the average very large school because the student body is small and there are a large number of courses offered in English.

This school, in the adequacy of the offerings in foreign language and mathematics, stands twenty-three points under the average small school because the courses as they are now taught do not meet the needs of the student body.

This school, in the adequacy of the offerings in sciences, stands nineteen points above the average small school and only one point below the average large school. Sciences in the Collinsville School satisfy a deep felt need.

This school, in the adequacy of the offerings of the social studies and business education, stands eight points above the average small school and six points below the average large school. It is distinctly better than the average Southern school.

This school, in the adequacy of the offerings of physical education, stands four points above the average small school.

The Collinsville School should revise the nature of
its offerings in mathematics and in Spanish as these courses are not meeting pupil needs adequately.
CHAPTER V

THE PUPIL ACTIVITY PROGRAM

Educationally, there can be no dividing line between the usual classroom activities and those activities usually known as "extra-curricula". Both should have the same objectives—the training of children. Extra-curricula activities should be carried on during school time just as classroom activities are. Ideally, the casual observer should not be able to distinguish between regular classroom activities and extra-curricula activities in the school.

There is a definite need for pupil participation in activities similar to the activities and experiences they face out of school.

The pupil activity program should aim to develop desirable social habits in children, to give them training in living in a democracy and to develop leadership abilities in pupils. There should especially be in every pupil activity program abundant opportunities for developing leadership in children.

Under proper guidance, pupils should share in many of the activities of the school usually left to the administration of the school officials. These activities
include such privileges as the participation in school
government, the management of student finances and
the conducting of the school's social program.

I. General Nature and Organization

A. General Nature of the Program

Checklist.—Below is given the checklist and the rating of each item.

(A) 1. The pupil activity program is supplementary
to and integrated with classroom activities
rather than a separate and distinct part of
school life
(=) 2. It is characterized by pupil initiative, pupil
participation, pupil management and pupil
evaluation of progress and outcomes
(=) 3. It provides abundant opportunity for expansion
and enrichment of pupil interests and appreciations
(=) 4. It promotes better understanding and cooperation
between school, home and community
(A) 5. Membership in each organization is on a definitely democratic basis, i.e., open to all
who are qualified
(0) 6. Over-participation or under-participation by
some pupils is guarded against through pupil
guidance, a point system, or other means
(A) 7. The pupil activity program develops such traits
or attitudes as loyalty, cooperation, leadership and fellowship, initiative, respect
for and care of public property, keeping informed regarding school issues and other indications
of good citizenship
(A) 8. Membership and service in such organizations as
Boy Scouts, H.I.W., Girl Reserves, Camp Fire Girls,
Junior Red Cross, 4-H Clubs, and similar organi-
zations are encouraged
(0) 9. Secret fraternities or sororities or similar
organizations are definitely discouraged
(A) 10. The faculty members are definitely interested
in the pupil activity program and participate
actively in its operation

1Co-operative Study of Secondary School Standards,
Evaluation.—Below is given the evaluation of the checklist.

(2) a. How well do such provisions as the above characterize the pupil activity program?²

Comments.—An evaluation of below average was given the pupil activity program of this school because the program is not extensive enough to meet pupil needs. The students, coming from the homes of farmers and of laborers, are sadly lacking in experiences that go to bring out initiative and leadership in them. Attempts at pupil activity are usually marked by failure caused by lack of pupil initiative. This does not prove the failure of the pupil activity program but shows the distinct need for it. It seems that the real cause of failure is that there is no ground work laid for the program. Meyer says, "Start with some home room organization. Permit clubs and other activities to develop in response to a felt pupil need."³ With some type of pre-training, the activity program would cease to be a burden to the faculty members sponsoring it. Without the whole-hearted support of a faculty member, no activity can be a success.

B. General Organization of the Program

Checklist.—Below is given the checklist and the rating of each item.

²Ibid.
1. A small school council or cabinet or a director of pupil activities assists in determining the general objectives of the pupil activity program, in authorizing the formation of new or discontinuance of old organizations, and in giving unity to the program as a whole.

2. Each organization has at least one carefully selected faculty sponsor whose function is intelligent, sympathetic, inspiring guidance and supervision.

3. A regular time and place of meeting is scheduled in the school's weekly or monthly program for each organization.

4. A pupil activity record is kept for each pupil and made a part of his permanent school record.

5. Each organization plans its activities or programs for an entire semester or year.

6. Each organization keeps careful records of its meetings and programs; these are made the basis of improvement and the development of better programs.

7. Commencement exercises are characterized in large part of pupil participation.

8. Provision is made for pupils to evaluate progress and outcomes of their activities.

9. Provision is made for training officers in the proper performance of their duties.

10. Provision is made for orientation and induction of the pupils into the pupil activity program.

11. Provision is made for the cultivation of hobbies.

Evaluations.—Below are given the evaluations of the checklist.

1. How adequate is the general organization of the pupil activities program?

2. How effectively does the general organization function?

Comments.—There is no official recognition of pupil


5Ibid.
activities in the school. Each activity is organized and conducted by the sponsor as she sees fit. A student may be engaged in any or all of the activities as he chooses. No record is kept of his participation in any of them. Programs are planned from one meeting to the next. There is lack of available time in the school schedule to conduct the program properly.

There has been a move in the last two years toward pupil participation in the commencement exercises. The last two graduation exercises have been conducted by the pupils.

The school needs better organization pertaining to the pupil activity program. "An activity without a program can be a waste of valuable time and energy." He activity should be embarked upon without full knowledge of the work ahead. Each organization should be required to plan its work for a definite time in advance. In order to prevent over- or under-participation on the part of the pupil, a careful record should be kept of his activity and made a part of his permanent record.

III. Pupil Participation in School Government

Checklist.—Below is given the checklist and the rating of each item.

Meyer, Extra Curricular Activities, p. 3.
1. The school government is primarily concerned with the development of school leadership for its pupil activities

2. It enlists pupils in the support of the health, thrift, beautification, recreational, and instructional programs and in the various phases of the pupil activity program

3. Authority for pupil participation in school government is granted by the school authorities to the pupil body or any unit thereof, the bounds and limitations of the authority granted being clearly indicated. It is clearly understood that this authority granted may be revoked for proper reasons

4. The government of the school is democratic and co-operative; every pupil has a responsibility for proper conduct and for the functioning of the government

5. All campaigns, elections, and counting of ballots are carefully supervised

6. Provision is made for directing traffic, promoting safety, and protecting property

7. The development of socially desirable attitudes is sought; anti-social attitudes are corrected

**Evaluations.**—Below are given the evaluations of the checklist.

1. How adequate are the provisions for attaining conditions or results such as the above?
2. How effectively are these conditions or results attained?
3. How actively and extensively do pupils participate in school government?

**Comments.**—The Collinsville School does not have any form of student participation in school government. There has never been an attempt to establish student government in the school.

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8Ibid.
Student participation in school government may bring to the faculty a better understanding of pupils' interests and desires, and to the student body, the meaning and the purposes of faculty procedure. The pupils may receive training in democratic principles of government. "Training under irresponsible and generally misunderstood tyranny is not helpful in building up attitudes and habits useful in a democracy." Students should have training in living in a democracy to fit them for their responsibilities and duties as an American citizen.

It would not be advisable to institute a program of student government in the Collinsville School in the near future because the students are not ready for it. It would never be a success without a year or more of preparation. Leadership, initiative and responsibility must be developed in the student body before any form of school government can be successful to any great extent in this school.

Any attempt to establish any form of school government must begin with a good home room program and work gradually upward from that point. Care should be taken that each step is not attempted before the student shows by his initiative that he is ready for it.

9M. Evan Morgan and Erwin C. Cline, Systematizing the Work of School Principals, p. 79.
(Note: A home room is an organized group of pupils and a teacher engaged in such activities as are indicated below, or similar ones, in accordance with planned procedures. It is not merely a device for checking attendance, making announcements, or performing other administrative functions.)

Checklist.—Below is given the checklist and the rating of each item.

(-) 1. Administrative functions assigned to home rooms are made a means of learning how to assume and discharge responsibilities effectively.

(+) 2. Home rooms have a definite place and share in stimulating and developing a desirable school morale, thus reducing disciplinary difficulties and having a corrective influence on those who have offended. (This does not mean that pupils are made responsible for disciplinary cases.)

(+) 3. Home rooms afford and encourage opportunity for full discussion and evaluation of various school conditions and problems and seek their improvement or correction.

(0) 4. Home rooms encourage self-expression on part of all their members to the end that creative ability may be discovered and encouraged.

(+ 4) 5. In the home room, every member contributes to its activities and shares in its responsibilities.

(0) 6. Time is provided in the weekly schedule for at least one class period (or the equivalent) for group discussion or conference.

(-) 7. Home rooms are so organized and conducted that they have definitely become a value for pupil guidance.

Evaluations.—Below are given the evaluations of the checklist.


11Ibid.
(2) How adequately are provisions made for home room functions or activities?

(2) How effectively are conditions or results such as the above attained?\textsuperscript{12}

Comments.—An evaluation of below average was given the home room activity in this school because there are no home rooms in the high school according to the definition of home rooms as given above.

Due to the small classes in the school, each class is assigned a room which is known thereafter as its home room. The class has an organization but its function is purely for social purposes. No time is given to its meetings in the schedule.

The activities carried on in the home room more clearly fit the definition given by McKown.

By it [the home room] is meant that the student reports to a certain teacher in a specified room at designated times during the day, usually the first period in the morning and afternoon. Details of checking attendance are usually cared for at this time. The student leaves his wraps, books and lunch in the home room.\textsuperscript{13}

Other than for convenience and for getting acquainted with the teacher, this type of program has no value to the school in Collinsville. The weakness of the home room program prevents the development of the pupil activity program throughout this school.

In developing the student activity program for the Collinsville School much attention must be given the home room.

\textsuperscript{12}Ibid.

\textsuperscript{13}H. C. McKown, Extra Curricular Activities, p. 23.
room program for "the home room program serves as a basis for the development of all extra-curricular activities".\textsuperscript{14} There must be time in the schedule given over to a sound, well planned home room program for here loyalty, co-operativeness, responsibility and good social habits may be instilled in the child. It offers the student opportunities to prepare for membership in a democracy by participating in real life situations. Not only is the individual helped but the school is benefited by an added interest on the part of the child.

\textbf{IV. The School Assembly}

Checklist.—Below is given the checklist and the rating of each item.

1. School assembly programs are in large part given by pupils and by pupil organizations with pupils presiding

2. Assembly programs are planned so as to secure participation and contributions of many, not simply of the few

3. Assembly programs have definite entertainment, instructional, cultural, and inspirational values

4. Assembly programs are free from coarse and objectionable elements

5. Assembly programs are characterized by a variety of presentation, such as music, speaking, dramatization, demonstration, and exhibits

6. Assembly programs stimulate the creative ability of pupils by encouraging them to write and produce plays or other performances, design scenery and costumes, devise unusual exhibitions and entertainments, etc.

\textsuperscript{14}Meyer, \textit{Extra Curricular Activities}, p. 105.
(4) 7. Correct audience habits are developed—no late-comers or early-leavers; reasonable applause, courteous attention to performers; no disturbances.

Number of school assemblies per year 30 last year.
Length of assembly period 45 minutes.15

Evaluations.—Below is given the evaluations of the checklist.

(4) w. How adequate are the provisions for attaining conditions or results such as the above?
(3) x. How effectively are these conditions or results attained?
(2) y. How actively and extensively do pupils participate in the presentation of the programs?
(3) z. Evaluate the quality of four successive assembly programs.16

Comments.—The above evaluations applied only up to December 1, 1938 at which time the weekly assembly was discontinued. It was felt that the value received was not worth the effort put into it. Due to crowded conditions in the school there was no available time for the preparation of programs. Classes were interrupted and the schedule disarranged for practice periods.

School life has gone on much more smoothly, and discipline problems have been reduced since the discontinuance of the weekly assembly. There have been no requests from the student body to resume assembly. In spite of these factors against it, the administration is still in doubt over the outcome and it is probable that assembly will be resumed.

16 Ibid.
A good assembly program is educational, it instills ideals and virtues, it supplements class work, it widens interests and it correlates the interests of the school and the community. 17

V. School Clubs

Checklist.—Below is given the checklist and the rating of each item.

(4) 1. School clubs are organized whenever there is proper pupil demand, provided adequate sponsorship is available

(=) 2. Nearly every pupil has chosen to belong to some club because of his interest in the activity

(=) 3. Clubs are so conducted as to have guidance values; they reveal pupil interests and abilities, out-of-school life, etc.

(=) 4. The school club program provides for a wide range of pupil interests and encourages self-expression in a variety of ways, such as musical, artistic, athletic, literary, forensic, inventive, and constructive. 18

Evaluations.—Below are given the evaluations of the checklist.

(2) x. How adequate are the provisions for attaining conditions or results such as the above?

(3) y. How extensively do pupils participate in the club program?

(3) z. How actively do pupils participate in the work of the various clubs? 19

Comments.—There are not enough clubs in the school to attract the interests of all the pupils. Many pupils do not

17McKown, Extra Curricula Activities, p. 69-70.
19Ibid.
belong to any of the clubs because they have no interest in the type of work being done. The school is missing a fine opportunity for exploring, developing and widening the interest of the student body and would distinctly benefit by sponsoring a wider club program.

"The adolescent is a 'joiner'."\(^{20}\) He is going to have some form of club whether the school promotes it or not. He passes through an age where instinct bids him gang with his kind. A school club properly organized and sponsored will satisfy this craving and at the same time offer fine educational possibilities.

"The success of any club depends largely on the form, the methods, the extent of its organization and the effectiveness of its activity."\(^{21}\) No club can be a success just because there is a need for it unless it has the support of the faculty, an interested sponsor, a well defined purpose and a carefully planned program of activity to achieve that purpose.

VI. School Publications

Checklist.—Below is given the checklist and the rating of each item.

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\(^{20}\) McKown, *Extra Curricular Activities*, p. 93.

(H) 1. All work incident to the publication activities of the pupils—collection of materials or news, organization, writing, publishing, and circulation—is carefully supervised.

(H) 2. Particular attention is given to developing a sense of responsibility on the part of pupils for what they say in their publications and the way they say it. Untruth and offensiveness are avoided in all publications; their policy is constructive.

(H) 3. Publications foster self-expression and creative work on the part of pupils; this includes news writing, editorials, short stories, feature stories, poetry, cartoons, illustrations, jokes, lay-outs, headlines.

(H) 4. Publications foster cordial relations with other schools by reporting outstanding achievements, practicing and promoting good sportsmanship in all contests, exchange of publications and otherwise.

(H) 5. Staffs are efficiently organized and responsibility is fixed; staff members are selected on the basis of fitness; many pupils engage in publication activities.

(H) 6. Publication activities are sufficiently diversified to enlist the interest and participation of a large number of pupils.

Evaluations.—Below are given the evaluations of the checklist.

(H) w. How adequately are the provisions for encouraging school publications?

(H) x. How effectively are the provisions which are made being used?

(H) y. Evaluate three successive issues of all publications issued three or more times per year.

(H) z. How adequate educationally is the variety of publications and the number of publications per year? 22

Comments.—There has never been a school paper attempted at this school because of lack of funds and necessary


23Ibid.
limitations of publication. This is wise for under the circumstances the cost and work of publication would be a burden to the school. The cost of publication would have to be borne by subscription and advertising. Advertising would have to be secured from firms in surrounding large towns and they do not deem it profitable to advertise in the local paper. All other sources of revenue are kept drained for other activities already set up, as the school is not financially able to meet any obligations other than teachers' salaries and building and bus expenses.

The local newspaper is willing at any time to give two or three columns of space to school news.

VII. Physical Activities

Checklist.—Below is given the checklist and the rating of each item.

1. Physical activities are characterized by a diversity of sports and games; health, however, dictates the amount and nature of an activity for each pupil

2. Each physical activity is under the direction of a competent, trained faculty member

3. Major attention is given to intra-school athletics or games

4. Team play is emphasized; exploitation of individuals or groups is not permitted

5. Major emphasis is given to those games, sports or activities which have the greatest carry-over value

6. The school provides as good a physical activity program for girls as for boys

7. The physical activities program encourages good sportsmanship by all spectators toward contestants, particularly toward visiting contestants.
8. The athletic program does not interfere with the regular classroom program or with other school activities; it is simply one of many school activities and is so regarded by pupils.

9. The athletic program is definitely under the control of school authorities, not of some out-of-school individuals or organizations.

Evaluations.—Below are given the evaluations of the checklist:

1. How adequate are the provisions for voluntary, organized physical activities for pupils?
2. How extensively do pupils participate in voluntary physical activities?
3. What is the quality of sportsmanship revealed?

Comments.—The play program of the school is well organized with provisions for participation according to age and weight. In the fall, football, of course, predominates over other sports. There is, besides the regular "first string" games, "second string" games, when the number of players justify, junior games classified according to weight, age and grade, and grammar school games according to grade.

Due to lack of gymnasium facilities, one team of boys' basketball and one team of girls' basketball is all that is encouraged. However, "tag" football is played with keen interest all winter by the younger boys.

In the early spring all attention is turned to playground ball, track and tennis. Due to Interscholastic...
League competition, interest in these sports is maintained all spring.

Girls are encouraged to participate in such sports as basketball, tennis, volley ball and playground ball. The same consideration is given their games as those of the boys. At the end of the playing season they receive the same type of awards.

Every child has the privilege of participating in the sport that interests him most. However, as the school is a member of the University Interscholastic League, all participants in inter-school games must conform to the rules of fair conduct and sportsmanship as laid down by the league.

The school has absolute control over its athletic program. The superintendent, principals and coaches work out completely the athletic policies of the school. As far as possible, newspapers are kept from exploiting games between rival schools or "playing up" the heroes of the game. It is the policy of the school to allow nothing to be printed except that which is in the interest of good sportsmanship.

VIII. Finances of Pupil Activities

Checklist—Below is given the checklist and the rating of each item.

(*) 1. All funds or revenues handled by or for
pupil activity organizations are considered a part of one general pupil activity fund under the supervision of a staff member.

(4) 2. The school treasurer develops forms and procedures for the accounting of all such funds and supervises all transactions involving them.

(4) 3. Every organization treasurer keeps a correct account with the school treasurer of all pupil activity money or money values handled for his organization.

(4) 4. All such money is deposited with the school treasurer.

(4) 5. Provision is made for carefully auditing all pupil activity funds at the expiration of each treasurer's term of office; pupils are responsible for making the audit, under the supervision of the school treasurer.

(4) 6. Membership dues and admission fees are low enough to permit practically all pupils to belong to some organization and attend some school games or entertainments to which admission is charged.

(4) 7. All tickets offered for general sale, in school or in community, by or for pupil activity organizations, are printed by authorization of the school treasurer and are fully accounted for to him. Duplication of such tickets is made difficult.

(4) 8. Both pupils and teachers regard the handling of money and money values for others as a responsibility involving personal honor and the proper accounting therefore as a valuable business experience.

(4) 9. Pupils are led 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.

(4) 10. Provision is made by the administration, cooperating with pupil representatives, for an equitable apportionment of pupil activity funds to the various pupil activity units.

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26 Ibid., p. 35.
Evaluations.—Below are given the evaluations of the checklist.

(4) x. How adequate are the provisions for properly supervising the handling and accounting of pupil activity finances?

(1) y. How extensive is the responsibility of the pupils in the handling of school or organization money?

(1) z. How well does the handling and accounting of money for pupil activities contribute to the proper education of pupils?

Comments.—All revenues derived from school activities are handled by a faculty member who acts as a bookkeeper and treasurer. The funds are deposited in the name of the "Student Activity Fund" and no one may draw on the account except the treasurer.

Each activity has a student bookkeeper who must keep account of its funds. The faculty sponsor is also required to keep check of all revenues passing through his hands. At the end of school all sets of books must be in balance.

Many methods of handling activity funds have been tried. All have given more or less trouble. The above method has given the least trouble and has been followed for three years.

The chief objective of the above method is not to give the student training in the handling of funds as recommended.

27Ibid.
by McKown, but to keep an accurate, open account of funds of the various pupil activities and to give no one a chance to make any accusation of carelessness or dishonesty in the handling of such funds.

**IX. Social Life and Activities**

Checklist.—Below is given the checklist and the rating of each item.

Adequate provision is made for:
(0) 1. Rooms or space appropriately furnished for social life and activities
(1) 2. Informal games and recreation
(0) 3. teas, parties, receptions, dances, and similar social activities
(1) 4. Association of the two sexes
(1) 5. Developing the art of conversation by all pupils
(-) 6. Developing desirable social graces by all pupils

**Evaluations.**—Below are given the evaluations of the checklist.

(2) x. How adequate and appropriate are the facilities for social life and activities?
(3) y. How extensively do pupils participate in such activities?
(3) z. How well do pupils conduct themselves at social functions?

**Comments.**—Other than a yearly senior party or banquet, the school sponsors no social activity. A few class and organization parties are given in private homes but these are not officially recognized by the school.

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28 McKown, Extra Curricular Activities, p. 547-549.

29 Co-operative Study of Secondary School Standards, Evaluative Criteria, p. 34.

30 Ibid.
Youth has a craving for social activity and he finds it but not often in an approved way. The increasing number of youths found in the roadside inns and cheap beer parlors indicate the failure of the schools and society to provide a more wholesome activity.

It is not a question of whether the student will dance and play but whether the school will recognize its opportunity and obligation to teach him to do better the desirable play he is going to do anyway and to reveal higher forms of play and make them desirable and obtainable.31

A well planned program of social activities is of great value to the individual and the school. It affords healthful, clean amusement that satisfies a deep felt need in every young person. At the same time, the student is learning poise, grace, and ability to meet people. The school benefits because "each affair brightens school life and adds to the attractiveness of it."32

School parties, like other school activities, need supervision and careful planning before their true value can be realized. "The home and school should have complete co-operation in this matter and realize the advantage in directing and guiding this activity."33

Rules of social etiquette should be strictly followed at every function. However, nothing should be done to check

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31 McKown, Extra Curricular Activities, p. 292.
33 Meyer, Extra Curricular Activities, p. 96.
the reasonable, spontaneous expression of youth in pleasure. A good social function requires study, careful planning and whole-hearted co-operation. Good parties are not accidents; they are made.

I. Supplementary Data

The following clubs function in the school: the 4-H club for both boys and girls, the Business and Professional Club, the Dagger Club and the Honor Society.

At least fifty per cent of the students participate in either volley ball, playground ball or "tag" football. Approximately ten per cent of the students participate in group singing, declamation and debating. At least ninety per cent of the students participate in one of the following sports: football, basket ball, track, playground ball, volley ball or tennis. Approximately ten per cent of the students participate in such inter-school activities as declamation, essay writing and typing and shorthand contests.

II. General Summary of the Pupil Activity Program

The activity program of the school offers equal opportunities for boys and girls. The Collinsville School offers an excellent athletic program.

There should be provisions in the school budget of this school to finance the pupil activity program. This
school should endeavor to develop more initiativeness and leadership in pupils in its activity program. The participation in the activity program of students of other than the superior type should be encouraged.

The school has improved its activity program by the addition of two clubs and by affiliating with the National Honor Society.

XII. General Evaluation of the Pupil Activity Program

Evaluations.—Below are given the evaluations of the pupil activity program in general.

(5) y. How well does the pupil activity program accord with the philosophy of education of the school?
(5) z. How well does the pupil activity program meet the needs of the community and pupil population?

Comments.—The pupil activity program of this school is fairly well in accord with its philosophy of education. It is functioning on a purely democratic basis. No child need not take part in the activities on account of his lack of finances or his social background. Although, sadly deficient in many of its phases, the activity program encourages the child to develop and to make necessary adjustments to life. This school makes constant endeavor to correlate cultural values and practical values to the good of the child.

The needs of this community are much more than those of the average community. There are no outside agencies, such as, parks, public amusement centers, or organized church activities available to children in the community. The activity program of this school must serve a double purpose to fill its own needs and to satisfy the needs of the child during his leisure time.

The child must be given training in controlling himself and in managing his own affairs or else he is in danger of becoming one of those misfortunates who are sent home from college during the first year for misconduct.

All the principles of good citizenship are rarely brought out in the teaching of algebra, history or other traditional school subjects. It is the duty of the school to be so organized and administered that the student has opportunities and responsibilities somewhat similar to those he will have later as a grown-up citizen. These conditions can be better brought about with a good program of pupil activities.

**XIII: Summary and Recommendation**

The evaluations made of the pupil activity program of the Collinsville High School are summarized in Table 3. Each primary sector is plotted on its appropriate thermometer and the summary score of the main areas given in the table is plotted on the summary thermometer.
### TABLE 8

**SUMMARY FORM FOR THE PUPIL ACTIVITY PROGRAM**

<table>
<thead>
<tr>
<th>Title of Measure</th>
<th>Computation of primary school scores</th>
<th>Computation of secondary school scores</th>
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<tbody>
<tr>
<td></td>
<td>Evaluations</td>
<td>Total</td>
</tr>
<tr>
<td>General nature</td>
<td>A=x 3</td>
<td>5</td>
</tr>
<tr>
<td>School government</td>
<td>B=y 1</td>
<td>x</td>
</tr>
<tr>
<td>Home rooms</td>
<td>C=z 1</td>
<td>y</td>
</tr>
<tr>
<td>School assembly</td>
<td>D=x 1</td>
<td>w</td>
</tr>
<tr>
<td>School clubs</td>
<td>E=x 2</td>
<td>2</td>
</tr>
<tr>
<td>School Publications</td>
<td>F=x 1</td>
<td>2</td>
</tr>
<tr>
<td>Physical activities</td>
<td>G=x 1</td>
<td>2</td>
</tr>
<tr>
<td>Finances</td>
<td>H=x 1</td>
<td>2</td>
</tr>
<tr>
<td>Social life and activities</td>
<td>I=x 1</td>
<td>2</td>
</tr>
<tr>
<td>General evaluation</td>
<td>J=x 1</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>Totals</td>
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<td></td>
</tr>
<tr>
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</tr>
<tr>
<td>Equivalent percentile</td>
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<td></td>
</tr>
</tbody>
</table>

*For the use of this form, see "How to Evaluate a Secondary School", pages 92-97.*
Fig. 5. The graphic rating of the pupil activity program of Collinsville High School.
LIBRARY -- ADEQUACY

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.
The Collinsville School, in its pupil activity program, is as good or better than fifteen per cent of the schools rated by the Co-operative Study of Secondary School Standards. It stands twenty-eight points below the average small school and twenty points below the average non-accredited school.

The school stands nine points above the average small school in school assembly and twelve points above the average school in physical activities.

The school stands below the average small school in general nature of its pupil activity program, by thirty-five points; student participation in school government, by forty-four points; in management of student finances, by twenty-six points; and in school clubs, by three points.

The poor pupil activity program conducted by the Collinsville High School lowers the general evaluation of the entire school.

The Collinsville School should sponsor more school clubs, encourage more student participation in school government, and sponsor more efficient home room programs.
CHAPTER VI

LIBRARY

The school library should be the center of the educational life of the school. No library should be a useless collection of books. The library should provide for the reading and reference facilities necessary to make the educational program effective. Books in the library should be chosen with the aims and the objectives of the school in view.

Adequate provisions for the school library should include the following: (1) a well educated, efficient librarian; (2) books and periodicals to supply the needs for reference, research, and cultural and inspirational reading; (3) provision for keeping all materials fully cataloged and well organized; (4) a budget which provides adequately for the maintenance and improvement of the library; (5) encouragement of the pupils in the development of the habit of reading and enjoying books and periodicals for their good quality and real value. ¹


Inventory of Library Materials

A. Book Collection

Table 9 is an inventory of the books in the library of the Collinsville High School. The library is supplied with a few choice books of practically all classifications.
### Table 9

**Inventory of Library Materials**

<table>
<thead>
<tr>
<th>Classification</th>
<th>Number of different titles</th>
<th>Number of duplicate copies</th>
<th>Number of titles in Wilson Catalog</th>
<th>Number of titles copyrighted within ten years</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dictionaries</td>
<td>4</td>
<td></td>
<td>XXX</td>
<td></td>
</tr>
<tr>
<td>Encyclopedias</td>
<td>129</td>
<td>0</td>
<td>XXX</td>
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<td>Other Reference</td>
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<td></td>
<td>XXX</td>
<td></td>
</tr>
<tr>
<td>Philosophy</td>
<td></td>
<td></td>
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<td>Pol. Science &amp; Gov.</td>
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<td>10</td>
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<tr>
<td>Education</td>
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<td>Others</td>
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<tr>
<td>Biology</td>
<td>2</td>
<td></td>
<td>0</td>
<td>XXX</td>
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<tr>
<td>Home Economics</td>
<td>6</td>
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<td>0</td>
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<tr>
<td>Business</td>
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<td></td>
<td>0</td>
<td>XXX</td>
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<tr>
<td>English &amp; American</td>
<td>182</td>
<td>34</td>
<td>75</td>
<td>XXX</td>
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<tr>
<td>Spanish</td>
<td>5</td>
<td></td>
<td></td>
<td>XXX</td>
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<tr>
<td>History, Travel, and Biography</td>
<td>105</td>
<td>52</td>
<td></td>
<td>XXX</td>
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<tr>
<td>Fiction</td>
<td>225</td>
<td>50</td>
<td></td>
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*For the use of this form, see How to Evaluate a Secondary School, pages 72-75*
<table>
<thead>
<tr>
<th>Evaluation</th>
<th>Number of different titles</th>
<th>Distribution</th>
<th>Appropriateness from Wilson Catalog</th>
<th>Recency copyrighted within ten years</th>
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<td>Average percentile</td>
<td>Deviation</td>
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<tr>
<td>5</td>
<td>133</td>
<td>89</td>
<td>24</td>
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<td>5</td>
<td>195</td>
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<td>5</td>
<td>225</td>
<td>23</td>
<td>24</td>
<td>4</td>
</tr>
<tr>
<td>Total</td>
<td>61</td>
<td>622</td>
<td>269</td>
<td>209</td>
</tr>
<tr>
<td>Divisors</td>
<td>21</td>
<td>School Score</td>
<td>11</td>
<td>11</td>
</tr>
<tr>
<td>Average</td>
<td>2.9</td>
<td>24</td>
<td>19</td>
<td>.50</td>
</tr>
</tbody>
</table>

**Note:** The table continues with additional data not shown here. The values for recency copyrighted within ten years are marked with an 'XXX' for the table to be readable. The average and standard deviation calculations are also provided at the bottom of the table.
**B: Periodicals (including newspapers)**

The periodicals that are taken in the library are listed alphabetically below. At the left is a "quality score" which is the ranking of the periodical in the judgment of a large group of secondary school librarians as to its value to the high school library.

<table>
<thead>
<tr>
<th>Points</th>
<th>Periodicals</th>
</tr>
</thead>
<tbody>
<tr>
<td>(4)</td>
<td>American Magazine</td>
</tr>
<tr>
<td>(5)</td>
<td>Business Week</td>
</tr>
<tr>
<td>(9)</td>
<td>Daily Newspaper (Published in the same geographical region in which the school is located)</td>
</tr>
<tr>
<td>(8)</td>
<td>First newspaper</td>
</tr>
<tr>
<td>(8)</td>
<td>Nyguen</td>
</tr>
<tr>
<td>(7)</td>
<td>News-Week</td>
</tr>
<tr>
<td>(9)</td>
<td>Popular Science Monthly</td>
</tr>
<tr>
<td>(9)</td>
<td>Readers Digest</td>
</tr>
<tr>
<td>(2)</td>
<td>La Luz</td>
</tr>
</tbody>
</table>

60 Total

The library offers a good selection of periodicals. The same care has been taken in choosing them as is taken in the choosing of books. It will be noticed that practically all of the periodicals stand high in the rating. As near as possible, the needs of all departments are met.

Besides the periodicals subscribed for by the library, copies of "Time", "Life", "Popular Mechanics", and many others, are donated regularly by interested patrons of the community. The librarian sees to it that copies of undesirable or cheap magazines do not get into the library.

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2Ibid.
C. Pamphlets, Bulletins, Clippings, Etc.

Evaluations.—Below are given the evaluations of the checklist:

(3) x. How adequate is the supply of pamphlets, bulletins, clippings, etc.?
(3) y. How well are such materials kept up to date?
(3) z. How satisfactorily are they organized and indexed?

Comments.—An evaluation of "3" was given because the supply of pamphlets, bulletins, and clippings is fairly adequate for school needs. However, little has been added recently. All materials are filed alphabetically as to the topic discussed.

Material of this type is of value to the school in various ways. It can be used to supplement subject matter. It has definite use in guidance problems.\(^4\) Debaters and extemporaneous speakers can not succeed without it.

It should be the object of every school library to collect as much of this material as is available. It should be systematically filed away and kept up to date.

D. Illustrative and Visual Aid Materials

Evaluations.—Following are given the evaluations of the checklist.

(3) x. How adequate is the supply of illustrative and visual aid materials?

\(^{3,4}\)

\(^{3}\) Ibid.

(2) How well are such materials kept up to date?
(4) How adequately are they organized and indexed?

Comments: The visual aid materials are fairly adequate for a school of this size. However, much of the material is out of date and little has been added recently. The best materials are: a fairly complete set of maps, a movie projector, phonograph and records, travel folders, illustrations and graphs mounted and filed.

Every small school system should make the widest use of auditory and visual aids as modern methods of learning. These are vital factors in the whole field of education. Practically every subject and activity in the field of education can be enriched and made more concrete through well-planned illustrative materials which appeal to both the ear and the eye.  

This school should develop this field thoroughly. Isolated as the school is from cities, centers of manufacturing, and scenic beauty; visual aids can satisfy unanswered questions in the minds of the children.

This material need not cost much. Travel bureaus, manufacturers and Chambers of Commerce are always glad to send illustrative material of all sorts. Most of this is not too greatly dominated by the spirit of advertising.

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6American Association of School Administrators, Schools in the Small Community, p. 107.
II. Organisation and Administration

A. Finances and Their Administration

Checklist.—Below is the checklist and the rating of each item.

(4) 1. Provision is made for purchasing, binding and repairing books, periodicals and other library materials.
(4) 2. Provision is made for necessary personnel service.
(4) 3. The annual school budget regularly allots a specific sum to library purposes.
(4) 4. All money handled by the library is properly accounted for.
(4) 5. Library funds are properly apportioned to new books, periodicals, repairing, binding, etc.

Evaluations.—Below are the evaluations of the checklist.

(5) 6. How adequately are the library and library services financed?
(5) 7. How effectively are library funds expended and accounted for?

Comments.—The state allows yearly about ten dollars per room for library improvement through state aid to the school. However, the state's grant to the school is usually cut from ten to forty per cent and library improvement is forgotten in the attempt to make ends meet. It is up to the administration to determine which is the more important—the payment of teachers' salaries or the purchasing of library equipment.

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8Ibid.
Each child in the high school is assessed a library fee of twenty-five cents. This amounts to about twenty-five dollars a year. This is used to repair old books and to purchase needed books.

The North Central Association of Colleges and Secondary Schools recommends the yearly spending of two hundred dollars and in addition at least seventy-five cents per pupil for library purposes.\(^9\)

It is practically impossible to improve library service greatly in this school until the state is able to pay one hundred per cent of the state aid to schools. Even then, the state does not allow enough in the school budget to meet the above recommendations.

B. The Library Personnel

Checklist.—Below is given the checklist and the rating of each item:

- (0) 1. The librarian has faculty status in all respects equal to that of other faculty members of equivalent education, experience and responsibility
- (4) 2. The librarian is adequately provided with library assistants and clerical help
- (N) 3. The librarian, if part time, is allowed adequate time for library duties
- (G) 4. The librarian is a member of a faculty committee designated to facilitate the integration of the library with other school activities\(^{10}\)

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\(^{10}\) *Co-operative Study of Secondary School Standards, Evaluative Criteria*, p. 64.
Evaluation—Below is given the evaluation of the above checklist.

(4) a. How adequate are the provisions for library personnel?

Comments—The present librarian is employed by the government under the Works Progress Administration project. A high school education is her only qualification. In spite of this, the library meets pupil needs much better than formerly when the librarian was the English teacher who was able to spend only a few minutes a day in the library. The only difficulty is that the library is now run on standards set up by the government. A few times conflicts have arisen.

C. Classification, Catalog, and Care of Books

Checklist—Below is given the checklist and the rating of each item.

(4) 1. The library is arranged according to the Dewey decimal classification or other recognized standard system

(4) 2. A card catalog is maintained, arranged alphabetically with author, title and subject card for each title

(4) 3. The library has an adequate loan system, e.g., Edmark or Detroit system, adapted as necessary

(4) 4. Books are properly shelved and frequently checked to prevent or correct misplacement

(4) 5. Books are repaired and rebound as need required and in accordance with the standards of the American

(4) 6. Books are discarded when out of date or useless.
Evaluations.—Below are given the evaluations of the checklist:

(5) y. How adequately is the library organized for service?
(5) x. How well are books cared for?

Comments.—The classification, cataloging, and care of books are practically perfect. The conditions in the preceding checklist are all present and functioning well.

The underlying theme of the library organization is, "Good books are our friends. Take care of them." Every effort is made to keep books properly shelved and repaired. Students are loaned books for a period of one week. No child may secure credit for any work done until he clears himself at the library loan desk.

D. Accessibility of the Library to Pupils

Checklist.—Below is given the checklist and the rating of each item.

(4) 1. The library is open for use at least 15 minutes before the opening of school
(5) 2. The library is open continuously throughout the day, including the lunch hour
(3) 3. The library is kept open as long after the close of school as demand justifies
(4) 4. Books are freely loaned to classrooms or study hall for such periods of time as are justifiable by results (include books housed in classrooms)
(4) 5. Use of all library facilities is made as easy as possible; red tape is reduced to a minimum

Evaluation.—Following is given the evaluation of the checklists.

12mid 14mid
(5) a. How adequate are the provisions for making the library readily accessible to pupils?

Comments.—The librarian, although under government pay, has hours arranged to correspond with school time. The library is open from 8:15 A.M. to 4:00 P.M. which is fifteen minutes after students leave. No one is able to offer the excuse of library service, for not obtaining an assignment.

2. The Librarian's Responsibilities with Respect to the Operation of the Library

Checklist.—Below is given the checklist and the rating of each item.

The Librarian's responsibilities with respect to the operation of the library include:

(1) 1. Organizing and managing the library
(2) 2. Supervising the library at all times (need not be in the library at all times)
(3) 3. Making an annual inventory of the library
(4) 4. Selecting new books and other materials (other staff members operating)
(4) 5. Watering the library periodically and making proper disposition and record of materials discarded or removed from their usual place
(5) 6. Giving attention to the proper ventilation and illumination of the library
(5) 7. Requiring the proper use of the library and proper conduct while in it
(6) 8. Making the library attractive
(6) 9. Studying the improvement of the library and its services
(6) 10. Co-cooperating with other library agencies
(6) 11. Making an annual report of the status and needs of the library
(6) 12. Reporting the accomplishments and services of the library to its public
Evaluation.—Below is given the evaluation of the checklist.

(4) 1. How effectively does the librarian discharge such responsibilities as the above? 17

Comments.—Although the woman who keeps the library is not a professional librarian, the operation of this library is distinctly above the average. It is always a pleasant place to work. Its very atmosphere suggests study.

The government supervisors require an annual inventory of the library, an annual report of the needs of the library and the periodical weeding out of undesirable or out of date material. The principal at any time may secure information regarding the extent of the service the library is rendering.

P. The Librarian's Responsibilities with Respect to Other Staff Members and the Pupils

Checklist.—Below is given the checklist and the rating of each item.

The librarian's responsibilities with respect to other staff members and the pupils include:

1. Understanding the school's philosophy, aims and program of education

2. Co-operating with other staff members and stimulating their co-operation and interest in the library

3. Attending faculty and other professional meetings

4. Holding conferences with teachers to learn their plans and library needs

5. Systematically acquainting the pupils and other users of the library with its proper and effective use

17 Ibid.
(A) 6. Calling the attention of teachers and pupils to articles, new books, or book reviews in which they may be interested

(B) 7. Helping pupils and other users of the library to find desired materials

(C) 8. Instructing pupils in the use of all accessible library facilities

(D) 9. Giving objective tests to determine the ability of pupils to use bibliographic tools—catalogs, indexes, etc.

(E) 10. Providing materials for guidance and exploration and making them readily accessible to pupils

(F) 11. Collecting and organizing for use such bulletins, pamphlets, leaflets, etc., as are of value in the educational program

(G) 12. Collecting and organizing for use such illustrative or visual aid materials, museum specimens, music records, etc., as are of value in the educational program and for which the library is responsible

(H) 13. Arranging exhibits of books and other reading material and using other means of attracting attention to the library's facilities

**Evaluation.**—Below is given the evaluation of the checklist:

(1) x. How effectively does the librarian discharge such responsibilities as the above?

**Comments.**—The librarian, not being a professionally trained woman, lacks understanding of the philosophy of education and of the aims of the program of education. She is eager to help and at all times is ready to co-operate with faculty members. She is able to instruct pupils in the use of the library and often calls their attention to materials recently acquired.

Unless the librarian has those personal qualities which enables her to share joyously with high school
boys and girls the riches of the library—no amount of technical training can give her the desired leadership. 20

The salary paid by the government does not warrant technical training. It is the opinion of the administration that the school is fortunate to secure a librarian with the above characteristics.

Much of her lack of thoroughness could be supplemented in other courses. Johnson says that the first important step in the use of the library is the thorough and systematic instruction of all pupils in the use of books and recommends the using of six or more periods regularly assigned to English for instruction in the use of the library. 21

III. Selection of Library Materials

Checklist.—Below is given the checklist and the rating of each item.

The following factors received proper consideration in the selection of books, periodicals, and other library materials:

1. Content and aims of the curriculum
2. Publishers—editorial staff, type and quality of their products
3. Writers or authors; value and desirability of their products
4. Book and periodical format—binding, print, paper, appearance and durability
5. Probable gifts of books, periodicals or other library material

20 P. E. Cox and R. E. Langfitt, High School Administration and Supervision, p. 304.

21 F. E. Johnson, Administration and Supervision of the High School, p. 313-314.
6. Availability of loans from other libraries, governmental agencies, individuals or other sources

7. Proximity and availability of other library materials in the community

8. Library circulation data—materials and types of material used

9. Inquiry data—materials and types of materials called for and extent of the demand

10. Canvass of the study and reading interests of the pupils and suggestions by the pupils

11. Canvass of the plans and needs of the teaching staff and suggestions by the teaching staff

12. Relative permanence of the reading interests and consequent demands of the clientele

13. Present distribution of titles as to classification, department needs and desirable interests of the clientele

14. Need for duplicate books

15. The challenging and inviting nature of the books that are a little above the level of the readers but are interesting and will be used

16. Beauty and attractiveness of the books

17. Caution in purchase of subscription books and sets of books

18. The Booklist, Standard Catalog for High School Libraries, Subscription Books Bulletins, and similar publications


20. Standard lists of approved or recommended books

21. Amount of money available

**Evaluation**—Below is given the evaluation of the checklist.

5. How efficiently is new material for the library selected in the light of such factors as the above?

**Comments**—Due to the scarcity of funds, great care

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23 Ibid.
must be taken in selecting books for the library. A poor selection means the loss of a valuable educational opportunity. Therefore, quality, authoritativeness, need, availability from other sources, nature of the book, and durability of the binding must count in the selection in every book. These principles are in harmony with those laid down by Edmonson, Roemer and Bacon.24

Books of fiction are usually chosen from the approved lists furnished by the State Department of Education. However, few books of this sort are purchased. Gifts, though some are not exactly suitable, usually suffice.

**IV. Teachers' Use of Libraries**

**Checklist.** Below is given the checklist and the rating of each item.

1. Teachers use school and public libraries extensively to promote their own personal professional growth
2. Teachers use the library extensively in their classroom planning and teaching
3. Teachers and supervisors find the library a stimulus to curriculum development and enrichment
4. Teachers, with the help of the librarian, use the library as a means of cultivating good study and learning habits in pupils
5. Teachers stimulate pupils to use the library individually or in groups, to find and organize materials on selected subjects or class projects

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prospective classroom demands on the library and librarians

(1) Teachers help pupils in the effective use of the library, largely by means of library references needed in their classroom projects

(2) Teachers and classes borrow books and other library materials for use in the classroom

(3) Teachers encourage pupils to use the library for recreational and leisure reading

**Evaluations**—Below are given the evaluations of the checklist.

(3) How extensively do teachers use the library and its materials for their own work?

(4) How much do teachers stimulate pupils to use the library and library materials?

**Comments**—There are no professional books on teaching in the library. The library budget has been so small in the past that it has been deemed unwise by the administration to purchase professional books. This would not be the case if library funds were more adequate.

Teachers use the library extensively in classroom teaching for enrichment of the daily assignment. Children are encouraged to use the library in every possible daily assignment whether or not definite library assignments were made by the teacher.

Teachers encourage the reading of good books and magazines during leisure time.

The modern school library is conceived as a genuine service unit. It should be to the school

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26 Ibid.
as the heart is to the body, diffusing the life-blood of inspirational knowledge throughout the school. 27

This should be the goal of every high school library, whether it is large or small.

V. Pupils' Use of Libraries

Checklist.—Below is given the checklist and the rating of each item:

(4) 1. Selected pupils act as assistants in the library as a means of education and exploration in library work
(4) 2. Pupils, individually and grouped, commonly find the library a profitable center for classroom preparations
(4) 3. Pupils use libraries extensively for leisure reading and for developing other leisure
(0) 4. Pupils help collect useful vertical file material for the library
(0) 5. Pupil activity organizations use the library extensively in the promotion of their projects
(8) 6. Pupils are learning to respect public property and to help care for it
(2) 7. Pupils are learning to respect the rights of others, in the library and in the use of its materials
(4) 8. Each pupil's schedule is so arranged that he is free to spend at least three periods per week in the library
(0) 9. Pupils are learning to use the public, home, and other libraries
(0) 10. Each teacher keeps a record of the voluntary reading done by his pupils in his own field. 28

Evaluations.—Following are given the evaluations of the checklist.

27Edmonson, Roemer and Bason, Secondary School Administration, p. 219.

(3) Is How extensively and effectively do pupils use the books of the library?

(5) Is How extensively and effectively do pupils use periodicals?

(3) Yes How extensively and effectively do pupils use vertical file materials?

(3) Yes How extensively and effectively do pupils use visual aid materials?

Comments—Every year one or more students volunteer for service as library assistant. The work they do is small compared to the educational experiences they receive.

Pupils have learned that the library offers a wide range of materials, rich in educational experiences that are valuable in classroom preparation. The average monthly withdrawal of books for the high school is six books per student. This does not include encyclopedias, dictionaries or other standard volumes of reference materials.

Library reading assignments, not only include reference to standard books, but usually include references to modern pamphlets, charts, and clippings filed away, also.

The periodicals are in great demand at all times. This sometimes appears to be a waste of time on the part of the pupils, but they are acquiring a taste for the more desirable magazines that will carry over to future life.

VII. The Library Staff

A. Preparation and Qualifications

29Tbid.
General

The library staff possesses qualifications such as the following:

1. A broad, general education—the equivalent of the baccalaureate degree

2. A good understanding of the school's philosophy of education and of its educational program

3. Successful experience as a teacher—at least a full year or the equivalent

4. Ability to organize and manage the library and its materials effectively

5. Ability to work effectively with teachers in finding and using suitable library materials and aids for teaching and learning

6. Ability to work agreeably and effectively with pupils and to teach them to find and use library materials readily and effectively

7. Ability to make the library attractive and interesting to pupils and teachers

8. Ability to work effectively with the administration officials of the school

Evaluations.—Below are given the evaluations of the checklist:

1. How adequate is the general education of the library staff?

2. How great is the ability of the staff to make the library useful and attractive to pupils and teachers?

Comments.—The North Central Association of Secondary Schools and Colleges defines the librarian as someone who combines knowledge of books and library technique with a sufficient knowledge of educational methods to make the library an integral part of the school's educational scheme and not an appendage or extra curricula activity.

30Ibid., p. 48. 31Ibid.
32 North Central Association Quarterly, III (Sept. 1923), 246.
In personality, professional training, salary requirement and certification the librarian should be on par with the teachers of the school. 33

The librarian of the Collinsville High School, having only a high school education, does not have a professional understanding of the school's philosophy of education and of its educational program. Having no teaching experience, she finds it difficult to understand the problems of the faculty.

Considering the administration from all angles and comparing the quality of the present library service to that of a few years ago when the government offered no aid, the present librarian is rendering a very satisfactory service in performing her duties. Without the aid from the government and without the services of the present librarian, maintaining the library on the present standard would be an impossible task for the school. The library is functioning much better under the present system than under any system that the school could maintain.

Library training

Checklist—Following is given the checklist and the rating of each item.

33 Ward O. Reeder, Fundamentals of School Administration, p. 470.
The preparation of the library staff is characterized by:

1. Thorough and extensive preparation and training in organization and management of the library
2. Thorough and extensive preparation and training in selecting, classifying, cataloging and shelving books
3. Thorough acquaintance with magazines and periodicals and their appropriateness for secondary schools
4. Adequate preparation in collecting, organizing, and filing pamphlets, bulletins, visual aids, and other similar materials
5. Library training in a library school which requires the equivalent of the baccalaureate degree for admission and two years of library training for a graduate degree in library science.

Evaluations.—Below are the evaluations of the check list:

1. How adequate is the preparation of the library staff for organizing and managing the library and its materials?
2. How well is the staff qualified by preparation and ability to help teachers make the school’s educational program effective?
3. How well is the staff qualified by preparation and ability to make the library useful for study and attractive for leisure reading?

Comments.—The natural ability of the librarian has been amply adequate to make the library an asset to the school. The smallness of the school has been to her advantage. She could not have succeeded in a larger system. Most of her ability comes from her willingness to be of service to others.

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35 Ibid.
## Summary of data for individual librarians

### TABLE 10

**COMPUTATION FORM FOR DATA FOR INDIVIDUAL LIBRARIANS**

<table>
<thead>
<tr>
<th>Item and source of data</th>
<th>Sum of ratings for all staff members</th>
<th>Number of ratings</th>
<th>Average (Column A-B)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(A)</td>
<td>(B)</td>
<td>(C)</td>
</tr>
<tr>
<td>Adequacy of professional preparation in library service</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Source of professional training</td>
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<td>1</td>
<td>1</td>
</tr>
<tr>
<td>General committee judgment</td>
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<td>4</td>
</tr>
<tr>
<td>Outside contributions</td>
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<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Personal qualifications</td>
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<td>10</td>
<td>4</td>
</tr>
<tr>
<td>Professional qualifications</td>
<td>10</td>
<td>4</td>
<td>2.5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td><strong>15.5</strong></td>
</tr>
<tr>
<td><strong>School Score</strong></td>
<td></td>
<td></td>
<td><strong>2.6</strong></td>
</tr>
</tbody>
</table>

*This table is a summary of the data from Section II, pages 141-142, and Section II, pages 151-152. (For instructions on the use of this form, see "How to Evaluate a Secondary School", pages 75-76.)*

Table 10 shows the adequacy of the professional preparations and qualifications of the librarian. The librarian rates low in professional training.
B. Improvement in Service

General

Checklist.---Following is given the checklist and the rating of the item.

(0) The librarians are members of the American Library Association.36

Evaluation.---Following is given the evaluation of the checklist.

(1) a. How extensive and reliable are the evidences that the library staff is improving in professional ability and service?37

Comments.---The salary of the librarian does not warrant any professional preparation on her part. Also the government library project is not permanent. At any time the project may be discontinued and the girl transferred to a sewing room or some other form of project.

Ideally, the library project should be set up for a definite number of years and the salary made adequate enough to justify some professional preparation on the part of the librarian.

Summary of data for individual librarians

Table 11 is the summary of the evaluations of the improvement in service of the librarian as a staff member.

The low rating of the improvement in service of the

36 Ibid., p. 50.
37 Ibid.
librarian is due to the fact that the librarian is not a professionally trained woman.

TABLE II

COMPUTATION FORM FOR THE EVALUATION OF THE IMPROVEMENT IN SERVICE OF THE LIBRARIAN

<table>
<thead>
<tr>
<th>Item and source of data</th>
<th>Sum of ratings for all staff members</th>
<th>Number of ratings</th>
<th>Average (Columns A+B)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(A)</td>
<td>(B)</td>
<td>(C)</td>
</tr>
<tr>
<td>Reading</td>
<td>2</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Research</td>
<td>2</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>School Score</td>
<td></td>
<td></td>
<td>1.5</td>
</tr>
</tbody>
</table>

This table is a summary of the data from Section II, III-C, III-F, page 144. (For instructions on the use of this form, see "How to Evaluate a Secondary School", pages 75-78.)

VIII. Supplementary Data

Table 12 shows the amount of money spent for repairing and purchasing books during each of the last five years. The increase in the last two years is due to the government project. However, no government money was spent on books.
The average number of withdrawals per month is six hundred seventy-four. It must be remembered that the high school enrollment averaged about one hundred twenty pupils per year. Every child makes at least one withdrawal a month. There is no public library near. There is no part-time librarian. There is one student assistant who averages about fifteen hours of work per week in the library.

TABLE 12

EXPENDITURES FOR LIBRARY PURPOSES

<table>
<thead>
<tr>
<th>Date</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>1934-35</td>
<td>$80</td>
</tr>
<tr>
<td>1935-36</td>
<td>20</td>
</tr>
<tr>
<td>1936-37</td>
<td>30</td>
</tr>
<tr>
<td>1937-38</td>
<td>45</td>
</tr>
<tr>
<td>1938-39</td>
<td>42</td>
</tr>
</tbody>
</table>

II. General Summary of Library Service

Some of the best elements of the library service are that the library is large, well located, clean and adequately lighted. There is an efficient librarian on duty during all school hours. There is an adequate supply of encyclopedias and fiction books for a student body of this size.

The library lacks up to date visual aid materials for use in the instructional program.
New books have been added to the library in the last two years. The library has recently been moved to larger quarters.

The library plans to add new books and a card catalog to its facilities in the near future.

I. General Evaluation of Library Service

Evaluations.—Following are the general evaluations of the library service.

(3) y. How well does the library service accord with the philosophy of education as presented by the school in Section B?

(4) y. How well does the library service meet the needs of the community and the school population as indicated in Section C?

Comments.—The library service is fairly well in accord with the philosophy of the school. There are a few faults with the government control of the library, but the advantages offered the school greatly outnumber the disadvantages.

The school alone could not possibly maintain a full time librarian. No books could be repaired. At the very best, the school could keep the library open/only period a day without government aid.

Of course, the librarian lacks professional preparation, but the old adage, "You can't look a gift horse in the

38 Ibid., p. 52.
mouth" applies very well here. The school must make provisions toward supplementing her work.

Considering the size of the school and the scarcity of funds, the library service to the school population is distinctly above the average. None of the surrounding schools of similar size offer service that approaches the work of this library.

It would not be a bad investment for the school to pay for a correspondence course in library science and insist that the librarian study it. It could also be used in the training of pupil assistants.

Inviting the librarian to faculty meetings would encourage her to become interested in problems of the school and to assume a professional attitude toward school work.

II. Summary and Recommendations for the Library Service of the School

The evaluations made of the library and of its facilities are summarized in Table 13. Each primary score is plotted on its appropriate thermometer and the summary score of the main areas given in the table is plotted on the summary thermometer.

The Collinsville High School, in its library service, is as good or better than fifty-nine per cent of the schools rated by the Co-operative Study of Secondary School Standards. It stands twenty-one points higher than the
average small school and only five points below the average large school. Its library is distinctly superior to the library of the average Southern school.

The school, in number of titles in the library, is as good as or better than fourteen per cent of the schools rated. It stands twenty-four points lower than the average small school.

The school, in the general adequacy of the library, stands as high as the very large school because there are a few well selected books to meet the demands of every course taught in the school. As the classes are small, it does not take many books to meet the needs of the pupils.

The school, in its supply of books of all classifications, stands lower than the average small school except in the supply of reference books and books of philology.

This school, in the organization and administration of its library, is as good as or better than five per cent of the schools rated because the school has a full-time librarian; and the library is small.

Due to the efficient use of the library by teachers and pupils, this school, in the use of the library by teachers and pupils, stands much higher than the very large schools.

The school, in the qualification and improvement in
<table>
<thead>
<tr>
<th>Title of Measure</th>
<th>Computation of primary school scores</th>
<th>Computation of secondary school scores</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Evaluations</td>
<td>Total Divisor</td>
</tr>
<tr>
<td>Number of titles Distribution</td>
<td></td>
<td>322</td>
</tr>
<tr>
<td>Appropriateness</td>
<td></td>
<td>24</td>
</tr>
<tr>
<td>Recency</td>
<td></td>
<td>30</td>
</tr>
<tr>
<td>General adequacy Periodicals</td>
<td></td>
<td>37</td>
</tr>
<tr>
<td>Pamphlets and bulletins</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Visual aids</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Organization and administration</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Selection of materials</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Title of Measure</td>
<td>Computation of primary school scores</td>
<td>Computation of secondary school scores</td>
</tr>
<tr>
<td>------------------</td>
<td>-------------------------------------</td>
<td>----------------------------------------</td>
</tr>
<tr>
<td></td>
<td>Evaluation</td>
<td>Total Divisor</td>
</tr>
<tr>
<td>Use by teacher</td>
<td>y 3 x 4</td>
<td>7 2</td>
</tr>
<tr>
<td>Use by pupils</td>
<td>w 3 z 5 y 3 z 3</td>
<td>2 4</td>
</tr>
<tr>
<td>Library staff qualifications</td>
<td>1-y 1-3 2-x 2-y 2-z</td>
<td>15 5 3</td>
</tr>
<tr>
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<td>1</td>
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<td>1</td>
</tr>
<tr>
<td>Library staff qualifications</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>General evaluation</td>
<td>y 3 z 4</td>
<td>2</td>
</tr>
</tbody>
</table>

Total: 5285
Summary score: 33
Equivalent percentile: 64

*For the use of this form, see "How to Evaluate a Secondary School", pages 92-97.*
Fig. 6. The graphic rating of the adequacy of the library of Collinsville High School.
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.
Fig. 7. The graphic rating of the distribution of books in the Collinsville High School library.
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.
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.
service of the library staff, stands very low because the librarian is not a professionally trained woman.

The Collinsville School should buy more books dealing with social sciences, philosophy, natural sciences and fiction as there is a deficiency in the supply of these books. The school is oversupplied with reference books and books dealing with philology.
Many factors have operated to make guidance an important function of the school. The acceptance of education as a process of growth has turned attention to the problem of selecting suitable educative materials, and the recognition of individual differences has emphasized the need of adaptation to each individual child. The extended period of compulsory education has forced upon the school rapidly increasing numbers of pupils of widely differing mental capacities and needs. The growing complexity of life and the inability of the home to give competent advice in the face of the many and often conflicting forms of modern life have compelled the school to expand its program and to accept new responsibilities—among them that of guidance. For rural children there is special need of all phases of guidance. Most of them, living relatively isolated from many of the modern advantages, as libraries, museums, art galleries, orchestras, theaters, etc., need to have their range of vision widened. They need more knowledge of the world's work than their local community gives them. Especially do they need to be made acquainted with the advantages of an education and the opportunities for education and training open in their state to those really desiring to avail themselves of them.¹

Guidance consists in helping boys and girls to set up for themselves objectives that are dynamic, reasonable, and worth-while, and in helping them, as far as possible, to achieve these objectives.

Guidance is not something set apart from the educational process it is inherent in every adjustment the child makes; it is involved in every stimulation, in every practice, and in every satisfaction or annoyance from birth to death.²

¹Emery M. Ferris, Quoted from O.L. Hatcher, Guiding Rural Boys and Girls, p.7.

²Cox and Langfitt, High School Administration and Supervision, p. 432.
I. Articulation between Schools

A. General Procedures

Checklist.--Below is given the checklist and the rating of each item.

To assure proper understanding and articulation between the secondary school and other schools regularly promoting pupils to it, the administrative and supervisory staffs of the schools concerned follow such procedures as the following:

1. Study carefully the aims and functions of both schools.

2. Study carefully the program and facilities of both schools.

3. Seek to organize their programs so that the pupil's work may be as continuous and progressive as possible as he passes from one school to the other.

4. Make proper adjustments for exceptional pupils passing from one school to the other.

5. Understand the factors that shall be considered in determining promotion from school to the other.

Evaluation.--The evaluation of the checklist is given below.

2. How effectively are such procedures as the above followed?

Comments.--There are eight rural schools sending pupils to Collinsville for their high school education. These schools form a vital part of the Collinsville school system.

None of the rural schools teach/subjects that cannot be continued by the pupil at the Collinsville High School.


Ibid.
All work done in these schools is accepted with full credit toward graduation at Collinsville. Little has been done to correlate the aims and functions of the receiving and sending schools. Many of them are doing poor work which causes hardships on the pupils that transfer to do high school work elsewhere. Many transferred students that have been doing excellent work in the rural school, fail the first year in Collinsville High School. This is due to their lack of ability to fit into the program. They usually recover the second year and do fairly well during the remainder of their high school work. It usually takes them a year longer to graduate, than their classification the first year would indicate. These failures are due to the fact that the Collinsville High School has not worked closely enough with the sending schools, but these schools are very independent and resent any intrusion into their "own affairs".

B. Information about the Secondary School

Checklist.—Below is given the checklist and the rating of each item.

The receiving school provides the sending school with information regarding the following:

(C) 1. Its purposes and objectives
(C) 2. Its curricular offerings and aims
(C) 3. The pupil activity program and its aims
(C) 4. The guidance program and its functions
(C) 5. Its plant and equipment
(C) 6. Its staff—personnel and organization

5Ibid.
Evaluation.—Below is given the evaluation of the checklist.

(1) a. How well—qualitatively and quantitatively—does the school provide such information as the above?6

Comments.—The evaluation of "1" was given because the Collinsville School makes no attempt to provide the sending school with any information of its functions.

These schools are not dependent upon Collinsville for their high school, and they resent any moves that to them might appear to be obligating them to send their high school pupils to Collinsville. Other high schools, that draw part of their student body from these small schools, oppose any attempts of a high school to indoctrinate a community with its policies. The only thing that the Collinsville School can do is to make its offerings so attractive that these communities will choose the Collinsville High School in preference to the other high schools.

The situation is not desirable for often "cut-throat" tactics are employed among the receiving schools, and pupils suffer from this commercialization of education. Little can be done about it as long as the state offers a "bounty" for transferred students.

C. Information Regarding the Success of Pupils

6Ibid.
Checklist.—On the following page is given the check-
list and the rating of each item.

The receiving school provides the sending school with
the following information:
(4) 1. Scholastic progress of the sending school's
    former pupils
   2. Other significant information concerning
      former pupils' progress, such as:
      a. Social and personal adjustment of these
         pupils
      (5) b. Outstanding achievements of these pupils
      (4) c. Serious difficulties of these pupils
      (0) d. General problems requiring better under-
           standing or articulation

Evaluation.—Below is given the evaluation of the
checklist.

(2) x. How well—qualitatively and quantitatively—
    does the school provide such information as
    the above?8

Comments.—At the present time the Collinsville School
makes no report to the sending schools as to the progress
of its former pupils.

This may be the answer to the problems discussed in
the two preceding topics. If the teachers of a sending
school received regular reports of the progress of their
former students, they could analyze the results of their
work and better teaching should result. These reports would
give the sending school inroads upon which to offer construc-
tive criticism and help.

II. Basic Information Regarding the Pupil

A. Permanent Cumulative Record

7Ibid, p. 57.  8Ibid.
Information regarding each pupil's home and family

Checklist.--Below is given the checklist and the rating of each item.

The permanent cumulative record should include such information as the following:

1. Full name of each parent (of guardian)
2. Their address and telephone number
3. Occupations of each parent and regularity of employment
4. Race, nationality and birthplace of parents
5. Citizenship status of parents; how long residents of this country
6. Educational and cultural status of parents
7. Parental status—living or dead; living together or divorced
8. Ages of brothers and sisters of the pupil
9. Marked talents or accomplishments of family members or near relatives
10. Health status of family members
11. Economic status of family; home ownership
12. Attitude of the home toward school and toward attendance of pupil at school
13. Facilities for home study—library, magazines, conveniences for study
14. Plans of the parents for the pupil's future

Evaluations.--Below are given the evaluations of the checklist.

(1) y. How well—qualitatively and quantitatively—is such information as the above provided?
(1) z. How extensively and effectively is it used for pupil guidance?

Comments.--The permanent cumulative record of the school contains only the name, address and occupation of the parents of each child. No attempt is made to record home conditions.

In a community of this size, where every teacher is acquainted with every child and his parents, there is not

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9Ibid. 10Ibid.
the same need for complete records that there is in larger
schools. However, the data listed in the checklist on the
preceding page would often prove valuable in guiding boys
and girls.

The danger is that the rural habit of taking
for granted one's complete knowledge of neighbors
and friends will take the place of certain facts
analytically acquired and set down. Even a teacher
who has lived all her life in a country neighbor-
hood will often surprise herself if she sets about
filling the gaps in her knowledge in a systematic
way.11

No school program can function properly without com-
plete cooperation from the parents of the children involved. It is helpful to know the condition of a child's home
when asking for the cooperation of his parents. For exam-
ple, it would be more reasonable to expect better co-oper-
ation and interest from the child's parents who have college
degrees than from another child's parents who are illiterate
and have eleven other children to feed, clothe, and educate.

Every teacher should know the parents' future plans
for the child since the parents are more vitally concerned
than anyone else, and they know what they can do in helping
the child to get started in life. "Guidance offered by the
school should supplement and replace guidance offered by
the parents."12

11 Hatcher, Guiding Rural Boys and Girls, p. 44.
12 Leonard V. Koos and Grayson M. Kefauver, Guidance in
Secondary Schools, p. 249.
A correct report of the pupil's record

Checklist. -- Below is given the checklist and the rating of each item.

The permanent cumulative record should include such information as the following:
1. Name, sex; date and place of birth
2. Name and location of school or schools attended
3. Academic record for each year, with special note of particularly good or poor work
4. Health record; serious or protracted illnesses
5. Attendance and tardiness record; reasons for excessive absence or tardiness
6. Conduct or citizenship record; explanation of unusual behavior
7. Marked interests and abilities
8. Names, dates, and scores on standard psychological tests taken
9. Names, dates and scores on standard achievement tests taken in the past two years
10. Personality trait ratings by several teachers

Evaluations. -- Below are given the evaluations of the checklist.

1. How well—qualitatively and quantitatively—is such information as the above provided?
2. How extensively and effectively is it used for pupil guidance?

Comments. -- A permanent cumulative record of the school includes name, sex, birth date, the names of previous schools, and the academic record for each year. It is rarely referred to for guidance purposes.

Data for guidance should consist of the academic record and rating of the child and include the kind and type of

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14 Ibid.
school whence he came. These data will help in determining certain courses he can take because he has shown ability and interests in earlier grades.

As mental functions are closely akin to physical functions, a careful health record should be kept of the child. This record should aid the teacher in determining the academic load, in planning a course of study for the child that will best meet his needs, and in directing the choice of the type of work the student should engage in after leaving school.

Any unusual emotional traits should be recorded as any unstable emotional condition affects the physical and social conduct of the pupil and needs special consideration.

It is advisable that the Collinsville School revise its records to include the information provided in the checklist on the preceding page, for a school must know the child it is attempting to teach.

A correct record of the pupil's physical and health status

Checklist.—Below is given the checklist and the rating of each item.

The permanent cumulative record should include information relative to the following:

1. Height and weight
2. Vision
3. Hearing
4. Teeth and gums
5. Speech defects
6. Posture and feet

15Edmonson, Roemer and Bacon, Secondary School Administration, p. 135.
16Ibid., p. 136.
Evaluations.—Below are given the evaluations of the checklist.

(1) y. How well—qualitatively and quantitatively—is such information as the above provided?
(1) s. How effectively is it used for pupil guidance?18

Comments.—The cumulative record of the school lacks information regarding the physical condition of the child because there have never been funds for a regular physical examination of the child by a physician.

Ideally, these physical and health data should be checked up and recorded during each year of the child's attendance in school, and this information should be used constantly in determining important questions in relation to the child.19

A correct record of the pupil's psychological and other traits

Checklist.—Below is given the checklist and the rating of each item.

The permanent cumulative record should include such information as the following:

(0) 1. General intelligence
(0) 2. Special aptitudes (by tests or otherwise)
(0) 3. Achievement (by standard tests and past school record)

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18Ibid.

(4) 4. Special interests (by means of tests or otherwise)
(5) 5. Characterizing attitudes, ideals and prejudices
(6) 6. Social interest and development 20
(7) 7. Educational and vocational intentions

Evaluations.—Below are given the evaluations of the checklist.

(1) y. How well—qualitatively and quantitatively—is such information as the above provided?
(2) 2. How extensively and effectively is it used for pupil guidance?

Comments.—The permanent record does not include any of the information listed in the checklist above.

Unfortunately, no intelligence tests of any kind have ever been given in the school. Regardless of the value of the tests, the cost involved in giving them has been considered too great by the administration.

Koos and Defauver say that the general mental test is the most frequently used method for obtaining information for guidance purposes. The results are made a part of the permanent record of the child.

In the small schools character measurement of pupils is not profitable due to lack of trained teachers. The rating of traits by teachers is much more widely used and

21 Ibid.
promises to be of practical value. The average of the ratings on the different traits is entered on the permanent record card.23

The use of this type of information enables the counselor to weigh the actual abilities of the student and gives the counselor confidence in his decisions in guiding the student.

Reports of progress

Checklist.—Below is given the checklist and the rating of each item.

The following information should be added to the permanent cumulative record as the pupil progresses through the school:

1. Complete academic record including courses, year taken, academic marks and credits received, courses failed

2. Names, dates and comparative scores on all standard tests, inventories, scales, etc., that have been given

3. Attendance and tardiness record, causes being noted in serious cases

4. Conduct record—nature of any serious offenses, contributory causes or circumstances, disposition of each case, progress

5. Membership in out-of-school clubs, groups or cliques; environment and character of these organizations

6. Religious interest and activities

7. Employment during out-of-school hours—home chores with or without pay; other employment, nature, amount of time required, remuneration, use of money, etc.

8. Use of leisure time—amount of time given to play, reading, hobbies, and movies and nature of each 23

23 Ibid., p. 562.
(0) 9. Periodic ratings by teachers on personality traits
(0) 10. Degree of socialization; difficulties of problems in socialization; anti- or non-social habits; progress
(0) 11. At successive stages of development, intention and reasons for wanting or not wanting to complete the secondary school and for wishing or not wishing to enter college, including type of college
(0) 12. Vocational preferences at successive stages of development and reasons therefor
(0) 13. Evidences of vocational aptitudes—interest and skill in performance
(0) 14. Participation in pupil activity program
(0) 15. Special talents or interests—musical, artistic, athletic, inventive, literary, dramatic, scientific, etc.
(0) 16. Special achievements in school and out of school; honors received
(0) 17. Findings of comprehensive periodic physical examinations
(0) 18. A careful study of each problem pupil and a careful record of interviews and incidents that promise information of value and adjustment and correction
(0) 19. Attitude toward the school and school activities

Evaluations. — Below are given the evaluations of the checklist.

(1) y. How well—qualitatively and quantitatively—is such information as the above provided?
(1) s. How extensively and effectively is it used for pupil guidance?

Comments. — The permanent cumulative record does not provide for any of the provisions of the checklist on the preceding page except for the academic record. Through its

25Ibid., p. 52.
failure to keep an adequate record of the pupil's progress, the school is losing a source of information that would prove valuable in guiding the boys and girls. "Extra-curricular activities are valuable in exploring interests, in working with people and trying out capacities for social leadership." If a counselor has a record of a student's participation in an activity and the accomplishments he made in that activity, he is better able to guide the pupil in the solution of his problems.

In vocational guidance, the counselor must know the character traits, vocational aptitudes, and special talents of the pupil whom the counselor is to aid in choosing his life's work, for these factors determine the success or failure of a student in his chosen career.

In solving problems of discipline, it is helpful for the counselor to have the facts of the offender's past records as to attendance, conduct, attitude toward school and the results of any past interviews.

Records of school work constitute one of the most important sources of data usable in guidance. Despite the unreliability of the measure, these records are after all the most satisfactory indication available of the probable future achievements of the students in school.

The importance of records for guidance demands continuous effort to make them increasingly reliable.\[26\]


\[27\] Ibid., p. 277.
B. Other Matters of Record and Necessary of Desirable Forms

Checklist—Below is given the checklist and the rating of each item.

Such records as the following are provided:

1. Entry, registration, assignment; withdrawal and transfer of all pupils

2. A complete school membership roll

3. The school census record against which school membership and attendance is regularly checked

4. Records of all pupils of secondary school age in the school district not in school and not required to attend, with reasons for non-attendance of each

5. Record of the places, hours and kind of employment of pupils employed part time, the social and sanitary conditions of their labor, contractual conditions, name of employer, promotions, if any, and date and reasons for leaving the employment

6. A record of graduates, noting employment, further education, unusual happenings, and general progress

7. A periodic progress report during the year which is not simply a grade card but an effort to keep pupil and parent informed regarding progress and difficulties

8. An annual summation card, for the pupil and his parents, on which is indicated the work or courses completed, conditioned, or failed during the year; means of removing conditions or failures; pupil activity work; special achievements, etc.

9. Special reports to parents whenever such a report may be helpful in the pupil's development

10. Records of a temporary nature—for example, excuse for tardiness or absence, readmission to classes, permit to work in some place other than that scheduled

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Evaluations.—Below are given the evaluations of the checklist.

(1) y. How well—qualitatively and quantitatively—is such information as the above provided?
(1) s. How extensively and effectively is it used for pupil guidance?

Comments.—Only routine records of administrative value are kept by the school. No attempt is made to keep track of pupils of school age who should be in school or those who have graduated. No reports are made to the parents except a regular six weeks report of the student's academic progress.

Most of the boys and girls who should be in school but do not attend have passed the compulsory school age and are not required by law to attend school.

Too much care can not be taken in devising a report to be sent home to the parents.

What the school can do for the child is partly determined by the co-operation received from the home. The school life, home life and play life of children are so interrelated that one depends a great deal upon the others. The report card which the school sends to the parent at stated intervals is one means by which the school tries to inform the home of the child's school success and failure.

Chapter 10: Nature and Use of Records and Reports

29Ibid.

30Arch D. Nest, Administration of Pupil Personnel, p. 296.
Checklist.—Below is given the checklist and the rating of each item.

(+) 1. Records are easily accessible to all who have approved reason to use them and use them properly, but only to such persons.

(0) 2. All pupil and school records of permanent value are kept in a fireproof safe or vault; whenever removed such records are carefully guarded against loss in any way.

(-) 3. All entry, assignment, withdrawal and transfer records, the original or duplicate, are carefully checked for accomplishment of function indicated.

(0) 4. The daily schedule card of each pupil is on file in the office and a copy thereof wherever also it is needed.

(0) 5. Provision is made for duplicates of parts of the pupil's permanent cumulative record or of other records for use by staff members having general need for them. Such records are as carefully used as the originals and are accessible to no other persons.

(-) 6. The pupil accounting system distinguishes between date of permanent value and that of temporary value, only the former being preserved in the permanent cumulative record.

(-) 7. The pupil accounting system is so organized that data are cumulatively entered in sequential order; relationships and progress can be easily traced.

(-) 8. Forms for collecting and recording data are so organized that each supplements the others and each is a vital part of the whole system.

(-) 9. Forms are compact, data are easily and accurately recorded, checked and filed for later use.

(-) 10. Codes and marking systems are carefully explained on each form on which they are used (unless entirely confidential).

(0) 11. Graphs are used extensively to indicate relative progress.

Evaluations.—Following are given the evaluations of the checklist.

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(2) y. How well are such facilities or conditions as the above provided?
(1) z. How extensively and effectively are they used for pupil guidance?32

Comments.—The records that are kept of each child's progress are kept in a private office not easily accessible to the merely curious. Each child can examine his personal record at any time he chooses. Teachers at all times have access to the records but they rarely refer to them. No provision is made to protect the records in case of fire. If the building were destroyed, the loss of records would be almost as great a calamity as the financial loss.

There is no record kept of the daily schedule of the pupil. This system has not been established in the school. The school has arisen rapidly from a state where every child's daily schedule was similar to all of those in his grade to a state where there is much variety in schedules. It is a case of the record making not keeping pace with the curriculum. However, it is yet doubtful whether or not the curriculum is large enough to justify this extra expense.

The records provide for chronological entries of pupil achievement so that progress in grade marking can be easily and accurately recorded.

School records are vital parts of the school property and once lost or destroyed cannot be replaced. Every effort should be made to insure them against fire.

32Ibid.
The school is not able to install a fireproof vault for their safe-keeping. If duplicate copies were made upon smaller cards and volume reduced as far as possible, the local bank would be glad to store them away in its vault free of charge. Then, at regular intervals, if convenient, twice a year, these duplicate copies should be brought up to date.

Teachers should realize the value of the past record of a child and use it in planning work for the child.

If a factual basis is necessary in social case work and in medicine, it is much more so in the educational process where intelligent effort must especially concern itself with visualizing and developing the child as a whole personality or individual and in doing that with as clear understanding as possible of all the significant factors that go to make up his personality, his environment and his chances for well-being and growth. 33

However, before the cumulative record can be of much value to teachers, it must be revised as suggested in the preceding topics.

III. Operation of the Guidance Program

A. General Organization

Checklist.—Below is given the checklist and the rating of each item.

(=) 1. All staff members regard guidance as a co-operative undertaking and responsibility, requiring both knowledge and skill

33 Hatcher, Guiding Rural Boys and Girls, p. 36.
2. The guidance activities are directed and co-ordinated by a director of guidance or a trained counsellor.

3. Certain staff members or counsellors are assigned to specific responsibilities requiring special ability, interest, and training.

4. All teachers and other staff members in charge of pupils are assigned some responsibilities in the guidance program.

5. Care is exercised by all who are concerned with the guidance program to recognize their limitations and to refer cases too difficult for them to those more skilled or better trained.

6. Counsellors are freed from other obligation in proportion to the time and energy required for counselling.

7. Pertinent or valuable facts revealed during counselling, except those given in confidence, are filed with the pupil's permanent cumulative record.

8. Counselling is conducted as a continuous function extending throughout the secondary school and into the educational, social, and vocational life after school.

9. The counselling program is co-ordinated with similar programs or agencies in the elementary school, the college or trade school, and in industry.

10. The counselling program is informational and advisory in nature; final decisions are made by the pupil, the goal being development of a self-reliant yet cooperative personality.

11. Individuals and organizations in the community are consulted and used to promote the school's guidance program.

12. Counsellors, homeroom teachers, and others responsible for counselling are continuing their preparation for this work.

13. The guidance program is characterized by research attitudes and activities on the part of the counselling staff.

14. Causes of misconduct are sought as the first set in improvement.

15. Methods of counselling and their results are constantly studied.
16. Counselling stimulates; it emphasizes confidence, self-discovery, and self-direction by the pupil.
17. Co-operation of the home is sought.

Evaluations.—Below are given the evaluations of the checklist:

(1) y. How well is the guidance program organized?
(1) n. How extensive is teacher participation in pupil guidance?

Comments.—There is no organized guidance program in the Collinsville High School. Students are free to come to the principal and superintendent for advice but neither has the time to establish regular office hours in which pupils may be interviewed. Some guidance work is carried on by classroom teachers, but this is not very effective as none of the teachers has had any training in guiding and counselling.

As a result there usually are a large number of misfits in every class. There are always a large number of failures and much repetition of courses, especially in the eighth and ninth grades. Students who plan on entering medicine and nursing often skip sciences, and embryo journalists do not choose foreign languages. A graduate, now attending a business college, dropped shorthand and typing last winter. The above and many other similar cases show the distinct need for a more extensive guidance program in this school.

It seems that the school has been more concerned in fitting the student to the curriculum than in fitting the student with a curriculum.

Due to the smallness of the teaching force and the crowded condition of the schedule, it might seem at first glance that it would be unwise to give any time to counseling and to guidance. However, Hatcher says:

Rural superintendents who hesitate to install guidance programs because of the probable cost would be helped in their point of view by studying the cost of failures and consequent repetition of courses, also by seeing how city school systems where guidance programs are best installed have cut down such costs, besides releasing their services in other directions for promoting happiness and success through human adjustment. 36

Failures are costly. The State of Texas helps to pay for the cost of educating a child for eleven years. If he fails one year, it means the school must bear the total cost of his education for the extra year. Failures are misfits in the schedule. It is difficult to fit them with the subjects they must have. They overcrowd classes and often cause additions to the teaching force.

If proper guidance can reduce the number of failures in this school, it will pay for the extra time spent and, at the same time, provide for a happier and more successful student body.

36 Hatcher, Guiding Rural Boys and Girls, p. 16.
B. School Organization and Program

Checklist.—Below is given the checklist and the rating of each item.

Provision is made for informing the pupil regarding matters which may require guidance, such as the following:
1. The general aim and purpose of the school
2. The general traditions and code of conduct of the school
3. The purposes and objectives of various courses and curricula
4. The sequence and relationships of specific courses
5. The library and how it is used
6. The school staff, its personnel and organization; responsibilities of various officials
7. The school plant and the location of the pupil’s various activities
8. The school’s time schedule, signals, traffic regulations, etc.

Evaluation.—Below is given the evaluation of the checklist.

(3) How well are such matters as the above provided for in the guidance program?

Comments.—The above matters are generally made in the form of announcements to the home room during the first day of each term. This is not satisfactory as there are some that do not hear it, some do not understand and many forget. The result is frequent disagreements throughout the year.

38 Ibid.
A handbook of school activities has been contemplated but the size of the school and the expense does not justify it. However, the material might be mimeographed and handed out in loose-leaf form to fit the student notebooks. This would prevent many misunderstandings throughout the year.

C. Registration and Pupil Load

Checklist.—Below is given the checklist and the rating of each item.

Provision is made for informing the pupil regarding matters which may require guidance such as the following:
(a) 1. The program of registration—sequence or order, filling out cards, etc.
(b) 2. Making the program of studies for the semester, year and following years
(c) 3. Determination of a proper pupil load
(d) 4. Making out the pupil's daily schedule or program
(e) 5. The pupil activity program and the part the pupil should play therein

Evaluation.—Below is given the evaluation of the checklist.

3. How well are such matters as the above provided for in the guidance program?

Comments.—At registration time, notices are posted in home rooms stating what courses each grade may take. Any variation from this requires special permission of the principal. Other than this, no provision is made
to guide the pupil in his choice of electives. Every
pupil is allowed to take four subjects, and he may take
another if he needs one additional credit to graduate
or if he has a "5" average or better in previous courses.

D. Problems of the Future

Checklist—Below is given the checklist and the rat-
ing of each item.

Provision is made for informing the pupil regarding
matters which may require guidance, such as the
following:

(=) 1. Getting acquainted with a variety of occupa-
tions, or vocations, their trends, their
desirable and undesirable elements, their
requirements, and their potentialities

(0) 2. Selecting a vocation in the light of its
requirements and its relation to himself,
his abilities, interests, and limitations

(=) 3. Selecting and developing desirable avocatio-
al and leisure interests and habits

(=) 4. Getting information regarding curricula,
costs, entrance requirements, etc., from
colleges or other schools and selecting the
one that gives most promise of meeting his
future needs

(=) 5. Determining how long pupils should continue in
school or college

(0) 6. Securing a position and keeping it

Evaluation—Below is given the evaluation of the
checklist.

(3) a. How well are such matters as the above pro-
vided for in the guidance program?

Comments—No provision is made for the vocational
guidance of pupils except in a small way in junior

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41Ibid., p. 42.  42Ibid.
business training, general science, and chance conversations between students and teachers.

The Collinsville High School is clinging too close to the old idea of a few years ago that the school should educate the pupil and then he should rely upon his own ingenuity or Providence to direct him into a calling in which he could be of service to his fellow man and find enjoyment. Educational and vocational guidance is recognized to be just as important a part of the school's program as the teaching of algebra or any other traditional school subject.

We have been so busy in recent years in curriculum making, getting teachers to discover and state the aims of education and the relation thereto of method and material, that we have neglected the obvious importance of school guidance, so that pupils, too, may be able to make their way intelligently through their school work.43

The school should sponsor a training course for teachers in the task of counselling boys and girls in vocational problems. This course could be a reading program, a series of speakers or of the extension school type with teaching done by college professors and college credit given.

It is the obvious duty of the school to organize means to make possible for the student an intelligent understanding of what he is about. A wide variety of exploratory courses should be offered in the freshman and sophomore

years. The library should contain books dealing with occupations and careers. Handbooks, pamphlets and mimeographed materials giving the requirements of chosen lines of work should be furnished by the school.

In the future, every attempt must be made to guide the student in his life problems throughout his school career.

E. Social and Civic Relationships

Checklist.—Below is given the checklist and the rating of each item:

Provision is made for informing the pupil regarding matters which may require guidance, such as the following:

1. Selecting and cultivating desirable friends and friendships
2. Knowing and practicing proper social usage
3. Knowing and practicing the proper relations and conduct with the opposite sex
4. Understanding the privileges and responsibilities of being a good neighbor and citizen in the school and community
5. Developing leadership qualities; compensations and responsibilities of leadership
6. Developing followership qualities; need and dignity of intelligent followership
7. Developing the ability to co-operate agreeably and effectively

Evaluation.—Below is given the evaluation of the checklist.

(3) a. How well are such matters as the above provided for in the guidance program?


45 Ibid.
Comments.—Except for principles brought out in regular classroom work, the school makes no provision for guiding pupils regarding the above matters.

According to Hatcher, there will be no need for special guidance along social and civic relationships if all school activities are functioning well. He says further:

A well developed plan for pupil participation in class and school government offers the pupil valuable practical experience in social civic relations. If they are taught to think of the school as the community within itself, composed of principal, teacher, and pupils, pupil participation in matters in which they may rightly have a part will be valuable training for both present social adjustments and adult life.

One of the important functions of secondary schools is the development in children of desirable habits and standards of social behavior. These may be encouraged through all the activities of the school, but physical education with its play and games, extra curricular activities including assemblies and special programs, and pupil participation in class and school government are especially fruitful aids in promoting them.

If the pupil activity program is developed as suggested in a previous chapter and proper social behavior is taught in all classes, there will be little need of guidance in this field.

F. Personal Problems

Checklist.—Following is given the checklist and the rating of each item.

46Hatcher, Guiding Rural Boys and Girls, p. 235.
Provision is made for informing the pupil regarding the matters which may require guidance, such as the following:

(=) 1. Mastering study techniques; learning how to take notes, make abstracts, make book reports, etc.

(=) 2. Learning to keep an open mind regarding important life matters and choices and yet to make decision when necessary

(=) 3. Analyzing his own interests, aptitudes and ideals, determining their worth, and seeking their improvement

(=) 4. Analysing his own deficiencies and limitations and seeking their cause and correction

(=) 5. Analyzing and understanding his prejudices and learning to modify and control them

**Evaluation.**—Below is given the evaluation of the check-list:

(2) a. How well are such matters as the above provided for in the guidance program? 48

**Comments.**—No attempt is made to give pupils this sort of guidance except by classroom teachers. Here only routine study habits are emphasized. Very little is done toward helping the student analyze his interests, aptitudes, ideals, prejudices, deficiencies, and abilities.

Lack of proper study habits is causing many able students to receive low marks in high school and to encounter serious difficulties upon entering college. Study techniques should be stressed during the early years of high school.

There are many facts which a pupil needs to know about himself and which his parents should

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understand, he needs to know whether he is in good health, inclined to be an introvert, or an extrovert, has ability in acquiring academic and manual skills, in inventive and creative, has a good vocabulary, has leadership and fellowship, has good social attitudes and efficiency, has salesmanship or executive ability and is in general attaining the major objectives of education.

If all this information were to be acquired at once by this pupil or his parents, the outcome would undoubtedly be undesirable. It is therefore preferable that over a period of years the pupil comes gradually to a clear understanding of his native and acquired characteristics, and that the school guides him in the process of knowing himself. 49

6. Additional Means and Materials Used in Guidance

Provisions in the school's program

Checklist—Below is given the checklist and the rating of each item.

Provisions for guidance such as the following are found in the school's program:

(-) 1. Exploratory courses in various fields
(0) 2. Classes for the study of occupations and professions
(0) 3. Library materials on occupations and guidance —books, pamphlets, articles and bulletins
(–) 4. Visual materials on occupations and guidance —exhibits, posters, pictures, slides, and films
(0) 5. Diagnostic, aptitude and prognostic tests given near the time of admission and periodically thereafter
(0) 6. Periodic personality ratings of the pupil by his teachers
(0) 7. Informational talks having guidance value
(-) 8. Case studies of the individual pupil for specific reasons

49 American Association of School Administrators, Schools in the Small Community, p. 69.
9. Adjustment of the curriculum or program for the pupil who has failed, is working part time, has physical handicaps, has unusual home conditions, etc.
10. Provision for the pupil of exceptional ability
11. Interviews with pupils

Evaluations.—Below are given the evaluations of the checklist.

(2) y. How well does the school make such provisions as the above?
(2) z. How effectively are they used for pupil guidance?

Comments.—There is some exploratory work done in various fields in eighth grade science and junior business courses, but there are no classes for the study of occupations and guidance. The visual materials in the library concerning occupations and guidance are limited and out of date. There is no attempt to rate the pupil by his teachers or by diagnostic testing.

There is some flexibility in the curriculum to meet the needs of pupils who have failed, who have physical handicaps or who have unusual home conditions. Pupils who have unusual ability may take more than the regular load.

The Collinsville School needs to offer a wider variety of exploratory courses especially in the eighth and ninth

51Ibid.
grades. Koos and Kefauver have this to say about exploratory courses:

The exploratory program should be broad enough to introduce pupils to subjects that have not appeared earlier in their program and to occupations that are unknown to them or concerning which they have only vague impressions. They are highly in favor of the use of visual aids such as pictures and motion pictures in vocational guidance.

The school administrator should remember that no one provision is adequate in guidance. Several procedures must make contributions before a comprehensive program of guidance will result.

Pupils activity program

**Checklist:** Below is given the checklist and the rating of each item.

- 1. Home room programs
- 2. Clubs
- 3. School assembly
- 4. School publications
- 5. Pupil participation in school government
- 6. Management of finances of pupil activities

**Evaluations:** Below are given the evaluations of the checklist.

1. How well are the above facilities provided?

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53 Ibid., p. 156.

(1) a. How effectively are the above facilities used for pupil guidance? 

Comments.—There are no provisions for guidance in the above activities. The activities listed barely exist in the school.

Of the activities listed above, the home room program is the most important in offering guidance to pupils. Koos and Kefauver say:

Matters of discipline and social conduct of individual pupils come in for attention and multifarious features of a more or less systematized social life in the school are fostered in the home room. Likewise in the home room one finds guidance concerning quality of work, curriculum guidance and to a lesser extent, some of the elements of vocational guidance.

The Collinsville School is missing a chance to do an excellent service to boys and girls by not instituting a wider program of home room activity.

School clubs offer a wide variety of opportunities for guidance, especially in the vocational field of which the school is not taking complete advantage.

The students of the school are missing valuable training in living in a democracy by not being allowed to take part in school government.

The Collinsville School needs to realize that society

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Ibid.

is changing and that old academic training can not meet
the complex needs of the student body.

Extra-school means and materials

Checklist.—Below is given the checklist and the rating
of each item.

Means such as the following are used for guidance:
(1) 1. Interviews with parents, other family members
     and interested friends of the pupil
(2) 2. Visits to the pupil's home
(3) 3. Periodic pupil progress reports to the home
(4) 4. Interviews with the pupil's teachers and classmates
(5) 5. Part time employment—after school, Saturdays, vacation
(6) 6. Placement of the pupil in employment, part time
     or full time
(7) 7. Follow-up work—interviewing the pupil and
     employers after employment
(8) 8. Organized and directed visitation of factories,
     places of business, etc. 57

Evaluations.—Below are given the evaluations of the
checklist.

(2) 1. How well are such facilities as the above provided?
(2) 2. How effectively are they used for pupil guidance? 58

Comments.—The parents of the pupils are not interview-
ed except in cases of extreme misconduct. A report card
is sent home every six weeks.

As there are no factories or sources of employment

57 Co-operative Study of Secondary School Standards,
Evaluative Criteria, p. 53.
58 Ibid.
in the community, it is practically impossible for the school to place any of its students in jobs. Koos and Kefauver say that only a few schools utilize part-time employment for guidance purposes. The principle concern is to relieve the economic pressure on the pupil. They advise the visitation of factories and other places of business for aiding students in vocational guidance.

IV. Post-School Relationships

A. Selection of the Post-Secondary School

Checklist. Below is given the checklist and the rating of each item.

(−) 1. Current catalogues of all schools, colleges, and universities in which any pupil is interested are on file or are made available
(0) 2. The pupil is guided in the proper understanding of the catalogue
(0) 3. The standing of any particular institution or any of its units in which a pupil is interested is ascertained
(0) 4. Interviews are arranged between pupils and graduates or other representatives of colleges for better understanding of the college life, traditions, organizations, activities, faculty, etc.
(−) 5. If possible, a carefully and co-operatively planned visit to one or more schools, colleges or universities is made
(0) 6. The pupil is guided in the comparison and evaluation of various institutions and in making a selection on the basis of fundamental values

60 Ibid., pp. 139-143.
and of his own life plans, without being un-
duly influenced by athletics, fraternities,
and other secondary matters.

(0) 7. The pupil is guided to select such activities
and courses, sequences of courses, and combina-
tions of courses as will best prepare him for
the college program which will be in line with
his needs.

(\) 8. Pupils of outstanding ability but with no inten-
tion of going to college are encouraged to
continue their post-secondary education, the
parents being also consulted.

(\) 9. Effort is made to help pupils of outstanding
ability who lack financial means to find ways
of earning part or all of their expenses and
to help them secure scholarships, or loans, if
needed.

(0) 10. Pupils apparently lacking the ability or other
qualifications required for successful college
work or for their preferred vocations are coun-
seled to make plans more in accord with their
abilities, the parents also being consulted.

(\) 11. The college is provided with such information
regarding the pupil as will enable it to under-
stand, counsel and assist him properly in se-
lecting his college program.

(0) 12. The school keeps itself informed regarding the
graduates who have gone to college and the pro-
gress they are making, its counsel continues to
be available to such students as far as possi-
ble.

(\) 13. The counseling staff is in an understanding rela-
tionship with the admission officers of the
colleges to which its graduates commonly go.

(0) 14. Steps of a nature similar to those indicated
above are taken in the selection of other type of school—business college, nurses train-
ing school, trade school, evening school, etc.
—In case such a school will best promote the
pupil's program.

(\) 15. The pupil is helped to understand the possible
dangers involved in selecting a school committ-
ed for commercial purposes—misleading adver-
tising, over-ambitious claims and promises, etc.

(0) 16. Problems or conditions requiring better articu-
lation are studied co-operatively by secondary
and post-secondary schools for the purpose of
correction.

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61Co-operative Study of Secondary School Standards,
Evaluative Criteria, p. 64.
Evaluations.—Below are given the evaluations of the checklist.

(1) y. How extensively are such facilities as the above provided?
(2) z. How effectively are they used? 62

Comments.—There is not an attempt made to guide all the graduates of the school in a group as to the selection of a post-secondary school. However, any child who is interested feels free to discuss with the principal and superintendent his problem of selecting a college or university.

Not all students should have their interest in a higher institution encouraged, but many should, and certainly any who are at all likely to go and who would profit by going need adequate information as a basis of intelligent choice. 63

As a part of the general guidance program, pupils should become acquainted with the curricula, objectives, costs of tuition, and the educational standing of all the near by colleges and universities the students are likely to attend. "Every high school should have on file the latest catalogue at least of the higher institutions of the state." 64 Such information can be had for the cost of a postcard. Such material should be filed away in the library.

Every school should have as a part of its guidance

62 Ibid.
63 Hatcher, Guiding Rural Boys and Girls, p. 80.
64 Ibid.
program information about the financial aids open to
college students. This information should concern the
availability of part-time work, scholarships and loans.

B. Adaptation to and Success in Civic and Social Life

Checklist.—Below is given the checklist and the rating
of each item.

1. The school's guidance service is available to
any former pupil needing counselling; he is
encouraged to use the school's counsellors,
library, etc.

2. The school co-operates with civic, social and
religious agencies of the community for effect-
ing better adjustment to and improvement in
civic and social situations.

3. The school regularly seeks information from
former pupils relative to their individual
adjustment to social and civic activities.

Evaluations.—Below is given the evaluations of the
checklist.

1. How extensively are such facilities as the
above provided?
2. How effectively are they used?

Comments.—Former students are free to call on the fac-
ulty for advice, but this is rarely done. Even while in
school, most students are reluctant to ask teachers for ad-
vice.

The school co-operates fully with other agencies of the
community for improving civic and social situations.

65Ibid., p. 81.
66Co-operative Study of Secondary School Standards,
Evaluative Criteria, p. 64.
67Ibid.
The school makes no attempt to seek information in regard to the civic and social adjustments that former students have made in the community.

Kees and Kefauver have the following to say about the value of close check-ups on former students:

The education and guidance of young people is so vital to the individual and to society that their effectiveness should be determined whenever possible. The prediction of probabilities of success of students in school from data obtained during the students' period of school attendance can be made with accuracy only from estimates of the degrees of success experienced by former students.68

In view of the above statements, it is advisable for this school to regularly seek information regarding the success and activities of former students.

C. Securing of Employment

Checklist.—Below is given the checklist and the rating of each item.

(0) 1. A placement service for pupils withdrawn from school and for graduates is provided
(0) 2. The director of guidance or a counselor has a conference with each pupil planning to withdraw from school, seeking a full understanding of the pupil's situation and plans
(0) 3. Assistance in satisfactory placement is extended to the pupils who must or who may profitably withdraw from school, a full understanding of the pupil's situation and plans being sought
(0) 4. Means of continuing education on a part-time basis are pointed out to the pupil entering employment— evening or part time school, correspondence courses, reading courses, magazines and books, use of library, etc.

5. Follow-up service and counselling is extended to the pupil entering employment; the school keeps informed regarding his progress.

6. Problems of placement and adjustment are studied by school and employer.

7. Co-operative relationships are maintained with state and other placement and employment agencies.

Evaluations.—Below are given the evaluations of the checklist.

1. y. How extensively are such facilities as the above provided?

1. z. How effectively are they used?

Comments.—Due to the lack of sources of employment in the community, it is impossible to maintain any sort of employment service for graduates. Very few students leave before graduation on account of securing employment.

The graduates find employment, if at all, seventy-five or a hundred miles away. Thus, it is impossible for the school to offer any follow-up service or to co-operate adequately with the employing agency. Cornelius suggests:

It would be a good idea to have certain teachers assigned to one half of a year in school and then to have to go and spend the other half of the year with their pupils who are leaving school. A school leaver would then retain at least one personal tie to his school experience, while so many other ties are breaking which he had with teachers and schoolmates.

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70 Ibid.
This plan is fantastic but it offers good food for thought. Ideally, the school should be able to guide the student through at least the first stages of employment.

Many problems met in the first positions will not have been anticipated in the program of the school and such problems as are treated may not have been adequately covered to prepare the individual to meet them successfully without assistance. 72

V. Results of Guidance

Checklist.—Below is given the checklist and the rating of each item.

(-) 1. Better retention of pupils in school and return of pupils who have withdrawn

(-) 2. Better cooperation of the staff members in the guidance program

(-) 3. Better formulation by pupils of a long-time planning program

(-) 4. Better understanding by pupils of the dangers of short cut methods in education and in business and social relations

(4) 5. Better understanding of misrepresentations in advertising and of cheap or adulterated products

(4) 6. Better understanding of the limitations or false character and ability analysis such as astrology, palmistry and similar devices

(-) 7. A better outlook on the problems of life and opportunities

(-) 8. Better understanding of occupational problems and opportunities

(0) 9. Better relations between school and business and better placement of pupils in occupations

(0) 10. More guidance and occupational literature in the library

(0) 11. Better placement of pupils in post-secondary schools

12. Greater ability in self-direction by pupils in securing positions, in social and civic participation, and in use of leisure.

Evaluations—Below are given the evaluations of the checklist.

1. How effective has the guidance program been in promoting better in-school relationships on the part of pupils?

2. How effective has it been in promoting better post-school and out-of-school relationships on the part of pupils?

3. How effective has it been in making pupils more self-reliant?

Comments.—The meager results obtained from the guidance program in this school is due to the fact that little time and energy are put into the program.

Instead of devaluing the little guidance which the school is offering, the unsatisfactory ratings of the preceding checklist prove the need for a more adequate program of guidance. The general application of a planned program of guidance has become necessary because of developments affecting the ways of teaching and the aims of education. Scientific studies of children's mental, physical and emotional growth have produced new information and skills of teaching. The child, himself, is living in a new and rapidly changing economic world. The varying problems he faces require a more complex curriculum and better training for social living and necessitate careful guidance in order that he

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74 Ibid.
may profit by his experiences and prepare himself for life now and in the future.\textsuperscript{75}

\textbf{VI. The Guidance Staff}

\textbf{A. Pupils per Counsellor}

\textit{Comments}.—There are one hundred nineteen pupils in high school. The work of counselling is not definitely assigned to any one person. The work is done in part by the superintendent and principal. The total time spent by them in this work is not equivalent to the work of a full-time counsellor.

\textbf{B. Preparation and Qualifications}

\textbf{Personal qualifications}

\textit{Checklist}.—Below is given the checklist and the rating of each item.

The counsellors possess such qualifications as the following:

(1) \textbf{1. Maturity and general life experience sufficient to assure practical judgment}

(2) \textbf{2. A thorough and sympathetic understanding of adolescents}

(3) \textbf{3. The ability to work effectively with adolescents without unfairly or undesirably dominating or antagonizing them; ability to inspire them}

(4) \textbf{4. The ability to work effectively with other staff members, with parents, and with the public}

\textsuperscript{75}\textit{American Association of School Administrators, The School in the Small Community, pp. 89-93.}
(4) 5. Personal character and conduct that inspire and hold the confidence of pupils and of associates.

**Evaluation.**—Below is given the evaluation of the checklist.

(4) 6. How satisfactory are the personal qualifications of the counselling staff?  

**Comments.**—As already mentioned, there is no regular counsellor employed, but to some extent the superintendent and the principal do the work of the counsellor. The American Association of School Administrators recommends that no full-time counsellors be employed for schools of the size of Collinsville as the work may be done by the administrators of the school.

Preparation in college or university

**Checklist.**—Below is given the checklist and the rating of each item.

The educational preparation of the guidance staff is characterized by:

(4) 1. An education which is equivalent of the requirements of the Master's Degree
(4) 2. Extensive study in the sciences, the social studies, and in the arts
(4) 3. Extensive preparation in psychology, particularly educational, social, and individual or personal psychology
(4) 4. Extensive study of tests and measurements; skill in the use and interpretation of standard tests and scales, including attitude and aptitude tests

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77 Ibid.

78 The American Association of School Administrators, *The School in the Small Community*, pp. 73-74.
(-) 5. An extensive study of guidance as a factor in the educational program; understanding of the various types or phases of guidance.

(4) 6. An extensive study of mental hygiene, character education and sex education.

Evaluations.—Below are given the evaluations of the checklist.

(4) y. How extensive is the general education of the counsellors?

(5) z. How thorough is their specific preparation for guidance service?

Comments.—The professional preparation of the superintendent and principal is fairly well in accord with the provisions of the checklist given above. Both have done extensive work in educational psychology, mental hygiene and guidance as factors in the educational program.

Morgan and Cline insist that those in charge of counselling should have special preparation in this field and that problems of school counselling should be studied carefully as professional work during the school year.

Guidance, whether educational or vocational, is a serious matter and no one should attempt the job without adequate preparation.

Preparation resulting largely from experience.

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80 Ibid.

81 Systematizing the Work of the School Principal, p. 61.
Checklist. Below is given the checklist and the rating of each item.

The preparation of the guidance staff is characterized by:

(4) 1. Successful experience as a teacher over a term of years

(—) 2. Experience in types of social service other than teaching, such as: settlement work, juvenile court work, social case work, clinics, child or adult guidance, and personnel work in industrial or commercial institutions

(4) 3. Thorough acquaintance with a variety of types of occupations through experience, study, or observation

(—) 4. Contacts which result in an understanding of occupational opportunities and acquaintance with probable local employment opportunities

(4) 5. Contacts which result in an understanding of the educational or training requirements for specific or typical occupations and knowledge of where adequate educational training may be received

(4) 6. A good understanding of the school's philosophy and program of education

Evaluations. Below are given the evaluations of the checklist.

(3) y. How satisfactory and extensive is the preparation of counsellors for educational and vocational guidance?

(3) z. How adequate is their preparation for other types of counselling?

Comments. The superintendent and principal have had adequate teaching experience, and thorough experience with occupations but lack experiences in other types of social

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83 Ibid.
service. Both understand the educational or training requirements for specific occupations and how and where to receive the adequate education and training. Hatcher says the following about the qualifications of a counsellor:

It is true that no counsellor can be considered well equipped who has not command of a considerable variety of what might be called subtechniques in guidance, and this means not only specific training in these techniques, but a background body of information which contributes to the satisfactory use of them. Also inasmuch as no one counsellor can possess nearly all of the information or all the skill needed for well-dimensioned guidance, a highly important requisite in preparation is that of learning where to turn to for technical information and other aids that cannot be supplied by oneself. 84

Summary of data for individual counsellors

For an evaluation of the qualifications of the counselling staff see the summary of data for individual administrators. See Table 49.

C. Improvement in Service

General

Evaluation.—Below is given the evaluation of the improvement in service by the counsellors.

(3) z. How extensive and reliable are the evidences that the counsellors are improving in professional ability and service? 85

84 Hatcher, Guiding Rural Boys and Girls, p. 27.
An evaluation of "3" was given because the improvement of the superintendent and principal is satisfactory. However, little of the work done is in the guidance field as both are specializing in the field of administration.

The superintendent and principal need to realize the value of guidance training to an administrator. Koos and Kefauver say:

Secondary school principals-in-training will include preparation for the responsibility for counseling. As they transfer from smaller to larger principalships they will relinquish counseling activities, but their experience in the work will make them more helpful leaders in the guidance work of the school. 86

No administrator can successfully initiate or continue a guidance program in his school unless he is thoroughly trained in the art of counseling.

Summary of data for individual counsellors

For an evaluation of the improvement and service of the counselling staff see the summary of data for individual administrators in the chapter on the administration of the school.

VII. Supplementary Data

Time spent in counselling by the superintendent and principal does not average thirty minutes a day. Usually, in this school, counselling is done as the result, not as a preventive, of misconduct. This is due to lack of time.

VIII. General Summary of the Guidance Service

The best elements of the guidance service are that the school is small and the pupil-counsellor ratio is favorable and that parents co-operate splendidly with teachers in guidance problems.

The school needs properly trained teachers for the task of guidance and sufficient time in the schedule for guidance purposes.

There have been no improvements in the last two years. No improvements are planned for the future. The school has made no recent study of its problems in the field of guidance.


Evaluations.—Following are the general evaluations of the guidance service.

(2) a. How well does the guidance service accord with the philosophy of education as presented by the school?

(2) b. How well does the school's guidance service meet the needs of the community and the pupil population?

Comments.—An evaluation of two was made because the guidance program does not adequately bear out the school's philosophy of education. The child is not encouraged to

make all the necessary adjustments to enable him to lead a happy and successful life. In a strong sense, he is not taught how to live.

The guidance program does not meet the needs of the community because it is failing to help a large per cent of the pupils who are in the secondary school and who are misfits in the school. These pupils drop out of school because they have not been interested in any phase of the work the school is offering. Many pupils are misfits due to mental ability or lack of talent. It is the job of the school to educate all the boys and girls in the community, not only those who show a desire to remain in school of their own accord but also those who will drop out of school at the first difficulty encountered. A well developed program of guidance will keep these boys and girls in school and have them doing something that is and will be in the future of value to them.

It is impossible for the Collinsville School to maintain an extensive program of guidance such as is discussed in this chapter. Many of the activities discussed here are not feasible for a school of this size, but a careful study of this material will bring out a wide array of elements upon which a substantial program of guidance can be erected.
### TABLE 14

**SUMMARY FORM FOR GUIDANCE SERVICE**

<table>
<thead>
<tr>
<th>Title of Measure</th>
<th>Computation of primary school scores</th>
<th>Computation of secondary school scores</th>
</tr>
</thead>
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<tr>
<td></td>
<td>Evaluations</td>
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</tr>
<tr>
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<td>A-1-y</td>
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</tr>
<tr>
<td></td>
<td>A-1-z</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>A-2-z</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>A-4-y</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>B-y</td>
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<td>Guidance information</td>
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<tr>
<td></td>
<td>A-y</td>
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</tr>
<tr>
<td></td>
<td>A-z</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>B-z</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>E-z</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>G-2-y</td>
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<tr>
<td></td>
<td>A-y</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>A-z</td>
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</tr>
<tr>
<td></td>
<td>B-y</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>C-z</td>
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<tr>
<td>Post-school</td>
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<td>8</td>
</tr>
<tr>
<td>Title of Measure</td>
<td>Computation of primary school scores</td>
<td>Computation of secondary school scores</td>
</tr>
<tr>
<td>-----------------</td>
<td>--------------------------------------</td>
<td>----------------------------------------</td>
</tr>
<tr>
<td></td>
<td>Evaluations</td>
<td>Total</td>
</tr>
<tr>
<td>Results</td>
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<td>6</td>
</tr>
<tr>
<td>Pupils per counsellor</td>
<td>1-z 2-y 4 2-z 3-y 3-z 3-z</td>
<td>17</td>
</tr>
<tr>
<td>Guidance staff — preparation and qualification</td>
<td>2-z 3 3</td>
<td>3</td>
</tr>
<tr>
<td>Guidance staff — improvement in service</td>
<td>3 3</td>
<td>4</td>
</tr>
<tr>
<td>General evaluation</td>
<td>y 2 z 2</td>
<td>6</td>
</tr>
</tbody>
</table>

Total: ......................... 2216
Summary score: .................... 22
Equivalent percentile: ............ 17

*For the use of this form, see "How to Evaluate a Secondary School", pages 92-97.
Fig. 9. The graphic rating of the guidance program of
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.
X. Summary and Recommendations for the Improvement of the Guidance Program

The evaluations made of the guidance service of the Collinsville High School are summarized in Table 14. Each primary score is plotted on its appropriate thermometer and the summary score of the main areas given in the table is plotted on the summary thermometer.

The Collinsville High School, in guidance service, is as good/or better than seventeen per cent of the schools rated by the Co-operative Study of Secondary School Standards. It stands twenty-four points lower than the average small school and nineteen points lower than the average Southern school.

The guidance program is not well organized in this school. This school, in the qualifications of the guidance staff, stands twenty-three points higher than the very large schools. It is not a lack of trained counsellors to do the task but it is the lack of sufficient time and initiative on the part of the administration which prevents the students of the Collinsville High School from receiving the benefits of an adequate counselling program.
CHAPTER VIII

INSTRUCTION

In every institution, organization or plant efficiency depends upon the details of management, careful use of time, close co-operation among the personnel, and effective use of available materials.

The school is a complicated, specialized institution, maintained by society to achieve certain results. The classroom activities should be planned carefully to make sure they are directed toward securing these results most economically and effectively, and the possibilities of misdirected time, effort, and energy should be reduced to a minimum.1

No instructional program can be successful without the skillful use of textbooks, instructional materials, tests, and measurements, the careful planning of teachers for each daily recitation, the bringing into the curriculum, live, vital experiences and the close co-operation between the teachers and pupils in living these experiences to obtain desirable educational goals. Every teacher should be inspired to do good teaching.

1. Textbooks and Other Instructional Materials

Checklist.—Below is given the checklist used in rating each teacher in the use of textbooks.

1.5. C. Parker, Methods of Teaching in High Schools, p. 26.  

167
1. If textbooks are used, they are sufficiently recent in publication to assure that their content is up to date.

2. If textbooks are used, study aids and suggestions of adequate scope and excellence are contained therein.

3. In such books are found illustrations or other graphic representations of good quality and adequate amount or number.

4. The content or text of such books is well organized and adapted to the needs and degree of development of the pupils.

5. Such books contain extensive but well selected references for supplementary study.

6. Such books are well bound; the paper is of good quality and without glare.

7. A textbook constitutes only a part, usually only a minor part of the material to be studied in a given course; extensive supplementary material is used.

8. In use a textbook is not regarded as full authority in its field; its contents are understood to be limited and incomplete.

Evaluations.—Below is the evaluative criteria used in rating each teacher in her choice and use of textbooks.

1. How well do the textbooks used meet such qualifications as the above?

2. How well does the teacher direct pupils in the proper and effective use of such books?

3. How well do pupils use such books, recognizing both their advantages and disadvantages as material for study?

Checklist.—Following is given the checklist used in rating each teacher in the use of instructional materials.

1. If workbooks are used, the limited educational value of such books is recognized and provision is made for supplementing them adequately.

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3. Ibid.
2. Mimeographed (of similar) material is provided in adequate amount and effectively used in the classroom

3. Work materials such as paper, pencils, pens, crayon, and similar materials are always readily available and are satisfactory in quality

4. Pictures, models, and other illustrative materials are always available for use and are adequate in amount and variety.

Evaluations.—Below is the evaluative criteria used in rating each teacher in the use of instructional materials.

1. How adequately are such materials as the above provided for classroom work?
2. How effectively does the teacher use such materials?
3. How effectively and extensively do pupils use such materials?

Table 15 is a summary of the evaluations of all the teachers in the use of textbooks and other instructional materials.

Comments.—The textbooks used in the high school at Collinsville are those on the state adopted list. The state revises its adopted list every five years so at all times the textbooks used are fairly modern. Any textbook used in the school adequately meets the qualifications in the preceding textbook checklist.

The books for each subject in the Collinsville School are chosen by a committee of three. The chairman of each committee is the teacher who is to use the book in teaching.
The committee members are teachers who have had work in the same field. No book is chosen that does not meet with the complete approval of the chairman.

Since the textbook is the usual method of teaching in the American schools, since the textbook is often the teacher and since what the pupils learn at school is often entirely limited to what his textbooks contain, it is necessary that the best available textbooks be selected.

### Table 15

#### COMPUTATION FORM FOR TEXTBOOKS AND INSTRUCTIONAL MATERIALS

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<th>Number of evaluations (B)</th>
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<td>1</td>
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<td>0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>36</strong></td>
<td><strong>115</strong></td>
</tr>
<tr>
<td><strong>School Score</strong></td>
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<td><strong>3.2</strong></td>
</tr>
</tbody>
</table>

*This section is a summary of evaluations from Section II, I-A, page 147, as filled out for all teachers. (For instructions on the use of this form, see "How to Evaluate a Secondary School", pages 61-62.)

Textbooks, if used, are always those recommended by the publishers of the textbooks. The workbook is used in

*Conder, The Fundamentals of Public School Administration, p. 46*
supplementing the textbook. The school does not provide paper, pencils and pens. Pictures and models are available in adequate numbers, especially in the science and mathematics classes.

II. Tests and Measurements

Checklist.—Below is the checklist used in determining the purpose of tests and measurements.

( ) 1. All testing and measuring is done for a definite educational purpose and has an anticipated value for the pupil.

( ) 2. All testing and measuring is so planned as to promote the educational aims of the school.

Evaluation.—Below is the evaluation used in determining the value of the testing and measuring program of each teacher.

( ) 3. How adequately do tests and measurements serve desirable educational ends?

Checklist.—Below is the checklist used in determining the types of tests and measurements used by each teacher.

( ) 1. The complete testing program provides for many short tests and a few relatively long ones.

( ) 2. Standardized achievement tests are used extensively.

( ) 3. The teacher uses tests of his own construction extensively—both new-type and the older essay types.

( ) 4. Tests formulated by the teacher are so planned that they are easily and economically administered, mechanically easy for pupils to take, and easy to score.

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7Co-operative Study of Secondary School Standards,
Evaluative Criteria, p. 148.

8Ibid. 9Ibid.
Evaluations.--The evaluations of the checklist follow.

( ) 1. How great is the variety of types of test used?
( ) 2. How well are they selected or devised for the purpose intended? 10

Checklist.--Below is the checklist used in rating each teacher in her use of tests and measurements.

( ) 1. The teacher understands the proper use, the advantages, and the limitations of various types of tests and uses them accordingly.
( ) 2. The teacher gives consideration to the validity and reliability of the tests formulated by himself.
( ) 3. Testing and measuring is an integral part of the teaching and learning program rather than an activity set apart for certain days.
( ) 4. The testing and measuring program emphasizes pupil progress rather than achievement; progress graphs rather than a series of marks reveal the pupil's record.
( ) 5. The teacher uses tests to stimulate and evaluate progress and achievements in the development of desirable habits, skills, and knowledge.
( ) 6. The teacher uses tests to stimulate and evaluate pupils' thinking, understanding, and ability to apply.
( ) 7. The teacher uses tests to stimulate and evaluate pupils' appreciations, attitudes, and ideals.
( ) 8. Pupils use tests to evaluate their own progress both in terms of educational aims and of their own purposes.
( ) 9. Diagnostic testing is a regular part of the teaching procedure and is followed by appropriate remedial activities.
( ) 10. Classroom tests are returned to pupils and are made a basis for further teaching and learning.
( ) 11. The testing and measuring of personality traits or other intangibles is largely accomplished through the collection of evidence regarding such traits and judgments based thereupon.
( ) 12. Important test results are entered on the

10 Ibid.
pupil's personal cumulative record and are used in planning his educational program.

Evaluations. Below are the evaluations used in rating the use of tests and measurements by each teacher.

(  ) x. How definitely is testing and measuring used as an aid to teaching and learning?
(  ) y. How effectively do pupils use tests to measure their progress and outcomes?
(  ) z. How well are all desirable educational outcomes measured by the tests used?

Table 16 is a summary of the evaluations as filled out by the six teachers of the Collinsville High School.

**TABLE 16**

**COMPUTATION FORM FOR TESTS AND MEASUREMENTS**

<table>
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<tr>
<th>Evaluation</th>
<th>Number of evaluations</th>
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<td>(B)</td>
<td>(C)</td>
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<td>10</td>
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<td>0</td>
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</tr>
<tr>
<td><strong>School Score</strong></td>
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<td><strong>2.8</strong></td>
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</tbody>
</table>

*This section is a summary of evaluations from Section H, I-B, page 148, as filled out for all teachers. (For instructions on the use of this form, see "How to Evaluate a Secondary School", pages 61-65.)

Ibid. 12Ibid.
Comments.—The purpose of tests and examinations in the Collinsville School is in accord with the philosophy laid down by Foster. He says, "Obviously, the primary function of the examination is that of testing to determine to what degree the pupil has achieved the educational products the course was designed to produce, whether information, skill, reasoning power, or appreciation." Examinations given in the school measure fairly adequately these products of learning. The questions asked are representative of the field in which they are given or are so designed that the pupil can show what he can do. The value of each question depends upon its importance.

The essay type tests are the most commonly given. The State Department of Education requires that the majority of the six weeks examinations be the essay type of tests. However, most of the daily tests given in the school are of the objective type.

Tests given in the school are always well planned and are easily taken by the pupils for the State Department stipulates that a test may not be over one period in length.

Tests are used primarily for grading, for bringing out the weak spots in the pupils' learning and for aiding teachers to find defects in their teaching.

13 Herbert H. Foster, High School Administration, pp. 168-169.
Ideally, the testing program should become an integral part of the teaching and learning program of the Collinsville School instead of an activity set apart for certain days. The teaching of children is an experiment, and scientific procedure teaches the need for measuring results constantly as the experiment is carried on toward completion.

III. The Classroom Period

A. Teachers' Plans and Preparations

Checklist. Below is the checklist used in measuring the intensiveness of each teacher's plans and preparations.

The teacher's plans and preparation for the class period;

( ) 1. Provide for co-operative planning with other teachers to promote better integration of the learning activities of the various classes
( ) 2. Have definite procedures and objectives for a whole unit of learning and for each day's activities
( ) 3. Assume that education is a developmental and integrating process, not one simply of addition
( ) 4. Call for desirable activity—mental, emotional or physical—on the part of the pupils
( ) 5. Have new educational activities begin with and develop from the interests, purposes, and former experiences of pupils
( ) 6. Provide for environmental factors so that conditions or situations are favorable for learning
( ) 7. Provide for developing desirable attitudes and appreciations as well as knowledge, skill, and understanding
( ) 8. Regard organized subject matter chiefly as a means rather than as an end.

Evaluation.—Following is the evaluation used in rating each teacher’s classroom preparation.

( ) 3. How adequately, according to statements such as the above, does the teacher prepare for classroom activities? 15

Table 17 is a summary of the evaluations of the classroom preparation of the teachers.

**TABLE 17**

COMPUTATION FORM FOR TEACHERS’ PLANS AND PREPARATIONS*

<table>
<thead>
<tr>
<th>Evaluation (A)</th>
<th>Number of evaluations (B)</th>
<th>Product of columns A and B (C)</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>0</td>
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</tr>
<tr>
<td>4</td>
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<tr>
<td>3</td>
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<tr>
<td>2</td>
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<td>2</td>
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<tr>
<td>1</td>
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</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>6</strong></td>
<td><strong>17</strong></td>
</tr>
<tr>
<td><strong>School Score</strong></td>
<td></td>
<td><strong>2.8</strong></td>
</tr>
</tbody>
</table>

*This section is a summary of evaluations from Section H, I=C-L, page 169, as filled out for all teachers. (For instructions on the use of this form, see "How to Evaluate a Secondary School", pages 81-83.)

Comments.—The evaluation of teachers’ plans and preparation is slightly below average because there is a definite lack of preparation on the part of one of the

---

15 Ibid.
teachers. The other teachers prepare fairly well for each
class but there is room for much improvement on their part.

It is obvious that success in any important form
of human endeavor depends on a definite plan of action.
The more carefully considered and clearly formulated
the plan, the greater its practical value. Nowhere
is such a plan more necessary than in teaching. No
teacher, least of all the novice, can safely dispense
with a plan for conducting his class work. 16

Without definite preparation teachers can not carry
out these principles laid down by Briggs.

The challenge of teachers is to select experiences
that promise desirable outcomes, to motivate this by
continuously revealing convincing values, to use con-
sistently the techniques that facilitate learning, and
to insure from day to day gratifying successes that
keep alive a reasonable hope of attaining the ultimate
desired goals. 17

B. Teachers' Activities

Checklist.--Below is the checklist used in measuring
teacher's activities.

In the classroom the teacher:
( ) 1. Makes use of problem solving, analysis, com-
    comparison, association, reflective thinking,
    and generalizing
( ) 2. Emphasizes the value of desirable concomitant
    of associated learnings
( ) 3. Helps the pupils discover specific applications
    of new information, skills, abilities, habits,
    and other learnings
( ) 4. Develops a sense of satisfaction and apprecia-
    tion on the part of the pupils
( ) 5. Develops desirable attitudes on the part of
    the pupils
( ) 6. Helps pupils learn how to study—how to purpose,
    plan, execute, and evaluate

16S. R. Colvin, An Introduction to High School Teach-
ing, p. 334.
17Thomas H. Briggs, Improving Instruction, p. 239.
7. Provides opportunities for pupils to use a desired type of behavior or reaction in a variety of situations that approximate life conditions

8. Is alert to reading difficulties on the part of pupils and seeks correction thereof

9. Makes flexible or differentiated assignments to provide for different abilities and interests of pupils

10. Makes the pupil responsible for some work done independently in order to develop power and self-direction

11. Makes pupils responsible for doing some work in groups where all group members contribute and co-operate

12. Helps pupils learn how to use the library effectively and with satisfaction

13. Helps pupils learn how and where to find supplementary material outside the library

14. Seeks to make pupils increasingly independent of teacher guidance

15. Reveals enthusiasm for and enjoyment of his work and his pupils

Evaluations.—Below are the evaluations used in rating the activities of each teacher.

( ) x. How stimulating are the instructional procedures which the teacher used?

( ) y. How intently do pupils devote themselves to their work?

( ) z. How adequately are all types of outcomes (knowledge, skill, understanding, appreciations, and attitudes) provided for?

Table 18 is a summary of the evaluations of the activities of all teachers.

Comments.—Teacher activity in the Collinsville School is below average because there is a tendency for the teachers to lecture to their classes, the textbook is used too

---


19 Ibid.
much by two teachers, and all teachers fail to make the assignments teaching opportunities.

TABLE 18

COMPUTATION FORM FOR TEACHERS' ACTIVITIES

<table>
<thead>
<tr>
<th>Evaluation (A)</th>
<th>Number of evaluations (B)</th>
<th>Product of columns A and B (C)</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
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<tr>
<td>4</td>
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<td>42</td>
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<tr>
<td>School Score</td>
<td></td>
<td>2.3</td>
</tr>
</tbody>
</table>

*This section is a summary of evaluations from Section N, 1-X-2, page 149, as filled out for all teachers. (For instructions on the use of this form, see "How to Evaluate a Secondary School", pages 61-65.)

The lecture method of teaching is often superfluous, rambling, time wasting, poorly thought-out and ineffect-

20 The pupil must comprehend the spoken word at once or else miss its meaning. Also, the pupil's memory fades and there is no chance of reference or verification.

*The textbook has an important place in all grades of

20 Colvin, An Introduction to High School Teaching, pp. 227-228.
high school instruction, but it should never be the sole means, seldom the chief means, by which pupils acquire knowledge and advance in skill.\textsuperscript{21} No teacher can do effective work and be a slave to a textbook.

Every teacher should realize the value of a good assignment. An assignment may be such that it offers no challenge to the student. On the other hand, an assignment may be so difficult or so remote from the pupil's life that his interests are not aroused or he may not see the values in it. "Good teaching sets forth work of genuine educational value before the pupils, the worth of which they can see."\textsuperscript{22}

C. Co-operation of Pupils and Teacher

Checklist.—Below is the checklist used in rating the co-operation between pupils and teacher.

The pupils and the teacher co-operatively:

( ) 1. Enter upon their work promptly and show an active and sustained interest in it

( ) 2. Develop good citizenship habits and attitudes by such activities as keeping the room orderly and attractive and attending to routine matters quickly and efficiently

( ) 3. Cultivate desirable health habits and attitudes by such activities as doing their part in maintaining proper illumination and condition of air in classrooms

( ) 4. Make readily available for classroom use desirable equipment, supplies, and other educational materials

\textsuperscript{21}\textit{Ibid.}, p. 233.

\textsuperscript{22}\textit{H. Cooke, R.C. Harmon and A.H. Proctor, Principles of Secondary Administration}, p. 496.
5. Plan and develop units of work or learning projects
6. Evaluate progress in learning and modify plans when such evaluations suggest the need for change
7. Seek to integrate their learning with their own past experience and with the larger educational program
8. Emphasize the proper use of English as an effective means of thinking and communication
9. Cultivate desirable social usage in their relations with one another
10. Evaluate the outcomes of learning

Evaluations—Below are the evaluations used in rating the cooperation between pupils and the teachers.

How effectively do teacher and pupils cooperate?

How effectively do pupils cooperate with each other?

Table 19 is a summary of the evaluations of the cooperation between all the teachers and their pupils.

Comments—The pupils and teachers cooperate satisfactorily in carrying out the educational aims of the Collinsville School. The pupils keep their rooms neat and orderly. They do their part in maintaining proper illumination and ventilation in the classrooms. The pupils cultivate desirable social usages in their relations with one another and with the teachers. The teachers and the pupils do not cooperate in the planning and developing of their units of work as well as they should for proper learning.

---

23 Co-operative Study of Secondary School Standards, Evaluative Criteria, p. 150
24 Ibid.
Schoolwork is a co-operative activity. It requires self-management, initiative, self-control and effective cooperation in team work. They also recommend that things that are done frequently be reduced to routine on the theory that when teachers and pupils have an established method of working together, it becomes easy for them to work together and to catch the spirit of group action.

### TABLE 19

**COMPUTATION FORM FOR CO-OPERATION OF PUPILS AND TEACHER**

<table>
<thead>
<tr>
<th>Evaluation</th>
<th>Number of evaluations</th>
<th>Product of columns A and B</th>
</tr>
</thead>
<tbody>
<tr>
<td>(A)</td>
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<td>0</td>
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<td><strong>Total</strong></td>
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<td><strong>36</strong></td>
</tr>
<tr>
<td><strong>School Score</strong></td>
<td></td>
<td><strong>3</strong></td>
</tr>
</tbody>
</table>

*This section is a summary of evaluations from Section 3, I=0-5, page 150, as filled out for all teachers. (For instructions on the use of this form, see "How to Evaluate Secondary School, pages 81-85.)


26 Ibid.
IV. Use of the Community as a Laboratory

Checklist.—Below is the checklist used in evaluating the teacher use of the community as a laboratory.

Teachers and pupils study the community and its facilities and institutions as means of enriching teaching and learning experiences in such respects as:

( ) 1. Characteristic mores, customs, and language peculiarities
( ) 2. Economic resources and their relation to living conditions
( ) 3. Historical incidents; places and individuals of note
( ) 4. Elements of beauty; means of improving aesthetically undesirable conditions
( ) 5. Health conditions and means of improving them
( ) 6. Recreational facilities; use of leisure; enrichment of leisure activities
( ) 7. Sociological conditions and problems
( ) 8. Political institutions and their services
( ) 9. Religious life and activities
( ) 10. Museums, art galleries, industrial establishments, etc., as profitable field trips

Evaluations.—Below are the evaluations used in rating the teacher use of the community as a laboratory.

( ) y. How extensively does this teacher and his pupils use such factors as the above to enrich classroom experiences?
( ) z. How effectively are the activities thus pursued used in furthering the pupils' educational experiences and in promoting a better understanding of the relation of classroom learning and out-of-school life?

Table 20 is a summary of the evaluations of the teacher use of the community as a laboratory to better child learning.

28Ibid.
<table>
<thead>
<tr>
<th>Evaluation (A)</th>
<th>Number of evaluations (B)</th>
<th>Product of columns A and B (C)</th>
</tr>
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<tbody>
<tr>
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<td>0</td>
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<tr>
<td>3</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>2</td>
<td>12</td>
<td>24</td>
</tr>
<tr>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>12</strong></td>
<td><strong>24</strong></td>
</tr>
</tbody>
</table>

**School Score** 2

---

"This section is a summary of evaluations from Section E, I-D, page 150, as filled out for all teachers. (For instructions on the use of this form, see "How to Evaluate a Secondary School", pages 81-85.)

**Comments.**—The teachers and pupils of the Collinsville School use limitedly the facilities of the community to enrich teaching and classroom experiences.

The teachers are overlooking valuable material that would give the child practical training. Most of the children remain in the community when they finish school, and they should be more interested in the happenings of their community. The children should be taught the beauty of their community and the means of improving the undesirable conditions in it. A child should be familiar with the
economic resources in his environment and their relation to himself. "Isolated in many ways from life of the community, too often a pupil is so busy with school activities that he is graduated relatively ignorant of the social-civic problems of life." 29

V. Teacher Load

A. Douglass Formula

Following is the Douglass Formula. 30

TABLE 21

TEACHER LOAD

<table>
<thead>
<tr>
<th>Name of course (1)</th>
<th>Number of pupils enrolled (2)</th>
<th>Number of meetings per week (3)</th>
<th>Product of (2) and (3) (4)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>2.</td>
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<tr>
<td>3.</td>
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<td></td>
</tr>
<tr>
<td>5.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Totals

Multiply above by 80

*For instructions on the use of this form see, "How to Evaluate a Secondary School", pages 85-87.

29 National Association of School Administrators, The School in the Small Community, p. 73.

Table 21 and the following data are used in Table 22 to compute the load of each teacher.

Duplicate preparation

Indicate the number of periods of classwork for which the preparation is the same as or similar to that of some other section............................

Multiply above figure by 20: C

Subject taught

English, science, social studies .011
Mathematics, foreign language, commerce .019
Arts and crafts, industrial arts, home making .009
Music, physical education .008

Other activities

List other regularly assigned tasks (study halls, library, home rooms, pupil activities, administrative activities)

1. ___________________________ 2. ___________________________

Number of periods devoted to activities per week: ______

Divide above figure by 2: E

Length of class period

Length of typical class period in minutes, including time for change of classes:

Add 55   55

Sum

Divide by 100: F = 31

51 Ibid.
**TABLE 22**

**COMPUTATION FORM FOR EVALUATING THE TEACHER LOAD**

\[
\begin{align*}
A & \ldots \\
B & \ldots \\
\text{Sum} & \ldots \\
C & \ldots \\
\text{Difference} & \ldots \\
D & \ldots \\
\text{Product} & \ldots \\
F & \ldots \\
\text{Sum} & \ldots \\
F' & \ldots \\
\end{align*}
\]

*For instructions on the use of this form, see "How to Evaluate a Secondary School", pages 83-84.*

The load of every teacher was rated using the above form. A summary of this data for all teachers is given in Table 23.

**TABLE 23**

**COMPUTATION FORM FOR TEACHER LOAD**

\[
\begin{align*}
A & \text{ Aggregate number of teacher-load points for all teachers} & 186.7 \\
B & \text{ Number of staff members included above} & 6 \\
C & \text{ Average (Divide line A by line B) School Score} & 31.1
\end{align*}
\]

*This section is a summary of data from Section II, page 145, as computed for all teachers. (For instructions on the use of this form, see "How to Evaluate a Secondary School", pages 83-85.)*

As seen in Table 23 the average teacher load in this school is very high.
**Evaluation**—Below is the evaluation used in determining the satisfactoriness of the teaching load of each staff member:

( ) x. How satisfactory is the working load of this staff member?

Table 24 is a summary of the evaluations of the teaching load of all staff members.

**Table 24**

<table>
<thead>
<tr>
<th>Evaluation</th>
<th>Number of evaluations</th>
<th>Product of columns A and B</th>
</tr>
</thead>
<tbody>
<tr>
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<td>(B)</td>
<td>(C)</td>
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</tr>
<tr>
<td>Total</td>
<td>6</td>
<td>18</td>
</tr>
</tbody>
</table>

School Score 3

---

This section is a summary of evaluations from Section II, page 143, as filled out for all teachers. (For instructions on the use of this form, see "How to Evaluate a Secondary School", pages 81-83.)

**Comments**—The average teaching load in the school is heavy due to large classes, the size of the teaching staff, and an excessive amount of activities other than teaching.

---

32 Ibid.
done by the faculty. There is nothing that can be done to lighten the load of the staff as the school is now employing all the teachers allowed by the state for a student body of this size.

No teacher actually teaches more than five periods but study halls and playground activities increase the load. The teachers do eight full periods of work with the children each day.

VI. General Committee Judgment

Evaluation.—Below is the evaluation used in determining the degree of satisfaction of the instructional work carried on by the teacher.

( ) y. How satisfactory is the instructional work carried on by this teacher?33

Table 25 is a summary of the evaluations on the degree of satisfaction of the instructional work for all teachers.

Comments.—The instructional work carried on by teachers of the Collinsville School is fairly satisfactory but it could be much better by revising the teaching techniques and modernizing the instructional material.

The classroom must be made more of a workshop and school home34 where a child may live his experiences instead of a room for recitation. "The pupil develops not merely

33 Ibid., p. 150.
34 Cooke, Hammon and Proctor, Principles of School Administration, p. 491.
from reading books but through the sum of his responses to
the total classroom situation.*35

TABLE 25

COMPUTATION FORM FOR GENERAL JUDGMENT
OF INSTRUCTIONAL WORK*

<table>
<thead>
<tr>
<th>Evaluation</th>
<th>Number of evaluations</th>
<th>Product of columns A and B</th>
</tr>
</thead>
<tbody>
<tr>
<td>(A)</td>
<td>(B)</td>
<td>(C)</td>
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<tr>
<td>5</td>
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<td>0</td>
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<tr>
<td>Total</td>
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<td>18</td>
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<tr>
<td>School Score</td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

*This section is a summary of evaluations from Section N, Special Evaluation "y", page 150, as filled out for all teachers. (For instructions on the use of this form, see "How to Evaluate a Secondary School," pages 81-83.)

The teachers must completely abandon the theory that
the child is a piece of clay to be molded at the will of the
teacher. The pupils must be given opportunity to express
their initiative and personality. This school needs more
child education and less child training. Textbooks should
be used in this school as a means and not as an end to
instruction.

35Ibid.
VII. General Summary of the Instructional Program

The best elements of the instructional program are that every teacher is teaching in her major or minor field of college preparation, the high school staff has adequate professional training and the average pupil-teacher ratio is excellent.

The elements in greatest need of improvement are the elimination of the excessive amount of activities, other than teaching, done by teachers, the reduction of the size of the extra large classes, and the elimination of the extra small classes.

The school has added a teacher to its high school staff in the last two years.

There are no improvements now being made nor are any planned for the future.

VIII. General Evaluation of the Instructional Program

Evaluations.——Below are given the evaluations of the instructional program.

(3) y. How well does the instructional program accord with the philosophy of education as presented by the school in Section B?

(3) z. How well does the instructional program meet the needs of the community and the pupil population as indicated in Section C?36

Comments.—The instructional program of the school is fairly well in accord with its philosophy of education. The faculty is working together for the good of the school. The student body co-operates well with the faculty. Every teacher is teaching in his chosen field and shows enthusiasm for his work.

The instructional program does not adequately meet the needs of the community. The youth is not taught enough about the community in which he is soon to take his place. He needs to live his educational experiences rather than read them from books. Classroom experiences need more deliberate planning before their execution. "The child's school life is molded, his habits fixed, and his conduct conditioned in many phases through his classroom experiences." 37 A poorly or carelessly planned activity loses effect and may have the opposite outcome from the one intended.

IX. Summary and Recommendations for the Instructional Program

The evaluations made of the program of instruction of the Collinsville High School are summarized in Table 26. Each primary score is plotted on its appropriate thermometer and the summary score of the main areas given in the table plotted on the summary thermometer.

37 Cook, Hammon and Proctor, Principles of School Administration, p. 407.
<table>
<thead>
<tr>
<th>Title of Measure</th>
<th>Computation of primary school scores</th>
<th>Computation of secondary school scores</th>
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<tr>
<td></td>
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<tr>
<td>Textbooks</td>
<td></td>
<td>3.2</td>
</tr>
<tr>
<td>Tests and measurements</td>
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<td>2.6</td>
</tr>
<tr>
<td>Teacher's plans</td>
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<tr>
<td>Teacher's activities</td>
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<td>2.8</td>
</tr>
<tr>
<td>Co-operation of the teachers and pupils Use of the community</td>
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<tr>
<td>Teacher load</td>
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</tr>
<tr>
<td>General committee judgment</td>
<td>31.1</td>
<td>48</td>
</tr>
<tr>
<td>General evaluation</td>
<td>y 3 2</td>
<td>5</td>
</tr>
</tbody>
</table>

Total: 2631
Summary score: 26
Equivalent percentile: 12

*For the use of this form, see "How to Evaluate a Secondary School", pages 92-97.
Fig. 10. The graphic rating of the program of 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.
The Collinsville High School, in instruction, is as
good/or better than twelve per cent of the schools rated
by the Co-operative Study of Secondary School Standards.
It stands thirty points under the average small school
and twenty points under the average non-accredited school.

The teacher load is only two points less than the
teacher load of the very large schools. This large teach-
er load is due to the excessive amount of work teachers do
outside the classroom.

The school, in teachers' plans and activities, is in-
ferior to the average small school.

The Collinsville School is weak in instruction which
is the most vital part of its program. The teachers need
to plan extensively their units of work, set up their
objectives to be obtained in these units and select a group
of daily activities by which they may ultimately reach their
goals. The teachers should make more daily preparation for
classwork. Several of the teachers make a habit of going
to class without any preparation. Also, the teachers should
realize that subject matter is a means, not an end.
CHAPTER IX

OUTCOMES

Attaining desirable outcomes is of major concern in the educational program of any good school. Outcomes are usually intangible qualities and are difficult to evaluate. As criteria for evaluating the outcomes, the teacher of each course in the high school, working with the principal, set up a list of objectives to be obtained in each course. These objectives were used with such materials as test papers, observation of pupils, teacher opinion, and school records as a basis for rating the checklists and making the evaluations of the checklist in this chapter.

A discussion of the objectives of each course follows the evaluations of the outcomes of each course.

I. Principal Subject Matter Fields

A. English

Checklist.—Following is the checklist and the rating of each item.

(4) 1. Reading and interpreting the various types of authors and literary products
(4) 2. Evaluating the various types of authors and literary products
(4) 3. Understanding the relation of current social
problems as revealed in literature to their own lives

(0) 4. Enjoying and developing a taste for good literature

(2) 5. Reading contemporary and classical authors with increasing appreciation of the better types of literary products

(2) 6. Rapid and effective reading—silent, oral; superficial, intensive; etc.

(2) 7. Using English correctly and effectively in various types of written discourse

(2) 8. Developing a speaking voice habitually characterized by clearness, distinctness, and good modulation

(2) 9. Understanding the underlying principles of speech production as a basis for correcting speech defects

(2) 10. Observing in ordinary conversation those speech forms sanctioned by correct usage

(2) 11. Participating in class discussion, public speaking, story telling, direction of dramatics, and other forms of oral discourse

(0) 12. Judging intelligently the literary and cultural values of the current products of the radio, screen, platform, and press and developing a taste for better products of these types

(0) 13. Developing a taste for and demanding better products from the radio, screen, platform, and press

(4) 14. Producing, where talent warrants it, work of a creative nature, written or spoken, or both

Evaluations. Following are the evaluations of the checklist.

(2) v. How extensively do pupils read literature voluntarily?

(4) w. How well do pupils seem to understand literature and how it is related to life situations?

(3) x. How great is their scope of enjoyment of literature—types of literature, number and variety of writers?

(2) y. How well does the written work of the pupils conform to generally accepted standards?

(3) z. How well do pupils pay attention to good speech habits in and around the school?

Comments.—The objectives of the English courses of the Collinsville School are in accord with the following objectives set up by the Texas State Department of Education.

1. The habit of spelling correctly the words of their own writing vocabularies

2. The habit of writing and speaking, without conscious effort, English which is grammatically correct and idiomatically correct

3. The habit of using, in writing or in public address, complete sentences, and of connecting these sentences so as to develop and give to someone else a group of ideas on a particular subject

4. The habit of reading aloud in such a way as to cause the class to listen with pleasure

5. The habit of reading for ideas and for enjoyment of literature of the better sort

6. The habit of understanding and enjoying good English in the speech and writing of others

7. The habit of thinking definitely upon worthwhile subjects

Due to the lack of poor activities these objectives are seldom obtained. It is the task of the teachers of English to select desirable activities that will bring about the accomplishment of predetermined objectives.

A mistake in the teaching of English in the school is the teaching of composition and grammar one semester and the teaching of literature the other semester.

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2Ibid.

3The Teaching of High School English, Bulletin No. 312, p. 11.
Modern trends in the teaching of the English indicates there should not be a division of the school year by weeks, months or semesters for the teaching of composition or literature. Such a division not only breaks down the purpose of the content of the program, but also destroys in the mind of the child the concept of the relationship that exists in the entire language arts program.

A more desirable method of teaching would be to organize the program so that there will be opportunities for reading for information, appreciation and expression and as these opportunities develop, needs will arise for the teaching of the mechanics of English.

The teaching of English in the Collinsville High School can be further benefitted by the employing of teachers who have had at least thirty semester hours of academic preparation in English instead of a teacher who has had only from twelve to eighteen semester hours of college English.

B. Foreign Languages

Checklist.—Following is the checklist and the rating of each item.

(0) 1. Reading the language extensively and understanding it readily
(=) 2. Reading and interpreting various types of authors and literary products
(N) 3. Evaluating various types of authors and literary products
(a) 4. Using the language in oral and written discourse

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(4) 5. Knowing the country, its people and their culture, and developing a better understanding between countries and peoples

(4) 6. Noting similarities, differences, and relationships between languages

(4) 7. Developing an interest in the writings of foreign authors and in reading them

Evaluations.—Following are the evaluations of the checklist.

(2) w. How well do pupils in advanced classes give evidence of reading the foreign languages with a minimum use of translation?

(1) x. How great is their appreciation of the language, customs, and manner of life of the people whose language they are studying?

(3) y. How great is the variety of authors and literary types that the pupils enjoy reading?

(2) z. How much unassigned reading in foreign languages do pupils do?

Comments.—The objectives of the foreign languages courses in the Collinsville School are:

1. To gain a speaking and writing knowledge of the Spanish language

2. To gain an appreciation of the Spanish-speaking people, their customs and habits

3. To be able to understand the relationship between English and Spanish as revealed by the general principles involved in the grammar of both languages

These objectives compare favorably with the objectives


—Ibid.
set up by the Texas State Department of Education.\footnote{Tentative Course of Study in Spanish, Bulletin No. 364, p. 18.} Interest in Spanish in the school has waned due to the lack of the abilities of teachers to set up activities of sufficient interest to attract the students.

Spanish is to be dropped from the curriculum beginning with the next school term.

C. Mathematics

Checklist.—Following is the checklist and the rating of each item.

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

Evaluations.—Following are the evaluations of the checklist.

1. How efficient are pupils in the use of mathematical concepts, processes, and symbols?

\footnote{Co-operative Study of Secondary School Standards, Evaluative Criteria, p. 78.}
(3) x. How effectively do pupils use and understand
graphic methods?

(2) y. How extensively and effectively do pupils use
mathematics in other school subjects and in
genral school acitivites?

(2) z. How extensively and effectively do the offer-
ings in mathematics function in current out-
of-school life of pupils?

Comments.—The apparent objectives of the mathematics
courses in the Collinsville High School are:

1. To understand the fundamental operations of
mathematics

2. To be able to work a specified number of stated
problems in each course

3. To cover the specified number of pages in the text-
book in the nine-months term

Mathematics could be made a life situation for the
students and the teaching of the subject could be made
more pleasant if mathematics teachers would adopt the
following objectives set up by the Texas State Department
of Education,10 for the teaching of mathematics.

1. To appreciate the extensive use of quantitative
thinking in our social and economic life

2. To understand how mathematics contributes to
man's power to earn a living and enjoy life

3. To understand how to read and interpret mathemati-
cal portions of the daily newspaper, magazines,
books and reports of many kinds

4. To appreciate the use of the formula, the graph,

9 Ibid.

and the equation in solving problems arising out of practical situations
5. To develop powers of observation, of seeing relationships, drawing conclusions, and making decisions
6. To realize the importance and use of mathematics in other fields of study in conducting the ordinary activities of everyday living
7. To appreciate mathematics as a means for explaining the universe

With the above objectives and with suitable activities to obtain them, "Mathematics can be conceived of as a mode of thinking, as a tool for thinking and as the ability to think about the social situations of life in quantitative terms."

The child should be a part of the whole process; he should participate in the planning, the purposing, and the executing. He should be encouraged to help choose the unit of work and select the activities with which to develop it. He should understand the purpose of the entire course and of each unit and just how the program is contributing to his ability to meet life situations more effectively. Much of the difficulty of mathematics lies in the fact that a great deal of the time many of the pupils are more or less following a blind form. Not realizing the why and wherefore, not challenged to wide awake, thorough thinking about the situation.

D. Sciences

Checklist—Following is the checklist and the rating of each item.

(a) Recognizing the influence and dependence of all life forms on environmental factors—heat, light, moisture, food, etc.

11 Ibid., pp. 13-14.  12 Ibid.
(a) 2. Recognizing the constant struggle for existence for preservation of self and species, involving reproduction, adaptation, dispersal, migration

(a) 3. Appreciating the influence of heredity on life forms

(a) 4. Recognizing the development of the more complex forms of life from the more simple

(a) 5. Recognizing the influence of micro-organisms in economic relations and in human life, past and present

(a) 6. Recognizing man's dependence on natural resources, topography, and climate; influence on his occupations and culture

(a) 7. Recognizing man's increasing control over his environment and his ability to conserve and develop natural resources

(a) 8. Recognizing the part played by chemical reactions in nature and industry

(a) 9. Recognizing the part played by chemical reactions in medicines, cosmetics, clothing, etc.

(a) 10. Recognizing the use of heat, light and moisture to promote man's plans, desires and well being

(a) 11. Recognizing the use of electricity to promote man's plans, desires and well being

(a) 12. Recognizing the use of sound to promote man's plans, desires, and well being—speech, sound pictures, radio, music, telephone, etc.

(a) 13. Recognising and applying natural laws or principles to tools and machines; recognizing their operation in plants, animals, and nature in general

(a) 14. Learning to reason correctly from data to conclusions

Evaluations.—Following are the evaluations of the checklist.

(3) x. 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) y. How extensive is the recognition by pupils of the presence of physical, chemical, and

biological factors in their daily environment?

(3) x. How great is the recognition by pupils of their constant dependence on such factors? 14

Comments.—The objectives in the science courses in the Collinsville High School conform to these objectives laid down by the Texas State Department of Education. 15

1. To give pupils the functional understanding of the nature of things and process that are significant in every day life.
2. To acquaint the pupils with universal basic course and affect relationships
3. To develop the idea of man's conception of truth as dynamic and changing, not static
4. To acquaint the pupils with scientific methods and to contribute to their ability to achieve through its application
5. To form attitudes of sensitive curiosity, observation, patience and persistence
6. To develop open-mindedness, tolerance and consideration
7. To teach discrimination and accumulation and weighing of evidence before drawing conclusion
8. To establish the conviction that the field of the unknown offers tremendous opportunity for investigation
9. To contribute to growth in ability to achieve through application of science and understanding to every day living
10. To lay a basis for cultural as well as vocational development
11. To provide a foundation for college science

The laboratory in the Collinsville School merely supplements classroom instruction. The classes have three recitations and two laboratory periods in a week. The

14 Ibid.
15 Teaching of Science, Bulletin No. 383, p. 56.
laboratory is separated from the classroom by a main hall, which makes it very inconvenient.

"Classroom instruction should be centered around the laboratory. This laboratory work should never become in the estimate of the classes an adjunct to classroom instruction. Laboratory exercises should not be scheduled for certain days but should come any time in the daily schedule. Laboratory exercises should not only be a means of information, but they should also be thought-provoking. Good laboratory exercises centers the attention of the pupils upon a topic and arouses their interests for further knowledge. This is the time to turn to textbooks and reference books.

Much better science teaching would result in the Collinsville School if the laboratory exercises and recitations could be conducted in one room.

E. Social Studies

Checklist—Following is the checklist and the rating of each item.

Pupils understand the significance in human relationships and welfare, past and present, of the following:

1. Interdependence of individuals and of states on one another
2. Desirability and necessity of government and of law
3. Interresponsibility of government and of the individual; necessity of taxes

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

Evaluations—Following are the evaluations of the checklist.

(3) v. How well do pupils co-operate with one another, with staff members, and with persons in out-of-school situations?

(3) v. How clearly do pupils show by their conduct and conversation that they recognize and accept their obligations to others, past as well as present?

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(3) W. 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?

(2) X. How well do pupils recognize the existence of economic problems and seek their solution?

(3) Y. How well do pupils show by their questions, comments, and conduct that they have formed unbiased opinions?

(3) Z. How tolerant are pupils of the views of others?

Comments.—The objectives of the courses of Social Studies in the Collinsville School are:

1. To acquire an understanding of the interdependence of different communities of the world

2. To acquire an understanding of the important institutions by means of which society functions

3. To acquire skill in the use of sources of information about society

4. To orientate the pupil into society

The social studies of Collinsville High School consist of two courses in history and one course in civics.

One fault with the social study program in the school is the lack of permanency of teachers. There have been six different teachers of these courses in the past four years. There has been no chance for the administration to work out any definite policies pertaining to social studies.
Another fault is the difficulty teachers have in formulating a program of teaching techniques. Too often, they become slaves to the textbook and resort to the question and answer method of recitation.

The Collinsville School should secure teachers who have majored in the field of social studies to teach in that field. A course in economics is needed in the school to round out the social study program.

F. Business Education

Checklist.—Following is the checklist and the rating of each item.

(a) 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

(a) 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

(4) 6. Developing a personality which will be welcomed in business and society alike

Evaluations.—Following are the evaluations of the checklist.

(3) y. How efficiently are pupils prepared for vocational service?

\[Ibid., p. 62.\]
(3) 2. How well do they appreciate the part business plays in the everyday life of the individual? 

Comments.—The objectives of the business education department are:

1. Developing a skill in the use of business practices

2. Finding the place and importance of commercial activities in local and national life

3. Laying a foundation for the continued study of business

4. Exploring and analyzing business opportunities as a background for vocational choice

Pupils are not fully prepared for vocational service when they finish the business courses in the Collinsville High School. Many do not enter the business field but those who do usually go to a business college to finish their training.

Shorthand should be dropped from the curriculum as an insufficient number of students take the course to justify it.

C. Health and Physical Education

Checklist.—Following is the checklist and the rating of each item.

20 Ibid.
1. Appreciating the value and advantages of good health and health habits
2. Understanding the human organism and its functions and the functions of its units
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
5. Sleeping and resting sufficiently
6. Eating and clothing properly, so as to promote health
7. Developing and maintaining good mental health—healthful attitudes and emotional life
8. Knowing first aid practices and how to apply them
9. Engaging regularly in physical activities adapted to the needs of the individual
10. Providing for and developing life-long leisure recreations, including out-of-door activities

Evaluations.—Following are the evaluations of the checklist.

1. v. How well do pupils know the human organism and how to care for it?
2. w. How well do pupils practice desirable health habits
3. x. How extensively do they engage in games and sports?
4. y. How well is sportsmanship practiced in games and sports?
5. z. How well are safety rules observed in and around the school?

Comments.—The objectives of the physical education program are:

1. To acquire skill in the playing of certain games
2. To develop the body
3. To bring about relaxation of the mind
4. To acquire habits of clean sportsmanship
5. To acquire habits of personal cleanliness

The physical education program of the Collinsville High School is based too much on the training of teams for inter-school competition. It is fine for the boys and girls who are physically fit, but it makes little provision for the weakling who is badly in need of physical development.

The Collinsville School should give the same consideration to the minor sports as it does to the major sports. The school should organize a system of intramural games and include in that program games of no competitive value, such as: ping-pong, tumbling, badminton, archery and croquet.

A good program of physical education not only has present value but it also has a definite carryover into the future. Love of recreation and sports gained in childhood brings happiness and health in adulthood.

II. Attitudes and Appreciations

Evaluations.--Following are the evaluations of attitudes and appreciations.

As a result of the entire educational program, how much evidence do pupils show of having made definite progress in the development or attainment of such desirable attitudes and appreciations as the following:
(2) j. Critical mindedness—seeking causes or explanations, wanting to know the truth

(4) k. Open-mindedness—willingness to know and accept additional truth and to revise opinions and conclusions in the light of new knowledge and understanding

(2) l. Scientific mindedness—recognizing problems; seeking, interpreting and weighing data regarding them; drawing and testing conclusions

(2) m. Concentration—fixing and holding attention through a considerable period of time in spite of difficulties or distractions

(3) n. Tolerance—freely granting to others the right to hold differing opinions, to have differing customs, or be of another race and yet entertain good will toward them

(3) o. Creativeness—making, doing or saying things in a new and better way; seeking and doing the more beautiful, more useful, or more efficient

(3) p. 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

(3) q. 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) r. Respect for law and constituted authority; appreciating them as good and advantageous

(3) s. Achievement of desirable ends by proper and orderly means and methods; recognition that evolutionary development is generally better than revolutionary change

(4) t. Co-operativeness—working willingly and harmoniously with others; team play

(5) u. 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

(2) v. Reverence—respect for and appreciation of spiritual and religious value and relationships

(2) w. Appreciation of beauty in nature and art
(3) x. Appreciation of good workmanship; of a task well done
(3) y. Readiness to enjoy life and to participate in its wholesome activities
(3) z. Love of home and home relationships; willingness to share home responsibilities

Comments: Students in the school are open-minded and anxious to gain additional knowledge, but they are not critical-minded. They seem little interested in the causes and the explanation of facts. Very few students recognize problems and still fewer seek and interpret data regarding the solution of problems.

Powers of concentration are not developed among the children. They are easily distracted from learning. Some of the teachers do not require the students to pay close attention in class. This leads to difficult situations which are harmful to learning. This could be remedied by having enough different activities in the classes to attract all the students.

Students are quick to recognize and observe the rights of others. They readily make provisions for the lack of abilities or shortcomings of their classmates.

The students of the school work co-operatively together in play and in study. Through participation in sports and playground activities, the students have developed a strong sense of group spirit.
Washburne says the following about developing co-operativeness and group spirit in children.

To develop inclusive group consciousness in children who are to be tomorrow's citizens, we need to carry out various types of activities within the school. Playground work is one of them. If children, when they are playing on a team, develop a strong sense of group spirit and co-operation, they are taking the first step. If, when they play against other teams, they are made to realize that those other teams are not their enemies, but their co-operators—the ones who are helping them to make the games possible—then they are taking a step toward the more inclusive kind of group consciousness.24

Children of the school hesitate to participate and accept responsibilities in the social and civic activities. The children must have training for citizenship in the school. They must be taught that they are a part of the community; that it and other communities make up the state; that the state with forty-seven other states make the nation; and that the welfare of the nation is bound up with other nations.

In training children for citizenship, we must also find a way of giving them social-mindedness—a realization of their identity with their fellows.

Social-mindedness is of two sorts; there is a dangerous kind and there is a valuable kind. The dangerous kind is that by which one identifies one's self with one group to the exclusion of other groups. It is the gang, the spirit of selfish nationalism, the partisan's spirit, the class spirit. That kind of group spirit breeds revolution, breeds war.

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The other type of group spirit, while it identifies one's self with one's own group, recognizes that the other groups, together with one's own, form a more inclusive group with which one is also identified.

The children of the school lack reverence and appreciation for spiritual and religious relationships. This is not particularly the fault of the school as proper religious training is not given the children in a large majority of the homes. However, it is the task of the school to make up for this deficiency by proper religious observances and activities in the daily program.

III. General Summary of Outcomes

The outcomes of the school program are most satisfactory in these respects: the children are developing an open-minded attitude, they are developing a respect for law and constituted authority, and they are developing a strong sense of group spirit and cooperativeness.

The children are not critical enough in their learning nor have they developed a scientific attitude toward recognizing and solving their problems. The teachers are not cultivating appreciations for art and beauty among the students.

No recent attention has been directed toward the improvement of outcomes of the educational program.

Ibid., pp. 132-135.
IV. General Evaluation of Outcomes

Evaluations.—Following are the evaluations of the outcomes.

(3) y. How well do outcomes of the educational program accord with the philosophy of education as presented by the school?

(3) z. How well do the outcomes of the educational program meet the needs of the community and the pupil population?

Comments.—The outcomes of the educational program are fairly well in accord with the philosophy of education of the school. Children are developing a strong sense of patriotism for their country and a respect for law and constituted authority. They are learning to live co-operatively with fellow classmates in the community of which they are all a part.

Teachers have selected fairly good objectives for each course, but they usually fail to motivate the work of the course by selecting experiences that insure desirable outcomes. The teaching techniques of the teachers need to be revised so that they are able to reach their objectives of teaching in each course.

V. Summary and Recommendations for the Outcomes of the Educational Program

The evaluations of the outcomes of the instructional

26 Co-operative Study of Secondary School Standards, Evaluative Criteria, p. 84.
<table>
<thead>
<tr>
<th>Title of Measure</th>
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<th>Computation of secondary school scores</th>
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<tr>
<td>Attitudes and appreciations</td>
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*For instructions on the use of this table, see "How to Evaluate a Secondary School", pages 95-97.
OUTCOMES (I)

Fig. 11. The graphic rating of the outcomes of the program of instruction of Collinsville High School.
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.
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."
OUTCOMES (2)

Fig. 11. Continued.
program of the Collinsville High School are summarized in Table 27. Each primary school score is plotted on its appropriate thermometer and the summary score of the main areas given in the table is plotted on the summary thermometer.

The Collinsville School, in the outcomes of the instructional program, is as good as twenty-one per cent of the schools rated by the Co-operative Study of Secondary School Standards. It stands nineteen points under the average small school and seven points under the average non-accredited school.

The school, in the outcomes of science, is as good or better than forty-five per cent of the schools rated. It stands four points higher than the average small school. The school, in the outcomes of business education, is as good or better than fifty-eight per cent of the schools rated. It stands twenty-three points above the average small school and only two points below the average large school.

In the outcomes of English, foreign languages, mathematics, social studies and physical education, the school is inferior to the average small school.

This school should revise its objectives in English, foreign languages, social studies, mathematics, and physical education. Teachers in each course should direct a series of life activities to obtain desired objectives.
CHAPTER X

SCHOOL STAFF

A staff is the underlying quality that makes a good school. A school may be publicized by a "backslapping" superintendent, a good football team, an extensive building program or the stunts of publicity men, but the real worth of the school is judged by the ability of the students it graduates. The type of teaching staff determines the achievement of the students.

A competent staff is familiar with the aims of education and works co-operatively to bring about desirable educational ends. A staff should be composed of professional men and women who have a genuine love for the teaching profession and for children. No staff has room for the misfitted person who is using teaching as a "stepping stone" to something else.

A staff should consist of members who not only have shown adequate preparation in their fields, but show a desire for continuance of growth in professional ability.

The number of staff members should be adequate for the curriculum offered, the school's enrollment, and the special needs of the pupils. The teaching load and the total working load should be such as not to endanger educational efficiency. Salaries should be such as to assure a living comparable with the social demands on the profession and the worth of service rendered as well
as to provide security for old age. In the membership of the staff should be found both experience gained by years of service and vigor and enthusiasm characteristic of youth. Provision should be made for proper induction and adjustment of new and inexperienced members.

In the selection of individual staff members attention should be given to teaching ability, personality, health, and character. Each staff member should have broad, general scholarship, thorough preparation in his special field, professional competence, and reasonable social development.1

I. Numerical Adequacy of Staffs

Table 23 indicates the number of staff members who devote all or part time to the secondary school of Collinsville for the school term of 1938-1939.

**TABLE 23**

**COMPUTATION FORM FOR NUMERICAL ADEQUACY OF STAFFS**

<table>
<thead>
<tr>
<th>Staffs</th>
<th>Number of staff members</th>
<th>Total equivalent of full-time members</th>
<th>Evaluation How adequate is each staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-Time</td>
<td>Part-Time</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Administrative staff</td>
<td>2</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>Instructional staff</td>
<td>3</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>Custodial staff</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
</tbody>
</table>

1For the use of this form see "How to Evaluate a Secondary School," p. 53-61.

The instructional staff includes two part-time teachers who teach one half time in grammar school and one half time in high school, and one librarian who is paid by the Federal Government. The custodial and maintenance staff includes the janitor and two bus drivers.

The teaching staff is adequate for the student body. The pupil-teacher ratio is about thirty-five pupils per teacher. This is five under the forty specified by the Texas State Department of Education.²

II. Professional Staff

A. Qualifications of Professional Staff Members

1. Adequacy of academic preparation

   Table 29 is a summary of the evaluations of the adequacy of academic preparation by staff members.

   The teachers of the school rate low in academic preparation because the State Department of Education requires only twelve hours of college work as preparation for teaching in a field.³ Few teachers have more than the minimum credit required. In most teaching fields, the Co-operative Study of Secondary School Standards gives the preparation of a graduate who has four years work in a field an evaluation of only "2"

² Standards and Activities of the Division of Supervision, p. 29.
³ Co-operative Study of Secondary School Standards, Evaluative Criteria page, 87
### Table 29

**Computation Form for the Evaluation of the Adequacy of Academic Preparation of Teachers**

<table>
<thead>
<tr>
<th>Rating (A)</th>
<th>Number of ratings (B)</th>
<th>Product of columns A and B (C)</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>4</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>3</td>
<td>2</td>
<td>6</td>
</tr>
<tr>
<td>2</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>6</strong></td>
<td><strong>13</strong></td>
</tr>
<tr>
<td><strong>School score</strong></td>
<td></td>
<td><strong>2.1</strong></td>
</tr>
</tbody>
</table>

*This section is a summary of ratings in Section A, 1-5, page 143, as made for each teacher. (For instructions on the use of this form, see "How to Evaluate a Secondary School", pages 95-97.)

Cochrane, Hamon, and Proctor recommend that a teacher have at least twenty semester hours of preparation in the subject he teaches. They find that the forty-eight states and the District of Columbia require an average of 3.76 years of college preparation for the certification of inexperienced high school teachers.

#### 3. Adequacy of professional preparation

Table 30 is a summary of the evaluations of the adequacy of professional preparation by staff members.

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4Principles of School Administration, pp. 300-301.
<table>
<thead>
<tr>
<th>Rating (A)</th>
<th>Number of ratings (B)</th>
<th>Product of columns A and B (C)</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>2</td>
<td>10</td>
</tr>
<tr>
<td>4</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>3</td>
<td>2</td>
<td>6</td>
</tr>
<tr>
<td>2</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>6</strong></td>
<td><strong>22</strong></td>
</tr>
</tbody>
</table>

**School score** 3.6

*This section is a summary of ratings in Section II, E-D, page 142, as made for each member of the staff. (For instructions on the use of this form, see "How to Evaluate a Secondary School", pp. 37-66.)*

**Comments.**—The teachers of the Collinsville School rate high in professional preparation because the majority have graduated from teachers' colleges where four years of teaching preparation is required. Also, the staff contains two members who have done graduate work in school administration. Most of the teachers have done recent work in professional preparation. Reeder's says that the recency of training is more important than the amount of training.

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*The Fundamentals of Public School Administration, p. 92.
3. Source of degree

Table 31 is the summary of the evaluations of the colleges and from which staff members have graduated.

**TABLE 31**

**COMPUTATION FORM FOR THE EVALUATION OF THE SOURCE OF DEGREE**

<table>
<thead>
<tr>
<th>Rating</th>
<th>Number of ratings</th>
<th>Product of columns A and B</th>
</tr>
</thead>
<tbody>
<tr>
<td>(A)</td>
<td>(B)</td>
<td>(C)</td>
</tr>
<tr>
<td>5</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>4</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>3</td>
<td>4</td>
<td>12</td>
</tr>
<tr>
<td>2</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>6</td>
<td>21</td>
</tr>
<tr>
<td>School Score</td>
<td></td>
<td>3.5</td>
</tr>
</tbody>
</table>

This section is a summary of ratings in Section I, 1-4, page 141, as made for each member of the staff. (For instructions on the use of this form, see "How to Evaluate a Secondary School", pp. 88, 98-106.)

The majority of the teachers have graduated from Texas Teachers' Colleges and the others have graduated from institutions of even higher rank.

4. Preparation

**Evaluation**—Following are the evaluations used in rating the academic and professional preparation of each staff member.
w. How thorough is this teacher's preparation as it bears on his knowledge and understanding of his teaching fields?

x. How comprehensive is this teacher's preparation as it bears on his understanding of relationship of his teaching fields with other fields and with life activities out of school?

y. How adequate is his professional preparation as it bears on his knowledge, skills, and understanding of teaching procedures and understanding of learners and learning procedures?

z. How up-to-date is this teacher’s preparation in his teaching field and in his teaching methods?

Table 32 is the summary of the evaluations of the professional and academic preparation for all teachers.

**TABLE 32**

**COMPUTATION FORM FOR THE EVALUATION OF THE PREPARATION OF TEACHERS**

<table>
<thead>
<tr>
<th>Evaluation</th>
<th>Number of evaluations</th>
<th>Product of columns A and B</th>
</tr>
</thead>
<tbody>
<tr>
<td>(A)</td>
<td>(B)</td>
<td>(C)</td>
</tr>
<tr>
<td>5</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>4</td>
<td>7</td>
<td>28</td>
</tr>
<tr>
<td>3</td>
<td>11</td>
<td>33</td>
</tr>
<tr>
<td>2</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Total</td>
<td>24</td>
<td>74</td>
</tr>
<tr>
<td>School score</td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

*This section is a summary of evaluations in Section E, I, page 142, as filled out for every member of the staff. (For instructions on the use of this form, see "How to Evaluate a Secondary School", p. 86)*

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Comments.—The academic and professional preparations of the staff members are good. Each high school teacher has a bachelor's degree including at least four years of professional training. The majority of the teachers have done college work within the last five years. Three members of the staff either have a master's degree or have done extensive work toward a higher degree.

5. Non-educational experience

Table 33 is the summary of the data pertaining to the non-education experience of all teachers.

TABLE 33

COMPUTATION FORM FOR THE NON-EDUCATIONAL EXPERIENCE OF TEACHERS*

A. Aggregate number of years 6
B. Number of staff members included above 6
C. School Score (Divide line A by line B) 1

*This section is a summary of data in Section M, L-3-3, page 141, as filled out for every member of the staff. (For instructions on the use of this form, see "How to Evaluate a Secondary School", p. 59.)

The staff members of the Collinsville School have had little non-educational experience because they were trained in college for teaching and were able to secure employment in the teaching field upon graduation.

This indicates that the Collinsville School has a staff of sincere men and women that have chosen teaching
as their life's work and are not in the profession by chance.

6. Personal qualifications

Evaluations.—Following are the evaluations used in rating the personal qualifications of each staff member.

(  ) q. Co-operation—gets along well with others; adapts plans or procedures to their needs or convenience when desirable or necessary
(  ) r. Sincerity and loyalty—associates accord him respect and confidence and he accords them support
(  ) s. Intelligence—resourcefulness, adaptability, and judgment enable the attainment of desirable results
(  ) t. Self-control—calm, well-poised, and temperate in conduct and speech; well modulated voice
(  ) u. General culture—broad interests; refined tastes, interesting conversation; commendable personal habits; careful in dress and personal appearance
(  ) v. Interest in current problems—studies them and participates in activities or organizations seeking their solution
(  ) w. Good physical health—good health habits; is energetic and physically fit; enjoys physical activity
(  ) x. Good mental health—friendly, cheerful, and sanely optimistic
(  ) y. Enjoyment and understanding of adolescents—pupils are cordially friendly toward him
(  ) z. Understanding of educative value of environmental factors—careful as to appearance and hygienic conditions of his classroom

Table 34 is the summary of the evaluations of the personal qualifications of all teachers.

Comments.—The average teacher of the Collinsville School is twenty-five years old. He is intelligent.
co-operative, cultured and in good physical and mental health. He enjoys living and takes a keen interest in current events. He is "sold" on teaching and enjoys his association with adolescent pupils.

**Table 34**

**Computation Form for the Evaluation of the Personal Qualifications of Teachers**

<table>
<thead>
<tr>
<th>Evaluation</th>
<th>Number of Evaluations</th>
<th>Product of Columns A and B</th>
</tr>
</thead>
<tbody>
<tr>
<td>(A)</td>
<td>(B)</td>
<td>(C)</td>
</tr>
<tr>
<td>5</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>4</td>
<td>20</td>
<td>80</td>
</tr>
<tr>
<td>3</td>
<td>32</td>
<td>96</td>
</tr>
<tr>
<td>2</td>
<td>8</td>
<td>16</td>
</tr>
<tr>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>60</strong></td>
<td><strong>192</strong></td>
</tr>
<tr>
<td><strong>School Score</strong></td>
<td></td>
<td>3.2</td>
</tr>
</tbody>
</table>

This section is a summary of evaluations in Section II-A, page 152, as filled out for every member of the staff. (For instructions on the use of this form, see "How to Evaluate a Secondary School", p. 86.)

7. Outstanding contributions

**Evaluations.**—Following is the evaluation used in rating the outstanding contributions of each teacher.

(3) 5. How significant are the contributions of this individual to the school life?

*Note:*

*Note.*
Table 35 is the summary of the evaluations of the outstanding contributions of all teachers.

**TABLE 35**

**COMPUTATION FORM FOR THE EVALUATION OF THE OUTSTANDING CONTRIBUTIONS OF TEACHERS**

<table>
<thead>
<tr>
<th>Evaluation</th>
<th>Number of evaluations</th>
<th>Product of columns A and B</th>
</tr>
</thead>
<tbody>
<tr>
<td>(A)</td>
<td>(B)</td>
<td>(C)</td>
</tr>
<tr>
<td>5</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>4</td>
<td>2</td>
<td>8</td>
</tr>
<tr>
<td>3</td>
<td>3</td>
<td>9</td>
</tr>
<tr>
<td>2</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Total 6 19

School Score 3.1

*This section is a summary of evaluations from Section II, II-B, page 151, as filled out for every member of the staff. (For instructions on the use of this form, see "How to Evaluate a Secondary School, page 36.)

Comments.—Table 35 indicates that the teachers make a satisfactory contribution to the school program. Each member of the high school staff contributes his spare time to some activity of school life. Coaching major and minor sports, supervising student labor, sponsoring classes or clubs, coaching plays, and supervising playground are the outstanding activities for which little time is provided in the schedule and which must be done by teachers outside of school hours.*
8. Instructional qualifications

Evaluations.—Following are the evaluations used in rating the instructional qualifications of each teacher.

( ) x. Broad scholarship—thorough understanding of the activities and knowledge belonging in his field of instruction and of their relationship to other fields of knowledge

( ) y. Practical scholarship—development in pupils of the ability to relate new information and experience to other fields of knowledge and to normal life situations

( ) z. Good teaching ability—pupils are actively interested in their work and in the development of desirable skills, attitudes, and understandings.

Table 36 is the summary of the evaluations of the instructional qualifications of all teachers.

Comment.—The teachers of the Collinsville School have broad scholarship and a thorough understanding of the activities and knowledge belonging to their fields of instruction. They have average teaching ability. The pupils are fairly interested in their work and in the development of desirable skills and attitudes.

Colgrave(10) says a good teacher should have a thorough knowledge of the work to be done, self control, honesty, courtesy, willingness to do more than is absolutely required, habits of keen observation, tact, cheerfulness and dignity.

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(10) Colgrave, p. 162

### TABLE 36

**COMPUTATION FORM FOR THE EVALUATION OF THE INSTRUCTIONAL QUALIFICATIONS OF TEACHERS**

<table>
<thead>
<tr>
<th>Evaluation (A)</th>
<th>Number of evaluations (B)</th>
<th>Product of columns A and B (C)</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>4</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>3</td>
<td>16</td>
<td>48</td>
</tr>
<tr>
<td>2</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>19</strong></td>
<td><strong>54</strong></td>
</tr>
<tr>
<td><strong>School score</strong></td>
<td></td>
<td><strong>3</strong></td>
</tr>
</tbody>
</table>

*This section is a summary of evaluations from Section II, II-C, page 152, as filled out for every teacher. (For instructions on the use of this form, see "How to Evaluate a Secondary School", page 86.)

### B. Improvement in Service of Professional Staff Members

1. **Group improvement**

   **Checklist.**—Following is the checklist and the rating of each item.

   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:

   (a) **Faculty and staff meetings are concerned chiefly with educational problems, principles, and progress rather than with announcements, discipline, and routine**

   (b) **Faculty and staff meetings are characterized by general teacher planning and participation rather than by monopolization by one or a few individuals**
(1) 3. The staffs are definitely studying the improvement of teaching

(1) 4. The staffs are definitely studying the improvement of the library and its service

(1) 5. They are definitely studying the problems of guidance and the improvement of guidance service

(1) 6. They are definitely studying how to promote health and health conditions of pupils and school

(1) 7. The staffs are actively studying the curriculum and how to improve it

(1) 8. The staffs are actively co-operating in other phases of school improvement, such as better use of English, respect for property, beautification of the school plant, and health conditions.

Evaluations.—Following are the evaluations of the checklist.

(3) 9. How extensive are the efforts of these staffs to affect improvement?

(3) 10. How well has the work of improvement been done?

Comments.—The staff of the Collinsville School is definitely studying the improvement of teaching. Four of the six teachers have completed at least six semester hours of professional training in standard colleges within the last two years. One of the other two teachers has done college work within the last four years. Reader recommends the reading of professional books and magazines, the daily preparation for classes, research and committee work,

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13 Ibid.

14The Fundamentals of Public School Administration, pp. 95-105
institutes and meetings, and travel as the best means of improving teachers in service.

The teachers of the Collinsville School should study the problem of guidance as there is a definite need for guidance service in the school. Also, curriculum revision should be studied for the curriculum is definitely out of date. This work should be done in teachers' meetings and group discussions.

2. Organization

Table 37 is the summary of the data pertaining to membership of teachers in professional and non-professional organizations.

**TABLE 37**

**COMPUTATION FORM FOR MEMBERSHIP IN ORGANIZATIONS**

<table>
<thead>
<tr>
<th>A. Aggregate number of points</th>
<th>B. Number of staff members included above</th>
<th>C. School score (Divide line A by line B)</th>
</tr>
</thead>
<tbody>
<tr>
<td>24</td>
<td>6</td>
<td>4</td>
</tr>
</tbody>
</table>

*This section is a summary of data from Section H, III-A, page 144. (For instructions on the use of this form, see "How to Evaluate a Secondary School", page 89.)*

The teachers of the Collinsville School belong to few organizations. The score made by the school is credited to one member who has appeared on the program of two professional organizations within the last two years.

For the past five years it has been mandatory that all
of the teachers in the school belong to the Texas State Teachers' Association. Naturally, this was resisted, and when membership was made optional this year only two teachers joined. This is only a reaction, and it is thought that the majority of the teachers will join next year.

3. Authorship

Table 36 is the summary of the data pertaining to authorship of teachers.

**TABLE 36**

**COMPUTATION FORM FOR AUTHORSHIP BY TEACHERS**

| A. Aggregate number of points | 0 |
| B. Number of staff members included above | 6 |
| C. School score (Divide line A by line B) | 0 |

*This section is a summary of data from Section H, I, of page 144. (For instructions on the use of this form, see "How to Evaluate a Secondary School", pages 89-90.)

No teacher on the staff has written a book or a magazine article. The majority of the staff are young and their educational experiences are limited.

4. Reading

Table 38 is the summary of the data pertaining to reading by teachers. The average staff member of the Collinsville School had done very little reading in the six months preceding this study. This study was made in
the late spring and teachers had not had access to good books. If this study were made in the fall after teachers had been out of town all summer, the rating would be much higher.

The teachers of the school need to organize a study club for buying good books and subscribing to good magazines during the winter.

TABLE 39

COMPUTATION FORM FOR READING BY TEACHERS

A. Aggregate number of points 12
B. Number of staff members included above 6
C. School score (Divide line A by line B) 2

*This section is a summary of data from Section II, III-C, page 144. (For instructions on the use of this form, see "How to Evaluate a Secondary School", page 30.)

5. Research and related activities

Evaluations.—Following are the evaluations used in rating teachers for research and related activities.

(  ) y. How extensive and outstanding have been the efforts at improvement through educational experimentation and research?  
(  ) z. How extensive and outstanding have been the other efforts at improvement?  

Table 40 is the summary of the evaluations of the research and related activities of all teachers.

TABLE 40

COMPUTATION FORM FOR THE EVALUATION OF RESEARCH AND RELATED ACTIVITIES OF TEACHERS

<table>
<thead>
<tr>
<th>Evaluation</th>
<th>Number of evaluations</th>
<th>Product of columns A and B</th>
</tr>
</thead>
<tbody>
<tr>
<td>(A)</td>
<td>(B)</td>
<td>(C)</td>
</tr>
<tr>
<td>5</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>4</td>
<td>0</td>
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<tr>
<td>3</td>
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<td>0</td>
</tr>
<tr>
<td>2</td>
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<td>0</td>
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<tr>
<td>1</td>
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<td>Total</td>
<td>12</td>
<td>12</td>
</tr>
<tr>
<td>School score</td>
<td></td>
<td>1</td>
</tr>
</tbody>
</table>

*This section is a summary of evaluations from Section E, III–F, page 144. (For instructions on the use of this form, see "How to Evaluate a Secondary School", page 86.)*

**Comments.**—None of the staff of the Collinsville School has done any research or educational experimentation.

Reeder¹⁵ says that research done on the part of the staff is important as it gives teachers vitality to their teaching and offers great opportunity for professional growth. Research helps to keep teachers open-minded and often results in the adoption of new techniques or at least an improvement of old methods.

6. General evaluation on improvement in service

**Evaluations.**—Following are the evaluations used in rating each teacher on his improvement in service.
( ) 1. How extensive and various are this teacher's efforts to improve in service?
( ) 2. How effective are this teacher's efforts to improve in service?

Table 41 is the summary of the evaluations of the improvement in service of all teachers.

**TABLE 41**

**COMPUTATION FORM FOR THE EVALUATION OF THE TEACHER—IMPROVEMENT IN SERVICE**

<table>
<thead>
<tr>
<th>Evaluation</th>
<th>Number of evaluations (B)</th>
<th>Product of columns A and B (C)</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>4</td>
<td>9</td>
<td>9</td>
</tr>
<tr>
<td>2</td>
<td>9</td>
<td>18</td>
</tr>
<tr>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>18</td>
<td>27</td>
</tr>
</tbody>
</table>

School score 2.5

*This section is a summary of evaluations from Section II, III-6, page 144. (For instructions on the use of this form, see "How to Evaluate a Secondary School", page 86.)*

Comments.—The teachers of the Collinsville School, as indicated in Table 41, are below average in improvement in service in reading, travel, research, and membership in professional organizations.

Every teacher should belong to a state or national teachers' organization.
Such membership should be secured because the teacher will be helped through the reading of magazines and other literature of the association and through attending the meetings of the associations; moreover by joining them, the teacher will be giving his financial and moral support toward promoting the course of education.\textsuperscript{17}

Some provision should be made to provide professional books and magazines and to encourage more reading on the part of the staff during the school term when it is face to face with the problems of teaching.

Regular teachers' meetings should be held throughout the year. "Teacher participation in discussion of school problems can not fail to give more zest and vitality to teaching."\textsuperscript{18}

\textbf{C. Conditions of Service of Professional Staff Members}

1. Selection of staff members

\textit{Checklist}.—Below is the checklist and the rating of each item.

\begin{itemize}
\item[\textbullet] 1. The superintendent of schools, the principal, assistants, and supervisors confer with each other regarding the selection of the professional staff
\item[\textbullet] 2. Candidates are selected on the basis of their fitness for the particular position they are to fill
\item[\textbullet] 3. Only candidates who meet the legal requirements
\end{itemize}

\textsuperscript{17}\textit{Reader, Fundamentals of Public School Administration, p. 104.}

\textsuperscript{18}\textit{Ibid., p. 103}
and have a valid standard certificate for the position concerned or meet the qualifications for such certificates are considered for positions

(4) 4. Candidates are selected in the light of a full personal, family, and health record of the candidate and the record of his training and experience

(4) 5. Confidential recommendations from reliable persons who are well acquainted with the candidate are secured; such recommendations are specific in terms and apply to a definite position

(4) 6. The principal or superintendent, or both, have a personal interview with the candidate, or observe him at work if he is seriously considered for a position.

**Evaluation:** Following is the evaluation of the check-list.

(4) 8. How well are such conditions as the above observed and followed in the selection of staff members?

**Comments:** Due to the size of the school, the superintendent, with the school board, does the work of selecting new staff members. The principal has no voice in the selection of teachers.

Only teachers who can meet the training and certification requirements set up by the State Department of Education are considered for a position. Teachers are

---


21. *Standards and Activities of the Division of Supervision,* pp. 25-25
selected from eligible candidates on the basis of their fitness for the position they are to fill.

Written applications are required but are not used to any extent in the selection of teachers. Written recommendations also are not given much weight.

Teachers are hired usually as a result of personal interviews with the superintendent and the school board. Coeke, Haas and Proctor recommend that the personal interview should merely be used to verify and expand the information contained in the application. They advise the use of application forms containing all desirable information, reference forms, letters of recommendation, photographs, personal interviews, and visits to observe the work of the candidates in actual teaching situations in the selection of teachers.

2. Pupils per teacher

Table 42 shows the pupil-teacher ratio in the Collinsville School.

**TABLE 42**

<table>
<thead>
<tr>
<th>COMPUTATION FORM FOR PUPIL-TEACHER RATIO</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Total number of pupils enrolled</td>
</tr>
<tr>
<td>B. Total full-time equivalence of administrative and instructional staffs</td>
</tr>
<tr>
<td>C. Pupils per teacher (School Score)</td>
</tr>
</tbody>
</table>

---

23 Ibid., pp. 335-339.
The pupil-teacher ratio is favorable. The Texas State Department of Education recommends a pupil-teacher ratio of not more than forty to one.

3. Conditions of the salary schedules

Checklist.—Below is the checklist and the rating of each item.

(4) 1. The school has a definite salary schedule for professional staff members.
(4) 2. The maximum, minimum and average salaries are related to appropriate standards of living and social and economic conditions in the community.
(4) 3. The initial salary in the schedule is determined chiefly by the amount of training and experience of the candidate.
(-) 4. Regular increments in salary are spread over a large proportion of the potential service career.
(-) 5. The salary schedule is sufficiently flexible to care for special cases of unusual merit because of high qualifications, professional growth, or excellence of service rendered.
(4) 6. Persons of the same type or rank of position receive equal salaries for equivalent training and experience (except as provided for in 5).
(0) 7. The maximum salary for any position is approximately twice as much as the minimum salary for the same position.

Evaluation.—Below is given the evaluation of the checklist.

(4) 2. How well does the salary schedule of the school meet the above conditions?

---

24 Standards and Activities of the Division of Supervision, p. 23.
26 Ibid.

Comments.—Below is a regular state salary schedule upon which the salaries of the teachers of the school are bases.

**TABLE 43**

<table>
<thead>
<tr>
<th>Condition</th>
<th>Teacher</th>
<th>Principal</th>
<th>Superintendent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Base Pay</td>
<td>$90.00</td>
<td>$115.00</td>
<td>$155.00</td>
</tr>
<tr>
<td>Add for 2nd Yr. College</td>
<td>2.50</td>
<td>2.50</td>
<td>2.50</td>
</tr>
<tr>
<td>Add for 3rd Yr. College</td>
<td>2.50</td>
<td>2.50</td>
<td>2.50</td>
</tr>
<tr>
<td>Add for B. A. Degree</td>
<td>2.50</td>
<td>2.50</td>
<td>2.50</td>
</tr>
<tr>
<td>Add for M. A. Degree</td>
<td>2.50</td>
<td>2.50</td>
<td>2.50</td>
</tr>
<tr>
<td>Minimum Salary</td>
<td>90.00</td>
<td>115.00</td>
<td>155.00</td>
</tr>
<tr>
<td>Maximum Salary</td>
<td>110.00</td>
<td>135.00</td>
<td>175.00</td>
</tr>
<tr>
<td>Number Months Paid</td>
<td>9</td>
<td>9</td>
<td>12</td>
</tr>
</tbody>
</table>

The above schedule applies to schools that have from twelve to twenty teachers.

---

27Texas State Department of Education. Standards and Activities of the Division of Supervision, p. 44.
There may be added to the salary of any teachers, principals, or superintendents of salary aid schools one dollar per month for each year's experience, provided such increase shall not exceed ten dollars per month.

It may be seen from Table 43 that the Collinsville School is operating upon a single-salary schedule with provisions for increase in pay for experience and college preparation.

4. Adequacy of salaries

Table 44 is a table showing the number of men and women in each salary class.

TABLE 44

<table>
<thead>
<tr>
<th>Annual salary for 1935-1936</th>
<th>Professional staffs</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Men</td>
</tr>
<tr>
<td>2000-8199</td>
<td>1</td>
</tr>
<tr>
<td>1200-2000</td>
<td></td>
</tr>
<tr>
<td>1000-1199</td>
<td>1</td>
</tr>
<tr>
<td>500-999</td>
<td>2</td>
</tr>
</tbody>
</table>

**Evaluation:** Following are the evaluations used in rating the adequacy of the salaries of the staff.

(4) y. How adequate are the salaries?
(5) z. How fairly are the salaries apportioned, 
service to the school being the basis for 
consideration?28

Comments.—Compared with other salaries in the 
community the teachers are adequately paid for their serv-
ices. As rent, utilities, and food are cheaper than in most 
larger towns, the teachers are able to maintain suitable 
standards of living. However, in a larger town this salary 
schedule would not be adequate.

The salaries are adequately proportioned on the basis 
of service to the school.

Reader29 says, "Good teachers at almost any price are 
a good investment for a community. Good teachers are ex-
pensive—yes! but ignorance among a people is much more 
expensive!"

5. Conditions of tenure and turnover

Checklist.—Following is the checklist and the 
rating of each item.

The following conditions indicate desirable provisions 
as to tenure and turnover:

1. Tenure of employees is probationary for a 
period of at least two years

2. Indefinite tenure is provided after a success-
ful probationary period of not over three 
years and continues as long as the employee's 
work and conduct merit it

28 Ibid., p. 93.

29 Fundamentals of Public School Administration, 
page 115.
(0) 3. The proposed dismissal of an employee on account of incompetence, misconduct, or neglect of duty is preceded by a warning and specific statement of defects, and dismissal is made only after failure of real efforts by administrative or supervisory officers to improve the employee.

(0) 4. Employees who do not desire to continue in their positions give reasonably long notice of their intention to leave.

Evaluation.—Following is the evaluation of the checklist:

(1) 5. How satisfactory are conditions relating to tenure and turnover, according to the above conditions?

Comments.—There is no provision for tenure in the Collinsville School. However, a teacher holds his job as long as the quality of his work merits it.

Any system that would remove from the school board part of the privilege of discharging teachers would probably mean that in a few years the school would be "stuck" with several incompetent teachers. Teacher turnover in the school is high because the board hires a great many inexperienced teachers. The teachers that make good are attracted to better jobs in two or three years; the ones that fail are discharged after from three to five years of service.

However, tenure has proved successful in a great many schools and might prove successful in the Collinsville


Ibid.
School if the school could pay a salary large enough to hold its good teachers.

6. Tenure and turnover as reflected in average length and variety of length of service in the school

Table 45 shows the tenure and turnover as reflected in the average length and the variety of length of service in the school.

**Evaluation.**—Following is the evaluation in regard to tenure and turnover of the teaching staff.

(3) a. How well according to the data on the opposite page, are both stability and revitalization of the staff assured?\(^{22}\)

**Comments.**—Other than a few "home talent" teachers, the school has a rapid turnover in its teachers. Due to the salary offered, a great number of beginning teachers fresh from college are attracted. After gaining experience they move on to better jobs to be replaced by other beginners.

The superintendent has had twenty years teaching experience but a tenure of only one year in the Collinsville School. Two teachers on the staff are "home talent" and have been on the staff for three years. The other three were beginners on the staff last year.

This does not necessarily mean a desirable condition. While the staff is continually receiving new blood, it is changing so rapidly that the work of the school suffers

\(^{22}\) Ibid.
### Table 45

**Computational Form for Tenure and Turnover of Teachers**

<table>
<thead>
<tr>
<th>Number of years</th>
<th>Number of staff members</th>
<th>Product of columns A and B</th>
<th>Number of staff members</th>
<th>Product of columns A and D</th>
<th>Average</th>
<th>Deviation of columns A-F and F-A</th>
<th>Product of columns D and G (B)</th>
</tr>
</thead>
<tbody>
<tr>
<td>20</td>
<td>1</td>
<td>20</td>
<td>2</td>
<td>5</td>
<td>1.6</td>
<td>1.4</td>
<td>2.3</td>
</tr>
<tr>
<td>19</td>
<td>2</td>
<td>18</td>
<td>2</td>
<td>6</td>
<td>1.6</td>
<td>1.4</td>
<td>1.6</td>
</tr>
<tr>
<td>17</td>
<td>4</td>
<td>64</td>
<td>2</td>
<td>5</td>
<td>1.6</td>
<td>1.4</td>
<td>2.3</td>
</tr>
<tr>
<td>16</td>
<td>2</td>
<td>32</td>
<td>4</td>
<td>4</td>
<td>1.6</td>
<td>1.4</td>
<td>1.6</td>
</tr>
</tbody>
</table>

**For instructions for the necessary computation, see "How to Evaluate a Secondary School," pages 88-89, 90-91.
from the interruptions. Policies are no more than formulated, when a new staff makes them impractical. Educational objectives set up for more than one year are never reached. The old staff goes, leaving its work unfinished; the new staff starts in the opposite direction.

A higher salary schedule would do much to stabilize the staff.

7. Leave of absence

Checklist.—Following is the checklist and the rating of each item.

The following conditions indicate a desirable plan for leave of absence:

(4) 1. Provision is made for employees to leave their regular school duties a limited number of days each year to attend professional meetings; no reduction in pay is made for such absences.

(0) 2. Provision is made for employees to have a limited number of days of absence from school duties because of personal sickness on an annual cumulative basis and without loss of pay.

(0) 3. Extended leave of absence is granted teachers to continue their educational training with permission to return to their positions at the expiration of the term of leave.

(0) 4. Provision is made for sabbatical leave of absence on full or half pay.

Evaluation.—Following is the evaluation of the checklist.

(1) 2. How well are provisions made for leave of absence?33

---

32 Ibid., p. 95.
34 Ibid.
Comments.—The Collinsville School board because of financial reasons makes no provision for a leave of absence of any sort. The state does not allow any funds in the budget to pay for substitute teachers. If a teacher misses school for any reason, he must pay his substitute.

Reeder\textsuperscript{35} says that the more progressive schools make it easy for school employees to take a leave of absence for study, travel or any purpose for self-improvement.

Under the present conditions it is impossible for the Collinsville School board to make any sort of provision for a short leave of absence with pay, and teachers who would want a year's leave of absence to study would probably get a better job at the end of that time and not return to the school.

As long as the school is under the state aid system and until it can pay salaries sufficient to hold its good teachers, a system of granting leave of absence would be impractical.

8. Retirement

\textbf{Checklist}.—Following is the checklist and the rating of each item.

The following conditions indicate a desirable retirement system:

\textsuperscript{35}\textit{Fundamentals of Public School Administration}, page 103.
1. Adequate provision has been made for the proper care of the school's disabled and aged employees

2. Employees are retired when old age or disability prevents further efficient service

3. All those employed since the introduction of the retirement system are contributors to the retirement fund and share in its benefits

4. Periodic actuarial investigations of the retirement system are made to insure it financially

5. Individual retirement deposits of each employee are returnable upon withdrawal from educational service or upon death prior to retirement

Evaluation.—Following is the evaluation of the checklist.

3. How adequate is the school's retirement system?

Comments.—An evaluation of "3" was given because all faculty members participate in the old age pension set up by the State of Texas. The teachers deposit monthly five per cent of their salaries which is matched by the state. Teachers retire at the age of sixty-five and are paid monthly premiums for the rest of their lives. This does not provide for an independent old age, but the Collinsville School is not financially able to maintain a pension system of its own.

Provisions for retirement on account of old age or disabilities attract and hold more efficient men and women in the teaching profession.


37 Ibid.
### IV. Non-Professional Staff

A. Qualifications of Non-Professional Staff Members

Table 46 shows the evaluations of the qualifications of the non-professional staff members.

**Table 46**

COMPUTATION FORM FOR THE EVALUATION OF THE QUALIFICATIONS OF NON-PROFESSIONAL STAFF MEMBERS

<table>
<thead>
<tr>
<th>Evaluations</th>
<th>Custodial and Bus Drivers</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Do the spaces below each staff member's name evaluate him on the qualifications indicated.)</td>
<td></td>
</tr>
<tr>
<td>q. Adequacy of training for the position held</td>
<td>3  3  3</td>
</tr>
<tr>
<td>r. Efficiency—to what extent does he do his work properly and in due time?</td>
<td>2  5  3</td>
</tr>
<tr>
<td>s. Reliability—to what extent does he do what he is supposed to do</td>
<td>3  3  3</td>
</tr>
<tr>
<td>t. Trustworthiness—how well does he protect school property and interests?</td>
<td>3  3  3</td>
</tr>
<tr>
<td>u. Adaptability and resourcefulness—how readily does he adapt himself to work?</td>
<td>3  3  3</td>
</tr>
<tr>
<td>v. Co-operativeness—how well does he get along with others?</td>
<td>3  3  3</td>
</tr>
<tr>
<td>w. Courtesy—how agreeable and friendly is he toward associates and visitors?</td>
<td>3  3  3</td>
</tr>
<tr>
<td>x. Neatness and orderliness—to what extent does he keep himself tidy?</td>
<td>3  3  3</td>
</tr>
<tr>
<td>y. Health—to what extent are his physical conditions and habits satisfactory?</td>
<td>3  3  3</td>
</tr>
<tr>
<td>z. How valuable is the total service of each individual to the school?</td>
<td>3  3  3</td>
</tr>
</tbody>
</table>

Average of all the above evaluations

A janitor and two bus drivers are included in the custodial maintenance.

The average pay for the custodial staff is approximately thirty dollars a month. This is too small to attract a very high type of laborer. However, those employed by the school do exceedingly well considering the pay they receive. If the school were able to pay twice this salary, the efficiency of the staff would be decidedly better.

If the school board would hire two combination bus drivers and janitors and pay each a salary of forty-five dollars a month, a more efficient service would be rendered to the school. As it is, the three employees cannot devote full time to the service of the school and make a living. At a wage of forty-five dollars a month at least five full days per week of service could be expected for the school from each employee.

**B. Improvement in Service of the Custodial and Maintenance Staffs**

**Checklists—Following is the checklist and the rating of each item.**

These staffs, individually and as groups, are seeking to affect improvement along such lines as the followings:

1. Time schedules for the performance of regular and occasional tasks

2. Selection and proper use of cleansing agents
3. Proper use of supplies and other forms of school property
4. Proper heating and ventilation of the buildings and rooms
5. Understanding of their relationship to the total school program and how they may better promote it

Evaluations.—Following are the evaluations of the checklist:

1. How extensive are the efforts of these staffs to affect improvement?
2. How effective have been the efforts at improvement?

Comments.—At a salary of thirty dollars a month, the janitor can not be expected to show much improvement in service. He performs the tasks laid out for him and looks for nothing else.

Ideally, a janitor should be just as professional as a teacher or an administrator. The school janitor should be an important member of the school personnel. There is no reason why the janitor should not have at least some of the qualities of teachers and administrators.

The school is able to employ good drivers for their buses as they are needed for school service about four hours a day and are free the remainder of the time to pursue other occupations.

A bus driver must have some of the qualities of a good

38 Ibid. p. 98
39 Ibid.
40 Reader, Fundamentals of Public School Administration, p. 234.
teacher for he must have the co-operation of the students in keeping good order on the bus.

C. Conditions of Service of Non-Professional Staff Members

Checklist.—Following is the checklist and the rating of each item.

(a) 1. Candidates are selected on the basis of fitness for the particular position they are to fill.
(b) 2. Candidates are selected only after full inquiry into the personal and health record of the candidate and his record of training and experience.
(c) 3. The school has a salary schedule for each of the non-professional staffs.
(d) 4. Maximum, minimum, and average salaries of these groups are related to appropriate standards of living and economic conditions in the community.
(e) 5. Regular increments in salaries are spread over a large proportion of the potential service career.
(f) 6. After the probationary period of from one to two years tenure continues as long as the employee's service and conduct merit it.
(g) 7. Provision is made for employees to have a limited number of days of absence (at least 15 per year) from duties because of personal sickness without loss of pay and on a cumulative basis.
(h) 8. Adequate provision is made for the proper care of the school's disabled or average employees.
(i) 9. Employees are retired when old age or disability prevents further efficient service.

Evaluations.—Following are the evaluations of the checklist.

(3) v. How well and carefully are staff members selected?

(0) W. How adequate are provisions and conditions for leave of absence?
(0) X. How adequate are provisions for retirement of disabled or average employees?
(0) Y. How adequate and just are the salaries and the salary schedule?
(0) Z. How adequate and just are the provisions and conditions of tenure?

Comments.—Non-professional employees for the school are employed on the basis of their fitness and need for the job. If there is any doubt about their personal health, a thorough examination by a competent doctor is required before they are allowed to report to work.

There is no salary schedule for non-professional employees. They are hired to work as cheaply as they will take the job. There are no provisions for raises in salary, for tenure or excellency in service. Janitors are employed for a period of one year but are re-employed as long as their services to the school merit it. There is no provision for sick leave without loss of pay. There is no provision for the retirement of disabled or old employees other than without pay.

Under the present circumstances it would be impossible for the school to maintain any sort of retirement system for employees. The only chance for a school of this size to pension its employees is through cooperation with the state in establishing a pension system similar to that of teacher retirement.

Ibid.
V. General Summary of the School Staff

The best elements of the Collinsville School staff are that all of the teachers have at least a bachelor's degree; all the teachers are teaching in a major or minor field of college preparation; and the teachers receive salaries that enable them to live on equal standards with others in the community.

The elements of greatest need of improvement are the inadequacy of reading done by the staff, the provisions for leave of absence, and the custodial service.

The Collinsville School improved its high school staff in the last two years by adding an extra teacher and by removing inefficient teachers.

Several members of the staff are now making progress toward higher degrees.

The school has made no recent study of its problems in this field.

VI. General Evaluation of the School Staff

Evaluations. Following are the general evaluations of the school staff:

(3) How well do the qualifications and activities of the staff accord with the philosophy of education of the school?

(3) How well do the qualifications and activities meet the needs of the community and the pupil population of the school?

Ibid., p. 100.
Comments.—The qualifications and activities of the school staff are fairly well in accord with the school's philosophy of education.

The salaries paid attract teachers with fair ability. Teachers are able to continue training in the summer as the result of a fair salary and moderate living conditions.

In selecting teachers, emphasis is not placed on either subject matter preparation of teachers or the professional preparation of teachers, one to the exclusion of the other, but on both; professional preparation of teachers receiving relatively the greater emphasis. Teaching ability, personality, health and character are essential traits for successful candidates for teaching positions in the Collinsville High School.

The qualifications of the teaching staff are in accord with the needs of the community. On the average the education of the teaching staff is higher than that of anyone living in the community. The average teacher, through his educational preparation, commands the respect of the community.

The community expects little activity from the teachers outside of school activities. There are no reading clubs or organizations of any type in the community. The teacher does not need to "play politics" for there are no dissenting factions in the community. As far as the needs
of the community are concerned, there is nothing that would keep any good teacher from doing splendid teaching.

VII. Summary and Recommendations for the Improvement of the Administrative Staff

The evaluations made of the administrative staff of the Collinsville High School are summarized in Table 47. Each primary score is plotted on its appropriate thermometer and the summary score of the main areas given in the table is plotted on the summary thermometer.

The Collinsville School, in the qualifications, improvements, and conditions of service of the school staff, is as good/or better than twenty-three per cent of the schools rated by the Co-operative Study of Secondary School Standards. It stands eighteen points below the average small school, thirteen points below the average non-accredited school, and twenty-six points below the public school in general.

The school, in the academic preparation of teachers, is as good/or better than four and eight-tenths per cent of the schools rated, but in professional preparation of teachers, the school is as good/or better than ninety-one and five-tenths per cent of the schools rated. The state law permitting a teacher to teach in a field in which he has only two years college preparation is the cause of the low rating of this school in the academic preparation of teachers. The number of teachers graduating from teachers' colleges where at least four years of professional training is
### TABLE 47

**SUMMARY FORM OF THE SCHOOL STAFF**

<table>
<thead>
<tr>
<th>Title of Measure</th>
<th>Computation of primary school scores</th>
<th>Computation of secondary school scores</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Evaluations</td>
<td>Total Divisor</td>
</tr>
<tr>
<td>Numerical adequacy</td>
<td>✔ ✔ ✔ ✔ ✔</td>
<td>11 5</td>
</tr>
<tr>
<td>Adequacy of academic preparation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Adequacy of professional preparation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Source of degree preparation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Educational experience</td>
<td>3.5</td>
<td>23</td>
</tr>
<tr>
<td>Non-educational experience</td>
<td>3.5</td>
<td>23</td>
</tr>
<tr>
<td>Personal qualifications</td>
<td>3.1</td>
<td>82.5</td>
</tr>
<tr>
<td>Outstanding contributions</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>Instructional qualifications</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>Title of Measure</td>
<td>Computation of primary school scores</td>
<td>Computation of secondary school scores</td>
</tr>
<tr>
<td>----------------------------------------</td>
<td>--------------------------------------</td>
<td>----------------------------------------</td>
</tr>
<tr>
<td></td>
<td>Evaluations</td>
<td>Total</td>
</tr>
<tr>
<td>Group improvement</td>
<td>y 3 z 3</td>
<td>6</td>
</tr>
<tr>
<td>Organizations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Authorship</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Research</td>
<td></td>
<td></td>
</tr>
<tr>
<td>General improvement in service</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Selection</td>
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<td>Non-professional conditions of service</td>
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<tr>
<td>General evaluation</td>
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Total .................................................. 3791
Summary score ........................................ 36
Equivalent percentile .............................. 23

*For the use of this form, see "How to Evaluate a Secondary School", pages 92-97.*
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."
Fig. 13. The graphic rating of the improvement in
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 J 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.
Fig. 14. The graphic rating of the conditions in service
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.
required is the reason for this school rating high in professional training of teachers.

The school, in group improvement of teachers, is as good/or better than fifty-one per cent of the schools rated. It stands six points higher than the average small school and only three points below the average large school.

The school, in salaries paid to teachers, is as good as or better, considering living conditions, than eighty-one per cent of the schools rated.

The length of service and the variety of service in the school is less than that encountered in any of the two-hundred schools rated by the Co-operative Study of Secondary School Standards.

In order to be in a position to give a more efficient service to the community, the Collinsville School should employ in the future, teachers with better academic preparation, more educational experience, and better personal qualifications.
CHAPTER XI

THE SCHOOL PLANT

Good schools are possible in hovels but not likely. The day of the inconvenient, unhealthy one room school is swiftly passing. Modern education is complex and varied in its many activities, and facilities adequate a hundred years ago no longer suffice. New educational trends are making obsolete traditional school equipment.

Modern education demands that the child live his school experiences instead of being a dormant, patient subject learning by absorption. The modern school is the child's home the major part of the day. More than ever before, the up-to-date school plant needs to be convenient, sanitary and comfortable.

When a new plant is being planned or an existing building is to be enlarged or remodeled, certain principles generally regarded as fundamental should be given full consideration. Plans should contemplate the meeting not only present needs but also those of the future, even though the future is largely unknown. The school plant should be made flexible. The effort should be made to attain more efficient schools at a minimum cost. Wasteful expenditures can never be justified. The building should be attractive and appropriate in design so that beauty may be evident both within and without; it should assure the safety of its occupants, even in emergencies; and the grounds about the building should have well kept lawns and shrubbery. While provisions such as those mentioned very probably will result in a plant that is economical to maintain
and easy to keep sanitary, those responsible for planning must regard such conditions as highly important. The site as well as the building should assure healthful conditions. The entire plant should, whenever possible, be an integral part of a community planning program.¹

I. Health and Safety of the School Population

A. The Site

I. Conditions affecting health

Checklist.—Following is the checklist and the rating of each item.

(4) 1. The site is free from environmental noises and confusion
(4) 2. It is free from environmental bad odors and contamination
(4) 3. It is free from environmental smoke and dust
(4) 4. An adequate supply of pure water for all purposes is readily available (on or near the site)
(4) 5. Facilities for sewage disposal are adequate
(4) 6. Elevation and drainage for grounds and buildings are good (no surface water; storm sewer is necessary)
(4) 7. No tall buildings, trees, hillsides, etc., are so near the school buildings as to obstruct light and air²

Evaluations.—Following are the evaluations of the checklist.

(4) y. How well do conditions on or near the site promote health?
(3) x. How extensively and effectively is the school improving unsatisfactory conditions or maintaining satisfactory ones?³

²Ibid.
³Ibid.
Comments.—The Collinsville School is located in a quiet, well-drained spot. There are no environmental smoke, dust, and contamination. The water supply is pure and wholesome.

Smith says, "The school site should be free from noise and odors; it should be safe, healthful, accessible for those using the building, and reasonably central to the contributing area."

2. Conditions affecting safety

Checklist.—Following is the checklist and the rating of each item:

(4) 1. The site is free from traffic and transportation dangers
(5) 2. Play areas are free from hazardous obstructions (rocks, trees, ditches, gullies, etc.)
(6) 2. Facilities for parking are adequate
(7) 3. Facilities for fire protection are readily available and kept in working order
(8) 4. Facilities for receiving and discharging pupils transported in school buses are adequate
(9) 5. Drives or walks lead from all building exits

Evaluations.—Following are the evaluations of the checklist:

(5) y. How well do conditions on or near the site promote safety?
(3) n. How well is the school improving unsatisfactory conditions or maintaining satisfactory ones?

4) Harry P. Smith, Business Administration of Public Schools, P. 345.
6) Ibid.
Comments.—The conditions on and near the site of the building adequately promote safety. The site is free from practically all traffic dangers since all the streets by the school serve only the local neighborhood. The play areas are level and sandy and free from ditches and gulleys. Buses unload pupils on the school ground safe from passing traffic.

Many children have to cross the main highway through the town, but the crossing is protected by a stop light and children are taught to obey it.

5. The Building

1. Proper Illumination

Checklist.—Following is a checklist and the rating of each item.

(a) 1. Pupils when seated are not obliged to face direct light continuously

(b) 2. Enclosed (indirect or semi-direct) artificial light supplements natural light so that all reading and study surfaces have a light intensity of at least 6 foot-candles at all times

(c) 3. Windows have shades adjustable at both top and bottom and in working order, or the panes are of diffusing glass

(d) 4. Window shades are translucent or of the Venetian type

(e) 5. Marked differences in illumination on any reading surface are guarded against

(f) 6. Blackboards and all reading surfaces have no glare

(g) 7. Walls, ceilings, and trim are tinted to reflect light but have no glare

(h) 8. Illumination of the auditorium and the stage is adequate and adjustable to varying needs
seating capacity for the audience is arranged so that there is no glare.

(4) 9. Illumination of the gymnasium is adequate and adjustable to varying needs.

(6) 10. Illumination of rooms intended for special purposes—offices, workrooms, dining rooms, special rooms—is adequate and appropriate for their purpose.

(0) 11. Stairways, corridors, building exits, toilet rooms, and other spaces are always adequately illuminated.

(-) 12. Particular attention is given to proper illumination in the library, reading, and study rooms and in other areas requiring special lighting (see "2" above).

(0) 13. Provision is made for the safe and easy regulation of lighting (sufficient number of outlets well distributed; lights on the dark side of the room may be turned on or off without affecting those on the other side).

Evaluations.—Following are the evaluations of the checklist.

(3) 7. How adequate and efficient are provisions for illumination?

(3) 8. How well are pupils made to realize the importance of proper illumination?

Comments.—The illumination of the classrooms is fairly adequate. The window space in each room is approximately one-fifth of the floor space. The north rooms are supplied with electric lights to be used on cloudy days.

All seats are placed so that strong light comes from the left. The walls are rough plaster and painted a pale green color and give off absolutely no glare. The blackboards give off a glare in spots and need repainting with a slate composition paint.

7.Ibid. 8.Ibid.
The lighting of the gymnasium is adequate and can be controlled to meet varying needs. The stage is properly lighted and the fixtures are shielded so that the audience does not face glaring lights.

The library and study hall are illuminated by two large sky lights. There is no time during school hours that these rooms are not properly lighted.

The halls are improperly illuminated and are dangerous when the doors leading to the outside are closed in the bad weather.

It is advisable that the solid outside doors be replaced with doors containing glass panels or that the halls be provided with electric lights.

2. Proper condition of air

Checklist.—Following is the checklist and the rating of each item.

(A) 1. A temperature of 68 to 70 degrees Fahrenheit is maintained in class and reading rooms when the temperature outside is low enough to require heating of rooms.

(A) 2. Ventilating facilities assure a proper supply of clean outside air and its circulation in all parts of the building.

(B) 3. Provision is made to prevent direct drafts on pupils and staff members.

(A) 4. In the gymnasium, ventilation makes it possible to approximate out-of-door conditions (avoiding strong drafts and too low temperature, however).

(B) 5. Lockers and locker rooms are adequately vented and ventilated.
(II) 6. All rooms having floors at or below ground level have moisture proof floors and walls and no floor is more than three feet below ground level (fuel and boiler rooms excepted).

(3) 7. All general toilet and lavatory rooms and all shower rooms have moisture proof floors, walls, and ceilings.

Evaluations.—Following are the evaluations of the checklist.

(3) x. How well have provisions been made for proper conditioning of air?

(3) y. How well are the regulating facilities used to assure proper air conditions continuously?

(3) z. How attentive are teachers and pupils to proper conditions of air?  

Comments.—As near as possible a comfortable temperature is maintained in the classrooms at all times. The heating system is gas-steam radiators and the amount of heat they put out is limited. During the average winter days they adequately heat the classrooms and maintain the proper humidity. But once or twice a year the outside temperature is so low that the building can not be heated properly. School is dismissed on these days.

The only means provided for ventilation are the windows and air shafts. The air shafts are the remains of an old hot air heating system and since they have been remodeled provide some ventilation.

As the gymnasium is large and poorly insulated, it is difficult to heat even in moderate winter weather. However,
It is not used during the winter except for athletic purposes.

The halls of the school building need to be heated. Approximately one-fifth of the building is hall space and there are no heating facilities in any of the halls.

The gymnasium needs to be ceiling on the inside and adequately insulated against the radiation of heat. By doing this the gymnasium would be of more service to the school.

Very little can be done to provide adequate heat in the building on extremely cold days except to install a new heating system. As the present heating system cost twenty seven hundred dollars and has been paid for only one year, it is extremely doubtful that installation of an entirely new heating system would be advisable, especially when the extra heat is only needed once or twice a year.

It is advisable that every school room be equipped with a thermometer and every pupil be taught how to read it and how to think of the results it shows.11

School officials should concern themselves with every possible means to make the school building a comfortable, healthful place for children to live.

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3. Toilet and lavatory facilities

Checklist.—Following is the checklist and the rating of each item.

Provision is made for:
(M) 1. Toilet and lavatory facilities for boys and for girls on each floor of large buildings
(O) 2. Toilets and lavatories readily accessible to the stage dressing rooms
(O) 3. Toilets and lavatories in connection with gymnasium and dressing rooms
(O) 4. Toilet and lavatory facilities in the medical and health suite
(O) 5. Toilet and lavatory facilities for men and for women faculty members
(O) 6. Toilet and lavatory facilities conveniently accessible to the administrative suite
(O) 7. Toilet and lavatory facilities for the custodial and maintenance staffs
(O) 8. Lavatory facilities in laboratories, shops, and art and crafts rooms
(O) 9. Lavatory facilities in the librarian's and teachers' work rooms
(O) 10. Servicing of lavatories with hot and cold water
(1) 11. Proper ventilation and venting of all toilet rooms
(O) 12. Screening of entrances and windows of all toilet rooms so as to assure proper privacy

Evaluations.—Following are the evaluations of the checklist.

(1) y. How adequately do the toilet and lavatory facilities meet the above conditions?
(3) n. How well do pupils discharge their responsibility for proper care of such facilities?

Comments.—There is no sewage system in the town of Collinsville. The Collinsville School is equipped with

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13 Ibid.
outdoor toilets of the septic tank type. The tanks were
made under the supervision of the Works Progress Adminis-
tration and are recommended by the government where no
sewage system is available. The tanks are water-tight
and have no outlet. The liquid in the tanks is pumped
out three or four times a year into tanks mounted on trucks
and disposed of in a sanitary way.

With very little additional expense the school could
be equipped with indoor flush-type toilets which are re-
commended whenever possible instead of the outdoor type.
The school has the septic tanks already constructed. With
the indoor toilets, closer supervision, better sanitation,
and more desirable health habits on the part of the children
would result.

4. Provision for other bodily needs and comforts

Checklist.—Following is the checklist and the rat-
ing of each item.

Provision is made for:
(N) 1. Space and provision for cafeteria or lunch room
facilities in a clean, light, well-ventilated
room
(N) 2. Sanitary drinking fountains in sufficient
number and easily accessible
(N) 3. Drinking fountains serviced with pure water
(N) 4. Showers with hot and cold water in the gymna-
sium suite
(N) 5. Rest rooms for staff members
(0) 6. Rest rooms (or infirmary) for pupils

\[\text{\textsuperscript{14}}\text{Mid. p. 107.}\]
Evaluations.—Following are the evaluations of the checklist.

(3) y. How adequate are provisions for the above facilities?
(1) z. How effectively are deficiencies, if any, being corrected; if provisions are good, how well are they being maintained? 15

Comments.—The lunch room is clean, well-lighted and well-ventilated. The drinking fountains are sanitary and well placed although inadequate in number. The boys' dressing room is located in the basement of the school building and is provided with hot and cold water. The girls' dressing room is located in the gymnasium and is not provided with running water. The school uses water furnished by the city which is at all times pure and wholesome.

The Collinsville School should provide more adequate drinking facilities. Ayres, Williams and Wood 16 recommend one fountain for at least every seventy children and more preferably, one fountain for every forty children.

Ideally, the girls' dressing room should be equipped with hot and cold water, but its location makes that practically impossible. The gymnasium is a sheet iron building and all through the winter months when the girls are using the building, there would be a constant danger of the water pipes freezing and bursting.

15 Ibid.
16 Healthful Schools, p. 9.
5. Provision for safety of person and property

Checklist.—Following is the checklist and the rating of each item.

(a) 1. Stairways, corridors, and exits are sufficient in number and width to assure safety from congestion at all times
(b) 2. Stairways are provided with continuous handrails within reach of all pupils using them
(c) 3. Stairs have proper riser and tread dimensions and non-skid treads and landings
(d) 4. Stairways lead directly to outside exits from the building
(e) 5. All rooms used for class or study purposes have adequate exits to safety
(f) 6. The gymnasium and auditorium have adequate exits to safety, clearly marked
(g) 7. All outside doors open outward and are equipped with safety or panic-proof hardware
(h) 8. The furnace room is fireproof; the safety condition of high-pressure boilers is assured at all times
(i) 9. Vaults or cabinets for storing permanent school records are fireproof
(j) 10. Passes from laboratories, stoves, etc., are properly vented
(k) 11. All electric conduits and wiring are properly insulated and have been inspected and certified by a public inspector
(l) 12. Materials used in the building and the construction of the building are such as to promote and facilitate safety and sanitation
(m) 13. Floor materials are not slippery and are as nearly dustless and noiseless as possible.17

Evaluations.—Following are the evaluations of the checklist.

(3) Y. How well are such conditions as the above met?
(1) E. How effectively are deficiencies, if any, being corrected; if provisions are good, how well are they being maintained?18

18 Ibid.
Comments.—The building was built in 1904 and an addition was built in 1925. Very little has been done to improve the building to meet the changing requirements of the school.

The stairs are narrow and winding and need to be remodelled and made safer. Locks and latches have become worn on doors and have been replaced with makeshifts that are difficult to open. As no provisions were made for electricity when the building was built, all wiring is open and dangerous.

The district is badly in need of a new building but as the bonded indebtedness of the district is already at the limit, it is impossible to rebuild. The outside doors should be replaced with less cumbersome ones with panic-proof latches. The building should by all means be re-wired as the danger from short circuits and fire is very great at the present. All exposed wiring should be placed in conduits. All wiring should meet underwriters approval. All floors need to be sanded until rough spots and splinters are removed and then refinished.

It has become the duty of the school officials in the last few years, not only to provide some sort of building to house the school, but to take every precaution in safeguarding the life and well being of the child, while he is in their care.
C. Equipment and Supplies

1. Health

**Checklist.** Following is the checklist and the rating of each item.

Provision is made for:
(N) 1. Soap dispensers, towell dispensers, waste paper containers in toilet and lavatory rooms
(0) 2. Soap, towels (or electric dryers), toilet paper, etc., in toilet rooms
(0) 3. Soap in shower rooms and clean towels in dressing rooms
(0) 4. Proper facilities for caring for and drying clothing in the dressing rooms
(0) 5. Antiseptic basins in shower and gymnasium locker rooms
(N) 6. Hats in the gymnasium are kept in sanitary condition
(N) 7. The special facilities needed in the medical and health suite
(N) 8. Facilities for preparing, keeping, and dispensing food in the cafeteria and for keeping the kitchen and cafeteria in sanitary condition
(0) 9. Screens on windows and doors of cafeteria or lunch room and kitchen, clinic, restrooms, toilet rooms, and ground floor rooms
(4) 10. Adequate facilities for caring for and disposing of garbage and waste
(4) 11. Seats and tables or other writing surfaces which encourage hygienic and comfortable posture

**Evaluations.** Following are the evaluations of the checklist.

(1) x. How well are the above facilities provided?
(1) y. How well are these facilities used or adjusted to assure health?
(2) z. How well do pupils discharge their responsibility for proper care and use of these facilities?

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19 Ibid., p. 108.  
20 Ibid.
Comments.—The school makes few of the above provisions for the comfort and convenience of the pupils. The lack of sufficient funds prevents the school from buying much needed equipment.

Near the door of every toilet-room or directly outside should be sinks, hot and cold water, soap and towels. A child should be taught health habits early in life. The shower rooms should be equipped with antiseptic basins to keep down foot diseases. Dressing rooms should be supplied with lockers and forced ventilation to insure the drying of all sweaty athletic equipment. There should be some method of providing each pupil, who uses the shower, with a clean dry towel every day.

Every effort should be made by school officials to provide equipment to promote cleanliness and to prevent contagious diseases in the school.

2. Safety

Checklist.—Following is the checklist and the rating of each item:

Provision is made for:
(1) 1. Properly maintained guards or screens on machinery and belts
(2) 2. Heavy protective screens on windows and light fixtures of the gymnasium
(M) 3. Mats, padding on sharp corners, screening on radiators, and other precautions against accidents in the gymnasium

(4) 4. Proper arrangement and installation of furniture and fixtures
(5) 5. Lockers and drinking fountains so located that they do not interfere with traffic
(4) 6. Proper and adequate storage and care of chemical and other dangerous laboratory materials
(4) 7. Gangs, fire extinguishers, and other fire fighting equipment always in good working order
(4) 8. Adequate facilities for caring combustible materials in storage

Evaluations.—Following are the evaluations of the checklist.

(3) x. How well are the above facilities provided?
(3) y. How well are these facilities used or adjusted to assure safety?
(3) z. How effectively are undesirable conditions, if any, being corrected?

Comments.—There are no screens on windows and light fixtures in the gymnasium because they are located so high that breakage seldom occurs. The best of precautions was taken in designing the gymnasium to remove from the playing area all sharp corners and other conditions likely to cause accident.

Dangerous chemicals and combustible materials are adequately stored and safe from curious children.

Fire gongs are hand manipulated but are located over the building so that a gong is always accessible in case of an emergency.

Undesirable conditions affecting the safety of children are always corrected when they are discovered.

23 Ibid.
D. Cafeterias, Dining Rooms, and Kitchens

Checklist.—Following is the checklist and the rating of each item:

1. All dining rooms, cafeterias, and kitchens are clean and sanitary
2. Undesirable odors are properly vented and kept out of the dining rooms
3. Proper air conditions are maintained
4. Furniture and fixtures in dining rooms are attractive
5. Table linens and silver are attractive and sanitary
6. Diligent care is exercised in the purchase of food to assure its purity
7. Adequate provisions are made for proper preservation of food
8. Food is adequate in quantity and of such variety as to assure a proper diet
9. Food is attractively served

Evaluations.—Following are the evaluations of the checklist:

x. How adequate are provisions for the proper selection, preparation, and care of food?
y. How adequate are provisions (service and equipment) for properly serving food?
z. How well do pupils do their part in providing and maintaining desirable and proper conditions in dining rooms?

Comments.—The lunch room in the school is under the supervision of the Works Progress Administration. The school has little to do with its operation. Lunches are served free to all children.

The kitchen is large, airy and well screened. The

\[24\text{ Ibid, p. 109}\] \[25\text{ Ibid.}\]
dining room adequately meets pupil needs. All food served is prepared according to the specifications of a government dietitian and is pure and wholesome.

II. ECONOMY AND EFFICIENCY

A. The Site

Checklist.—Following is the checklist and the rating of each item:

(4) 1. The site is readily accessible to the school population
(–) 2. It is readily accessible over hard surfaced roads and adequate walks
(a) 3. It is sufficiently extensive for building and play needs, driveways, landscaping, etc.
(a) 4. Play areas are readily accessible
(a) 5. The site has possibility of future expansion, extension, or adaptation without too great cost
(4) 6. It is as near the center of the school population as other pertinent factors make advisable

Evaluation.—Following is the evaluation of the checklist:

(a) 2. How well does the site promote economy and efficiency?

Comments.—The school site is readily accessible to all the school populations. It is as near the center of the school population as possible. The site is large enough to provide for driveways, landscaping and play areas.

27 Ibid.
addition to the football field, each child has at least two hundred square feet of space, which is the amount usually recommended.\footnote{28}

The soil is sandy and water never stands more than a few minutes after even the heaviest rains. The grounds are level except where the sand has been whipped out by the force of wind.

The grounds are badly in need of sodding to prevent erosion by the wind. The grass that covers the grounds is so sparse that it does not withstand the wear of many feet trampling over it. The soil should be fertilized, resodded and watered regularly.

B. The Building

1. Flexibility

Checklist.—Below is the checklist and the rating of each item.

\begin{itemize}
\item[\(\times\)] 1. The building is so planned that it may be expanded to meet future demands because of increased attendance or modified educational plans or instructional needs without too great cost
\item[\(\times\)] 2. It has non-bearing classroom partitions so that change in dimensions and arrangement of rooms may be readily effected
\item[\(\ast\)] 3. It is so planned that the library and study hall space can be readily adapted to changing library and instructional needs
\end{itemize}

\footnote{28 Ayres, Williams and Wood, \textit{Healthful Schools}, p. 6.}
(4) 4. Provision is made for expansion of the heating plant in case the building is enlarged

5. Rooms designed primarily for one purpose are so planned as to serve other purposes also

6. A few classrooms are smaller and a few others larger than the normal sized rooms

7. Provision is made for entrance to and exit from certain rooms or areas commonly used by the public or at night while other parts of the building are closed

8. Provision is made for heating and lighting certain used rooms or areas without heating or lighting other parts of the building.

Evaluations.—Following are the evaluations of the checklist.

(2) y. How well does the building provide for flexibility?

(2) x. How effectively is the available flexibility used?

Comments.—The building is so designed that economical expansion could not be made. Changes in dimensions of classrooms are impossible without major alterations. All classrooms are approximately the same size and are similarly designed. There are five entrances to the building, but no parts of the building may be opened separately. Each room has its individual heating system and can be heated independently of the other rooms.

The Collinsville School building was constructed without any regard for future needs. Smith has this to say of planning new school buildings:

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Kib.
The building should be so planned that additions can be constructed without necessitating extensive changes in the existing structure. It should be flexible; that is, the building should be so constructed that the interior walls can be removed, thus making it possible to throw two or more rooms together, should that be desired.31

2. Economy of space

Checklist.—Following is the checklist and the rating of each item.

Facilities for promoting economy of space include:

1. Administrative office space, well planned, centrally located, and accessible to the public
2. Well planned space for the clerical and accounting staffs
3. Work room space for the custodial staff
4. Conveniently located service and supply closets with sinks and running water for the custodial staff
5. The major portion of the floor area devoted to instructional purposes
6. General storage space readily accessible to the rooms in which equipment and supplies are used32

Evaluations.—Following are the evaluations of the checklist.

1. How well are such provisions as the above met?
2. How effectively are deficiencies, if any, being corrected, or if facilities are good, how well are they being maintained?33

Comments.—The original design of the building had no provision for an administrative office. However, the need for an office became so great, a space approximately ten

31Business Administration of Public Schools, p. 334.
33Ibid.
feet by six feet was walled in and called the office of
the superintendent. The superintendent's duties have
grown considerably in the last thirty-five years and the
office is very inadequate.

The custodial staff has no work room of any kind. It
becomes a problem to the janitor in cold weather to keep
warm as no stoves are accessible to him.

Storage space is limited in the school. There are no
closets or built-in features in any of the rooms.

From the preceding discussion of the building it can
be plainly seen that the greater part of the floor space
is devoted to classrooms.

Smith\textsuperscript{34} suggests that approximately sixteen per cent
of the floor space be devoted to administration purposes
of all kinds and that fifty per cent of the floor space be
devoted to instructional purposes.

The office of the superintendent or principal should
be located so that it can be easily reached from every part
of the building. Where it is possible, it is advisable to
have a small reception room attached to the main office.\textsuperscript{35}

If possible the janitor should have an office in the
basement equipped with a desk and two or three comfortable
chairs.

\textsuperscript{34}Business Administration of Public Schools, p. 348.
\textsuperscript{35}Ayres, Williams and Wood, Healthful Schools, p. 46.
There should be at least two store rooms in every school building. One should be used to store janitor's supplies and the other used for books and papers. Storage rooms should be fireproofed.36

3. Other factors affecting efficiency and economy

Checklist.—Following is the checklist and the rating of each item.

Other factors affecting efficiency and economy are:
(+) 1. A plain, effective roof with adequate gutters and downspouts
(+) 2. Freedom from such ornamentation and architectural features as tend to promote deterioration
(+) 3. Arrangement of driveways, doorways, and floor levels to facilitate truck deliveries
(+) 4. Provision for individual lockers on classroom floors so located as to be easily accessible
(+) 5. Sound-proofed or deadened floors and walls of halls, auditorium, cafeteria, and other rooms housing noise producing activities
(+) 6. Good acoustic properties in the auditorium37

Evaluations.—Following are the evaluations of the checklist.

(+) y. How well are such provisions as the above met?
(+) z. How effectively are undesirable conditions, if any, being corrected or, if conditions are good, how well are they being maintained?38

Comments.—The building is equipped with a plain roof with adequate gutters. There are balconies over two entrances that have deteriorated and have become ugly spots

36 Ibid.
38 Ibid.
on the building. Trucks are able to drive up to the doors and unload. The walls of the building do not transmit sounds readily. The auditorium has poor acoustical properties.

The balconies should be torn down and plain entrances installed. Ayres, Williams and Woods\(^{39}\) say that the American public is becoming convinced that frills on school buildings are not only poor taste but cost much more than plain lines and add nothing to the educational value of the building.

The acoustical properties of the auditorium might be improved by hanging curtains and changing the design of the stage.

C. Equipment and Supplies

**Checklist.**—Following is the checklist and the rating of each item.

Facilities such as the following are provided:

\[ 1. \text{Teaching and learning materials wherever needed} \]
\[ 2. \text{Working materials and facilities for the administrative and supervisory staffs} \]
\[ 3. \text{Working materials and facilities for the library staff} \]
\[ 4. \text{Working materials and facilities for the clerical and accounting staffs} \]

\(^{39}\) *Healthful Schools*, p. 14.
(2) 5. Working materials and facilities for the custo-
dial and maintenance staffs
(-) 6. Telephone and communication facilities, in-
ternal and external
(0) 7. Public address system
(-) 8. A signal system, centrally controlled 40

Evaluations.—Following are the evaluations of the
checklist.

(2) y. How adequate are such facilities as the above?
(2) z. How efficiently are they being used? 41

Comments.—Teaching and learning materials are limited.
Paper, envelopes and stamps are practically all the work
materials furnished the administrative staff. The librarian
is furnished ten dollars worth of library supplies per year.
There is neither an internal telephone system nor a public
address system in the school. The period bell system is
poor. The bell is manually rung by the janitor who often
forgets to ring it on time.

The teaching and administrative staff need more sup-
plies and working materials. Essentials should not have
to be paid for by the teachers.

A clock-controlled signal system would soon pay for
itself in the school. It takes approximately forty-five
minutes of the janitor's time to ring the bells in one day.
This automatic signal would be much more satisfactory for
teachers and pupils as well.

40 Co-operative Study of Secondary School Standards.
41Evaluative Criteria, p. ill.
42Ibid.
III. The Educational Program of the School

A. The Site

Checklist.—Following is the checklist and the rating of each item.

(4) 1. The environment is socially and culturally wholesome
(2) 2. The environment has definite elements of beauty and is free from ugliness
(4) 3. The location does not obliges many of its pupils to pass through unwholesome areas in walking to and from school
(4) 4. The site is sufficiently extensive and adaptable to accommodate all desirable educational activities
(4) 5. Its layout prevents playground noises and games from interfering with study, classroom, and office activities
(4) 6. Trees, shrubs, flowers, and lawns are placed so as to promote the beauty of the building and cultivate the appreciation of beauty
(4) 7. The appearance of the grounds is such as to encourage pupils operation in their proper maintenance

Evaluations.—Following are the evaluations of the checklist.

(5) y. How well does the site make such provisions as the above?
(5) z. How well are conditions being improved or, if good, being maintained?

Comments.—The environment of the school is completely satisfactory. It is culturally and socially wholesome and is free from any elements of ugliness. None of the students are required to walk through any unwholesome areas to reach school.

42 Ibid. 43 Ibid.
The site is sufficiently large to accommodate all of the school's educational opportunities and to meet all reasonable expansion in the future. The playgrounds are located well away from classrooms. Trees and shrubs have been planted around the building, but they have not grown satisfactorily due to the infertile soil. At all times the grounds are kept neat and tidy so as to encourage habits of neatness among children.

B. The Play Areas

Checklist.—Following is the checklist and the rating of each item.

1. The space available is carefully planned and utilized
2. Certain areas are surfaced and marked for specific sports and games
3. Facilities are provided for a large variety of sports and games
4. Screens and fences are provided wherever needed
5. Necessary supplies and equipment are available
6. Bleachers are provided for spectators

Evaluations.—Following are the evaluations of the checklist:

y. How well are such facilities as the above provided?
5. How well are the facilities which are provided being used?

Comments.—The grounds of the Collinsville School are approximately three hundred yards long and one hundred

\[44\text{Ibid., p. 112.}\]  
\[45\text{Ibid.}\]
yards wide and offer adequate facilities for a large variety of sports and games. Certain areas of the grounds are marked off for specific sports. There is no need for screens, fences or bleachers on the school grounds.

Cook\textsuperscript{46} recommends for a school of this size a play area — one hundred sixty yards long and one hundred fifty yards wide.

C. The Building

1. Aesthetic factors, influences, and values

\textbf{Checklist}. Following is the checklist and the rating of each item.

\begin{itemize}
\item[4] 1. The type of architecture harmonizes with such environmental factors as climate, city or open country, and other buildings
\item[5] 2. The materials and workmanship of the building, both interior and exterior, are aesthetically satisfying
\item[5] 3. All architectural features such as columns, color, windows, doorways, decorations, etc., have aesthetic value and promote appreciation of beauty
\item[5] 4. The colors of the walls, ceilings, and trim harmonize and are appropriate, thus promoting beauty and the appreciation of beauty
\item[5] 5. The appearance of the building, both exterior and interior is such as to encourage pupil cooperation in its proper maintenance.
\end{itemize}

\textbf{Evaluations}. Following are the evaluations of the checklist.

\textsuperscript{46}E. A. Cook, \textit{High School Administration}, p. 85.

(2) x. How great is the aesthetic appeal or value of the exterior of the building, considering material, architecture, and relation to environment?

(2) y. How great is the aesthetic appeal and value of the interior of the building?

(2) z. To what extent does the building stimulate maintaining or improving beauty, both interior and exterior? 

Comments.—The aesthetic appeal of the Collinsville School building is very low. The building is old and the type of architecture is out of date. Windows, doorways and decorations have deteriorated until they are ugly and unpleasing to the eye. The inside walls are kept neat and freshly painted. Defacements of any kind are not allowed to remain on the walls of the building.

The general outside appearance of the building can be improved by painting the window frames and the doors and by carefully landscaping the grounds to hide defects in the building.

2. Adequate space

Checklist.—Following is the checklist and the rating of each item.

Adequate amount of space (for classrooms, laboratories, offices, etc.) is provided for each of the following:

- 1. English
- 2. Foreign languages
- 3. Mathematics
- 4. Social studies
- 5. Natural Studies

Ibid.
6. Industrial arts
7. Agriculture
8. Arts and crafts
9. Music
10. Business education
11. Health and physical education
12. Shower, locker, and dressing room needs
13. Medical and health program
14. Reading and study activities of pupils (including library)
15. Auditorium and stage activities, including stage and ample dimensions, storage and dressing room space
16. Pupil activity program
17. Conferences, counselling, etc.
18. Administrative activities
19. Cafeteria and lunch rooms

Evaluations.—Following are the evaluations of the checklist.

(5) x. How adequate is the space provided for classrooms?
(5) y. How adequate is the space provided for laboratories?
(3) z. How adequate is the space provided for special service?

Comments.—There is adequate space for all school activities except for administration and physical education needs. All classrooms are approximately twenty-five feet by thirty feet which is much larger than recommended which are twenty-eight feet by twenty-one feet. The study hall is approximately forty feet by fifty feet and seats adequately eighty students.

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49 Ibid. 50 Ibid.

51 Cook, High School Administration, p. 93.
Dressing rooms are small and entirely inadequate, especially when there are visiting teams. Dressing facilities are further cramped by the showers being in the dressing room. With little expense the dressing quarters could be enlarged and a separate shower room built. Lockers should be added to the dressing room for the protection of clothing and other valuables.

Administration of the school is badly hampered due to lack of proper facilities. The grammar school principal, the high school principal and the superintendent are forced to occupy the same office. There is no room in the office to hold conferences with students. All conferences with students and teachers must be held in the laboratory or an unoccupied schoolroom. In the present building it is impossible to provide offices for the administrative activities without too much expense or having to reduce the size of a classroom.

3. Fixtures which facilitate the educational program

Checklist.—Following is the checklist and the rating of each item.

Fixtures which facilitate the educational program include:

1. Electrical outlets, including wall and floor plugs, wherever needed

2. Good blackboards, well mounted at the proper height, in all rooms used for instructional purposes
3. Adequate bulletin and mounting board space in all rooms used for instructional purposes
4. Bulletins and mounting boards for educational or communication purposes in offices, corridors, study hall or wherever needed
5. Display cases, cabinets and other means of exhibiting products and materials
6. Gas outlets, conveniently located, wherever needed
7. Sinks and lavatories with hot and cold water wherever needed
8. Comfortable, noiseless seats in the auditorium
9. Good curtain and stage properties
10. A gymnasium floor so marked as to facilitate
11. Permanent equipment to facilitate a modern physical education program
12. Facilities for locking all cabinets, drawers, rooms, etc.

Evaluations.—Following are the evaluations of the checklist.

(2) x. How adequately are such facilities as the above provided?
(3) y. How effectively are they used?
(3) z. How well do pupils accept the responsibility for proper use of these facilities?

Comments.—The electrical facilities of the building are very poor. The blackboards are well mounted but are showing signs of use. Display cabinets are few in number and are of poor construction. There are no lavatories in the building. The stage properties are inadequate. Physical education equipment is limited to a few bats and balls.

The blackboards are of plaster, which has been smoothed

53 Ibid.
54 Ayres, Williams and Wood, Healthful Schools, p. 53.
and painted black. They have cracked and peeled until repair would be costly. Slate boards are recommended where they can be afforded because they offer excellent writing surfaces and practically never wear out.

Lavatories should be installed in toilets, gymnasium, lunchroom and where special cleanliness is desired. This involves heavy expenses but the returns in improved health and better habits justify the investment.

The gymnasium and playgrounds should be adequately equipped to insure a sound program of physical education.

4. Suitable library facilities

Checklist.—Following is the checklist and the rating of each item.

(-) 1. The space allocated to the library is definitely planned for library purposes; a workroom for the librarian is included
(1) 2. The library is centrally located
(1) 3. The library is easily accessible
(1) 4. The library is in a quiet location
(-) 5. The shelving space is adequate for present needs and future growth
(0) 6. Shelves are adjustable
(1) 7. Shelving is so arranged that all books are easily accessible—open shelves with no high top shelf
(1) 8. Shelving and illumination are so arranged that all titles are readily legible
(0) 9. The floor covering is of battleship linoleum, linotile, or similar approved library floor covering
(1) 10. Wall tints, trim, and other decorative features harmonize with the spirit and purpose of the library
(0) 11. Conference rooms for librarian, pupils and teachers are readily accessible

55. Ibid.
12. The following equipment is supplied:
   a. Chairs and tables of suitable size and type
   b. Loan desk
   c. Cabinets and other filing equipment
   d. Table or stand for dictionaries and atlases
   e. Conveniently accessible card catalog cabinet
   f. Newspaper and magazine racks or other means of making periodicals accessible
   g. Typewriter with suitable desk and chair
   h. Library supplies as needed
   i. Bulletin boards
   j. Appropriate means of beautification

Evaluations.—Following are the evaluations of the checklist.

(3) x. How adequately are the above facilities provided?
(4) y. How extensively are they used?
(4) z. How well do pupils discharge their responsibilities for the proper use and care of library facilities?

Comments.—The space allocated to the library is well planned, centrally located, quiet and easily accessible. The shelving space is adequate for the present but somewhat limited for future growth. Shelves are not adjustable but are so arranged that books are easily accessible. There are no work rooms or conference rooms connected with the library. The wall tints and other decorative features are in good taste and harmonize with the rest of the building. The library is equipped with a loan desk, bulletin board, chairs and tables, means of making periodicals accessible and appropriate pictures and ornaments. The library is

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57 Ibid.
extensively used by the pupils. They accept and carry out their responsibilities for the proper use and care of the library facilities.

D. Equipment and Supplies

1. Facilities in rooms used for instructional purposes

**Checklist.**—Following is the checklist and the rating of each item.

All rooms used for instructional purposes have such facilities as:

1. Equipment and supplies definitely planned for and adapted to the learning activities of each room
2. Equipment and supplies of good materials and construction
3. Equipment whose material, workmanship, and design have aesthetic qualities and values
4. Pupils' chairs, desks, and tables which are comfortable and encourage correct posture
5. Globes, maps, and charts readily available whenever needed
6. Lanterns, slides, and screens readily available whenever needed
7. Silent motion picture
8. Motion picture with sound effects
9. Radio
10. Teacher's desk and chair
11. Dustless crayon and good erasers, rulers, pointers, etc., wherever needed
12. Adequate cabinet, shelving and filing facilities
13. Clocks wherever needed

**Evaluations.**—Following are the evaluations of the checklist.

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58Ibid., p. 114.
(3) x. How adequately are the above facilities provided?

(4) y. How effectively and extensively are they used?

z. How well do pupils care for and use equipment and supplies?59

Comments.—The desks are of good materials and are well made but they are of old fashion type and non-adjustable. Most of the seats are of uniform size and designed to fit the average child of each grade.

Globes, maps and charts are fairly adequate but it would be more convenient to teachers and pupils if the supply were more plentiful. Dustless crayon and good erasers are provided in each classroom. There are no clocks in the building. None of the rooms are equipped for motion pictures, radio or inter-communication. Few of the rooms have adequate cabinet space.

Ayres, Williams and Wood60 recommend the use of adjustable desks in the school room or the use of several sizes of desks in the room so as to fit each child properly. The latter method, however, would not necessarily be successful in the Collinsville School as every seat in the room is usually filled and would give the last pupils to enter the room very little selection of seats. In order not to involve too great expense at one time, the school should

59 Ibid.

60 Healthful Schools, p. 57.
gradually replace its out-of-date desks with modern adjustable seats.

Motion pictures and radios are fast taking their place beside textbooks in the instructional field and every school should provide its classrooms with facilities for these modern teaching aids.

2. Facilities in rooms used for special instructional purposes

Checklist.—Following is the checklist and the rating of each item.

The following rooms are adequately equipped for their purpose:

(•) 1. Science laboratories
(•) 2. Social studies laboratories and conference rooms
(•) 3. Home making laboratories
(•) 4. Agricultural laboratories and other facilities
(•) 5. Shops
(•) 6. Business education
(•) 7. Music rooms
(•) 8. Arts and crafts rooms
(•) 9. Health and physical education rooms
(•) 10. Auditorium
(•) 11. Offices and conference
(•) 12. Staff work rooms

Evaluations.—Following are the evaluations of the checklist.

(3) y. How adequately are the above rooms equipped for their purpose?

(3) z. How effectively is the equipment which is provided being used?

Comments.—The science laboratory is adequately


62. Ibid.
equipped for a school of this size. There is approximately eleven hundred dollars worth of equipment in the laboratory. The business education department is equipped with fourteen modern typewriters, suitable tables and chairs. Rooms for social studies are adequately equipped with maps, charts and globes.

The science laboratory needs ventilating to remove undesirable fumes. The business education department needs to add other office machines, such as calculators, dictaphones and duplicators. The stage in the gymnasium needs remodeling and modern furnishing needs to be added.

IV. Relation of the School Plant to the Community Checklist.—Following is the checklist and the rating of each item.

(0) 1. The school plant is a part of an organized city or community planning program
(=) 2. The plant and facilities and their maintenance are such that they are matters of community pride and families are likely to be attracted to the community as permanent residents
(=) 3. Classrooms and special rooms are made available for adult education
(4) 4. The auditorium is made available for community programs
(4) 5. The gymnasium is made available for community health education and recreation
(0) 6. Club rooms and facilities are made available for social activities of the community
(4) 7. Use of play areas by the community is permitted

63Ibid, p. 115.
Evaluations.—Following are the evaluations of the checklist.

(4) y. How adequately do the facilities provided meet the need of the community?

(2) z. How extensively are the facilities which are made available being used by the community?

Comments.—The school plant is not the result of an organized community planning program. The building is the result of a present felt need without any regard for future needs or plans. The school plant is not a matter of community pride and is not likely to attract families to the community as permanent residents.

The entire facilities of the school are always available for any reasonable public activity. The gymnasium is used occasionally for lectures and public meetings, but other than that, little use is made by the community of the facilities offered by the school.

V. Supplementary Data

The original building was constructed in 1904. It was remodeled in 1925. A gymnasium was built in 1936. The heating system is gas-steam radiators. No means of ventilation are provided except by windows, and air shafts which are the remains of an old hot air heating plant. The school provides no lockers for use by the children.

\[64\] Ibid.
VI. General Summary of the School Plant

The best elements or characteristics of the school plant are: it adequately houses the present school population, it is conveniently located and its grounds are well drained.

The respects in which the school plant is in greatest need of improvement are: toilet facilities and sewerage, locker and closet space, shower and dressing rooms, and illumination of halls.

The school has made no improvements to its plant in the last two years, and no improvements are definitely planned for the future.

VII. General Evaluation of the School Plant

Evaluations.--Following are the general evaluations of the school plant.

(3) y. How well does the school plant accord with the philosophy of education?
(3) z. How well does the school plant meet the needs of the community and pupil population?

Comments.--The school plant is fairly well in accord with the school's philosophy of education. Every possible facility is made available for proper learning on the part of the children. Lack of finance prevents the school from having much needed equipment. Where funds are available

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65 Ibid., p. 116.
the equipment that is needed by the largest number of pupils and teachers is purchased. There is no foolish buying of equipment for the school.

The health of the school child is foremost in the minds of school officials and often unhealthy conditions are remedied with borrowed money or donated labor.

Factors regarding the safety of the school children are always studied by the administration, and equipment likely to cause accident is repaired or discarded.

The building and grounds adequately meet the needs of the community and the pupils. There is no over-crowding in any of the classrooms and adequate playground space is provided at all times.

**VIII. Summary and Recommendations for the School Plant**

The evaluations made of the school plant of the Collinsville High School are summarized in Table 49. Each primary score is plotted on its appropriate thermometer and the summary score of the main areas given in the table is plotted on the summary thermometer.

The Collinsville School, in its school plant, is as good as or better than forty-nine per cent of the schools rated by the Co-operative Study of Secondary School Standards. It stands nine points above the average small school, two points above public schools in general, and twelve points above the average Southern school. Its high rating
### TABLE 48

**SUMMARY FORM OF THE SCHOOL PLANT**

<table>
<thead>
<tr>
<th>Title of Measure</th>
<th>Computation of primary school scores</th>
<th>Computation of secondary school scores</th>
</tr>
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<td>Evaluations</td>
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<tr>
<td>Health and safety-- Site</td>
<td>1-y 1-z 2-y 2-z</td>
<td>15</td>
</tr>
<tr>
<td>Health and safety-- Building</td>
<td>1-y 1-z 2-x 2-y 2-z 3-y</td>
<td>26</td>
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<td></td>
<td>3-z 4-y 4-z 5-y 5-z</td>
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</tr>
<tr>
<td>Health and safety-- Equipment</td>
<td>1-x 1-y 1-z 2-x 2-y 2-z</td>
<td>13</td>
</tr>
<tr>
<td>and supplies</td>
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<td>Service</td>
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<tr>
<td>Economy and efficiency-- Building</td>
<td>2 2 1 1 3 2</td>
<td></td>
</tr>
</tbody>
</table>

*Note: Values represent specific evaluations and calculations for each measure.*
<table>
<thead>
<tr>
<th>Title of Measure</th>
<th>Computation of primary school scores</th>
<th>Computation of secondary school scores</th>
</tr>
</thead>
<tbody>
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<td></td>
<td>Evaluations</td>
<td>Total</td>
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<td>4</td>
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<td>Educational program--Building</td>
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<td>38</td>
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<tr>
<td>Educational program--Equipment and supplies</td>
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<tr>
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<td>6</td>
</tr>
<tr>
<td>General evaluation</td>
<td>$y$ 3 3</td>
<td>6</td>
</tr>
</tbody>
</table>

Total: ........................................... 4808
Summary score: ................................... 48
Equivalent percentile: .......................... 49

*For the use of this form, see "How to Evaluate a Secondary School", pages 92-97."
Fig. 15. Graphic rating of the school plant of Collinsville High School.
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

2. Supervision of Instruction

3. Business Management

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.
is due chiefly to the site which is an excellent place for educational purposes.

This school, in health and safety of the building, is as good as twenty-three per cent of the schools rated. It stands twenty-one points below the average small school and eighteen points below the average Southern school.

This school, in economy and efficiency of the building, is as good/or better than five per cent of the schools rated.

In regard to the economy and efficiency of equipment, the school is as good/or better than eight per cent of the schools rated.

The Collinsville School, in order to better serve the educational interests of the community, should rebuild its main building and install modern equipment. A janitor should be employed during the summer months to take care of the grounds and to make repairs to the building.

All electrical wiring in the building should be torn out and replaced with new wiring by a licensed electrician.
CHAPTER XII

SCHOOL ADMINISTRATION

"Through a long process of evolution the control of the public schools has passed from the community as a whole to a selected group which is given the entire control of the community's public educational institutions. As duties of administration have become more complex, this group has given the professional phases of its work to a specially trained executive officer."

The field of educational administration is relatively new. Until about twenty-five years ago, problems of the school were simple and easily solved by the board of control or in some cases, the electors of the district.

Within twenty-five years technical studies have been made and scientific methods have been introduced. Life problems have become more complex and educators are becoming concerned with new principles and ideas of learning. Education has become one of the largest business enterprises in every community and directly affects the daily lives of the majority of the people living within the

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1 H. P. Smith, Business Administration of Public Schools, p. 6.
community. The administrative head of such a great enterprise should have administrative ability and be especially trained for the task.

The administrative head of the school should be responsible for the selection and assignment of all school employees and for the administration of the educational program, and the business management of the school. He should also be responsible for an adequate supervision of instruction.

Education in and for a democratic society is a task so difficult and comprehensive, calls for the expenditure of such considerable funds, affects the well-being of so many pupils, challenges the interest and support of so many parents and other patrons, requires the services of so many individuals, and influences the welfare of democracy itself in such degree that it is of necessity a co-operative enterprise. Enlisted with the administrative staff in this enterprise are the board of control, the school staff, the pupil population, the parents, and the entire school community as well as the larger communities of which it is a part.2

I. Organization

A. The Board of Control

Checklist.—Following is the checklist and the rating of each item.

(4) 1. The board of control has rules and regulations for determining its policies, organization, and procedures

(4) 2. The board holds regular meetings at stated times

(4) 3. The board keep accurate minutes of all its proceedings

(4) 4. The board acts as a judicial and policy determining body; it delegates all executive functions to the administrative head of the school system

(4) 5. The board elects school employees only on recommendation of the administrative head of the school system

(4) 6. The board authorizes the preparation and presentation of an annual budget, which it studies, publishes, modifies if desirable, and adopts

(4) 7. The board and superintendent of schools, with the advice of the principal, formulates regulations regarding the use of the school plant and other school property

(4) 8. The board functions only when in official session; at other times its members have no authority regarding school matters, except as specifically authorized by the board

**Evaluation**—Following is the evaluation of the checklist.

(4) 9. How well do such statements as the above characterize the activities and relationships of the board of control?

**Comments**—The Collinsville School Board holds regular meetings on the first Tuesday night of each month and called meetings as emergencies demand. The board has rules and regulations for determining its policies and keeps accurate minutes of all its proceedings. The board, in the election of teachers, does not always ask the superintendent for recommendations. The superintendent prepares the budget.

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3 Ibid, p. 122. 4 Ibid.
required by the state and the board accepts it without debate. No member of the board, outside an official session, can obligate the school board in any way except when he is specifically authorized by the board to do so.

The Collinsville School Board makes two mistakes. The first is the hiring of teachers without the recommendations of the superintendent. The second is its lack of interest in the preparation of the school budget. No superintendent should ever permit the hiring of teachers without his approval. The Collinsville School has grown from a small school where the head man was usually young and without teaching experience. The board naturally assumed the task of selecting the teachers. As the school grew, and the office of the superintendent was created, the board neglected to give its task of selection of teachers to the superintendent who is qualified and trained in the field of school administration.

Budget making is one of the most important functions of the school officials. The superintendent with the aid of his staff should prepare the annual budget of the school. The school board should revise the budget and formulate it into its final form. The budget in its final form should

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be submitted to the public through newspapers or other mediums.

B. General Policies

Checklist.—Following is the checklist and the rating of each item.

(a) 1. All employees understand that their positions and all organizations in the school exist for the promotion of the educational program and the welfare of pupils and are therefore secondary in importance to those ends.

(b) 2. Authority and responsibility are vested in certain officials who may delegate some of this authority to others. All relationships, however, are democratic and co-operative rather than authoritative and arbitrary.

(c) 3. When responsibility is delegated, commensurate authority is delegated also, but supervision is exercised by the person delegating the authority.

(d) 4. Units and individuals within the system understand their duties and interrelationships and function as parts of an integrated system.

(e) 5. Pupils are helped to understand the aims and policies of the school and their relation to pupil interests and purposes.

(f) 6. The school does not permit the exploitation of its staff members and pupils by any agency or for any purpose.

(g) 7. Teachers teach only in those subject fields in which they have made adequate preparation.

(h) 8. Teachers have four or less different daily class preparations.

(i) 9. All income intended for school purposes is collected and made available for the schools; there is no diversion of school funds to other purposes.

(j) 10. A complete audit of the school's financial records and accounts is made at least annually or semi-annually by a competent authority.7

Evaluation.—Following is the evaluation of the checklist.

(4) z. How well do such provisions as the above characterize the school's general policies?8

Comments.—The authority and the responsibility of the school is vested in the superintendent who may delegate some of this authority to others. There is no exploitation of the staff members and pupils of the school by any agency or for any other purpose.

Teachers are teaching in fields in which they have at least two years college preparation. Teachers usually teach five classes a day and keep two or more study halls or have other activities to perform.

The school maintains a separate depository and the treasurer is bonded and held accountable for all funds belonging to the school. At the close of the school year the state audits all the school accounts.

The most accepted method of school control is where the school board invests no one with authority but the superintendent who may in turn delegate part of this authority to others who are responsible to him for their activities. The school board holds the superintendent responsible for the proper functioning of the school.9

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8Ibid.

9Smith, Business Administration of Public Schools, pp. 30-40.
C. The Superintendent of Schools

Checklist.—Following is the checklist and the rating of each item.

(a) 1. The superintendent, through regular systematic reports, keeps the board of control informed regarding the school’s objectives, achievements, needs, and plans for the future.

(a) 2. He is responsible for the annual preparation and presentation of an educational and of a financial program for the coming year.

(a) 3. He recommends teachers and other employees for appointment only after careful consideration and solely on the basis of fitness for specific positions.

(a) 4. He is responsible for the systematic supervision of all school employees and of their school activities.

(a) 5. He is responsible for a continuous, efficient program of school and community relations.

(a) 6. He is responsible for the efficient administration of the business affairs of the school system.

(a) 7. He is responsible for taking an accurate school census at least annually and for the efficient organization and use of the resultant data.

(a) 8. He is responsible for an efficient system of school and pupil records.

(a) 9. He is responsible for systematic research investigations for use as a basis for long-time planning of the educational program.

(a) 10. He delegates to other employees certain clearly defined responsibilities, grants them commensurate authority, and requires efficient performance.

(a) 11. He consults co-workers freely and makes them feel that suggestions concerning themselves, their tasks, or the general school welfare will be duly considered.

(a) 12. He is the professional leader of his staff and the educational leader of the school community.10

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Evaluations.—Following are the evaluations of the checklist.

(4) y. How well does the person responsible for the preceding functions exemplify leadership ability
(4) z. How effectively are such functions as the above performed?11

Comments.—The superintendent is responsible for the systematic supervision of all school employees and their school activities, an efficient administration of the business affairs of the school system, a continuous and an efficient program of school and community relations.

He delegated to the principal of the high school certain definite responsibilities and grants him suitable authority and requires efficient performance from him.

He consults teachers frequently and suggestions they make concerning themselves, their tasks, or general school welfare are duly considered.

He is the professional leader of his staff and the educational leader of the community. Smith says the following are the qualifications of a good superintendent:

Since all school problems are fundamentally educational and since each has a financial aspect, the school executive must be a master of both phases of his work that he may secure proper relationships among the various factors involved. He must be an educator to be able to administer the educational affairs of his school system; he must be a business man at the

11 Ibid.
same time to secure the necessary funds and to supervise their expenditure in the proper manner. He must also be a publicity man to secure and maintain the support of the public. 12

D. The Principal

Checklist.—Following is the checklist and the rating of each item.

(4) 1. The principal is the delegated and responsible head and professional leader of the school but is always accountable to superior authorities

(3) 2. He participates in the selection of teachers for his staff

(4) 3. He consults with the professional, clerical, and custodial staffs, organizes them, assigns each member responsibility on the basis of fitness, and invests each with commensurate authority

(4) 4. He invites all staff members to participate in plans for the improvement of the school program or procedures, particularly those phases which concern particular staff members

(4) 5. In consultation with his co-workers, he formulates school policies on a long-time basis

(4) 6. He equalizes, as far as feasible, the load assigned teachers and members of other staffs

(4) 7. He emphasizes proper care and the efficient use of supplies and all other school property

(4) 8. He is responsible for the regular inspection of the school plant in order that proper use, maintenance, and hygienic conditions may be assured

(4) 9. He systematically studies the school plant for greater utilization and more effective use

(4) 10. He formulates a time schedule that reduces routine matters to a minimum and allows maximum time for professional duties

(4) 11. He keeps regular office hours

(4) 12. He is responsible for the preparation of a good schedule of classes and of other school and pupil activities

12 Smith, Business Administration of the Public School, pp. 9-10.
(N) 14. He is responsible for an adequate safety program—traffic control, fire drills, fire and accident prevention, etc.

(-) 15. He is responsible for the proper operation of the pupil activity program and for faculty growth in the ability to sponsor pupil organization.

(-) 16. He is responsible for an adequate guidance program.

(-) 17. He is actively instrumental in the development and use of a good library.

(-) 18. He is responsible for the public relations program of his school.

(□) 19. He supervises all faculty members and other employees of the school and stimulates constant improvement on their part.

(-) 20. He gives special attention to the proper induction of new teachers into the school and community.

(-) 21. He makes frequent reports to his superiors regarding status and progress of the school.

(□) 22. He reserves time for professional reading and professional contracts in order to promote his own improvement and that of the school.

Evaluations.—Following are the evaluations of the checklist.

(3) y. How well does the person responsible for the above functions exemplify leadership ability?

(3) m. How extensively does he invite the co-operation of his staff members and how well do they respond?

Comments.—Due to the size of the teaching staff the principal is forced to devote most of his time to teaching, and the superintendent carries on the tasks usually delegated to the principal.


14 Ibid.
The principal's chief duties are schedule making, guiding pupils in their choice of subjects, emphasizing proper care and use of school property, and supervising faculty members and other school employees.

Ideally, "The principal fixes the standard of accomplishment for the school, the ideals of study and performance, and the moral intellectual tone of the institution."¹⁵

The general aim of the instruction of each department should be formulated by the teacher and the principal. A principal has a wider view of the functions of the school and is better able to make a sound evaluation of each subject in its contribution to the final results. The principal should know better than his teachers what methods and specific content in the respective departments function best in active life.¹⁶

E. General Summary of Organization

The best elements of the administrative organization are that the superintendent and the principal are specially trained in school administration, the school board is composed of men with modern ideas concerning education, responsibility is so delegated that the administrative work

¹⁵Cock, High School Administration, p. 109.
¹⁶Ibid, p. 112.
is fairly divided between the school board, superintendent and principal, and the school board holds the superintendent solely responsible for the functioning of the school.

The elements in greatest need of improvement are:

better criteria for the selection of teachers, more interest on the part of the school, the preparation and adoption of the school budget and more time spent by the principal in administration and supervision. There has been no improvement in the administrative organization in the past two years. No improvement is planned for the future.

F. General Evaluation of Organization

Evaluations.--Following are the general evaluations of the organization of the administration of the school.

(4) y. How well does the organization accord with the philosophy of education?
(4) z. How well does the organization meet the needs of the community and the pupil population? 17

Comments.--The administrative organization is well in accord with the philosophy of education of the school.

Teachers are not shackled by any traditional methods imposed upon them by the school board. Teachers at all times feel free from administrative restraint to experiment with new methods and techniques of teaching.

The superintendent and principal are able supervisors and managers. The teaching staff and administrators work

together co-operatively for the good of the school.

The administrative organization adequately meets the needs of the community and the pupil population. The high school is adequately supervised and managed. Pupils are helped to understand the aims and policies of the school and their relation to pupil interest. These and other qualities justify an evaluation of "4" in the organization of the administration.

II. Supervision of Instruction and Non-Instructional Services

A. Democracy and Co-operation in Organisation and Operation

Checklist. — Following is the checklist and the rating of each item.

(*) 1. Supervisors and teachers understand their mutual relationships and responsibilities; sympathetic understanding and good will characterize their relations.

(*) 2. Supervisors and teachers have arrived at an understanding of the educational philosophy of the school, of its purposes and objectives and of a philosophy of supervision.

(*) 3. The teachers understand clearly to whom they are responsible for their various duties and are not victims of conflicting claims of priority among superiors.

(*) 4. Supervisors and teachers together formulate definite objectives for given time periods or undertakings and well organized plans of activities for attaining these objectives.\(^{18}\)

Evaluations. — Following are the evaluations of the checklist.

\(^{18}\)Ibid, p. 125.
(4) x. How well do teachers and supervisors understand their relationships with and responsibilities toward one another?

(4) y. How well do they understand the various objectives which they together are to attain?

(4) z. How well do they co-operate?  

Comments.—Supervisors and teachers understand their mutual relationships. Teachers accept supervision in the spirit it is given and ask for criticism of their work. Supervisors limit themselves to "bed-rock" essentials of teaching as they can not be specialists in all fields of teaching in the school.

Supervision in any school should be based on this principle: "There is no supervision in the best sense of the word unless there is a mutual growth among three distinct and separate entities: the pupils, the teacher, and the supervising officer."  

B. Stimulation of Scientific Attitudes on the Part of Teachers and Supervisors

Checklist.—Following is the checklist and the rating of each item.

(4) 1. The supervisory program seeks to determine the qualities, procedures, and outcomes that characterize good supervision and those that characterize poor supervision

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19 Ibid.

(2) 2. It seeks to determine the qualities, procedures, and outcomes that characterize poor teaching and those that characterize good teaching.

(0) 3. Standardized tests and measurements are used freely and properly, their limitations being recognized.

(-) 4. The construction and use of tests—both old and new types—is encouraged, their value and limitations being recognized.

(-) 5. Well-planned experimentation and careful testing and evaluation of outcomes are provided for.

(-) 6. Art products, handwork, written work, and similar objective evidence are used as bases for evaluation and further planning.

(-) 7. Recorded data and other factual information are carefully studied for use in the educational program.

(-) 8. Objective measurement and data and statistical study are supplemented by careful observation and judgment.

(△) 9. The educational program is evaluated in the light of all pertinent factors.

(-) 10. Available literature, particularly reports on experiments and research, are studied and used to improve the educational task, their limitations being carefully noted.

Evaluations.—Following are the evaluations of the checklist.

(3) y. How extensively are scientific attitudes on the part of teachers and supervisors encouraged?

(3) z. How much improvement in scientific mindedness is being made by teachers and supervisors?

Comments.—A rating of "3" is given in both cases because supervision in the Collinsville School seeks to determine the qualities, procedures, and outcomes that characterize

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22 Ibid.
good teaching and those that characterize poor teaching. Bunkins recommends the frequent visits of the supervisor to the classrooms of the stronger teachers for improving supervisory techniques. The elements of good teaching are learned, and by contrast and comparison, poor teachers may be helped.

Supervisors in the Collinsville School should be continually encouraging teachers to adopt improved methods of instruction. Teachers should be supplied with reference material on new techniques in teaching and classroom management.

The results of tests and measurements should be very carefully studied by teachers with the supervisor and all of the weak places in the teaching should be analyzed.

C. Flexibility

Checklist.—Following is the checklist and the rating of each item.

(-) 1. Teachers are helped to make adaptations to the various and varying interests, abilities, and plans of the pupils

(-) 2. The attitudes, training, experience, and abilities of teachers are studied and desirable adaptations are made

(4) 3. Particular consideration is given to the needs of the inexperienced teacher

(4) 4. Necessary adaptations are made because of the school plant and the available equipment and supplies

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23 The Superintendent at Work in the Smaller Schools, p. 226.

Evaluation.—Following is the evaluation of the
checklist.

(3) a. How well is the supervisory program adapted
to conditions?25

Comments.—An evaluation of "3" was given because of
inexperienced teachers, who are given special attention
and every aid in adjusting themselves to school life.
They are encouraged to use their own powers to solve
and master their problems and situations and to come to
the principal for help when needed. Teachers are taught
that asking for assistance is a sign of strength and not
a sign of weakness.

Teachers are not helped to make adaptations to meet
the varying interests and needs of the pupils. "The class-
room should be supplied with plenty of supplementary books,
workbooks and other instructional materials for varying
the work to suit individual needs."26

D. Effects of Teachers, Pupils, Supervisors, and Community

Checklist.—Following is the checklist and the rat-
ing of each item.

(-) 1. The supervisory program encourages careful
reading, study, experimentation, exploration,
construction, and evaluation

25 Ibid.
26 Hunkins, The Superintendent at Work, pp. 260-261.
(2) 2. It eliminates unnecessary and deadening content and routine; it finds and organizes vitalizing materials of learning and methods of procedure

(2) 3. It motivates and encourages teachers, helps clarify their problems, and guides them to similar achievements in their pupils

(2) 4. It stimulates independence, originality, inventiveness, and initiative.

**Evaluation.**—Following is the evaluation of the check-list.

(2) 3. How well does the supervisory program promote such aims or ends as the above?

**Comments.**—An evaluation of "3" was given because the supervisory program strives to motivate and encourage teachers and help them clarify their problems. Instead of solving problems for the teachers, the program tries to build teachers that can solve their own problems and initiate successful teaching experiences.

The superintendent and principal should draw sharp lines of distinction between their administrative powers and their supervisory duties. Too often good supervisory advice is ruined by a tinge of administrative power. "Supervision belongs to the realm of sympathetic persuasion and kindly helpfulness that must be entirely devoid of any monarchical atmosphere." 29 Authoritative commands will not

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28 Ibid.

prompt that high inner resolve that a teacher must have in order to make lasting improvement in her work.

E. Procedures and Activities

Checklist.—Following is the checklist and the rating of each item.

The supervisory program includes such procedures as the following:
1. Classroom observation
2. Co-operative planning
3. Individual and group conferences
4. Teacher committees working on problems
5. Teachers meetings—by grades, subject fields, or of all teachers
6. Demonstration teaching—by teacher or supervisor, for individual or for group
7. Visiting other teachers, in the system or in other systems
8. Interchange of assignment of teachers, temporarily or permanently
9. Exchange of teachers by systems for semester or year
10. Diagnostic rating plans of teachers
11. Checklists of teacher activities in classroom
12. Curriculum study and revision
13. Suggestions for professional reading and study
14. Bulletins

Evaluations.—Following are the evaluations of the checklist.

2. How great a variety of such procedures and activities does the supervisory staff use effectively?
3. How effectively are such procedures and activities used?

Comments.—The supervisory program of the Collinsville School includes the following procedures: classroom

31 Ibid.
observation, individual conferences, teachers' meeting, 
visiting other teachers, and suggestions for professional 
reading and study.

The above procedures are fairly effective in improv-
ing teaching in the school.

Funkins recommends the classroom visitation, con-
ferences with the teacher, written reports on the teach-
er's work with criticisms and helpful suggestions, re-
fering the teacher to authentic references concerning his 
problems, letting the teachers observe each other, and 
promoting continued professional study on the part of the 
teachers as the most effective method of promoting the bet-
terment of classroom teaching.

Due to the size of the faculty, it is doubtful that 
any formal rating of teachers would be successful. "Ade-
quate machinery for reliable rating of teachers is a small 
school is lacking." If the superintendent and principal 
do the rating then each teacher would know what their 
opinions were of her ability. The teachers of the school 
are not professional enough to take a low rating from the 
superintendent and principal without some expressed or un-
expressed personal feeling about the matter. The happy

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32 The Superintendent at Work in the Smaller Schools, p. 270.
33 Ibid., p. 267.
relationship now existing between teachers and the administration would be jeopardized by any rating scheme.

F. Objectives of Supervision

**Checklist.**—Following is the checklist and the rating of each item.

The supervisory program is effective as an instrument in promoting the development or acquisition of:

1. Desirable habits and skills in pupils and teachers
2. Desirable attitudes, ideals, and appreciations in pupils and teachers
3. Desirable knowledge and understanding on the part of pupils and teachers
4. Better understanding of human nature by teachers
5. Greater respect for the personality of others and a more co-operative attitude toward them
6. Better understanding of the aims of education
7. Greater skill in the selection and use of educational materials by pupils and teachers
8. Greater ability in recognizing, analyzing, and solving problems
9. Greater efficiency in the use of time and energy
10. Greater skill in devising and using tests and in diagnosing and evaluating their results
11. Increased experimentation with methods and materials
12. Greater desire to use the various means of supervision and therefore of self-improvement
13. Better understanding of teachers and pupils and of their problems by the supervisor
14. Increasing and more effective co-operation by the supervisor
15. Increasing ability in the proper appraisal of the efforts of self and of others by the supervisor
16. Zeal for self-improvement by the supervisor
17. Long-term planning for systematic study by all concerned in the educational program
18. Better health habits, physical and mental

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Evaluations.—Following are the evaluations of the checklist.

(3) x. How effective is the supervisory program in promoting improvement in pupils?
(3) y. How effective is the supervisory program in promoting improvement in teachers and in teaching?
(2) z. How effective is the supervisory program in improving supervisors and supervision?35

Comments.—The main objectives of supervision in the Collinsville School area are to develop better teaching techniques on the part of the teachers, to prevent teachers from getting into a rut, to aid and assist beginning teachers, and to insure a better type of work from all school employees.

According to Brown36 instruction has not improved until all the facilities making for good instruction have been improved. He states further that:

The following items are supervisory in nature and a part of the daily work of the supervisor: the health and recreation of the teacher; the serviceability of the instructional equipment; the willing co-operation of the janitorial staff; the usability of the library; the efficiency of teachers' meetings; the socialization and unification of the curriculum; a willing and hearty affiliation with professional organizations; and interest in self-improvement on the part of the teacher, indicated by summer school attendance or professional reading.

In view of the preceding items of supervisory nature, it would seem that the Collinsville supervisory program

35 Ibid.
36 Secondary School Administration, p. 136.
needs to be revised and modernized to include up-to-date methods of supervision.

G. Supervision of Non-Instructional Services

Checklist.—Following is the checklist and the rating of each item.

The following factors and services receive proper supervision:

(21) 1. The cafeteria and lunch room service, particularly with regard to sanitation and kind of food served

(1) 2. The purchase, care, and dispensing of school equipment and supplies

(1) 3. The method of accounting for school funds and supplies

(2) 4. The means of assuring the safety of pupils, school employees, and school property

(1) 5. The clerical staff and their services

(2) 6. The care of the school plant

Evaluation.—Following is the evaluation of the checklist.

(4) 2. How efficiently are such factors and services as the above supervised?

Comments.—The lunch room is under the control of the Works Progress Administration and is adequately supervised. The superintendent does all the buying for the school. He also supervises the accounting for all school funds. The superintendent and principal supervise the safety of pupils, school employees and school property.

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38 Ibid.
II. General Summary of the Supervision of Instruction

The scientific attitude on the part of the teachers and supervisors and the flexibility of the supervisory program are the best elements of the supervisory program.

The elements in greatest need of improvement are:

1. The amount of time spent by the principal and superintendent in supervision, the objectives of the supervisory program, and the procedures and activities of the program. No improvements have been made within the last two years. The school is not making any improvements at the present time, and no plans are made for the future.

I. General Evaluation of the Supervision of Instruction

Evaluations—Following are the evaluations of the checklist:

(2) y. How well does the supervision of instruction accord with the educational philosophy of education?

(2) z. How well does it meet the needs of the community and the pupil population.

Comments—The supervisory program is not in accord with the philosophy of education of the school. The principal and superintendent do not spend enough time in the work. Their objectives in supervision are not clearly formulated.

39 Ibid., p. 128.
and are not modern objectives. Strong teachers are apt to be left alone and weak teachers supervised too closely. Supervisors should work with teachers in the adoption of new teaching methods.

The school should provide books and magazines dealing with modern teaching methods and classroom control. The school should supply each room with modern materials, such as supplementary books, maps and workbooks to provide for individual differences among pupils.

III. Business Management

A. General Duties and Procedure

Checklist.—Following is the checklist and the rating of each item.

(4) 1. The business management is under the direction and supervision of the superintendent of schools

(4) 2. The business management is responsible for the proper care of and the accounting for all school property

(4) 3. The business management supervises the accounts of the school cafeteria

(4) 4. The business management is responsible for making all purchases for the school

(4) 5. All purchases are made on the basis of fitness of goods for the purpose intended

(4) 6. Members of the professional staff are consulted regarding materials and supplies intended for use by such staff members

(4) 7. The officials definitely responsible for the handling and accounting of school funds are adequately bonded

(4) 8. All school property, including equipment and supplies, is adequately insured
9. Records, deeds, and other valuable papers are kept in fireproof vaults or cabinets.

10. The business management has satisfactory forms and procedures for making purchases and accounting for them.

11. All procedures and forms used by the business management meet legal requirements.

12. The business management uses forms, classifications and procedures which are approved by national school accounting organizations.

13. The business system is economical of time, labor, and costs without sacrificing desirable completeness of information, accuracy, or reliability.

14. The business management staff regularly makes accurate reports to the Board of Control and to other legal authorities through the proper administrative channels.

15. The business management staff makes regular reports to each individual charged with the use of funds or supplies, indicating the status of his account.

Evaluations.—Following are the evaluations of the checklist.

40. How efficiently is the purchase and distribution of school materials done?

41. How adequate are the provisions for caring for school property (including deeds, records and valuable papers) and protecting it against loss?

42. How satisfactory and accurate are the reports made by the business management to officials and to other staff members?

Comments.—The business management of the school is directly in the hands of the superintendent of the school. He is responsible for the proper care of and the accounting for all school property. He is responsible for making all purchases for the school. Members of the teaching staff are

40 Ibid., p. 151.  41 Ibid.
consulted as to their needs and to the quality of the goods to be purchased; however, their requests for equipment are not always granted.

The treasurer of the school board is adequately bonded and his accounts are audited each year. All school equipment is adequately insured against fire. The records and valuable papers are not protected from fire, however.

The superintendent at frequent intervals makes a report to the school board as to the financial condition of the school. Such reports are necessary to keep the board from stopping salary checks of the teachers as they are unfamiliar with the budget of the school and rely upon the superintendent to keep them informed about the school finances.

B. The Budget

Checklist.—Following is the checklist and the rating of each item.

(a) 1. The superintendent and principal in conference with the supervisory, library, instructional, guidance, and health staffs outline the educational program for the secondary school

(b) 2. The superintendent and principal in conference with the business management staff outline the proposed expenditures to support the educational program

(a) 3. The budget is based on adequate consideration of the school program, as well as a study of the budgets of a number of preceding years

(a) 4. The budget is determined only after carefully considering a tentative desirable developmental program for a period of years
(a) 5. On memoranda forms, provided for the purpose, all employees report their supplies and equipment for the current year and their needs for the coming year, together with suggested desirable changes.

(a) 6. The budget indicates proposed expenditures classified under such captions as (a) capital outlay, (b) debt service, and (c) current expense, this last item being further classified under such headings as general control, instruction, plant operation, plant maintenance, coordinate activities, auxiliary agencies, and fixed charges, unless otherwise specified by state law.

(a) 7. The budget is organized in such detail as to make possible computation of important unit costs.

(a) 8. The budget presents comparative data on all important sections over a period of several years.

Evaluations.—Following are the evaluations of the checklist:

(2) x. How extensively do the various school staffs participate in the formulation of the budget?

(5) y. How well does the organization of the budget accord with such an approval form as suggested in item 6 above, modified as state laws may require?

(3) z. How well does the budget provide for computing unit costs?

Comments.—The superintendent with the help of his staff outlines the educational program of the high school. The superintendent also outlines the proposed expenditures to support the educational program. Budgets of the school for the past three or four years are used as references in preparing the new budget but more attention is given...

42 Ibid., p. 152. 43 Ibid.
to the needs of the coming year than to the needs of past years.

The budget form used is furnished by the state department and classifies expenditures under captions usually accepted in budgetary procedures; such as, current payments, capital outlay, debt service, and revenue receipts.

Smith defines a budget as "a plan submitted to a board of education by its executive officer and setting forth an educational program, the expenditures involved in carrying it on, and the sources of revenues needed".44 As seen from this definition a budget has three essentials: an education program; a spending program; and a financing program. The Collinsville School does not take these essentials seriously enough in the preparation of the budget.

C. Accounting

Checklist—Following is the checklist and the rating of each item.

(1) The principal is made responsible for keeping the school's accounts, or he receives regular and full reports from the central accounting office indicating the status of all accounts that relate to the secondary school or its staff

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44 Business Administration of Public Schools, p. 89.
(4) 2. Each teacher or other employee is accountable for all supplies, material, or equipment charged to him; a room, department, or building is accountable for materials charged to it.

(5) 3. Regular inventories are made, at least annually, on forms devised for the purpose. These inventories indicate the quantity of each item, quality or state of preservation, and its location and the person, room, or department against which it is charged, as well as the date of inventory.

(6) 4. The school accounting system gives a complete record of all funds received and expended and the amount of each transaction.

(7) 5. The accounting system provides for and requires the filing of all original supporting data of a transaction.

(8) 6. The accounting system indicates the full history or record of each financial transaction.

(9) 7. All equipment, supplies and other materials are carefully checked with the invoice both as to quantity and quality when received.

(10) 8. The accounting department pays only for such materials and supplies as have been purchased in accordance with the required forms and procedures.

(11) 9. The accounting system is so organized that the accounts are easily checked and audited.

(12) 10. The accounting staff has devised forms and procedures which are used by the school's auxiliary agencies and the pupil activity program, and supervises the financial activities and accounts of these agencies or organizations.

**Evaluation:**
Following is the evaluation of the check-list.

(3) a. How efficient is the system for keeping accounts and how effectively is it used?

**Comments:**
The system for keeping accounts in the

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46 Ibid.
school is fairly adequate. The principal is responsible for keeping all the school's accounts. Each teacher is responsible for the supplies issued to him. No inventories are made because the amount of supplies in the building is always very limited. The accounting system of the school gives a complete record of all funds received and expended and the amount of each transaction. All shipments to the school are carefully checked with the invoices as to quantity and quality of the goods received. The treasurer is authorized to pay only the bills that meet the approval of the superintendent.

School accounting in the Collinsville School would be much more effective and more accurately kept if the school would adopt some standard plan of accounting. Smith recommends the use of the "Simplified School Accounting System" for small schools where clerical help is limited. It consists of an expenditure book, clerk's record of receipts, a treasurer's record, and a folder containing a classification of accounts for a distribution of the items included.

D. Maintenance and Operation

Checklist—Following is the checklist and the rating of each item.

---

\(^{47}\)Business Administration of Public Schools, p. 152.
1. Careful and periodic inspection is made of all parts of the school plan and reports are made of necessary repairs or undesirable conditions.

2. All equipment is carefully inspected at regular intervals, the more fragile or used equipment being inspected more frequently than others; a report of any conditions needing attention is made.

3. Repairs to plant or equipment are made promptly, without interfering unduly with the educational program.

4. Particular attention is given to the prevention of fires and other hazards and to the elimination of such hazards.

5. The school grounds and play areas are properly maintained at all times.

6. Walls, windows, woodwork, light fixtures, pictures, statuary, shelving, furniture, toilet rooms and their fixtures, lavatories, and drinking fountains are cleaned in accordance with a regular schedule.

7. Floors are appropriately treated at regular intervals to keep them in satisfactory condition (preservation, dustlessness, etc.).

8. A vacuum cleaning system is provided.

9. Proper cleansing agents for the various materials and items to be cleaned and the proper way of using these agents have been determined; they are used accordingly.

10. Painting and varnishing, both interior and exterior, are done at regularly scheduled intervals, special attention being given to outside doors, window sills and frames, and other unusually exposed or vulnerable parts.

11. The maintenance and custodial staffs and their work give evidence of such attention to cleanliness and orderliness and to the well-being of pupils and teachers that they merit and receive the co-operation of all.

Evaluations.—Following are the evaluations of the checklist.

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(3) w. How carefully is the time and work of the maintenance and operation staff planned?
(3) x. How thorough is the program for inspecting all school property and how thoroughly is the program made effective?
(2) y. How well are the various forms of school property maintained, repaired, and painted?
(3) z. How good is the program for cleaning the building and equipment and how well is the work done?49

Comments.—Due to the lack of proper finances the building repair is done only when absolutely necessary. However, any breakdown of the building or equipment that interferes with the normal operation of the school activities is quickly repaired. Particular attention is given to the prevention of fires and to the elimination of fire hazards. Cleaning of the building is done regularly. Sweeping is done daily but the cleaning of fixtures is not done in accordance with a schedule.

"Operation of the school plant implies those activities which are essential in keeping the physical plant in proper condition for pupils to do work."50 This includes cleaning, heating, ventilating and minor repairs. The efficient operation of a school can be insured by the employing of a competent janitor and compensating him adequately for his labor. The Collinsville School pays the janitor too little to expect efficient operation of the

49 Ibid.
50 Smith, Business Administration of Public Schools, p. 198.
school plant. If the salary of the janitor were doubled not only would operation of the school be more efficient but maintenance costs would be cut.

"Maintenance is that phase of school administration concerned mostly with the depreciation of the school plant and the corresponding upkeep, repair and replacement of parts."51 The Collinsville School would save money by keeping the building in a good state of repair at all times, and painting all exposed wood regularly.

E. General Summary of Business Management

The best elements of the business management of the school are, that there is no "red tape" involved in purchasing needed equipment, all accounts are audited regularly by the state, and the superintendent has complete charge of the buying.

The system of accounting and the maintenance of the school plant are the elements in greatest need of improvement.

No improvement has been made in the business management of the school and no improvement is contemplated for the future.

F. General Evaluation of Business Management

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51 Ibid., p. 17.
Evaluations.—Following are the evaluations of the checklist.

(3) y. How well do the budget and business management accord with the philosophy of education?
(3) z. How well do the budget and business management meet the needs of the community and the pupil population?

Comments.—The business management of the school is fairly well in accord with the philosophy of education of the school. The superintendent, who is best fitted to know the needs of the school, has control of the business management of the school. At all times the school building is clean, healthful, and a pleasant place for the child. Lack of finances prevents beautifying the building and grounds but every possible attempt is made to offer adequate facilities for proper learning by children.

Every department in the school receives its fair portion of the available funds. No department in the school is exploited at the expense of others.

The accounts of the school are open at all times for inspection by interested parties.

IV. School and Community Relations

A. General Relationship

Checklist.—Following is the checklist and the rating of each item.

1. The principal establishes and maintains cordial relations with local editors and reporters
2. Staff members and pupils are alert to school activities that have good news value and report them promptly to the person or persons in charge of publicity
3. The public is kept adequately informed regarding the business affairs of the school
4. The school co-operates with other social and educational agencies of the community and helps to coordinate all efforts to promote the welfare of the community and its youth
5. Patrons and pupils are brought to realize that society and its ways are constantly changing and that, therefore, the school and its program must also change
6. Representative citizens of the community serve on committees for developing better school and community relations
7. The school has developed an organization of patrons and teachers as an important means of securing better co-operation between school and community
8. Home rooms, clubs, assembly programs, school publications, and school games and entertainments promote better understanding between school and community
9. The school has such special occasions as education week, book week, and father-son banquet for interpreting the school to the public
10. The school has one or more special visiting days or night sessions to which it invites all parents or pupils to observe the regular class work and pupil activities
11. The school uses various types of exhibits and demonstrations to interpret its work to the public
12. School entertainments of various kinds are given and are open to the public. These entertainments are largely planned and given by pupils and many pupils participate in them
13. Programs and exercises connected with commencement are used as means of interpreting
the school, its program, and its needs to
the community

14. The school play areas and gymnasium are available at scheduled hours for recreational use by the public

15. The school library and its services are made available to the public at such times and under such conditions as will not interfere with the school program

16. The school encourages the holding of public forums for the discussion of educational, social, economic, or other problems that may promote community welfare

17. The school encourages the organization of classes for the education of adults and permits the use of school facilities by such classes

Evaluations.—Following are the evaluations of the checklist.

1. How well does the school use the public and school press to promote better school and community relations?

2. How effectively does the school provide special exhibits, entertainments or similar special occasions to promote such relations?

3. How well do patrons co-operate with the school and support school projects?

4. How well does the school provide for the educational and recreational needs of its public?

Comments.—The school is not giving enough publicity to its activities. The average citizen of the district knows nothing of the activities of the school, and he has not been interested enough to inquire. The work of the administration is doubly hard because the community does not understand the purposes of the school. Many attempted

53 Ibid., p. 135. 54 Ibid.
activities completely fail because the public is not prepared for them.

The school invites the public to use their playgrounds, library and gymnasium facilities, but does nothing to encourage the use of them. The public should be educated as to the facilities offered by the school.

If the public is kept informed about their schools, they will not shirk from their responsibilities concerning the school.

Too often people are prone to judge a school by standards which are twenty or thirty years old. The task of the school publicity is "the large one of re-educating adults, who may learn new tricks but cling tenaciously to old ideas." 55

The local newspaper offers the Collinsville School wonderful opportunities for publicity. It is widely read and its authenticity is seldom questioned. The school children offer an excellent medium for advertising the school that no school administration can afford to overlook. 56

B. Information for the Home and Community

56. Smith, Business Administration of Public School, pp. 176-177.
Checklist.—Following is the checklist and the rating of each item.

Information regarding the following is furnished by the school:

1. The purposes and objectives of the school
2. The curricular offerings and their aims
3. The pupil activity program and its objectives
4. The school staff—its personnel and organization
5. The school plant and its equipment
6. The guidance program
7. Community relations organizations
8. Rules and regulations regarding school attendance; home study; reports; etc.57

Evaluations.—Following is the evaluation of the checklist.

(2) s. How well-qualitatively and quantitatively—is such information as the above provided?58

Comments.—An evaluation of "2" was given because the school makes few provisions for providing the public with the information in the above checklist.

Such information could best be given to the public in the form of a school manual or handbook. A handbook of this kind would not be expensive and the service it would render to the public and to the potential students would more than justify its cost. If funds were not available to have it printed and bound, the information might be mimeographed on loose leaf notebook paper and given to pupils to keep in their notebooks.

58 Ibid.
C. General Summary of the School and Community Relations

The best elements of the school and community relations are that the public is free to use the school facilities, and the newspapers are friendly to the school.

The school should give more publicity to its activities. The school should offer more encouragement to use its facilities, such as the library, playground, and auditorium.

D. General Evaluation of the School and Community Relations

**Evaluations.**—Following are the evaluations of the checklist.

(2) y. How well do the school and community relations accord with the philosophy of education?
(2) z. How well do the school and community relations meet the needs of the community and the pupil population? 59

**Comments.**—The school is doing itself an injustice by not giving its activities sufficient publicity. The modern citizen moves in a world of high-powered advertising and publicity. He has no more eyes and ears than did his ancestors but a million more things are clamoring for his attention. Advertisements designed by experts in the psychology of human appeal are constantly before him. In this fast moving age it seems clear that the schools are

59 Ibid, p. 137.
going to suffer if left to chance consideration. The school can not resort to colorful advertising, but through a quiet dignified campaign it can in a short time build up an appeal that will gain them the public concern they need.

The Collinsville School is not meeting community needs by merely inviting the public to use its facilities. They must show the public what it is missing by not using them. Through campaigns such as education week, book week, parents' day and exhibits and demonstrations, the public may be taught to use and understand the facilities the school offers.

V. The Administrative Staff

A. Preparation and Qualifications

1. Qualifications resulting largely from educational preparation

Checklist—Following is the checklist and the rating of each item.

The administrative staff possesses qualifications such as:

(1) 1. A broad, general education in the subject matter fields, including fine arts and practical arts
(1) 2. Extensive preparation in professional courses
(1) 3. A thorough understanding of supervisory principles and activities
(1) 4. Successful teaching experience over a term of years
(1) 5. A well formulated philosophy of education
consistent with the American concept of democracy.\footnote{Ibid., p. 138.}

**Evaluations.**—Following are the evaluations of the checklist.

(4) \( x \). How adequate is the preparation of the administrative staff in both content and professional fields?

(4) \( y \). How adequate is the staff's preparation for supervisory duties?

(3) \( z \). How adequate is the preparation and ability for educational leadership on the part of the administrative staff?

**Comments.**—The administrators of the Collinsville School have a broad general education and extensive professional training. Each has had adequate training in supervision. The average teaching experience of the administrative staff is fifteen years.

**2. Qualifications and preparation applying to the specific school**

**Checklist.**—Following is the checklist and the rating of each item.

The administrative staff possesses qualifications such as:

(4) 1. A thorough understanding of the nature and needs of the school community and its school population

(4) 2. A thorough understanding of the school's purpose and of its educational program

(3) 3. The ability to supervise effectively but democratically the school's personnel and activities

\footnote{Ibid.}
4. The ability to select staff members well qualified for the tasks they are to perform.

5. The ability to co-operate effectively with those superior in authority, with staff members, with pupils, and with the school public.

6. The ability to provide proper educational leadership in the community.

Evaluations. -- Following are the evaluations of the checklist:

(3) x. How adequate is the understanding by the administrative staff of the educational task and of the program to make it effective, as judged by the needs of the community and the school population and by a philosophy of education based on democratic principles?

(3) y. How adequate is the ability of the administrative staff to organize and administer the educational affairs of the community, judged by the same bases as in "x" above?

(3) z. How adequate is the ability of the administrative staff to supervise the school personnel and activities democratically and effectively?

Comments. -- An evaluation of "3" was given because each administrator has a thorough understanding of the nature and needs of the school community, of the school's purpose, and of its educational program. Each co-operates well with the staff, with pupils and with the majority of the school public.

3. Summary of data for individual administrators

Table 49 shows the summary of data for individual administrators.

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62 Ibid. 63 Ibid.
TABLE 49

COMPUTATION FORM FOR THE EVALUATION OF THE PREPARATION AND QUALIFICATIONS OF THE ADMINISTRATIVE STAFF

<table>
<thead>
<tr>
<th>Item and source of data</th>
<th>Sum of ratings for all staff members (A)</th>
<th>Number of ratings (B)</th>
<th>Average (Column A-B) (C)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Committee judgment</td>
<td>7</td>
<td>2</td>
<td>3.5</td>
</tr>
<tr>
<td>Outstanding contributions</td>
<td>6</td>
<td>2</td>
<td>3</td>
</tr>
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<td>Personal qualifications</td>
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<td>20</td>
<td>3.9</td>
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<tr>
<td>Professional qualifications</td>
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<td>10</td>
<td>4</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td><strong>14.4</strong></td>
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<tr>
<td><strong>School score</strong></td>
<td></td>
<td></td>
<td><strong>5.6</strong></td>
</tr>
</tbody>
</table>

This section is a summary of the evaluations from Section II, II-A, II-B, and II-D, pages 150-152. (For instructions on how to use this form see "How to Evaluate a Secondary School", pages 91-92.)

As seen from Table 49 the administrative staff rates above the average in professional preparation and qualifications.

B. Improvement in Service

1. General
Evaluation.—Following is the evaluation of the improvement in service.

(3) 2. How extensive and reliable are the indications that the administrative staff is improving in the professional ability characteristic?

Comments.—An evaluation of "3" was given because the administrative staff is improving by travel, membership in professional organizations and college work.

Runkins recommends growth and improvement in service through professional reading, attending educational meetings, attending summer school, visiting other schools, and contributing to the profession by writing books and taking part in professional programs.

2. Summary of data for individual administrators

The administrative staff is not making much improvement in service by professional reading, authorship and research. Much professional reading done by the administrative staff in the summer preceding this evaluation was not included in this rating. However, this does not add to the credit of the staff because reading is of the most value when done during the school year when teachers and administrators are face to face with their problems.

64 Ibid., p. 139.
65 Superintendent at Work, in the Smaller Schools pp. 345-362.
Table 50 gives a summary of the data for individual administrators.

**TABLE 50**

**COMPUTATION FORM FOR THE EVALUATION FOR THE IMPROVEMENT IN SERVICE OF THE ADMINISTRATIVE STAFF**

<table>
<thead>
<tr>
<th>Item and source of data</th>
<th>Sum of ratings for all staff members (A)</th>
<th>Number of ratings (B)</th>
<th>Average (Columns A-B) (C)</th>
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</thead>
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<td><strong>4</strong></td>
<td><strong>6</strong></td>
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<tr>
<td><strong>School score</strong></td>
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<td></td>
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</table>

This section is a summary of the data from Section II, III-B, III-C, and III-F, page 144. (For instructions on the use of this form, see "How to Evaluate a Secondary School", page 93.)

C. General Summary of the Administrative Staff

The best elements of the administrative staff are: the broad education of each member, the wide teaching experience of each member, and the extensive professional
training of each member, and the wide academic preparation of each member.

The elements in greatest need of improvement are: the professional reading on the part of each member, and the research and experimental activities on the part of each member.

The administrative staff has been improved in the past two years by the members doing college work and travelling extensively.

The administrative staff has made no definite plans for improvement in the future.

D. General Evaluation of the Administrative Staff

Evaluations.—Following are the general evaluations of the administrative staff.

(4) y. How well do the qualifications and activities of the administrative staff accord with the philosophy of education presented by the school?

(4) z. How well do the qualifications and activities of the administrative staff meet the needs of the community and the pupil population?

Comments.—The administrative staff is in accord with the philosophy of education of the school.

The teachers are encouraged by the administration to experiment with new methods of education and to include

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in the course of study activities in which pupils are now engaging and will engage in the future. Teachers are taught to evaluate educational procedures whether new or old.

As far as possible, the teachers and administrators are a group of co-operative workers working together for the good of the school.

VI. General Evaluation of School Administration

Evaluations.—Following are the general evaluations of the school administration.

(3) y. How well does the administration of the school accord with the philosophy of education of the school?

(3) z. How well does the administration of the school meet the needs of the community and the pupil population? 67

Comments.—The administration of the Collinsville School is fairly well in accord with the philosophy of education of the school. Every effort is made to offer equal opportunities to all the children of all the people. The school feels a definite responsibility in its relation to the state and to society in general in the developing of an intelligent, patriotic citizenry in whose hands our democracy will be in the future. The future of the United States as a democracy depends upon the degree to

67 Ibid.
which young people are imbued with democratic attitudes and ideals.  

The administration of the school would be in better position to meet the needs of the community if the annual budget were published in the local paper, if more publicity were given school activities, and if the co-operation of the community with the school were encouraged.

VII. Summary and Recommendation for the Improvement of the School Administration

The evaluations made of the administration of the Collinsville High School are summarized in Table 51. Each primary score is plotted on its appropriate thermometer and the summary score of the main areas of this chapter is plotted on the summary thermometer.

The Collinsville High School, in its administration, is as good or better than forty-four per cent of the schools rated by the Co-operative Study of Secondary School Standards. It stands two points higher than the average small school, seven points higher than the average Southern school, and three points lower than public schools in general.

This school, in its business management, is as good as

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# TABLE 61

**SUMMARY FORM OF THE SCHOOL ADMINISTRATION**

<table>
<thead>
<tr>
<th>Title of Measure</th>
<th>Computation of primary school scores</th>
<th>Computation of secondary school scores</th>
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<td>ment; General</td>
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<td></td>
<td>A-y 3</td>
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Totals: 4703
Summary score 47
Equivalent percentile 44

*For the use of this form, see "How to Evaluate a Secondary School", pages 92-97.*
## SCHOOL ADMINISTRATION

![Graph showing various metrics and ratings for school administration](image)

### Fig. 16. The graphic rating of the administration of Collinsville High School

<table>
<thead>
<tr>
<th>Organization</th>
<th>Supervision of Instruction</th>
<th>Business Management</th>
<th>School and Community</th>
<th>Administrative Staff-Qualifications</th>
<th>Administrative Staff-Improvement in Service</th>
<th>Summary</th>
</tr>
</thead>
<tbody>
<tr>
<td>(200)</td>
<td>(200)</td>
<td>(200)</td>
<td>(199)</td>
<td>(182)</td>
<td>(188)</td>
<td>(200)</td>
</tr>
</tbody>
</table>

### Weight Distribution

- **Alpha**: 24%
- **Beta**: 35%
- **Gamma**: 45%

---

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COOPERATIVE STUDY OF SECONDARY SCHOOL STANDARDS
or better than thirty-nine per cent of the schools rated. It stands at the same level as the average small school.

This school, in its relation with its community, is as good or better than only four per cent of the schools rated. It stands thirty points under the average small school and thirty-one points under the average Southern school.

This school, in the qualifications of the administrative staff, stands four points lower than the average small school, and six points above the average Southern school.

The school should improve the relations between itself and the community. A school can not do its best work without the complete co-operation of the community of which it is a part.
CHAPTER XIII

SUMMARY AND RECOMMENDATIONS

The data appearing in the percentile column of Table 52 is the weighted average of the percentile scores on each of the main areas—curriculum, pupil activity, library, guidance, instruction, outcomes, staff, school plant and administration.

The equivalent percentile is plotted on the "Grand Total" thermometer. The first nine thermometers are duplicates of the "Summary Scales" that are found at the end of each main area on the preceding pages.

In referring to the "Grand Total" thermometer, it is to be seen that the Collinsville High School is as good or better than twenty-five per cent of the schools rated by the Co-operative Study of Secondary School Standards. It stands fourteen points lower than the average small school, eleven points lower than the average Southern school and twenty-eight points lower than the average accredited school.

The Collinsville High School is especially weak in the pupil activity program, the guidance service, the instructional program, the outcomes of the educational program and the instructional staff.
This school is fairly strong in the curriculum offered, the library service, the plant and the administration.

The Collinsville High School needs to concentrate on improving its pupil activity program. The improvement of the home program, the establishment of a system of pupil participations in the school program and the resumption of the assembly is recommended for improving the activity program.

The school is missing excellent opportunities for serving boys and girls because of the inadequacy of the guidance program it offers.

It is recommended that the superintendent and the principal be relieved of at least two class periods daily, and that these periods be used for counselling only. Also, the school should keep a more adequate record of its student body.

The outcomes of the educational program are poor. It is recommended that the staff do an extensive amount of professional reading next winter. Also, the school board should have standards of criteria for selecting teachers. The school staff needs more academic preparation in their fields of teaching.

The Collinsville School should begin a building program as soon as possible. The building, while in a fair state of
### Table 52

**Summary Form for the Main Areas of the School Program**

<table>
<thead>
<tr>
<th>Title of measure</th>
<th>Percentile</th>
<th>Weight (Alpha)</th>
<th>Weighted percentile</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curriculum and courses of study</td>
<td>41</td>
<td>7</td>
<td>237</td>
</tr>
<tr>
<td>Pupil activity program</td>
<td>15</td>
<td>7</td>
<td>105</td>
</tr>
<tr>
<td>Library service</td>
<td>64</td>
<td>7</td>
<td>448</td>
</tr>
<tr>
<td>Guidance service</td>
<td>117</td>
<td>7</td>
<td>119</td>
</tr>
<tr>
<td>Instruction</td>
<td>17</td>
<td>15</td>
<td>255</td>
</tr>
<tr>
<td>Outcomes</td>
<td>21</td>
<td>7</td>
<td>147</td>
</tr>
<tr>
<td>School staff</td>
<td>25</td>
<td>25</td>
<td>575</td>
</tr>
<tr>
<td>School plant</td>
<td>49</td>
<td>10</td>
<td>490</td>
</tr>
<tr>
<td>School administration</td>
<td>44</td>
<td>15</td>
<td>660</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>3086</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Grand total score</strong></td>
<td><strong>31</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Equivalent percentile</strong></td>
<td><strong>25</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*For instructions on the use of this form, see "How to Evaluate a Secondary School", page 97."
SUMMARY OF EVALUATIVE CRITERIA

Fig. 17. The graphic rating of the summary scores of each area and the grand total score of Collinsville High School.
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."

   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.
repair, is old, out-of-date and a menace to child health and happiness.

The Collinsville High School is static and few of its phases are functioning. In none of the main areas of evaluation has it shown marked improvement in the last two or three years. There are no plans for growth in the future.

A poor school which is steadily improving may be more worthy of accreditation than a much better school which is steadily deteriorating. It is not nearly so important where we stand as the direction in which we are moving.¹

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Texas State Department of Education, Standards and Activities of the Division of Supervision, 1937.


