AN EVALUATION OF THE VALLEY VIEW HIGH SCHOOL,

VALLEY VIEW, TEXAS

APPROVED:

[Signatures]

Major Professor

Minor Professor

Director of the Department of Education

Chairman of the Graduate Council
AN EVALUATION OF THE VALLEY VIEW
HIGH SCHOOL, VALLEY VIEW, TEXAS

THESIS

Presented to the Graduate Council of the North Texas State Teachers College in Partial Fulfillment of the Requirements

For the Degree of

MASTER OF ARTS

By

Hubert J. Brown, B.A.

Valley View, Texas

August, 1939

76252
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Chapter</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>LIST OF TABLES</td>
<td>IV</td>
<td></td>
</tr>
<tr>
<td>LIST OF ILLUSTRATIONS</td>
<td>VII</td>
<td></td>
</tr>
<tr>
<td>I.</td>
<td>Introduction</td>
<td>1</td>
</tr>
<tr>
<td>II.</td>
<td>Philosophy and Objectives</td>
<td>9</td>
</tr>
<tr>
<td>III.</td>
<td>Pupil Population in School Community</td>
<td>17</td>
</tr>
<tr>
<td>IV.</td>
<td>Curriculum and Courses of Study</td>
<td>33</td>
</tr>
<tr>
<td>V.</td>
<td>Pupil Activity Program</td>
<td>57</td>
</tr>
<tr>
<td>VI.</td>
<td>Library Service</td>
<td>88</td>
</tr>
<tr>
<td>VII.</td>
<td>Guidance Service</td>
<td>125</td>
</tr>
<tr>
<td>VIII.</td>
<td>Instruction</td>
<td>166</td>
</tr>
<tr>
<td>IX.</td>
<td>Outcomes</td>
<td>192</td>
</tr>
<tr>
<td>X.</td>
<td>School Staff</td>
<td>217</td>
</tr>
<tr>
<td>XI.</td>
<td>School Plant</td>
<td>253</td>
</tr>
<tr>
<td>XII.</td>
<td>Summary</td>
<td>292</td>
</tr>
<tr>
<td>BIBLIOGRAPHY</td>
<td>298</td>
<td></td>
</tr>
</tbody>
</table>
# LIST OF TABLES

<table>
<thead>
<tr>
<th>Table</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Per Capita Costs and Financial Resources of the District</td>
<td>21</td>
</tr>
<tr>
<td>2. Enrollment and Graduates for Last Three Years</td>
<td>25</td>
</tr>
<tr>
<td>3. Age-Grade Distribution for 1938-39</td>
<td>26</td>
</tr>
<tr>
<td>4. Educational Intentions of Senior Class</td>
<td>29</td>
</tr>
<tr>
<td>5. Occupational Intentions of Senior Class</td>
<td>30</td>
</tr>
<tr>
<td>6. Schedule of Classes and Activities in the High School</td>
<td>31</td>
</tr>
<tr>
<td>7. Summary of Evaluations in Chapter III of Pupil Population and School Community</td>
<td>32</td>
</tr>
<tr>
<td>8. Amount of Offerings and Their Evaluation in This High School</td>
<td>40</td>
</tr>
<tr>
<td>9. The Nature of Offerings in High School with Checklists and Evaluations on Them</td>
<td>44</td>
</tr>
<tr>
<td>10. The Evaluations and the School Scores on Curriculum and Courses of Study</td>
<td>49</td>
</tr>
<tr>
<td>11. A Summary of Evaluation and School Scores on the Pupil Activity Program</td>
<td>82</td>
</tr>
<tr>
<td>13. Showing Summary of Evaluation of Librarian</td>
<td>113</td>
</tr>
<tr>
<td>14. Showing Improvement in Service in Reading and Research</td>
<td>114</td>
</tr>
<tr>
<td>15. The Evaluations and School Scores on the Library Service</td>
<td>117</td>
</tr>
<tr>
<td>16. The Evaluations and the School Scores on Guidance Service</td>
<td>161</td>
</tr>
<tr>
<td>17. Computation Form for Textbooks and other Instructional Materials</td>
<td>167</td>
</tr>
</tbody>
</table>
# LIST OF TABLES -- Continued

<table>
<thead>
<tr>
<th>Table</th>
<th>Description</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>18.</td>
<td>Computation Form for Tests and Measurements</td>
<td>169</td>
</tr>
<tr>
<td>19.</td>
<td>Computation Form for Teachers' Plans and Preparations</td>
<td>170</td>
</tr>
<tr>
<td>20.</td>
<td>Computation Form for Teachers' Activities</td>
<td>171</td>
</tr>
<tr>
<td>21.</td>
<td>Computation Form for Cooperation of Pupils and Teachers</td>
<td>173</td>
</tr>
<tr>
<td>22.</td>
<td>Computation Form for Use of the Community as a Laboratory</td>
<td>174</td>
</tr>
<tr>
<td>23.</td>
<td>Computation Form for Douglass Formula</td>
<td>175</td>
</tr>
<tr>
<td>24.</td>
<td>Computation Form for Evaluation of Load</td>
<td>176</td>
</tr>
<tr>
<td>25.</td>
<td>The Evaluations and School Scores on the Instructional Program</td>
<td>187</td>
</tr>
<tr>
<td>26.</td>
<td>The Evaluation and School Scores on Outcomes</td>
<td>210</td>
</tr>
<tr>
<td>27.</td>
<td>Showing Number of Staff Members and Evaluation on Their Adequacy</td>
<td>218</td>
</tr>
<tr>
<td>28.</td>
<td>Computation Form for Adequacy of Academic Preparation</td>
<td>220</td>
</tr>
<tr>
<td>29.</td>
<td>Computation Form for Adequacy of Professional Preparation</td>
<td>221</td>
</tr>
<tr>
<td>30.</td>
<td>Computation Form for Source of Degree</td>
<td>222</td>
</tr>
<tr>
<td>31.</td>
<td>Computation Form for Preparation</td>
<td>223</td>
</tr>
<tr>
<td>32.</td>
<td>Computation Form for Non-Educational Experience</td>
<td>224</td>
</tr>
<tr>
<td>33.</td>
<td>Computation Form for Personal Qualifications</td>
<td>225</td>
</tr>
<tr>
<td>34.</td>
<td>Computation Form for Outstanding Contributions</td>
<td>226</td>
</tr>
<tr>
<td>35.</td>
<td>Computation Form for Instructional Qualifications</td>
<td>227</td>
</tr>
<tr>
<td>36.</td>
<td>Computation Form for Organization</td>
<td>229</td>
</tr>
<tr>
<td>37.</td>
<td>Computation Form for Authorship</td>
<td>230</td>
</tr>
<tr>
<td>38.</td>
<td>Computation Form for Reading</td>
<td>230</td>
</tr>
<tr>
<td>39.</td>
<td>Computation Form for Research and Related Activities</td>
<td>231</td>
</tr>
</tbody>
</table>
## LIST OF TABLES—Continued

<table>
<thead>
<tr>
<th>Table</th>
</tr>
</thead>
<tbody>
<tr>
<td>40. Computation Form for Pupils per Teacher</td>
</tr>
<tr>
<td>41. Showing Annual Salary of All Teachers for 1936–1937</td>
</tr>
<tr>
<td>42. Showing Tenure and Turnover, Average Length, and Variety of Length of Service</td>
</tr>
<tr>
<td>43. The Evaluations and the School Scores on School Staff</td>
</tr>
<tr>
<td>44. The Evaluations and the School Scores on the School Plant</td>
</tr>
<tr>
<td>Figure</td>
</tr>
<tr>
<td>--------</td>
</tr>
<tr>
<td>1.</td>
</tr>
<tr>
<td>2.</td>
</tr>
<tr>
<td>3.</td>
</tr>
<tr>
<td>4.</td>
</tr>
<tr>
<td>5.</td>
</tr>
<tr>
<td>6.</td>
</tr>
<tr>
<td>7.</td>
</tr>
<tr>
<td>8.</td>
</tr>
<tr>
<td>9.</td>
</tr>
<tr>
<td>10.</td>
</tr>
<tr>
<td>11.</td>
</tr>
<tr>
<td>12.</td>
</tr>
<tr>
<td>14.</td>
</tr>
</tbody>
</table>
CHAPTER I

INTRODUCTION

The Problem

The problem of this study was to evaluate the high school at Valley View, Texas, using as a basis of evaluation the criteria set up by the organization on Cooperative Study of Secondary School Standards.

The purpose of the evaluation was to attempt to arrive at a definite critical conception of just how this individual school ranks with other schools when evaluated by the criteria as set up by the Cooperative Study in 1938.

How The Evaluation Was Made

The evaluation was made by checking and evaluating the items included in the checklists and evaluations in the Evaluative Criteria.¹ In doing this the instructions given by the Cooperative Study were carefully followed.

Instructions

In checking and evaluating the various features included in this section the underlying philosophy and expressed purposes and objectives of the school and the nature of the pupil population and community which it serves (as outlined in Sections B and C) should be kept constantly in mind. Evaluations are to be made in the light of

¹Cooperative Study of Secondary Schools Standards, Evaluative Criteria.
these factors.

The two-fold nature of the work -- evaluation and stimulation to improvement -- should also be kept con-
stantly in mind. Careful, discriminating judgment is es-
sential if these purposes are to be satisfactorily served.
While the attainment of a high score may be desirable, it
is of secondary importance. It should not be permitted
to interfere with accurate evaluation; otherwise, real
improvement cannot be undertaken and attained. Care and
discrimination, therefore, in the use of check marks and
of evaluations are supremely important.

The checklists consist of provisions, conditions or
traits found in good secondary schools. Not all of them
are necessary, or even desirable, in every good school.
A school may therefore lack some of the items listed but
have other compensating features.

The use of the checklists requires four symbols.
(1) If the provision or provisions called for in a given
item of the checklist are definitely made or if the con-
ditions indicated are present to a very satisfactory de-
gree, mark the item, in the parenthesis preceding it,
with a plus sign (+); (2) if the provision is only fair-
ly well made or the conditions are only fairly well met,
mark the item with a minus sign (-); (3) if the provi-
sions 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 un-
necessary 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 each "Checklist" for writ-
ing in additional items.

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

N.- Does not apply

Under Comments make notations of compensating features or particular shortcomings, explanations, justifications of evaluations, or other pertinent matters.

The purpose and application of items and sections vary in specific situations and therefore some flexibility in the interpretation and application of the scale will be necessary. Schools, however, should always be able to substantiate evaluations with evidence. Those making the evaluations should be constantly on guard against the common tendency to choose the higher of two possible evaluations when in doubt. Unless a superior evaluation is definitely indicated and justified by the available evidence, one of average or below average should be made.²

Use was made of a series of blank thermometer scales worked out by the Cooperative Study which, when properly filled out, are arranged to show graphically the relative standing of a secondary school on a large number of factors in the various fields in this work.

The component thermometers are so constructed as to facilitate comparisons with other schools of similar size, type, accreditation, or regional location, as well as with secondary schools as a whole. Norms for these purposes are based upon detailed evaluations made by the Cooperative Study during the school year 1936-1937, of 200 carefully selected secondary schools located in all parts of the United States. A uniform method of presenting results has been adopted and is illustrated by the sample thermometer scales included . . . 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 97 means that a school is equal to or better than 97 per cent of the schools measured, and so forth. The left

² Cooperative Study of Secondary School Standards, Evaluative Criteria, p. 27.
side is a relative scale; the right side is an absolute scale. The national norm, of course, is the 50 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 norms on the right side of the scale.3

In the interpretations of the thermometers used in this work, the word "points" was used instead of "per cent" to indicate the relative position of this school with other schools.

How the Thesis Was Organized and Presented

In this work the chapters follow very closely the forms outlined in the corresponding sections of the Evaluative Criteria.4 They have the same titles as those sections in the statement of guiding principles, the checklists, the evaluations, and the questions in the supplementary data were quoted verbatim from the corresponding sections; and the tables have the same general form as those given in the Evaluative Criteria.5 although in certain cases they may vary from them to a slight extent for the purpose of presenting the information in this thesis.

Under "Comments" are given explanations and justifications for the symbols and scores of the various checklists and evaluations relative to this individual school.

---

5 Ibid.
Summarized school scores have been transferred to thermometers prepared by the Cooperative Study and these thermometers with their interpretations have been included in all the chapters except the first three.

The section on administration has not been included in this thesis because the smallness of the school and the work of the "principal-teacher" does not seem to merit an evaluation of him as an administrator.

This thesis is organized into twelve chapters. Chapter I includes the problem, how the evaluation was made, how the thesis was organized and presented, and the explanation of the thermometer scale device for summarizing data and reporting standings of a particular school. These three pages were presented because the thermometers and their use were completely explained. Chapter II gives the philosophy and objectives of the school. Chapter III presents data on pupil population and school community. Chapter IV discusses the curriculum and courses of study. Chapter V explains the pupil activity program. Chapter VI discusses the library service. Chapter VII deals with the guidance service. Chapter VIII gives data on the instruction. Chapter IX discusses the outcome of the school program. Chapter X presents data on the school staff. Chapter XI discusses the school plant. Chapter XII gives a summary of the findings of the evaluation and makes recommendations for improvements.
Educational
Temperatures

1938 Edition

Devised by
Walter Crosby Eells
Coordinator

A series of scales for exhibiting in
graphic form the results of evaluations of a secondary school made
on the Cooperative Study's Evaluative Criteria. (1938 edition.)

A REPORT ON

COOPERATIVE STUDY OF SECONDARY SCHOOL STANDARDS

744 Jackson Place Washington, D. C.

September, 1938

Copyright 1938 by Cooperative Study of Secondary School Standards

Figure 1. Explanation of Thermometer Scale Device
for Summarizing Data and Reporting
Standings of a Particular School
Cooperative Study of Secondary School Standards

INTRODUCTION

Educational Temperatures consists of a series of blank thermometer scales which, when properly filled out, are arranged to show graphically in convenient form the relative standing of a secondary school on a large number of significant factors in nine important fields -- curriculum, pupil activities, library, guidance, instruction, outcomes, staff, plant, and administration. The component thermometers are so constructed as to facilitate comparisons with other schools of similar size, type, accreditation, or regional location, as well as with secondary schools as a whole. Norms for these purposes are based upon detailed evaluations made by the Cooperative Study, during the school year 1936-37, of 200 carefully selected secondary schools located in all parts of the United States.

This booklet is designed to accompany the Cooperative Study’s Evaluative Criteria (1938 edition). It provides a means of exhibiting the results of approximately 500 evaluations and other measurements of the quality of a secondary school in a series of thermometer scales, several related evaluations usually being grouped together to form the basis for a single thermometer.

A uniform method of presenting results has been adopted, and is illustrated by the sample thermometer scale which is printed on the opposite page. 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 an evaluative scale; the right side an evaluative scale. The national norm, of course, is the 50-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.

Instructions for the construction of these educational thermometers (including computation of school scores, transfer of these scores to the primary thermometers, and construction of the summary thermometers) will be found in the manual How to Evaluate a Secondary School (1938 edition). These publications, Evaluative Criteria, Educational Temperatures, and How to Evaluate a Secondary School, are essential for any school which wishes to be studied and evaluated by the methods worked out and recommended by the Cooperative Study of Secondary School Standards. The first contains the blanks and other material for evaluation, the second the scales for exhibiting the results of the evaluations, and the third practical instructions and suggestions for using the other two most effectively.

The Cooperative Study has provided for three scales for the evaluation of a school, an Alpha Scale for a complete and extensive evaluation, a Beta Scale for a moderately extensive evaluation, and a Gamma Scale for a brief evaluation. A description of the characteristics and derivation of these scales will be found in How to Evaluate a Secondary School. Educational Temperatures is arranged to show graphically any of these three scales. The 25 thermometers of the Gamma Scale are indicated by double stars (★★) at the bases of the thermometers. If the Gamma Scale is being used, these are the only primary thermometers to be filled out. The Beta Scale is composed of the 25 double-starred thermometers of the Gamma Scale plus the 25 thermometers indicated by single stars (★). In other words, the 50 starred (single or double) thermometers make up the Beta Scale. The summary thermometers for each area and for the school as a whole should, of course, be used with either the Beta or the Gamma Scale. The Alpha Scale is composed of all the 100 primary thermometers shown on pages 4 to 18.

Educational Temperatures permits a quick and vivid indication of the standing of a school in a large number of significant features. It facilitates comparison with the same features in other comparable groups of schools. It should also act as a stimulus to a school either to raise its own "educational temperature," particularly in features in which it appears to be unusually low, or else to justify any exceptional departures from the general average of the school itself or from the norms for other comparable schools.
SAMPLE THERMOMETER SCALE

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

Figure 1-Continued
TABLE OF CONTENTS

I. SAMPLE THERMOMETER SCALES ........................................ 1-2
II. REGULAR THERMOMETERS
    A. Summary of Evaluative Criteria ................................. 3
    B. Educational Program
        1. Curriculum and Courses of Study ......................... 4,5
        2. Pupil Activity Program ................................ 6
        3. Library Service ........................................ 7-9
        4. Guidance Service ....................................... 10
        5. Instruction ........................................... 11
        6. Outcomes .............................................. 12,13
    C. School Staff .............................................. 14-16
    D. School Plant ............................................. 17
    E. School Administration .................................... 18
III. AUXILIARY THERMOMETERS
    F. Growth Measured by Test Scores ............................ 20
    G. College and Non-College Success .......................... 21
    H. Committee, Pupil, and Parent Judgment .................. 22
IV. EXPERIMENTAL THERMOMETERS .................................... 24-27

EXPLANATION

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

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

*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)

SPECIAL SCALE: Committee evaluation or average of a number of such evaluations concerning the presence and functioning of the feature studied
5.0 Highly satisfactory or practically perfect
4.0 Very good
3.0 Average
2.0 Poor
1.0 Very poor

FURTHER EXPLANATION OF THERMOMETER SCALE DEVICE
Figure 1--Continued
SUMMARY OF EVALUATIVE CRITERIA

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

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

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

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

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

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

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

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

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

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

10. GRAND TOTAL
    Based upon the other nine thermometers on this page, each weighted as indicated below its bulb.
CHAPTER II

PHILOSOPHY AND OBJECTIVES

STATEMENT OF GUIDING PRINCIPLES

It is essential for each secondary school to have a carefully formulated educational philosophy. The school should be free to determine this philosophy for itself to the extent that it promotes the principles and spirit of American democracy. Every school should be able to justify any marked variation from generally accepted principles. The stated philosophy of education should be associated with and be made fundamental to the educational program of each school. This philosophy should be made specific in a statement of objectives. Without such a statement of objectives growing out of a sane educational philosophy, a school leads an aimless life.

I. Philosophy of Secondary Education

It is a fact that, from birth to death, man is involved in a never ceasing change, biologically, socially, physically, mentally, and spiritually. Because the human being is subject to these changes and because his environment is a very important item in directing these changes, the public schools, churches, and other social organizations have been formed. It is the business of the school to assist its pupils in making the changes which come into the life of the individual in order that he may more efficiently fit into the social world of which he is a part. The secondary school has as its chief purpose the shifting from the simpler tools of learning, which

---

the pupil acquired in the elementary school, to the use of these tools in acquiring knowledge, skills, attitudes, and appreciations in the various phases of human life and activity.

Each school is a distinct unit in itself just as each person is a distinct individual with a personality which is solely his own, and, as such, its philosophy should be such as to care for that school, its pupils, and the patrons of the community in which the school is located; keeping in mind the relationship which this school and community bear to the larger schools and communities of which they are vital parts.

In this small agricultural community, the following seems to be the general philosophy of the school:

1. The interests and needs of the children are of primary importance.

2. A small percentage of the pupils of this school go to college; therefore, very little emphasis should be placed upon this phase, while wholesome living, now and in the future, should be stressed in the curriculum.

3. School methods should represent democratic ideals, principles, and living. There should be opportunities for the pupils to originate new ideas, activities, customs, etc.; to cooperate in group enterprises; and to assume responsibility for certain of their own and the community problems.

4. The staff should guide and direct rather than drive the pupils in the various phases of living in the school.

---

5. School in this community should not be stressed as a preparation for anything, but it should be considered as an actual living activity.

A study of the ideas brought out in the above philosophy would indicate that the education of the pupil is really living from day to day in environments which should tend to assist the individual in adjusting himself into the many changes which are occurring in and all about him, and since America is a democracy, education in America should be for democracy. If this be true, then education should take place within a social group, and schools should be democratic communities in which children live natural lives with their companions and grow into adults with good citizenship a vital part of their school experience. 3

II. Objectives of the School

In general, it might be said that the objectives of education are to assist the person to attain the objectives in life as outlined in the Seven Cardinal Principles of Education. These principles are the development of healthy bodies; a command of the fundamental processes; worthy home membership; a satisfactory vocation; good citizenship; worthy use of leisure time; and the development of ethical character. To attain these objectives the school must enlarge its scope so as to include such items as guidance, club organization, school

---

3 Frasier and Armentrout, An Introduction to Education, pp. 31-32.
government, pupil activities, and home activities.  

The staff of this secondary school, after studying the community and the pupils of the school, formulated the following list of specific objectives for the school based upon the general philosophy and objectives of education:

To provide opportunities for democratic living.
To provide opportunities for developing self-reliance.
To provide opportunities for cooperative participation.
To provide opportunities for the development of responsibilities.
To provide opportunities for the development of healthy bodies and minds.
To provide opportunities for the development of a good personality.
To provide opportunities for the acquisition of a broad education.
To provide opportunities for each pupil to overcome some obstacle.
To provide opportunities for many social meetings whereby the child may learn to meet and associate freely with others.

It will be noted that the specific objectives provide for the achievement of the goals of education as provided in the general objectives and philosophy of education.

Perhaps the latest attempt to list the goals for American education was made by a committee of the National Educational

Association in 1934 when it sought to formulate ten social-economic goals for America. The result was as follows:

1. Hereditary strength -- everyone has a right to be well-born and under conditions which will conserve his innate strengths and capacities.

2. Physical and security -- everyone has a right to protection from accident and disease.

3. Participation in an evolving culture -- everyone has a right to share the skills, standards, values, and knowledge of the race.

4. An active, flexible personality -- everyone has a right to conditions which foster the development of initiative, ability to weigh facts, resist prejudice, and act cooperatively.

5. Suitable occupation -- everyone has a right to whatever joy the most fitting work can bring.

6. Economic security -- everyone has a right to a minimum income that will provide a reasonable standard of living.

7. Mental security -- everyone has a right to trustworthy information from unprejudiced, unbiased sources.

8. Equality of opportunity -- everyone has a right to the fullest possible development.

9. Freedom -- everyone has a right to the widest sphere of freedom compatible with the equal freedom of others.

10. Fair play -- everyone has a right to expect others to act in conformity with the highest good of all.5

It should be noted that in the list of specific objectives for this school, recognition was taken of the fact that each pupil is an individual and provisions should be made for his development by the school; he should be an active participant in the life of the school; the program of the school should not be fixed but flexible, and should provide for the pupil's interests and needs for broad, general values rather than narrow, specific ones; and the outcomes emphasized are

---

5 Paterson, Cheate, and Brunner, The School in American Society, p. 47.
those which tend to determine the good citizen.6

III. Graphic Analysis of Theory and Practice

Each pair of terms below represents relatively contrasting aspects of certain phases of the school's philosophy of education. The scale of values, presented 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 of 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.7

<table>
<thead>
<tr>
<th>Secondary schools are for all</th>
<th>P</th>
<th>T</th>
</tr>
</thead>
<tbody>
<tr>
<td>Secondary schools</td>
<td></td>
<td></td>
</tr>
<tr>
<td>School is a place to learn subjects</td>
<td>P</td>
<td>T</td>
</tr>
<tr>
<td>School is a place to learn to live</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Make pupils more nearly alike</td>
<td>P</td>
<td>T</td>
</tr>
<tr>
<td>Develop differences in pupils</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Follow a predetermined curriculum</td>
<td>P</td>
<td>T</td>
</tr>
<tr>
<td>Classes evolve their curriculum</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Uniform curriculum for all pupils</td>
<td>P</td>
<td>T</td>
</tr>
<tr>
<td>Individualized curriculum</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Following traditional methods and materials</td>
<td>P</td>
<td>T</td>
</tr>
<tr>
<td>Seeking new and untried methods and materials</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Emphasis on cultural values</td>
<td>P</td>
<td>T</td>
</tr>
<tr>
<td>Emphasis on practical values</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Emphasis on specialized training</td>
<td>P</td>
<td>T</td>
</tr>
<tr>
<td>Emphasis on general education</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>


<table>
<thead>
<tr>
<th>Emphasis on information</th>
<th>Emphasis on attitudes</th>
</tr>
</thead>
<tbody>
<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 educational activities</td>
</tr>
<tr>
<td>Emphasis on 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 fully equipped and self-contained</td>
<td>Extension of plant by utilization of community agencies</td>
</tr>
</tbody>
</table>

A study of the graphic analysis of theory and practice as outlined in the above shows that in only four phases does the school find itself sufficiently out of line between the theory and the actual practice to give cause for alarm. There is a direct connection in the various phases in which there is a wide variation and that is in the fact that each is based upon the traditional and formal school of the past.

It was the opinion of the staff that the classes have not developed sufficiently, as yet, to take any major part in the evolving of the curriculum, although their needs and interests are taken into consideration. This school is so small that it is very difficult to provide an individualized curriculum for

---

8 Ibid.
each pupil, although it is the belief of the staff that such should be the case. It is the opinion of the staff that no great amount of difference in emphasis should be placed upon cultural and practical values because it was its opinion that these are largely overlapping terms. It is the opinion of the staff that the school should not follow a predetermined curriculum altogether, but it was also somewhat conservative in placing the emphasis too heavily on seeking new and untried methods and materials. The word "untried" was the word over which it pondered at some length. In general, the graphic representation is a true picture of the school as the staff sees it in connection with the various contrasting phases.

IV. General Evaluation of the Philosophy and Objectives

Evaluation: -- The general evaluation of the philosophy and objectives is:

(3) a. 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? 9

Comments: -- The evaluation of the philosophy and objectives 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, is given as 3 because the school has a definite philosophy of education and specific objectives for the school although these are not being followed in a wholly satisfactory manner as indicated by the graphic representation above.

9 Ibid.
CHAPTER III

PUPIL POPULATION AND SCHOOL COMMUNITY

Statement of Guiding Principles

The school exists primarily for the benefit of the boys and girls of the community which it serves. The type of people, their vocations and interests, their tendencies and prejudices, their abilities, their racial characteristics, their hopes and prospects regarding the future, their customs and habits, the similarities and differences of groups within any community, are different from those of other communities. The school should know the distinctive characteristics and needs of the people and groups of people of the school community, particularly those for the children. But every school community inevitably is interrelated with other communities and is a part of larger communities, particularly the state and nation. The school should therefore adapt its general philosophy and specific purposes to its own community and to the larger communities of which it is a part.¹

I. Basic Data Regarding the Community

The secondary school population in this study is taken to mean those youths in the community from the ages of 13 to 17 years inclusive, as this is the age of the youths who are normally in the secondary school of four units in an eleven year system.²

The school community population is to be thought of as being the total population in the area regularly served by the high school.³ Since there is only one secondary school in

²Ibid. p. 10.
³Ibid.
this community, the total community population is the same as the school community population.

A. Population Data (1939)

The total population for the entire school community is estimated to be about 750, and the total secondary school population is 100. Of these 100 youths of high school age, 96 are enrolled in the high school.

B. Occupation of Adults (1938)

Indicate the percentage of persons in the school community above secondary school age who are regularly engaged in each of the following classifications.4

(34) Agriculture (1) Secretarial and stenographic
(34) Home making (5) Unskilled labor
( 4) Professions (5) Unemployed or on relief
( 5) Sales work (5) Unknown
( 2) Skilled labor (1) Bookkeeping and accounting
( 2) Business (proprietors) (2) Miscellaneous clerical

The above figures are estimates. As is indicated, a large majority of the adults in this community is occupied in farming and home making, and, as a result, it is the business of this school to provide the type of curriculum which will most nearly fit into the life of the agricultural and home making classes of people as is indicated in the philosophy and objectives of the school.

C. Occupational Status of Youths of Secondary School Age (1938)

Indicate the percentage of youths of secondary school age in the school community belonging to the following classifications.5

---

5 Ibid.
(36) Regularly attending secondary school
(2) In post-secondary school
(2) Employed less than half-time in the community

There is no demand in this community for the employment of the youth during the school term. Of the secondary school population, ninety-six are enrolled in the high school, two are in training for nursing (indicated by post-secondary school), one girl is the daughter of Catholic parents who do not send their children to the public schools and keep this girl at home to assist in their cafe business, and the other child is a boy who assists his father on the farm and secures other odd jobs as occasion permits.

D. Racial and Cultural Groups (1939)

1. Indicate the percentage of the population in the school community belonging to each of the following.

(94) Native white
(6) Negro

The figures above are estimates. It is very difficult to determine the percentage of Negroes because they are largely transitory, coming into the community only for the busy seasons of the year to obtain work during the busy farming periods. As a result, there is no racial segregation. No school is provided for the Negroes because there were only five of scholastic age at the time the scholastic census was taken, and three of these were not in the community. There are no marked differences in the cultural status of groups of the community because all are of the average class of small community citizens.

Ibid. p. 12
Evaluation: -- The evaluation on the above is:

(3) z. How adequate is the school's information regarding its information regarding its community in such matters as indicated in "A", "B", "C", and "D" above? 7

Comments: -- The evaluation of 3 is given for the above; adequacy of the school's information regarding its community, because there are no permanent data kept. The smallness of the community enables the school to be fully acquainted with the conditions without the use of permanent records. However, the best authorities on the subject insist that such data should be available at all times to the school authorities. 8

E. Additional Socio-Economic Information

It is desirable that the school should have the following information regarding its community. (Check items for which information is available).

Checklist: -- Information is available for:

(x) 1. Economic status of various neighborhoods or groups
(x) 2. Sanitary and health status of the various neighborhoods
(x) 3. Racial groups or colonies and their location
(x) 4. General educational and cultural status of the various groups
(x) 5. General ethical or moral tone of the various groups
(x) 6. Recreational facilities and types of recreation engaged in by various groups
(x) 7. Interest in and attitude toward school shown by the various groups 9

Evaluation: -- The evaluation of the above checklist is:

(2) z. How adequate is the school's information regarding its community in such respects as the above? 10

7 Ibid.
8 Paterson, Schneider, and Williamson, Student Guidance Techniques, pp. 48-56.
10 Ibid.
F. Financial Resources

It is desirable that the school should have such information as the following concerning costs and financial resources. 11

<table>
<thead>
<tr>
<th>Item</th>
<th>For the district</th>
<th>Rank* in comparison with other districts in the state</th>
<th>For the state</th>
<th>Rank* in comparison with other states</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Cost of the high school per pupil in average daily attendance</td>
<td>$86.00</td>
<td>Upper quarter</td>
<td>Upper quarter</td>
<td>Medium</td>
</tr>
<tr>
<td>2. Cost of the high school per youth of high school age in the school community</td>
<td>$82.80</td>
<td>Upper quarter</td>
<td>Upper quarter</td>
<td>Medium</td>
</tr>
<tr>
<td>3. Taxable wealth per youth of high school age in the community</td>
<td>$38.00</td>
<td>Upper quarter</td>
<td>Upper quarter</td>
<td>Medium</td>
</tr>
</tbody>
</table>

* Based upon a study made by the writer and others in the Spring of 1938.

**Evaluation:** -- The evaluation on the financial data available is:

(2) z. How adequate are the available data concerning such matters as the above? 12

12 Ibid.
Comments: - - The score of 2 was given because the financial data available for judging the ability and the effort to support the high school are not adequate. The data for the ability of the school are kept from year to year, but that of the other districts of the state or the other states are not kept. The amount of money available per capita for the high school with the additional money supplied from the state department furnishes a fairly adequate amount to carry on a well balanced educational program for this community. The class, of which the writer was a member in the Spring of 1938, recommended that a minimum of $75.00 should be spent per capita for high school pupils, but that $100.00 or more was really needed for that purpose. In the United States, as a whole the expenditure per child in average daily attendance was $67.48.\(^3\)

6. Agencies Affecting Education

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: (Check items for which information is available)\(^4\)

Checklist: - - The school should be well informed regarding agencies or facilities in or near the community which affect the educational development of its youth.

\(^1\) 1. Other schools - - for youths of secondary or post-secondary school age - - nature and extent of their offerings, their purposes, their clientele, etc.

\(^3\) Karl K. Douglas, *Secondary Education For Youth in Modern America*, p. 120.

(-) 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:** - - The evaluation on the above checklist is:

(2) 1. How adequate are the financial data available for judging the ability and the effort to support secondary education?

**COMMENTS:** - - A score of 2 is given on the above evaluation because the available data concerning such matters as the above is adequate only in the personal knowledge of the staff of the surrounding conditions. There is a post-secondary school located ten miles from this school which offers two years of work, and there are two colleges twenty-two miles away which offer work leading to Master's degree. There are four active churches in the town which are well attended by the pupils and their parents and whose ministers are active and adequate in their work. The only library in the community is that of the school which is run in connection with the branch of the county library as a W. P. A. project and is kept open twelve
months and patronized rather extensively throughout the entire year by both the pupils and their parents. Such items as museums, art galleries, planetariums, zoos, forums, lyceums, opera, dramatic and musical performances are not available. Moving pictures are not available in the town, but many of the young people patronize those of the town ten miles away. No health centers or clinics are present in the town, but adequate hospital facilities are available at a distance of ten miles. No commercialized entertainments are available at all. The above conditions affect the educational opportunities of the pupils in two ways. Although the pupils are robbed of the opportunity of being acquainted and familiar with these items, which is to their disadvantage, these same items do not offer the temptations of wasting the time of the pupils when they could be more advantageously occupied.

II. Basic Data Regarding Pupils

A. Enrollment and Graduates

In the spaces below enter data for the current year in the last group of three columns, for the preceding year in the group of columns next to the left, and so on for each preceding year, the columns at the far left being for the earliest year. Enter data only for the grades in the school as organized — three-year, four-year, five-year, or six-year unit.17

Table 2
Enrollment and Graduates for Last Three Years *

<table>
<thead>
<tr>
<th></th>
<th>1936-37</th>
<th>1937-38</th>
<th>1938-39</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>BOYS</td>
<td>GIRLS</td>
<td>TOTAL</td>
</tr>
<tr>
<td>Enrollment</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Regular:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Eleventh</td>
<td>15</td>
<td>14</td>
<td>29</td>
</tr>
<tr>
<td>Eighth Grade</td>
<td>5</td>
<td>7</td>
<td>12</td>
</tr>
<tr>
<td>Ninth Grade</td>
<td>7</td>
<td>10</td>
<td>17</td>
</tr>
<tr>
<td>Total</td>
<td>26</td>
<td>31</td>
<td>57</td>
</tr>
<tr>
<td>Special:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Part time</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Number of Pupils Graduated</td>
<td>12</td>
<td>10</td>
<td>22</td>
</tr>
<tr>
<td>Number of Graduates Who Entered College the Next Year</td>
<td>6</td>
<td>5</td>
<td>11</td>
</tr>
</tbody>
</table>

* Form taken from Evaluative Criteria.

Evaluation: -- The evaluation on basic data regarding pupils is:

(2) z. How well do the pupils tend to remain in school? 18

Comments: -- The evaluation of 2 is given because of such a small number who regularly attend college after graduating from high school. If the evaluation is based upon how well the pupils tend to remain in high school, the evaluation would be at least 4. Figures taken from the high

18 Ibid.
school records for the past three years show that ninety-seven per cent of the high school pupils of this community remain in school till they graduate, while it may be expected that in secondary schools throughout the United States seven or eight per cent of the pupils enrolled at the beginning of the school year will drop out before the end of the year, and that at least six per cent will be temporarily absent for illness or other reasons on an average day of the school year. 19 The principal reason why no more of the graduates attend college is because of the lack of financial ability of the parents.

B. Age-Grade Distribution (1938-39)

For the current year give number of pupils of each age at their last birthday, at the time of entrance to school in the fall. 20

<table>
<thead>
<tr>
<th>Class</th>
<th>11 or less</th>
<th>12</th>
<th>13</th>
<th>14</th>
<th>15</th>
<th>16</th>
<th>17</th>
<th>18</th>
<th>19</th>
<th>20</th>
<th>21 and over</th>
</tr>
</thead>
<tbody>
<tr>
<td>Seniors</td>
<td></td>
<td>1</td>
<td>1</td>
<td>6</td>
<td>9</td>
<td>2</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Juniors</td>
<td></td>
<td>2</td>
<td>10</td>
<td>2</td>
<td>3</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sophomores</td>
<td></td>
<td>1</td>
<td>10</td>
<td>10</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Freshmen</td>
<td></td>
<td>3</td>
<td>8</td>
<td>5</td>
<td>4</td>
<td>5</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>


Evaluation: -- The evaluation on the information regarding age-grade distribution is:

(3) 2. How well does the school regularly provide data on the age-grade distribution of its pupils?21

Comments: -- A score of 3 was given on the above evaluations because the school provides data annually on the age-grade distribution of its pupils. The numbers falling outside of the normal age for each grade can be accounted for largely by the fact that a great many of the high school pupils of this school enter the high school from an inadequate elementary school of a small adjoining district, and they have been unable to do the work set up in the course of study of this high school, thus causing them in many instances to be retarded at least one year.

C. Mental Ability

No tests are given in this school to determine the I.Q. of the pupils. The results of achievement tests taken annually would seem to indicate that the pupils rank from average to somewhat above average in the general intellectual and cultural levels. This may possibly be explained by the proximity of the larger towns and their higher educational institutions and the effect which they have had on parents and associates of the pupils.

Evaluation: -- The evaluation on the records of the I.Q. of the pupils is:

21 Ibid.
(0) How well does the school regularly provide data on the mental abilities of its pupils? 22

Comments: -- A score of 0 is given on the above because no records of the I.Q. of pupils is kept. It is the opinion of the writer that the intelligence quotients of the pupils is not necessary for a school and its faculty to do a good piece of work for the pupils, although he realizes that an intelligent application of such can be of some aid in the work.

Success in academic schools and occupational life is dependent only in part upon the verbal intelligence of the pupil. Special abilities, interests and personality play a very important part in the success of the pupil. The intelligence tests measure what a pupil can do but they cannot tell what he will do, and, hence, they provide only one approach in the teaching of the pupil. 23 Also, it is the opinion of the writer that there is a possibility of the I. Q. of a pupil affecting the attitude of the teacher in such a way that it would be a decided detriment to the pupil. Some teachers might be prone to think that the pupil was just an impossible case, anyway, and be tempted to give him less attention than he actually deserved.

22 Ibid.
23 Paterson, Schneider, and Williamson, Student Guidance Techniques, p. 52.
D. Educational Intentions

**Table 4**

**THE EDUCATIONAL INTENTIONS OF THE SENIOR CLASS COMPOSED OF SEVEN BOYS AND THIRTEEN GIRLS**

<table>
<thead>
<tr>
<th>Institution</th>
<th>Pupils Expect to Attend</th>
<th>Number</th>
<th>Institution</th>
<th>Pupils Expect to Attend</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>State University</td>
<td></td>
<td>1</td>
<td>School Undecided</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Teachers College</td>
<td></td>
<td>3</td>
<td>Stop School</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>Other Colleges</td>
<td></td>
<td>2</td>
<td>Undecided About Further Education</td>
<td></td>
<td>7</td>
</tr>
<tr>
<td>Junior Colleges</td>
<td></td>
<td>2</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Evaluation:** - - The evaluation on the educational intention of senior pupils is:

(2) c. How well does the school regularly secure information regarding the educational intentions of its pupils?²⁴

**Comments:** - - The school does not regularly and systematically secure information regarding the educational intentions of its pupils, and this is one phase of education and guidance that should not be overlooked because it has been found that a stated intention to enter college is a stronger indication that the pupil will actually attend.²⁵ Therefore, this school cannot be evaluated higher than 2 because of the neglect in securing this information. Of course, the various members of the staff usually become aware, incidentally, of the attitudes which the pupil has toward entering college and encouragement is given to those whom the staff feel intellectually capable of becoming.

college material. However, this random method of securing the information is totally inadequate.

E. Occupational Intentions

**TABLE 5**

**THE OCCUPATIONAL INTENTIONS OF THE SENIOR CLASS**

<table>
<thead>
<tr>
<th>Occupations</th>
<th>Boys</th>
<th>Girls</th>
<th>Occupations</th>
<th>Boys</th>
<th>Girls</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agriculture</td>
<td>1</td>
<td></td>
<td>Secretarial</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>Homemaking</td>
<td></td>
<td>1</td>
<td>Professions</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>Salesmanship</td>
<td>1</td>
<td></td>
<td>Business</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Bookkeeping</td>
<td></td>
<td>1</td>
<td>Clerical</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>Undecided</td>
<td></td>
<td></td>
<td>Unknown</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>

**Evaluation:** -- The evaluation on the occupational intentions of the Seniors is:

(2) *s. How well does the school regularly secure information regarding the occupational intentions of its pupils?*

**Comments:** -- A score of 2 is given on this evaluation because the school does not secure information regularly regarding the occupational intentions of its pupils. There is no provision made in this school for vocational guidance other than in the various classes, and in these no systematic check-ups are made. The school attempts to make material available by which the pupil may find information on whatever occupation he desires, and the advantages and disadvantages of the several occupations are discussed generally from time to time.

---

The school's information concerning the occupational intentions of its pupils is decidedly inadequate.

**F. Supplementary Data**

1. Length of the school year in terms of days actually in session, not including holidays

<table>
<thead>
<tr>
<th></th>
<th>Current year</th>
<th>Previous year</th>
<th>Preceding year</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1938-39</td>
<td>1937-38</td>
<td>1936-37</td>
</tr>
<tr>
<td></td>
<td>175</td>
<td>178</td>
<td>175</td>
</tr>
</tbody>
</table>

2. Length of school day

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Hour of opening</td>
<td>8:30</td>
<td></td>
</tr>
<tr>
<td>of school day</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hour of closing</td>
<td>3:45</td>
<td></td>
</tr>
<tr>
<td>of school day</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hour of leaving</td>
<td>3:45</td>
<td></td>
</tr>
<tr>
<td>of school busses</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Length of lunch</td>
<td>45</td>
<td></td>
</tr>
<tr>
<td>period</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3. Percentage of pupils transported to and from school by school bus is eighty.

**Table 6**

<table>
<thead>
<tr>
<th>Schedule of Classes and Activities in the High School</th>
</tr>
</thead>
<tbody>
<tr>
<td>4:30-9:30 JR. BUSINESS TRAINING</td>
</tr>
<tr>
<td>9:30-9:40 TYPING</td>
</tr>
<tr>
<td>9:30-4:40 HOMEMAKING</td>
</tr>
<tr>
<td>8:30-4:40 TYPING</td>
</tr>
<tr>
<td>11:15-12:00 ENGLISH</td>
</tr>
<tr>
<td>12:00-12:45 LUNCH AND FREE TIME</td>
</tr>
<tr>
<td>12:45-1:45 HISTORY</td>
</tr>
<tr>
<td>1:45-2:45 CIVICS</td>
</tr>
<tr>
<td>2:45-3:45 ASSEMBLY AND ACTIVITY PERIOD</td>
</tr>
</tbody>
</table>

27 Ibid.
28 Ibid.
29 Ibid.
III. Summary

TABLE 7

SUMMARY OF EVALUATIONS IN CHAPTER III OF PUPIL POPULATION AND SCHOOL COMMUNITY

<table>
<thead>
<tr>
<th>Title of Measurement</th>
<th>Computations of Primary school scores</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Evaluations</td>
</tr>
<tr>
<td>Data regarding the community</td>
<td>D-z E-z F-z G-z</td>
</tr>
<tr>
<td></td>
<td>2 2 2 2</td>
</tr>
<tr>
<td>Data regarding pupils</td>
<td>A-z B-z C-z D-z E-z</td>
</tr>
<tr>
<td></td>
<td>2 3 0 2 z</td>
</tr>
</tbody>
</table>

A study of the above table, which is a summary of the evaluations found in chapter 3, indicates that the information regarding the community is inadequate. Really, this information is not so inadequate as it seems because, due to the smallness of the community and the intimate knowledge which the staff has of the items evaluated, with the exception of that regarding the mental ability of the pupils, it had not been deemed necessary to have this information filed.

Detailed records are recommended as an improvement over the present conditions concerning information about the school and community, and the use of intelligence tests to arrive at the pupils' mental ability as an aid to teaching would be of benefit.30

30 Paterson, Schneider, and Williamson, Student Guidance Technique, p. 32.
CHAPTER IV

CURRICULUM AND COURSES OF STUDY

Statement of Guiding Principles

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. All such activities should therefore promote the needs and welfare of the individual and of society. Courses of study may be defined as that part of the curriculum which is organized for classroom use. They suggest content, procedures, aids and materials for the use and guidance of teachers, pupils, and administrators. Thus considered they contain only part of the individual pupil's curriculum. The curriculum and courses of study should be chiefly concerned with the orientation, guidance, instruction, and participation of youth in those significant areas of living for which education should supplement the work of other social institutions.

The results of the learning process should include (1) factual information or knowledge; (2) meaning and understanding; (3) abilities to do—knowledge and understanding combined with skill; (4) desirable attitudes—scientific, social, moral, and others; (5) worthy ideals, purposes, appreciations, and interests; and (6) resultant intelligent participation in general life activities.

Because change is universal, constant adaptation and development of the curriculum is necessary. This should be a cooperative enterprise engaging all staff members, carried on under competent leadership, and using all available resources. Carefully conducted and supervised experimentation for curriculum development is particularly valuable. Pupils should be prepared not only to understand the culture of the past; they should also be prepared for participation and leadership in present and future situations and activities.1

---


Checklist: the items in the checklist are marked as follows:

(-) 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 uniform group achievement
(-) 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 or knowledge

Evaluations: the evaluations on the above checklist are:

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

Comments: the score of 2 and 3 respectively have been given on the above evaluations because the general philosophy

2 Ibid.
3 Ibid.
and specific objectives of the school, heretofore, have not been clearly formulated, but many faculty meetings have been devoted to this purpose, and attempts have been made by the administration and faculty to interrelate the various materials, activities, and courses of study to real life situations of the pupils and the community. The pupils have assisted in determining which activities would be most beneficial to them in their relation to the community, but at the same time, the school has not lost sight of the fact that certain basic fundamentals and tools of learning are necessary for a well rounded school, and provisions have been made for drill to provide thoroughness and comprehension in these fundamentals. The school is attempting to incorporate new ideas into the curriculum as rapidly as the pupils and community are sufficiently ready to receive them.

The teachers have been aware of the above conditions and they are beginning to apply more and more such provisions as are made in the checklist above. They are making use of the interests of the pupils, but they are aware of the fact that "by reason of limited experience and lack of ability to know his own long-run needs, the 'felt-needs' of youth do not alone constitute a safe guide to educational requisites". 4

In the selection of materials of instruction, teachers and administrators must keep their eyes focused upon

---

the objectives of education and avoid the danger of con-
cessions to pressure groups. It is to the teachers that
youth must be able to look with confidence for impartial
discussion of facts, issues, theories, and problems which
must be faced today.5

II. Sources for Development

Checklist: -- The following sources for curricular de-
velopment are used:

(+) 1. A survey of the social and economic characteristics
    of the community

(+) 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

(+5 4. A study of courses of study of other schools

(-) 5. A study of curriculum material in educational literature

(-) 6. Carefully conducted and evaluated classroom experi-
    mentation in the local school or in other schools

(-) 7. A study of pupil interests and plans

(-) 8. Demands for change by the public6

Evaluation: -- The evaluation on sources for development
is:

(2) 2. How extensively have such sources as the above been
    made available and consulted?7

Comments: -- A score of 2 is given on the above evalua-
tion because no definite action and organized plans have been
worked out in connection with the above, but many changes
have been made in the curriculum and courses of study within
the past two years for adapting these phases to the felt needs
of the pupils and the community. For instance, vocational
agriculture and homemaking, junior business training, general

5 Ibid.
6 Cooperative Study of Secondary School Standards, Evalu-
native Criteria, p. 21.
7 Ibid.
mathematics, typing, commercial law, economics, and world history have been substituted for such subjects as ancient history, foreign languages, and one course in algebra. This was done as a result of the realization that the pupils of this community were not receiving from the school what they had a right to expect. Also, a study of the courses of study of other progressive secondary and post-secondary schools have influenced change. The school realizes that there has been a great increase in the number attending the secondary school within the past few years, and as a result, the standard of achievement has been depressed. In many instances the better pupils have been penalized by being permitted to work below their intellectual capacity. This range in the individual differences of the increased attendance, in both capacity and aims, is forcing the high school to vary its methods as well as to change and increase the curricular offerings.

The high school has become the people's college. There are several times as many children in secondary school today as there were a generation or two ago. The functions of the high school have long outgrown its former single aim of college preparation. New departments have been created and numerous new courses have been added to meet the increased and complex needs of modern life.

---

8 Paterson, Cheate, and Brunner, The School in American Society, p. 201.
9 Ibid. p. 209.
III. Organization and Procedure for Development

Checklist: - - Such procedures as the following should be used for development:

(-) 1. General plans for a program of development and adaptation are carefully and cooperatively 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

(-) 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

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

(-) 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 by the pupils of all assessable 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 cooperation with them

Evaluations: - - The evaluations on the above are:

(2) y. How well is the staff organized for study and development of the curriculum and courses of study?

(3) z. How well are such procedures as the above followed?

Comments: - - The scores of 2 and 3, respectively, are given on the above evaluations because the staff has not been specifically organized to study this particular problem, but it has been consulted in the making of changes in the various

---

11 Ibid.
activities of the school during faculty meetings, and the basis for the changes have come, to a large extent, through considerations of the above. However, for an adequate development of the curriculum, there should be a carefully and cooperatively formulated plan in which a capable official directs, and those charged with special responsibilities are supplied with sufficient time and materials to perform the duties assigned them. Qualified persons of the community should be consulted concerning the needs of the curriculum, and plans for constant revisions and additions to meet the changing conditions should be ever present. The educational possibilities of other educational and social agencies in the community should be definitely taken into account and provision made for cooperation with them. In other words, every facility available should be used in arriving at a curriculum which will best fit the pupils for living in an ever changing democratic world. 12 The principal inadequacy of this school in developing a satisfactory curriculum and courses of study has been the lack of a definite organization and specific plans.

12 Karl R. Douglas, Secondary Education for Youth in Modern America, p. 92.
### IV. Provisions for Subject Matter Fields

#### A. Amount of Offerings

**TABLE 8**

**AMOUNT OF OFFERINGS AND THEIR EVALUATIONS IN THIS HIGH SCHOOL**

<table>
<thead>
<tr>
<th></th>
<th>E</th>
<th>FL</th>
<th>M</th>
<th>S</th>
<th>SS</th>
<th>MU</th>
<th>ALC</th>
<th>IA</th>
<th>HE</th>
<th>AG</th>
<th>BE</th>
<th>NPE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>4</td>
<td>2</td>
<td>3</td>
<td>1</td>
<td>3/4</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>2.</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>3.</td>
<td>1</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

**EVALUATIONS**

<table>
<thead>
<tr>
<th></th>
<th>E</th>
<th>FL</th>
<th>M</th>
<th>S</th>
<th>SS</th>
<th>MU</th>
<th>ALC</th>
<th>IA</th>
<th>HE</th>
<th>AG</th>
<th>BE</th>
<th>NPE</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.</td>
<td>3</td>
<td>2</td>
<td>3</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td>n</td>
<td>n</td>
<td>n</td>
<td>3</td>
<td>3</td>
<td>n</td>
</tr>
<tr>
<td>5.</td>
<td>3</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td>4</td>
<td>n</td>
<td>n</td>
<td>4</td>
<td>3</td>
<td>3</td>
<td>n</td>
<td></td>
</tr>
</tbody>
</table>


* Form taken from Evaluative Criteria.
Offerings and evaluations in table 8 are scored as they are because the course of study and subject matter have been set up, originally, to meet college entrance requirements. However, in the past few years, definite steps have been taken to enrich the program of the school with a view to meeting needs of the pupils as well as for college preparation. In a small school like this, however, there are rather definite boundaries set up within which it, of necessity, must keep itself to be in conformity with the state program.

An examination of table 8 shows that this school needs additional offerings in music, science, and crafts, with less in the foreign language field. As a result, foreign language is being dropped from the course of study this year. It would seem, also, that additional work should be offered in the industrial arts and health and physical education fields, but the industrial arts are cared for in their related fields of homemaking and agriculture. The physical education program is adequate without a formal course being set up. It is estimated that 90% of the student body participate in the playground activities voluntarily. The pupils do not feel that the games and activities are required, but that they offer an opportunity for enjoyable recreation with their fellow-pupils. No specific provisions are made for health, but it is the opinion of the staff that the actual condition of the attitudes and practices of the pupils in regard to this matter are adequate without special attention being given to it. Of course, the school provides an annual check-up by doctors and nurses to
discover major defects in the pupils which need attention, and, as in the case this year when all children were vaccinated for smallpox, conditions are provided for protection from communicable diseases.

The size of the school prohibits the offering of a sufficient variety of courses to provide orientation in all the principal fields of human knowledge, the exploration of the talents of youth in all types of activity, and adjustment of instructional procedure to the variations in capacities found in unselected groups of boys and girls. It is apparent that a much larger staff than the one which this school has would be necessary before adequate provisions could be made for the above, but the school honestly attempts to provide opportunities in its curriculum for these matters without having specific subjects listed under that name. The curriculum should be built for the needs of the great mass of young people who will not go to college. At the same time, provision should be made to care for those who will go; so there are found two contrasting conditions which the high school must meet. It is the opinion of the staff and writer that there are two extremes of education -- "academic" and "vocational" -- that the school must avoid, and that the purpose of education in this school may be accomplished by adapting the "regular" subjects to the objective of preparation for both vocational and non-vocational life.15

14 Harl R. Douglas, Secondary Education for Youth in Modern America, p. 92.
15 Ibid.
B. Nature of Offerings

In evaluating this page consider only content of subject matter offerings, not instructional procedures or methodology. Content should, however, provide not only for informational or factual matter and for skills but also for understanding the significance of the content and for attitudes, appreciations and ideals.

A copy of the school's courses of study should be available; if not, a brief description or outline for each course should be furnished.

In the table below, include only those subjects or courses in which a class is taught every year or in alternate years.16

Offerings and evaluations on nature of offerings are scored as they are because in the main, textbook content is followed in the classes with many provisions made for digressing from it to care for special phases which are of direct importance to the pupils. In some instances, however, particularly in some of the social studies, no textbook outline is followed, but phases which are outstanding at the time in the life of the community and the state and the nation are followed by means of the use of newspapers and radio. This accounts for the fact that many of the evaluations of "x" are higher than those of "y". No courses of study or outlines of work are kept because of the provisions for constant digressions from the textbook content to those of immediate temporary interests and needs.

The evaluations of the foreign languages is low because only a very small number of the high school pupils are sufficiently interested in it to take the course, and it is felt

---
<table>
<thead>
<tr>
<th>Checklist and Evaluations</th>
<th>E</th>
<th>F</th>
<th>L</th>
<th>M</th>
<th>S</th>
<th>Ss</th>
<th>Pju</th>
<th>Asc</th>
<th>La</th>
<th>He</th>
<th>Ab</th>
<th>De</th>
<th>Hpe</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Check List:</strong> In each major field provision is made for:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Emphasizing significant contributions of racial culture to present day life values.</td>
<td>-</td>
<td>-</td>
<td>0</td>
<td>0</td>
<td>-</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>0</td>
<td>N</td>
</tr>
<tr>
<td>2. Promoting pupils' understanding of present day society.</td>
<td>+</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>+</td>
<td>+</td>
<td>-</td>
<td>N</td>
<td></td>
</tr>
<tr>
<td>3. Stimulating pupils' interests and satisfying their needs</td>
<td>+</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>+</td>
<td>-</td>
<td>+</td>
<td>+</td>
<td>N</td>
</tr>
<tr>
<td>4. Promoting the spirit and understanding of democracy.</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>0</td>
<td>N</td>
</tr>
<tr>
<td>5. Promoting desirable social relationships because of habits, understandings, appreciations and attitudes.</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>-</td>
<td>N</td>
</tr>
<tr>
<td>6. Selecting material having potential value in adult life.</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>2</td>
<td>-</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>N</td>
</tr>
<tr>
<td>7. Engaging in a wide range of experience for extending pupils' interest.</td>
<td>+</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>+</td>
<td>-</td>
<td>-</td>
<td>N</td>
<td></td>
</tr>
<tr>
<td>8. Making adaptation to the tastes, interests, and abilities of pupils.</td>
<td>+</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>+</td>
<td>+</td>
<td>-</td>
<td>-</td>
<td>N</td>
</tr>
<tr>
<td>9. Stimulating continuous growth and improvement of pupils throughout school life.</td>
<td>+</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>N</td>
<td></td>
</tr>
<tr>
<td>10. Finding references and illustrative materials and other aids.</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>-</td>
<td>N</td>
</tr>
<tr>
<td>11. Helping pupils to find reference material.</td>
<td>+</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>N</td>
</tr>
<tr>
<td>12. Stimulating continuous development of independence and power by all pupils.</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>N</td>
</tr>
<tr>
<td>Checklist and Evaluations</td>
<td>E</td>
<td>FL</td>
<td>M</td>
<td>S</td>
<td>SS</td>
<td>MU</td>
<td>ASC</td>
<td>LA</td>
<td>HE</td>
<td>AG</td>
<td>DE</td>
<td>NPE</td>
<td></td>
</tr>
<tr>
<td>--------------------------</td>
<td>---</td>
<td>----</td>
<td>---</td>
<td>---</td>
<td>----</td>
<td>----</td>
<td>-----</td>
<td>----</td>
<td>----</td>
<td>----</td>
<td>----</td>
<td>-----</td>
<td></td>
</tr>
<tr>
<td>EVALUATIONS</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. How adequate is the nature of the offerings in such respects as the above.</td>
<td>3</td>
<td>2</td>
<td>3</td>
<td>2</td>
<td>3</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>N</td>
<td></td>
</tr>
<tr>
<td>2. How effectively do teachers use the means placed at their disposal.</td>
<td>8</td>
<td>3</td>
<td>3</td>
<td>2</td>
<td>4</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>4</td>
<td>4</td>
<td>3</td>
<td>N</td>
<td></td>
</tr>
</tbody>
</table>


* Form taken from Evaluative Criteria.
that its contributions to the life of the pupils are very slight.

The mathematics group is evaluated "3" because the course in general mathematics rates rather high in its benefit to the pupils, but the courses in algebra and plane geometry seem to contribute very little to the average needs of the majority of the pupils.

An inadequacy in the amount of offerings in the sciences causes its evaluation to be very low. Only one course, general science, is offered.

The social studies are evaluated high because it is felt that this field is offering more to the pupils in democratic living than any other one in the curriculum.

Music, arts and crafts, industrial arts, and health and physical education are marked "3" because there is no definite provision made for them in the curriculum at the present time. That music is functioning in the life of the school, however, is apparent by the large number of pupils who participate in the school programs in a musical way with a variety of musical instruments and singing.

Homemaking, agriculture, and business education are the vocational subjects offered in this school, particularly the first two mentioned. Since the community is largely agricultural, it is felt that these courses are more directly associated with the home life of the pupils.

It is definitely questionable whether the school should attempt to extend the specific vocational offerings beyond a few fields-each of which should be:
1. One employing a fairly good percentage of workers in the locality and in the country as a whole

2. One in which the vocational processes which may be taught in schools are not likely to be outmoded within the lifetime of the pupils in school today.17

Douglas goes further to say, however, that "the vocational training provided in schools must -- be general and basic with a view to broad application and to providing education of a sort not easy to acquire on the job."18 If this is true, such courses as those dealing with the home, farm, and office such as homemaking, agriculture, and business education, would probably be eliminated. This could be done if the parents of the children were all proficient and experts in their respective fields, which is decidedly not true.

V. General Summary of the Curriculum and Courses of Study

The best elements or characteristics of the curriculum and courses of study are that the pupils assume a great amount of initiative and responsibility, a student council is active and functioning, provision is made for development of democratic ideals, there is a large amount of pupil participation, and new methods and materials are originated as aids to teaching.

There is great need of improvement in some respects. There is too much traditional subject matter and methods retained, and a lack of definitely organized plans for improvement.

---

18 Ibid.
Improvement within the last two years has been made. An acting student council has been organized, several practical subjects have been substituted for some of the traditional ones, and arrangements have been made for detailed study by the faculty for improvements.

Improvements are now being made or are being definitely planned for the immediate future. Weekly meetings are held by the faculty during the school term for the study of means for improvement of the school. A more general participation by pupils in self-government is to be attempted. More extensive use of the radio as a means of education is to be made during the next year.

There has been no extensive and intensive work done, but plans for permanent self study and evaluation are now under way.

VI. General Evaluation of the Curriculum and Courses of Study

Evaluations: -- The general evaluation of the curriculum and courses of study are:

(3) y. How well do the curriculum and courses of study accord with the philosophy of education as presented by chapter two?
(3) z. How well do the curriculum and courses of study meet the needs of the community and the pupil population as indicated by data in chapter three? 19

Comments: -- A score of 3 was given on each of the above evaluations because the curriculum and courses of study

<table>
<thead>
<tr>
<th>Section</th>
<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>Evaluation</td>
<td>Total</td>
<td>Divisor</td>
</tr>
<tr>
<td>I</td>
<td>General Provisions</td>
<td>5</td>
<td>2</td>
</tr>
<tr>
<td>II</td>
<td>Sources of Development</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>III</td>
<td>Procedure for Develop-</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>ment</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>English</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Foreign Languages</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Mathematics</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>IV</td>
<td>Sciences</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>A</td>
<td>Social Studies</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>B</td>
<td>Home Making</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>B</td>
<td>Agriculture</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>VI</td>
<td>Business Education</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>General Evaluation</td>
<td>6</td>
<td>2</td>
</tr>
</tbody>
</table>

* Form taken from Evaluative Criteria.

Totals

<table>
<thead>
<tr>
<th>Summary Score</th>
<th>63</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Divide by 62)</td>
<td>44</td>
</tr>
</tbody>
</table>

Equivalent Percentile

From Percentile Conversion Table

45
do not seem to accord with the philosophy of education in some of the materials which are required in the subject of English, foreign languages, and mathematics. Some of the memory work and book reports do not harmonize with the intentions of the school. In like manner it appears that too much formality and too many drills are still required in Spanish and mathematics. Variations should be more general in these subjects than they are in order to allow for individual interests of the different pupils. On the other hand, a large part of the subjects mentioned above has a definite place in the acquisition of fundamental tools of learning.

The curriculum and courses of study seem to be meeting in an average manner the needs of the community in that the things which are of vital importance to the community are being emphasized more and more with the pupils in the classrooms and school activities.

VII. Interpretations of Thermometers on Curriculum and Courses of Study

General Provisions

On general provisions this school is equal to or better than only thirty-nine per cent of the 200 schools measured. It is three points below the average small and Southern schools, ten points below the average public school, and twelve points below the average accredited school.
Figure 2. A Graphic Summary of the Evaluations on the Curriculum and Courses of Study
General Statement
This is the second of two pages on the curriculum and courses of study of the school. This page contains one summary thermometer and seven thermometers dealing with curricular fields not all of which are necessarily found in any one school. All thermometers on this page are based upon Section D of the Evaluative Criteria, CURRICULUM AND COURSES OF STUDY. Sources for each thermometer are indicated below. All special scales, except the summary one, are in terms of the regular five-point evaluative scale ranging from 5.0, "highly satisfactory or practically perfect," to 1.0, "very poor." When a subject is not found in the curriculum but is judged to be needed a rating of 1.0 is assigned. When a subject is not found but is judged not to be needed the thermometer is marked "Not applicable."

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

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

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

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

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

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

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

8. SUMMARY
   Based upon the other fifteen thermometers on this page and the preceding page, each weighted as indicated below its bulb.
## CURRICULUM AND COURSES OF STUDY (2)

<table>
<thead>
<tr>
<th>MUSIC</th>
<th>ARTS AND CRAFTS</th>
<th>INDUSTRIAL ARTS</th>
<th>HOMEMAKING</th>
<th>AGRICULTURE</th>
<th>BUSINESS EDUCATION</th>
<th>HEALTH AND PHYSICAL EDUCATION</th>
<th>SUMMARY</th>
</tr>
</thead>
<tbody>
<tr>
<td>(200)</td>
<td>(155)</td>
<td>(139)</td>
<td>(152)</td>
<td>(159)</td>
<td>(159)</td>
<td>(200)</td>
<td>(200)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>1.0</th>
<th>1.2</th>
<th>1.5</th>
<th>1.8</th>
<th>2.2</th>
<th>2.5</th>
<th>3.0</th>
<th>3.5</th>
<th>4.0</th>
<th>4.5</th>
<th>5.0</th>
</tr>
</thead>
</table>

**Weight**

- **Alpha**: 4%
- **Beta**: 15%
- **Gamma**: -

**Figure 2--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.
Development Sources

In this phase this school falls below the average of any type of the 200 schools measured and is equal to or better than only thirty-two per cent of them.

Development Procedures

On the development procedures this school is equal to or better than fifty-four per cent of the 200 schools tested. It is three points above the average accredited and public schools, eleven points above the average southern school, and fifteen points above the average small school.

English

This school is equal to or better than fifty-six per cent of the 200 schools measured in English. It is four points above the average accredited school, seven points above the average public school, eight points above the average small school, and eleven points above the average Southern school.

Foreign Languages

In foreign languages this school falls far below the average of any type of schools measured and is equal to or better than only twelve per cent of all schools measured.

Mathematics

In this phase this school is equal to or better than forty-nine per cent of the 200 schools measured. It is two points below the average accredited school, one point above the average public school, three points above the average
small school, and seven points above the average Southern school.

Sciences

In this phase this school again falls far below the average of any type of the 200 schools measured and is equal to or better than only fourteen per cent of them.

Social Studies

In social studies this school ranks very high, being equal to or better than seventy-four per cent of the 200 schools measured. It ranks higher than the average of any type of schools measured. Either this school is very good indeed in this phase, or it has been over-rated.

Music

This school is rated zero in this respect, indicating that there is a need for a course in the school, but that, as yet, it is not provided for.

Arts and Crafts

This is not applicable to this school.

Industrial Arts

This is not applicable to this school.
Homemaking

This school is as good or better than eighty-seven per cent of the 200 schools measured. It ranks much higher than the average of any type of schools measured.

Agriculture

In agriculture this school is as good or better than seventy-one per cent of the ninety-nine schools measured. It is nineteen points above the average accredited school, twenty points above the average public school, twenty-four points above the average small school, and thirty-six points above the average Southern school.

Business Education

This school is equal to or better than thirty-four per cent of the 169 schools measured in this phase and is exactly on the same level as the average private school. It is eight points below the average Southern school, nine points below the average small school, and seventeen points below the average accredited and public schools.

Health and Physical Education

This is not applicable to this school.

Summary

The summary thermometer shows that this school is equal to or better than forty-five per cent of the 200 schools in all phases of the curriculum and courses of study. It is six points below the average accredited school, four points
below the average public school, and five points above the average Southern or small school.
CHAPTER V

PUPIL ACTIVITY PROGRAM

Statement of Guiding Principles

Since the curriculum comprises all the experiences which pupils have while under the direction of the school, there can be no rigid dividing line, educationally, between the usual classroom activities and those activities sometimes called "extra-curricular activities" which commonly permit more freedom and are more largely initiated and directed by the pupils themselves. There is need for pupil participation and expression in experiences which are more essentially like out-of-school and daily life experiences than are the usual classroom procedures. The pupil activity program should aim to develop desirable social traits and behavior patterns in an environment favorable to their growth and, in general character, so similar to life outside the classroom that a maximum carry-over may be expected. Under competent guidance pupils should share responsibility for the selection, organization, and evaluation of such activities and of their probable outcomes. In all such activities the development of leadership ability in pupils should be one objective. Opportunities for exercising leadership should therefore be abundantly provided.1

I. General Nature and Organization

A. General Nature of the Program

Checklist: -- The method of checking the checklist is as follows:

(*) 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
5. Membership in each organization is on a definitely democratic basis, i.e., open to all who are qualified

6. Over-participation or under-participation by some pupils is guarded against through pupil guidance, a point system, or other means
7. The pupil activity program develops such traits or attitudes as loyalty, cooperativeness, leadership, fellowship, initiative, respect for and care of public property, keeping informed regarding school issues and other indications of good citizenship
8. Membership and service in such organizations as Boy Scouts, Hi-Y, Girl Reserves, Camp Fire Girls, Junior Red Cross, 4-H Clubs, and similar organizations are encouraged
9. Secret fraternities or sororities or similar organizations are definitely discouraged

10. The faculty members are definitely interested in the pupil activity program and participate actively in its operations

Evaluation: -- The evaluation on the general nature of the program based upon the above facts is:

3. How well do such provisions as the above characterize the pupil activity program?

Comments: -- The score of the above evaluation is 3 because the general nature of the program of pupil activities in this school coincides with the principles of extra-curricular activities as set forth by Harry C. McKown.

Although the pupil activity program is supplementary to classroom activities, it is a very important part of all of the activities of the pupils of the school. It is characterized by pupil initiative, participation, management, and evaluation

---

Ibid.
Ibid.
Harry C. McKown, Extra-Curricular Activities, pp. 1-10.
of progress and outcomes. It provides an outlet for the pupils' interests and supplies them with a sense of responsibility on their part for the continued success of the school. All pupils are encouraged to participate in some form of pupil activity, but definite supervision is exercised by the faculty to see that no one pupil participates in any one activity to detrimental extent. The activity program promotes better understanding and cooperation between the school, the home, and the community, because the parents are naturally interested in the things which their children are doing and in what they are interested. The whole program is definitely on a democratic basis in that it is open to all who are qualified and desire to participate. Membership in worthwhile clubs and organizations of the community is encouraged by the staff who are definitely interested in the pupil activity program. Plans are now being made for further development of the activity program during the next year, at which time additional clubs will probably be organized. The main purpose of education is the development of the good citizen. The acquisition of good habits results in a good citizen; and the acquisition of good habits comes through practice; therefore, those activities which provide opportunity for active participation on the part of the pupil are important and should be recognized as a legitimate part of the school life and work.5

---

5 Harry C. McKown, Extra-Curricular Activities, p. 10.
The participation of the pupil, however, should not be in the form of inter-school competition as much as it is at the present. More emphasis should be placed upon the outcomes rather than making a good showing in competition. Participation should be made as nearly universal among the high school pupils as possible without forcing upon them the idea that it is compulsory. Limitation of participation to teams or other selected groups is not the purpose of the program. All activities should be planned according to the educational value which they have for the pupils participating. Under no condition should all activities be permitted simply because they are activities, and very careful plans should be made in order that secret organizations and fraternities shall not originate.  

B. General Organization of the Program

Checklist: --- The checklist is checked as follows:

(+) 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

(0) 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

---

6 Aubrey A. Douglas, Secondary Education for Youth in Modern America, p. 110.
7. Commencement exercises are characterized in large part by 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

**Evaluations:** -- The evaluation of the general organization of the program is:

3. How adequate is the general organization of the pupil activities program?
3. How effectively does the general organization function?

**Comments:** -- A rating of 3 is given on each of the above questions because the general organization, as such, is not outstanding. However, the functions of the various organizations and their outcomes speak for their own efficiency.

There has been in this school for the last two years an active student council, which is the principal pupil organization of the school. All pupil organizations have a faculty sponsor who understands the aims of the organization and acts as an adviser to the organization. Each sponsor is careful to remain in his capacity as an adviser rather than a dictator. An Activity period is set aside for organization meetings which are held more or less regularly, and special meetings may be called during this period if necessity arises. Two of the organizations hold regular semi-monthly meetings in the school house at nights. The nature of the organizations determines

---

8. Ibid.
The type of plans and programs which the organizations set up.

Student organizations in this school are effective largely because they are based upon the sound idea of democratic representation with proper checks and balances being connected with each. The duties of the organizations do not conflict with those of other members of the school or school staff, but attempt to take care of those things not expressly delegated to some other division.9

II. Pupil Participation in School Government

Checklist: -- Provisions are made for the following:

(*) 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 cooperative; 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 10

Evaluations: -- The evaluations of the pupil participation in school government are:

---

9  Harry C. McKown, Extra-Curricular Activities, p. 65.
(4) x. How adequate are the provisions for attaining conditions or results such as the above?
(3) y. How effectively are these conditions or results attained?
(3) z. How actively and extensively do pupils participate in school government?

Comments: — The scores on the above questions are marked 4, 3, 3, respectively, because the pupil participation in school government has been very effective for the last two years. However, this government does not include any disciplinary measures except those of a very minor significance. It is primarily concerned with giving practice in school leadership for its pupils and supplying them with actual conditions in which to practice democratic ideas of government. Authority for the participation is given by the school authorities who, also, retain the right to veto any action taken by the pupil government. The head of this student government is the student council which is composed of two representatives elected by popular vote from each organized class or home room, and one member of the faculty who is elected by popular vote of the entire student body. This organization has charge of all pupil activities of the school, such as assembly programs, campaigns, elections, school policies concerning conduct of pupils, etc. For several years it has been a practice of the school administration to permit the members of the senior class to have charge of school for one day by taking the places of the various members of the faculty throughout the grammar and high school including the janitor and the librarian. The past year, the student council

Ibid.
originated a new policy which, in the opinion of the writer and staff, was truly a democratic one. The council nominated eleven names of pupils to serve as members of a local school board. The student body went to the polls and cast their votes on ballots printed by the members of the council for seven of the eleven nominated by the council for trustees of the school. The election was held by the council and the votes were canvassed. The seven pupils receiving the highest number of votes were declared elected. The trustees thus elected organized and received the personal application of the members of the senior class for the various positions of the school staff. Of course, several of the seniors were applying for the same position, and this created some little problem to be solved by the members of the board. However, after careful consideration, the various appointments were made by the board and the positions accepted by the applicants without a murmur of discontent. It is the opinion of the writer that the assignments were made as nearly perfect, considering the applicants and types of positions, as any group of teachers in the school could have assigned them.

The above is just one example of the type of work done by the student and the reaction to it by the student body of this school. During the two years in which this student council has been functioning, there has been a noticeable change in the attitudes of the student body concerning such things as conduct, care of property, sportsmanship, courtesy, cleanliness, etc.
This form of student government is teaching the pupils many things which they would never learn out of a textbook, and which they are entitled to receive from the school if the school is really a living activity.

Such things as those mentioned above and many other activities of the student council goes a long ways toward teaching cooperation; making the student more self-directive; giving him opportunities for developing leadership and initiative; and introducing him to democracy.\textsuperscript{12}

III. Home Rooms

Checklist: \textemdash A home room is an organized group of pupils and a teacher engaged in such activities as are indicated below.

(+) 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

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

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

(-) 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 definite value for pupil guidance \textsuperscript{13}

\textsuperscript{12} Harry C. McKown, \textit{Extra-Curricular Activities}, p. 40

Evaluations: - - The evaluations of the home room organizations of this school are:

(3) f. How adequately are provisions made for home room functions or activities?
(3) z. How effectively are conditions or results such as the above attained? 14

Comments: - - Class organizations take the place of home rooms in this school, although the classes have one of the rooms designated as the meeting place for them in their activities, and, in one sense, this might be termed a home room. The classes in this school are not so large but that they are able to carry on their program of work without being too cumbersome — the largest class being composed of only thirty-four members. In this method of grouping, the organization is more homogeneous and makes the guidance program more adequate. Each class is sponsored by a chosen member of the staff who is considered the adviser for that class during the school term. Thus, that particular teacher has the advantage of becoming thoroughly acquainted with the individual difference of each member of the class and is able to advise with him in his difficulties. Another advantage of this type of organization over some other is that the pupils are not grouped on ability ratings, which method, many times, causes a development of an inferiority complex because of the superiority of some members of the group in the various activities. Also, much class interest may be worked up through some friendly

14 Ibid.
class competition with the other classes.\textsuperscript{15}

The home room emphasizes one of the most important phases of the modern conception of education. The home room creates a situation in which the pupil himself becomes the object studied, worked with, and learned about. In the home room the pupil's activities, experiences, and interests become the curriculum. Here, there is a shift in educational method from learning about something to doing something. The formal atmosphere of the classroom is replaced by the informal and intimate relationships with the maximum amount of pupil participation and a minimum amount of teacher responsibility. The home room is not a preparation for life, it is life. "The development of the ideals and habits of all-roundness -- this is the opportunity and the function of the home room".\textsuperscript{16}

The objectives of the home room are to develop desirable pupil-teacher relationships, to provide guidance for the pupil, to develop desirable ideals and habits of citizenship, and to expedite the handling of administrative routine educatively.\textsuperscript{17}

The possibilities of the home room are unlimited and may well become one of the outstanding phases of education. It affords opportunity for the origination of pupil activities and ideals. It presents the pupil an opportunity to participate actively in the life of the school. For the above reasons these two ratings are given for the evaluations.

\textsuperscript{15} Harry C. McKown, \textit{Home Room Guidance}, p. 63.
\textsuperscript{16} Ibid., pp. 80-21.
\textsuperscript{17} Ibid., pp. 25-43.
IV. The School Assembly

Checklist: -- The checklist is marked as follows:

(+) 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.

(+) 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 -- 36
Length of assembly period -- 30 minutes

Evaluations: -- The evaluations of the school on such matters as the above are:

(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?

(4) y. How actively and extensively do pupils participate in the presentation of programs?

(3) z. Evaluate the quality of four successive assembly programs

Comments: -- The above scores are given because the assembly periods in this school are arranged for by the student council and its adviser throughout the entire year. The

---

19 Ibid.
various home rooms, clubs, and other organizations are assigned dates by the council and are responsible for the programs on those dates. Teachers very seldom appear on the program without being asked by the pupils. The assembly period is characterized by the great amount of pupil participation, the consideration of matters concerning the entire school, its use as a socializing agency, the making of very few announcements, the use of very few outsiders on the programs, the recognition of various national holidays and weeks, the arousing of interest in the various school activities and good scholarship.  

In this school a general assembly of thirty minutes is held each week of the school year, and other special assemblies may be called at any time if there is a good and sufficient reason. The pupils in charge of the various programs and the student council feel free at all times to go to any or all of the members of the staff for counsel and advice concerning the programs. Assembly programs make use of a variety of presentations including music, speaking, dramatizations, demonstrations, and exhibits.

The main purpose of the assembly period should be educational. Most of the programs should be given by the students themselves, and should represent the school and its work. An assembly committee responsible for the entire schedule of assemblies can help to improve this activity. Competition between groups of students can help set and raise the standards for the program. One good program a week is preferable to daily routine affairs consisting of formal devotionals and announcements.  

21 Harry C. McKown, Extra-curricular Activities, p. 91.
V. School Clubs

Checklist: -- The checklist is marked as follows:

(+) 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.

Evaluations: -- The evaluations of the school on the above matters are:

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

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

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

Comments: -- Scores of 2, 2, and 3 are given on the above questions because club organization in this school does not seem to be adequate. There are only two definitely organized and regularly functioning clubs. These are the Future Farmers of America for the boys taking the courses in vocational agriculture and the Taste and Baste club for the girls of the homemaking department. Of course, there is a staff for the school paper, and one for the school annual, and the members of the various teams and pep squads, athletic and literary, but none of the last mentioned groups are adequately

---

23 Ibid.
organized and consequently not functioning as they should. This is principally the fault of the faculty because the pupils, as a whole, have never become familiar with club work and activities.

Clubs should be organized to follow definite interests of the pupils whenever there is proper pupil demand. All pupils should belong to some club because of his interest in the activity. The clubs should provide for guidance and wide range of pupil interests, and encourage self-expression in a variety of ways. They should be democratic and open to all pupils on some basis, but should not have such a large membership that they become cumbersome. An able sponsor or adviser should be provided for every club. A club may be organized for any legitimate activity and the sponsor is largely responsible for its success, although he must remain in the background. Secret clubs and fraternities are to be definitely discouraged, and if there are adequate provisions for open club organizations, it is probable that there will not arise a desire for the secret societies. All clubs should receive their charters from the student council or other authoritative source who determines if there is a place for the club in the life of the school. All meetings of the club should take place in the school building and provisions should be made to hold the meetings at a scheduled time during the school day if at all possible. The main purposes of the clubs are to widen and deepen the interests of the pupils and to motivate the regular work of the school. No club should be allowed to elect its members
because of the undemocratic principles which might become established.24

VI. School Publications

Checklist: — — The checklist is checked as follows:

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

(+) 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

(-) 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, layouts, headlines

(-) 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

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

(-) 6. Publication activities are sufficiently diversified to enlist the interest and participation of a large number of pupils25

Evaluations: — — The evaluations of this school based upon the above provisions are:

(3) w. How adequate are the provisions for encouraging school publications?

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

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

(3) z. How adequate educationally is the variety of publications and the number of publications per year?26

24 Harry C. McKown, Extra-curricular Activities, pp. 93-112.
26 Ibid.
Comments: -- Pupils in this school publish a weekly school paper, "The Double V", on which they themselves do all the work as collecting news, editing, cutting stencils, printing, and distributing. This is all done, of course, under the supervision of a faculty sponsor.

The school annual, "The Eagle", is also published by the pupils, and is in charge of a pupil staff and a faculty sponsor, all of whom are elected by popular vote of the entire high school, under the supervision of the student council, without reference to classes, with the exception of the class editors, who are elected from the various classes by the members of the class.

The school paper and annual are very important phases of the school life of the pupils and the community. Their main functions are to provide practice for the pupils in the use of correct English and to provide the community with news of the school. They are excellent relation organs for the school and help to mold and influence public opinion. They record the history of the school and serve as authentic records of school events when they are bound and filed permanently, as is the practice in this school. It is true that the school publications are expensive, but by careful planning, they may be made to pay for themselves by sales of subscriptions, advertising space, and individual copies. This method of financing provides very useful practice for the pupils in practical budgeting of the receipts and expenditures of money.\(^{27}\) For these

reasons the evaluations are scored 3, 4, 3, and 3 respectively.

VIII. Physical Activities

Checklist: — — The checklist is marked as follows:

(+) 1. Physical activities are characterized by a diversity of sports and games; health, however, dictates the amount and nature of 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 the school authorities, not of some out-of-school individuals or organizations

Evaluations: — — The evaluations of this school based upon the above provisions are:

(2) x. How adequate are the provisions for voluntary, organized physical activities for pupils?
(4) y. How extensively do pupils participate in voluntary physical activities?
(4) z. What is the quality of sportsmanship revealed?

Comments: — — The above ratings were given in the evaluations because the football teams of this school have won

29 Ibid.
two district sportsmanship trophies within the past three years. A trophy is presented each year to the team which has been selected by a majority of the votes of the superintendents and coaches of the teams in the district. This is a fair example of the fine sportsmanship exhibited by the student body.

Provisions are made for the participation in games by the entire student body, and a very large percentage of the pupils engage in free playground activities. Although the teams of this school engage in inter-school competition in athletic and literary events, very little actual school time is lost because of these activities. There is, naturally, a great deal of school and community interest in this inter-school competition, but all such activities are definitely under the control of the school and its capable faculty who stress the physical, educational, moral, and mental values in building up team and school spirit and supplying good clean advertisement for the school. There is a danger in many schools of too much emphasis being placed upon winning, but, as yet, this has not happened in this school. More time is devoted to intra-school games than those of the inter-school nature. In many schools, too much time is spent indulging in the four major sports in which ten per cent of the pupils engage, leaving the other ninety per cent neglected.30

There are many values attached to interscholastic athletics. On the other hand there are many objections also. Most of these can be classified under the general

30

head of over-emphasis. These objections are being met by students and workers in this field. It is not an easy battle to fight the tradition, cheap loyalty, and demagoguery usually connected with athletics. It takes time, study, and energy. The trend in athletics is very strong now toward mass athletics, entire class or school competition, and there is a consequent emphasis upon making available for all students the fine educational opportunities of athletic competition.31

VIII. Finances of Pupil Activities

Checklist: - - The checklist is checked as follows:

(+) 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.

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

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

(-) 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.

(+) 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.

(+) 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 fully accounted for to him. Duplication of such tickets is made difficult.

(+) 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 thereof as a valuable business experience.

(-) 9. Pupils are led to realize that gaining free admission to games or entertainments by improper means is an

31 Harry G. McKown, Extra-Curricular Activities, pp. 264-265.
evidence of poor citizenship and poor sportsmanship and should therefore not be practiced.

(-) 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.

**Evaluations:**

- The evaluations of this school based upon the above are:

1. How adequate are the provisions for properly supervising the handling and accounting of pupil activity finances?
2. How extensive is the responsibility of the pupils in the handling of school or organization money?
3. How well does the handling and accounting of money for pupil activities contribute to the proper education of pupils?

**Comments:**

The above evaluations are assigned the value of 3, 4, and 3 respectively because the pupils of this school handle all the money of their organizations and keep a record of all money received and expenditures. They make and pay their own bills and keep a checking account in one of the local banks at all times, subject to checks signed by the treasurer of the organization. The supervisor is largely in the background concerning financial affairs of the organization, although he is available at all times for advice and suggestions. Membership and admission fees are set low enough that practically all pupils are able to participate in the various school activities. There is no general school treasurer, but the treasurer of each organization and the faculty sponsor look after all finances concerning that organization. This method may be called the "decentralized" method, which

---

33 Ibid.
is not recommended as being the best.\textsuperscript{34}

Whatever the method used, provisions should be made for auditing the accounts at all times. This requires a certain amount of bookkeeping which should be thoroughly understood by the treasurer and faculty adviser.

The most successful method of handling school finances is the "centralized" system in which there is a general school treasurer who handles all finances of the various organizations. The individual organization's treasurer turns all funds over to the general treasurer who gives credit to the organization for the amount received. He writes all checks for the various organizations upon a signed order by the sub-treasurer. This method makes use of the double check system and causes a minimum number of mistakes.\textsuperscript{35}

\section*{IX. Social Life and Activities}

\textbf{Checklist:} \(-\) Adequate provision is made for:

\(-\) 1. Rooms or space appropriately furnished for social life and activities

\(+\) 2. Informal games and recreation

\(-\) 3. Teas, parties, receptions, dances and similar social activities

\(-\) 4. Association of the two sexes

\(-\) 5. Developing the art of conversation by all pupils

\(-\) 6. Developing desirable social graces by all pupils\textsuperscript{36}

\textbf{Evaluations:} \(-\) The evaluations of the school based upon the above are:

\textsuperscript{34} Harry C. McKown, \textit{Extra-Curricular Activities}, p. 557.

\textsuperscript{35} Ibid. pp. 557-562.

\textsuperscript{36} Cooperative Study of Secondary School Standards, \textit{Evaluative Criteria}, p. 34.
(3) z. How adequate and appropriate are facilities for social life and activities?
(3) y. How extensively do pupils participate in such activities?
(3) x. How well do pupils conduct themselves at social functions?

Comments: The evaluation of 3 is given in each of the above conditions based on the checklist of social life and activities because adequate space is available, but too little is done by the school toward sponsoring proper social activities and associations of the two sexes. In this community, public sentiment does not favor social dancing, as yet, although there was a movement begun by the members of the high school during the past two years to secure permission to hold school dances in the school gymnasium. This permission will probably be secured within the next two years. Other provisions for social activities are cared for by the various class parties, outings, and the various community and school programs and activities in the school building and churches. An average of two nights a week is used for athletic contests in the school gymnasium during the winter season, and these provide an opportunity for social gatherings of the pupils.

It is not a question of whether or not the student will dance and will 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 attainable. A wise social program is one of the most attractive things about the school. But it must be wise and it must be a program. It requires serious study, whole-hearted cooperation, and intelligent planning. Successful parties do not happen; they are made.

37 Ibid.
38 Harry C. McKown, Extra-curricular Activities, p. 292.
X. Supplementary Data

Clubs now functioning in this school are the Taste and Baste club for girls, and the Future Farmers of America club for boys.

School publications are The Double "V", a weekly school paper, and The Eagle, the school annual.

Approximately ninety per cent of the pupils regularly participate in baseball, volleyball, tennis, basketball, jump-the-rope, walking, and tag-football as a part of the intra-school activities. Other intra-school activities are dramatics, speech, and singing.

Approximately thirty-five per cent of the pupils participate in inter-school activities such as football, basketball, volleyball, track and field, softball, and tennis.

Approximately twenty per cent of the pupils engage in inter-school activities such as choral singing, dramatics, speaking, and literary events.

Pupil activity finances are taken care of by the superintendent who keeps all such funds in one of the local banks in a separate account. The only forms kept are the deposit slips from the bank and stubs of the checks written in payment of bills charged to this account.

XI. General Summary of the Pupil Activity Program

The best elements or characteristics of the pupil activity program are the development of self-confidence and independence of pupils, development of initiative and the assuming responsibility, and the development of education and preparation
for democracy.

The number participating in all activities is inadequate, and there is need of improvement in this respect.

Within the last two years there has been improvement shown by the amount of responsibility assumed by the pupil, and by the organization of an active student council.

Improvements are now being made, or are being definitely planned for the immediate future for a continuation of the present practices for a more adequate and complete organization of the sponsors of the activities and for the organization of more clubs.

No carefully conducted study has been made by the school previous to the present one, of its own problem in the field of the pupil activity program within the last three years.

XII. General Evaluation of the Pupil Activity Program

Evaluations: -- The general evaluations of the pupil activity program as based upon the information given in this chapter are:

(4) y. How well does the pupil activity program accord with the philosophy of education as presented by the school in the chapter on philosophy and objectives?

(3) z. How well does the pupil activity program meet the needs of the community and the pupil population as indicated in the chapter on pupil population and school community?

Comments: -- These evaluations are scored 4 and 3 respectively because there is good participation and interest in all school functions by the majority of the pupils, but

---

39

<table>
<thead>
<tr>
<th>SECTION</th>
<th>TITLE OF MEASURE</th>
<th>COMPUTATION OF PRIMARY SCHOOL SCORES</th>
<th>COMPUTATION OF SUMMARY SCHOOL SCORES</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>EVALUATIONS</td>
<td>TOTAL</td>
</tr>
<tr>
<td>I</td>
<td>GENERAL NATURE</td>
<td>3 3 2 2 3</td>
<td>9</td>
</tr>
<tr>
<td>II</td>
<td>SCHOOL GOVERNMENT</td>
<td>3 3 2 3</td>
<td>9</td>
</tr>
<tr>
<td>III</td>
<td>HOME ROOMS</td>
<td>3 3 3</td>
<td>6</td>
</tr>
<tr>
<td>IV</td>
<td>SCHOOL ASSEMBLY</td>
<td>3 3 2 3</td>
<td>13</td>
</tr>
<tr>
<td>V</td>
<td>SCHOOL CLUBS</td>
<td>3 3 2 3</td>
<td>13</td>
</tr>
<tr>
<td>VI</td>
<td>SCHOOL PUBLICATIONS</td>
<td>3 3 2 3</td>
<td>13</td>
</tr>
<tr>
<td>VII</td>
<td>PHYSICAL ACTIVITIES</td>
<td>3 3 2 3</td>
<td>13</td>
</tr>
<tr>
<td>VIII</td>
<td>SOCIAL LIFE AND ACTIVITIES</td>
<td>3 3 2 3</td>
<td>13</td>
</tr>
<tr>
<td>IX</td>
<td>GENERAL EVALUATION</td>
<td>3 3 3</td>
<td>9</td>
</tr>
</tbody>
</table>

# Form taken from Evaluative Criteria.

SUMMARY SCORE (DIVIDED BY 100) 34
EQUIVALENT PERCENTILE (FROM PERCENTILE CONVERSION TABLES) 94

TOTALS: 100 5356
additional participation and interest on the part of the patrons of the community should be secured.

If the home room, the school publications, student finances, the assembly, and other activities are being administered to a large extent by the pupils who have an insight as to what they are doing, the school is going far toward carrying out the objective of the development of good citizens. 

Interpretation of Thermometers on the Pupil Activity Program

General Nature

The school in the general nature of the pupil activity program is equal to or better than fifty-six per cent of the 200 schools measured. It stands slightly higher than the average medium and accredited schools, 5 points, and large schools, 2 points. It stands at the same level as the New England states in general, and somewhat above the average of the public schools, 9 points, and the average Southern school 21 points. It is ten points lower than the average very large school.

School Government

The school in school government is equal to or better than fifty-seven per cent of the 196 schools measured. It is on the same level as the Northwest schools in general, eight points higher than the medium school, seven points higher than

Figure 3. A Graphic Summary of the Evaluations on the Pupil Activity Program
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 average public school, thirteen points above the average small school, twenty-one points higher than the average Southern school, but only slightly higher than the average accredited and large schools. It falls ten points below the average very large schools and middle states schools, six points below the average private school, and four and three points below the Western and New England states schools, respectively.

Home Rooms

In home room organizations this school is exactly on the level of the average private school which is equal to or better than sixty-six per cent of the 154 schools measured. It is two points higher than the average very large school. It is fourteen points above the average accredited and Southern schools, eighteen points above the average public school, twenty-one points above the average medium school, and twenty-three points above the average small school.

School Assembly

In comparing the school assemblies, this school is equal to or better than sixty-two per cent of the 154 schools measured. It is one point and two points above the average very large and large schools, respectively. It is twelve points above the average accredited, public, and medium schools, nineteen points above the average Southern school, and twenty-one points above the average small school.
School Clubs

In the matter of school clubs, this school falls very low. It is equal to or better than only twenty-seven per cent of the 200 schools measured. It is eleven points below the average non-accredited school, fourteen points below the average small school, sixteen points below the average Southern school, nineteen points below the average public school, twenty-five points below the accredited school, and forty-one points below the private school which ranks the highest of all the types of schools in this department.

School Publications

In school publications this school is on the level of the large school and is equal to or better than sixty per cent of the 193 schools measured. It is 9 points higher than the average accredited schools and schools of the North Central states. It is twelve points above the average public school, seventeen points above the average medium, and the Southern states schools, and nineteen points above the average small school. Only two types of schools rank higher than this school. These are the private and very large schools.

Physical Activities

In physical activities this school is on the level of the average accredited school and is equal to or better than fifty-two per cent of the 200 schools measured. It is two points above the average large and medium schools, four points above the average small school, and six points above the
average public school.

**Finances**

In pupil activity finances this school is equal to or better than sixty-six per cent of the 196 schools measured. It is only two points below the average very large school, eleven points above the average private, northwestern, and western states schools, fourteen points above the average accredited school, eighteen points above the average public school, and twenty-three points above the average small school.

**Summary**

The summary of the thermometers show that this school is equal to or better than fifty-eight per cent of the 200 schools measured. It is one point above the schools in the northeastern states, five points above the average accredited school, ten points above the average public medium school, fifteen points above the average small school, but considerably below the very large and private school.
CHAPTER VI

LIBRARY SERVICE

Statement of Guiding Principles

The library should be a center of the educational life of the school, not merely a collection of books. It should provide the reading and reference facilities necessary to make the educational program effective. Its books and other resources should therefore be chosen in the light of the specific aims and purposes of the school. Many pupils do not have access to good books and periodicals in their homes and therefore lack the background which acquaintance with such material would supply. By teaching pupils how and where to find library materials, how to select them, and how to use them effectively, the library should provide pupils with valuable means not only of extending their knowledge and understanding but also of developing desirable leisure habits. The library and its facilities not only should be readily and easily accessible but also should be so attractively equipped that aesthetic tastes will be developed.

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 of good quality and real value.1

I. Inventory of Library Materials

A. Book Collection

"The backbone of the resources of a secondary school library consists of its collection of books and periodicals."2

---


<table>
<thead>
<tr>
<th>Classification</th>
<th>Number of Different Titles A</th>
<th>Evaluation How Adequate is Each Classification B</th>
<th>Number of Different Titles Summarized from C</th>
<th>DISTRIBUTION</th>
<th>REGENCY COPYRIGHTED WITHIN TEN YEARS D</th>
</tr>
</thead>
<tbody>
<tr>
<td>000 General Dictionaries</td>
<td>5</td>
<td>3</td>
<td>12</td>
<td>10</td>
<td>16</td>
</tr>
<tr>
<td>Reference Encyclopedias and Other References</td>
<td>1</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>100 Philosophy</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>10</td>
<td>16</td>
</tr>
<tr>
<td>200 Religion</td>
<td>3</td>
<td>4</td>
<td>3</td>
<td>12</td>
<td>16</td>
</tr>
<tr>
<td>300 Social Sciences, Economics</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Political Science &amp; Gov. Education Others</td>
<td>23</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>400 Philology</td>
<td>20</td>
<td>5</td>
<td>20</td>
<td>15</td>
<td>16</td>
</tr>
<tr>
<td>500 Science</td>
<td>7</td>
<td>4</td>
<td>20</td>
<td>15</td>
<td>16</td>
</tr>
<tr>
<td>Mathematics</td>
<td>5</td>
<td>4</td>
<td>4</td>
<td>10</td>
<td>16</td>
</tr>
<tr>
<td>Physics</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>6</td>
<td>16</td>
</tr>
<tr>
<td>Chemistry</td>
<td>2</td>
<td>3</td>
<td>2</td>
<td>6</td>
<td>16</td>
</tr>
<tr>
<td>Biology</td>
<td>5</td>
<td>3</td>
<td>5</td>
<td>6</td>
<td>16</td>
</tr>
<tr>
<td>Chemistry</td>
<td>2</td>
<td>3</td>
<td>2</td>
<td>6</td>
<td>16</td>
</tr>
<tr>
<td>600 Useful Arts</td>
<td>12</td>
<td>3</td>
<td>12</td>
<td>15</td>
<td>16</td>
</tr>
<tr>
<td>Engineering</td>
<td>5</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Agriculture</td>
<td>2</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nursing Economics</td>
<td>2</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Business Others</td>
<td>22</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>700 Fine Arts</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>6</td>
<td>16</td>
</tr>
<tr>
<td>Music</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Art</td>
<td>1</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Others</td>
<td>2</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>800 Literature Eng. &amp; Am.</td>
<td>130</td>
<td>3</td>
<td>130</td>
<td>15</td>
<td>16</td>
</tr>
<tr>
<td>German</td>
<td>10</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>French</td>
<td>3</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spanish</td>
<td>2</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Latin</td>
<td>2</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Others</td>
<td>2</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>900 History, Travel, Biography, Fiction</td>
<td>131</td>
<td>3</td>
<td>131</td>
<td>15</td>
<td>16</td>
</tr>
<tr>
<td>History</td>
<td>12</td>
<td>5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Travel, Biography, Fiction</td>
<td>120</td>
<td>5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Totals</td>
<td>524</td>
<td>52</td>
<td>524</td>
<td>15</td>
<td>16</td>
</tr>
<tr>
<td>Divisors</td>
<td>15</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Average</td>
<td>35</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School Score</td>
<td>16</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* Form taken from Evaluative Criteria.
"A satisfactory book collection for a secondary school library should have a fairly high rating in (1) number of titles, (2) balanced distribution, (3) appropriateness for secondary school purposes, and (4) recency of publication".5

A study of the books in this library shows that there is an average of a little more than five books per high school pupil. In addition to the books owned by the school as designated by table 12, there are some 500 books available belonging to a branch of the county library which is run jointly with the school library as a W. P. A. project. The books owned by the county library are changed periodically so that there is a continuous supply of new books in the library. Most of these books, however, are in the nature of fiction, history, travel, and biography.

There is a great inadequacy in the number of books on philosophy, religion, chemistry, biology, and art, but since these courses are not provided in the curriculum, no great need is felt for books of this nature. The books provided for agriculture and homemaking are shown to be very limited in number, but each department has an adequate private library to care for its pupils. Music is not taught in the high school; consequently, there are not many books dealing with this phase of the work. There seems to be an adequate provision for all other phases and classifications of the library work.

3 ibid.
A Wilson Catalog was not available for checking the appropriateness of the books in the library.

B. Periodicals (including newspapers)

At the left of each title is a "quality score" which represents the composite judgment of a large group of secondary school librarians as to the value of the periodical for a secondary school library. For each periodical received currently the quality score should be copied in the parenthesis at the left. Duplicate copies of the same periodical are not to be included.

Points: Periodicals

(1) 4 American Magazine
(2) 1 Colliers
(2) 2 Country Gentleman
(6) 6 Life
(2) 2 McCall's Magazine
(10) 10 National Geographic
(7) 7 News Week
(3) 9 Popular Mechanics Monthly

Points: Periodicals

(8) 8 First Newspaper
(6) 6 Good Housekeeping
(3) 3 Ladies Home Journal
(9) 9 Readers Digest
(8) 8 Review of Reviews
(3) 3 Saturday Evening Post
(7) 7 Time
(3) 3 Woman's Home Companion

Total and School Score = 96

The above list includes only those periodicals subscribed to by the school and is not the complete list given in the Evaluative Criteria, but the points assigned are those set up as explained above.

In addition to the above, a great number of magazines and newspapers are contributed to the school library by the patrons of the community after they have finished reading them. Of course, this makes such newspapers as the Dallas Morning News, Fort Worth Star Telegram, and Gainesville Register one day late, and the monthly magazines from two to four

---

5 Ibid.
weeks late, but for educational purposes, this does not necessarily void the educational advantages which they have to offer. The Dallas Morning News, in particular, is made use of to a considerable extent in the social studies courses.

The studies of the Committee on Revision of Standards of the Commission on Higher Institutions of the North Central Association have shown that, in the college field, the collection of periodicals is one of the best measures of the excellence of the library as well as the institution as a whole. 6

If this conclusion has been reached in regard to the higher institutions, it would seem safe to assume that the same may be said regarding the secondary schools. In this school there is not a great variety of periodicals, but the majority of those received rate high in the Wilson Bulletin for Librarians, January, 1938. One of the magazines of this school has a rating of ten, two have a rating of nine, two of eight, two of seven, two of six, and of four, three of three, two of two, and one of one. The highest possible rating is ten. 7

In this high school with a total enrollment of ninety-six, the total school score of ninety-six for sixteen periodicals seems fairly adequate when one considers that several of the individual departments of the school arrange for their own periodicals aside from those of the library. Some of

---

the school's periodicals which rank among the first ten periodicals read fairly regularly by secondary school pupils of all schools according to the Wilson bulletin for Librarians, December, 1937. The order in which they rank are Readers Digest, first; Life, second; American Magazine, third; Time, fourth; Saturday Evening Post, fifth; Colliers, sixth; Good Housekeeping, seventh; Ladies Home Journal, eighth, and: Popular Mechanics, ninth. 8 It is noticeable that all the first ten ranking periodicals read the most regularly by high school pupils of all schools are to be found in the library of this school with the single exception of the Literary Digest.

C. Pamphlets, Bulletins, Clippings, Etc.

Evaluations: -- The evaluations of the school in regard to the above are:

(3) x. How adequate is the supply of pamphlets, bulletins, etc.?  
(3) y. How well are such materials kept up to date?  
(2) z. How satisfactorily are they organized and indexed? 9

Comments: -- The above scores are given on the evaluations because various pamphlets, bulletins, special magazines, and clippings not included in the library are used in the school in the various special departments like agriculture, homemaking, social studies, and English. In the agriculture department, in particular, a great amount of materials is


supplied by the State and Federal Governments to be used by the members of the department in their work. In addition, the bulletins and catalogs of a great many colleges and universities are received and kept on file in the library. An effort is made to keep all such material from the state institutions on permanent file. In addition to the above, clippings are taken from the daily newspapers and filed for permanent reference in the library to be used by any or all of the pupils and teachers at any time. These clippings are bound and cataloged by the librarian with the assistance of high school pupils and teachers. Maps and pictures also have an important place in the library and are coming to be used extensively by the school.

It is now commonly recognized that the textbooks are merely outlines and references, and that there is required a wide range of materials to supply rich educational experiences necessary for effective teaching. "Maps, pictures, lantern slides, and other materials, not considered as library aids some years ago, are now a regular part of the library service."¹⁰

D. Illustrative and Visual Aid Materials

Evaluations: -- The evaluations on this phase of the school library are:

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

II. Organization and Administration

A. Finances and Their Administration

Checklist: -- The checklist is marked as follows:

(+) 1. Provision is made for purchasing, binding and repairing books, periodicals and other library materials
(-) 2. Provision is made for necessary personnel service
(+) 3. The annual school budget regularly allots a specific sum to library purposes
(-) 4. All money handled by the library is properly accounted for
(-) 5. Library funds are properly apportioned to new books, periodicals, repairing, binding, etc. 12

Evaluations: -- The evaluations based upon the above checklist are:

(1) y. how adequately are the library and library services financed?
(4) s. how effectively are library funds expended and accounted for? 13

Comments: -- Scores of 1 and 4 are given on the above evaluations because money allowed by the budget for the library is ten dollars per teacher as set up by the State

12 Ibid.
13 Ibid.
Department of Education for salary-aid schools, in which class this school is found. This provides only forty dollars for library expenditures this year as there are only four full time high school teachers. However, programs are sometimes arranged to secure additional money for the library fund. An additional twenty dollars was raised by this method during the last school term. The total amount provided and expanded for the library was only sixty dollars, which is less than seventy-five cents per pupil enrolled. All the money handled by the library is properly accounted for and efforts are made to apportion it properly to new books, periodicals, and supplies for repairs. The librarian and the superintendent purchase the library supplies, after consultation with members of the staff. The librarian binds and repairs the books and periodicals as the need arises.

B. The Library Personnel

Checklist: -- The checklist on the library personnel is checked as follows:

(*) 1. The librarian has faculty status in all respects equal to that of other faculty members of equivalent education, experience and responsibility
(N) 2. The librarian is adequately provided with library assistants and clerical help
(*) 3. The librarian, if part time, is allowed adequate time for library duties
(-) 4. The librarian is a member of a faculty committee designated to facilitate the integration of the library with other school activities 14
Evaluation: - - The evaluation of the library personnel for this school is:

(4) s. How adequate are the provisions for library personnel? 15

Comments: - - A score of 4 is given on the above evaluation on the library personnel because this is a W. P. A. Library Project. High school pupils serve as librarians on those few days that the regular librarian is not present, and as library assistants if the need arises when the librarian is present, although in a school of this size one librarian is entirely adequate without assistance. In number of pupils per librarian this school rates very superior since any number up to 199 is given that rating in adequacy. 16

The librarian does not have faculty status in all respects equal to that of other faculty members largely because she is not employed directly by the local Board of Trustees, although it has the power to dismiss her if she is inefficient or undesirable. The project as it is set up by the Federal Department prohibits her from doing some of the things such as keeping study halls, substituting for teachers, directing extra-curricular activities, etc., which other regular librarians may be called upon to do. However, in work dealing directly with the library, she is considered and consulted in the same way as are other faculty members.

15 Ibid.
16 Ibid.
The use of high school pupils as library assistants provides valuable educational experiences and is recommended in many small high schools to provide the librarian an opportunity for a higher type of work.17

C. Classification, Catalog, and Care of Books

Checklist: — The checklist is marked as follows:

(+) 1. The library is arranged according to the Dewey decimal classification or other recognized standard system
(-) 2. A card catalog is maintained, arranged alphabetically with author, title, and subject card for each title, and subject card for each title
(+) 3. The library has an adequate loan system, e.g., Newark or Detroit system, adapted as necessary
(+) 4. Books are properly shelved and frequently checked to prevent or correct misplacement
(-) 5. Books are repaired and rebound as need requires and in accordance with the standards of the American Library Association
(0) 6. Books are discarded when out of date or useless18

Evaluations: — The evaluations of this school on the above are:

(3) y. How adequately is the library organized for service?
(3) z. How well are books cared for?19

Comments: — A score of 3 was given on each of the evaluations because the library is arranged according to the Dewey decimal classification system but a card catalog is not provided. The only loan system which the library maintains with

17 Cox and Langfitt, High School Administration and Supervision, p. 213.
18 Cooperative Study of Secondary School Standards, Evaluative Criteria, p. 44.
19 Ibid.
other libraries is that with the county library. Open shelves are provided for all books making them visible and easily accessible to all. The books are repaired and rebound under the directions set up by the W. P. A. Library Project, but no provisions are made for discarding the books when out of date or useless. In fact, it is doubtful whether any books have been discarded within the past ten years.

An adequate loan system is provided for all pupils, classroom, and members of the entire community, and this, with the adequate shelving space, meets the requirements for schools of this size as formulated by the Library Standards Commission of the Southern Association of Colleges and Secondary Schools. 20

D. Accessibility of the Library to Pupils

Checklist: -- The checklist is checked as follows:

(++ 1. The library is open for use at least 15 minutes before the opening of school
(++ 2. The library is open continuously throughout the day, including the lunch hour
(++ 3. The library is kept open as long after the close of school as demand justifies
(++ 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)
(++ 5. Use of all library facilities is made as easy as possible; red tape is reduced to a minimum. 21

Evaluation: -- The evaluation of this school on the above is:

20 Cox and Langfitt, High School Administration and Supervision, p. 208.
21 Cooperative Study of Secondary School Standards, Evaluative Criteria, p. 44.
(4) How adequate are the provisions for making the library readily accessible to pupils? 22

**Comments:** A score of 4 is given on this evaluation because the library is run in connection with a branch of the county library by a librarian who is on duty the year round. As a result, the library is open during the summer months, and is patronized by the pupils and members of the entire community throughout the entire year. During the school term the library is open as long before and after school hours as the demand justifies as well as during the lunch hour. The shelving of the books makes it so that anyone may go to the shelves, select the book he desires, and have the librarian check it for him. This reduces the complications in the use of the library to a minimum and is in accord with the idea that every pupil should feel absolutely free to use the library and its materials as much and as often as he pleases as long as he cooperates with the regulations in regard to their use and care.

"Open shelves giving pupils easy access to all books, bulletin boards, reading tables, magazine-display racks, display cases, and special files for pictures, clippings, and pamphlets are common to most good high school libraries." 23 These things are all provided in the library of this school.

---


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

Checklist: -- The librarian's responsibilities with respect to the operation of the library include:

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

Evaluation: -- The evaluation on the above checklist is:

(2) Do you effectively discharge such responsibilities as the above?

Comments: -- A score of 2 is given on the above evaluation because this being a government sponsored project, the librarian's interests and her responsibilities are different to what they should be if she were regularly employed by the Board of Trustees. Her duties are entirely those dealing with the materials of the library, and not the care of the room, discipline of pupils, etc. However, in this school, there is

25 Ibid.
a library-study hall combination in which a faculty member is on duty each period of the day. This teacher cares for proper ventilation and illumination, and proper conduct of the pupils. However, the student self-government is so far advanced that very little of these types of work are necessary.

The library is attractive and well arranged with large reading tables and chairs for the pupils. On the walls, there are various pictures and portraits that give an attractive and inviting appearance to the room. "Above everything else the library should have an attractive, inviting appearance. The decorations, arrangement, and equipment should make the library a comfortable place for living and working. quiet reading and thinking will be stimulated by a homelike atmosphere."26

At the present time the librarian is planning an open house and program to be held in the library for the purpose of familiarizing the community with the accomplishments, service, and aims of the library.

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

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

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

26 Cox and Langfitt, High School Administration and Supervision, p. 205.
(†) 2. Cooperating with other staff members and stimulating their cooperation 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
(⁻) 6. Calling the attention of teachers and pupils to articles, new books, or book reviews in which they may be interested
(†) 7. Helping pupils and other users of the library to find desired materials
(⁻) 8. Instructing pupils in the use of all accessible library facilities
(₀) 9. Giving objective tests to determine the ability of pupils to use bibliographic tools — catalog, indexes, etc.
(⁻) 10. Providing materials for guidance and exploration and making them readily accessible to pupils
(⁻) 11. Collecting and organizing for use such bulletins, pamphlets, leaflets, etc., as are of value in the educational program
(₀) 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
(⁻) 13. Arranging exhibits of books and other reading material and using other means of attracting attention to the library's facilities 27

**Evaluation:**  — — The evaluation of the librarian in regard to the above is:

(2)  2. How effectively does the librarian discharge such responsibilities as the above? 28

**Comments:**  — — A score of 2 is given on the above because the librarian cooperates splendidly with the staff members and pupils in connection with the use of the library when she is asked for assistance, but she does very little on her own initiative. Perhaps this is because she feels that her


position does not give her the same authority that the members of the staff have, as, indeed, it does not. She rarely makes arrangements for giving instructions in the use of the library to pupils and patrons except when asked for information. Very little is done toward attracting attention to the library's facilities.

It is probable that a great amount of the lack of accomplishments as outlined in the above is due to a lack of training on the part of the librarian for this type of work. This is being gradually overcome to a certain extent by means of periodic training programs for the librarians sponsored by the W. P. A. "Librarians who are not willing to invest in further training which is necessary for adequate library service for the high school should not be permitted to handicap the educational opportunities of the high school boys and girls". 29

III. Selection of Library Materials

Checklist: - - The following factors receive 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 product and business reputation
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

29 Cox and Langfitt, High School Administration and Supervision, p. 204.
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 materials 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 of the clientele

13. Present distribution of titles as to classification, departmental 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 of sets of books


20. Standard lists of approved or recommended books

21. Amount of money available

**Evaluation:** -- The evaluation on this phase of the library is:

(3) How efficiently is new material for the library selected, in the light of such factors as the above?

**Comments:** -- A score of 3 is given on the above evaluation because such items as the curricula, publishers, authors, format, circulation data, staff requests, canvass of reading interests, available lists and guides have been found to be essential in the selection of library materials by the Committee on the

---


31 Ibid.
Cooperative Study of Secondary School Standards. A study of the checklists above shows that less consideration is given to some of these items than should be given. Most of the materials purchased for the library in this school are determined by the chance belief of the members of the faculty; and the librarian that such materials will be profitable, which is a very poor method according to the above findings of the Committee.

IV. Teachers' Use of Library

Checklist: — = Such matters as the following are found in the teachers' use of the library:

(-) 1. Teachers use school and public libraries extensively to promote their own personal and 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
(-) 6. Teachers keep the librarian informed regarding prospective classroom demands on the library and librarian
(-) 7. Teachers help pupils in the effective use of the library largely by means of library references needed in their classroom projects
(+) 8. Teachers and classes borrow books and other library materials for use in the classroom
(+) 9. Teachers encourage pupils to use the library for recreation

Evaluations: - - The evaluations on teachers' use of the library are:

(2) y. How extensively do teachers use the library and its materials for their own work?
(3) z. How much do teachers stimulate pupils to use the library and library materials?

Comments: - - Scores of 2 and 3 are given on the above evaluations because although the teachers do make use of the library in regard to the phases mentioned in the checklist, there is still a need for more use by the teachers of the library to enrich the curriculum and supply reference materials to the courses which they are offering. The teachers make the excuse that they have such a full day in classroom work that they do not have sufficient time to compile more library references for their work. This excuse is partly justified because no teacher was off duty a single period during the school day this year. Teachers should have adequate time to prepare library reference materials for their classroom work and thereby stimulate reading interests on the part of the pupils.

In the National Survey of Education, the two principal functions, as denoted by principals and librarians, were to enrich the curriculum and supply reference material, and to provide for worthy use of leisure time. 35

34 Ibid.
35 Cox and Langfitt, High School Administration and Supervision, pp. 202-203.
V. Pupils' Use of Library

Checklist: -- The checklist on pupils' use of the library is checked as follows:

(†) 1. Selected pupils act as assistants in the library as a means of education and exploration in library work. (The time and effort of such pupils are never exploited)

(†) 2. Pupils, individually and in groups, commonly find the library a profitable center for classroom preparations

(†) 3. Pupils use libraries extensively for leisure reading and for developing other leisure interests

(§) 4. Pupils help collect useful vertical file material for the library

(-) 5. Pupil activity organizations use the library extensively in the promotion of their projects

(-) 6. Pupils are learning to respect public property and to help care for it

(-) 7. Pupils are learning to respect the rights of others, in the library and in the use of its materials

(†) 8. Each pupil's schedule is so arranged that he is free to spend at least three periods per week in the library

(-) 9. Pupils are learning to use the public, home, and other libraries

(-) 10. Each teacher keeps a record of the voluntary reading done by his pupils in his own field

Evaluations: -- The evaluations on the above checklist concerning pupils' use of the library are:

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

(3) x. How extensively and effectively do pupils use periodicals?

(§) y. How extensively and effectively do pupils use vertical file materials?

(§) z. How extensively and effectively do pupils use visual aid materials?

Comments: -- Scores on the above evaluation are assigned as they are because the pupils use the library very extensively. The arrangement in this school by which the study hall and


37 Ibid.
library are combined is conducive to much reading by the pupils. In fact, there is an evidence that some of the pupils find the provisions of the library so interesting that they neglect some of their preparations on their regular class assignments. The question of which of the two is more important, the preparation of the regular class assignment, or reading the books and periodicals because of interest, is debatable in the mind of the writer. He is quite sure in his own mind that some of the pupils receive more actual education from their reading than they do in preparing some of the assignments made by the teachers.

The pupils are learning to respect and care for the library materials, but the constant use of the unbound periodicals makes it difficult to keep them in excellent condition for filing purposes.

Since there is a combination library-study hall, each pupil has at least one period each day in the library, and many have two. This arrangement providing a combination library-study hall is becoming more popular each year. The small schools make this arrangement for convenience and many of the large schools have adopted it because of the educational advantages to the pupils.38

38 Cox and Langfitt, High School Administration and Supervision, p. 211.
"In the library study of the National Survey of Education, a study of the use made of library materials indicated that the materials were used more in schools having library-study halls than in schools whose libraries were separate".39

VI. The Library Staff

4. Preparation and Training

1. General

Checklist: - - The librarian 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
(0) 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 40

Evaluations: - - The evaluations on the preparation and training of the librarian are:

(2) y. How adequate is the general education of the library staff?
(2) z. How great is the ability of the staff to make the library useful and attractive to pupils and teachers?41

39 Ibid. pp. 211-212.
41 Ibid.
Comments: -- A score of 2 is assigned each of the above evaluations because the librarian has had only two years of college work in a junior college, and has had no experience teaching. However, she has broadened her education considerably by reading, and her work in this school has been very satisfactory to the staff and to the student body. Cooperativeness and interest added to her natural ability and enthusiasm compensate to a large extent for her lack of professional training.\footnote{42} 

2. Library Training

Checklist: -- 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
(0) 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 \footnote{43} 

Evaluations: -- The evaluations of the library training of the librarian are:

(2) x. How adequate is the preparation of the library staff for organizing and managing the library and its materials?

\footnote{42} Cox and Langfitt, \textit{High School Administration and Supervision}, p. 204.

(2) y. How well is the staff qualified by preparation and ability to help teachers make the school’s educational program effective?

(2) z. How well is the staff qualified by preparation and ability to make the library useful for study and attractive for leisure reading? 44

Comments: -- A score of 2 was given on the above evaluations because no technical training has been received in library science by the librarian with the exception that periodic training courses sponsored by the W. P. A. for its employees are attended by the librarian. However, her wide reading has familiarized her with books, magazines, and periodicals to such an extent that she is able to judge fairly well their appropriateness for high school pupils. However, it is advisable that the librarian should have had high school teaching experience, general educational training equivalent to graduation from a standard college, and one year of professional library training. 45

Judged by the librarians studied by the Committee on Cooperative Study of Secondary School Standards, very few librarians are adequately trained; very few having received training in library service above the secondary school level, but it is also true that this is a pioneer group and much progress will be shown in the training as more institutions offering library science become available. 46

44 Ibid.
45 American Library Association, School Library Yearbook, Number Two, p. 53.
3. Summary of Data for Individual Librarian

<table>
<thead>
<tr>
<th>Item</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adequacy of professional preparation in library science</td>
<td>1</td>
</tr>
<tr>
<td>Source of professional training in library science</td>
<td>1</td>
</tr>
<tr>
<td>General committee judgment</td>
<td>3</td>
</tr>
<tr>
<td>Outstanding contributions</td>
<td>2</td>
</tr>
<tr>
<td>Personal qualifications</td>
<td>4</td>
</tr>
<tr>
<td>Professional qualifications</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>13</strong></td>
</tr>
<tr>
<td>Divided by 6</td>
<td>2.16 school score</td>
</tr>
</tbody>
</table>

* Form taken from Evaluative Criteria.

Comments: -- The values assigned to the above evaluations are such because the librarian has never had professional training in library science. The other members of the faculty assigned a value of 3 for her general adequacy. She has never made outstanding contributions to the school life other than in her routine work. Her personality seems to merit a score of 4. Her professional qualifications seem to merit no more than a score of 2. 47

---

B. Improvement in Service

1. General

Checklist: -- The item in this checklist is marked as follows:

(0) The librarians are members of the American Library Association 49.

Evaluation: -- The evaluation on the improvement in service of the librarian is:

(2) 2. How extensive and reliable are the evidences that the library staff is improving in professional ability and service? 49

Comments: -- The librarian is reading extensively concerning her duties for her own improvement and is attending training courses for improvement.

2. Summary of Data for Individual Librarian

| TABLE 14 |
|---|---|
| **SHOWING IMPROVEMENT IN SERVICE IN READING AND RESEARCH** |   |
| Item | Evaluations |
| Reading | 2 |
| Research | 2 |
| Total | 4 |
| Divide by 2 | 2 school score |

* Form taken from Evaluative Criteria

Comments: -- A score of 2 is given on each of the above evaluations because the extent of reading done has been two

49 Ibid.
books read, and the amount of research seems to be inadequate. 

VII. Supplementary Data

The amount of money spent for purchasing and binding books and periodicals during each of the last five years was:

<table>
<thead>
<tr>
<th>Years</th>
<th>Amount spent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1934-35</td>
<td>$100</td>
</tr>
<tr>
<td>1935-36</td>
<td>100</td>
</tr>
<tr>
<td>1936-37</td>
<td>100</td>
</tr>
<tr>
<td>1937-38</td>
<td>60</td>
</tr>
<tr>
<td>1938-39</td>
<td>50</td>
</tr>
</tbody>
</table>

The average number of withdrawals by pupils per month were 160. The average number of different pupils making withdrawals per month were seventy-five. Number of high school pupils holding public library cards were thirty-five. Mrs. Corinne Godwin is the full-time librarian. There is no part-time librarian. There are two pupil assistants in the library. The pupil library assistants work on an average of three hours per week.

VIII. General Summary of Library Service

Efficiency of operation, use of library by pupils and patrons, and accessibility of library are the best elements or characteristics of the library service.

There is least adequacy or greatest need of improvement in the addition of new books and periodicals, better care of books and periodicals by pupils, and the addition of visual-aid supplies.

---

Within the last two years some improvement has been made. A librarian was added, the number of periodicals and newspapers were increased, the interest on part of pupils and patrons increased.

Other improvements are now being made or are definitely planned for the immediate future, such as an increase in number and type of books, and more use of library by teachers.

No carefully conducted studies have been made by the school of its own problems in this field within the last three years.

IX. General Evaluation of Library Service

Evaluations: -- The evaluations on the general library service are:

(3) y. How well does the library service accord with the philosophy of education as presented by the school in the chapter on philosophy and objectives?

(3) z. How well does the library service meet the needs of the community and the school population as indicated in the chapter on pupil population and school community?

Comments: -- A score of 3 was given on each of the above evaluations because the library accords with the philosophy of education in that it provides a home-like atmosphere in which the pupils find it possible to carry on the work of the everyday living activities with which they come in contact. Abundant information on life and its problems is supplied by the

TABLE 15
THE EVALUATION AND SCHOOL SCORES ON THE LIBRARY SERVICE *

<table>
<thead>
<tr>
<th>SECTION</th>
<th>TITLE OF MEASURE</th>
<th>COMPUTATION OF PRIMARY SCHOOL SCORE</th>
<th>COMPUTATION OF SUMMARY SCHOOL SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>EVALUATIONS</td>
<td>TOTAL</td>
</tr>
<tr>
<td>I A</td>
<td>NUMBER OF TITLES</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>DISTRIBUTION</td>
<td></td>
<td>510</td>
</tr>
<tr>
<td></td>
<td>RECESSION</td>
<td></td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>GENERAL ADEQUACY</td>
<td></td>
<td>30</td>
</tr>
<tr>
<td>B</td>
<td>PERIODICALS</td>
<td></td>
<td>2.9</td>
</tr>
<tr>
<td>C</td>
<td>PAMPHLETS &amp; BULLETINS</td>
<td>x3</td>
<td>6</td>
</tr>
<tr>
<td>D</td>
<td>VISUAL AIDS</td>
<td></td>
<td>96</td>
</tr>
<tr>
<td>II</td>
<td>ORGANIZATION AND</td>
<td></td>
<td>23</td>
</tr>
<tr>
<td></td>
<td>ADMINISTRATION</td>
<td></td>
<td></td>
</tr>
<tr>
<td>III</td>
<td>SELECTION OF MATERIALS</td>
<td>x1</td>
<td>3</td>
</tr>
<tr>
<td>IV</td>
<td>USE BY TEACHER</td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>V</td>
<td>USE BY PUPILS</td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>A, 1,2</td>
<td>LIBRARY STAFF—QUALIFICATIONS</td>
<td>x1</td>
<td>10</td>
</tr>
<tr>
<td>3</td>
<td>LIBRARY STAFF—QUALIFICATIONS</td>
<td>x2</td>
<td></td>
</tr>
<tr>
<td>B, 1</td>
<td>LIBRARY STAFF—IMPROVEMENT IN SERVICE</td>
<td>x1</td>
<td>2</td>
</tr>
<tr>
<td>2</td>
<td>LIBRARY STAFF—IMPROVEMENT IN SERVICE</td>
<td>x2</td>
<td></td>
</tr>
<tr>
<td>IX</td>
<td>GENERAL EVALUATION</td>
<td>x3</td>
<td>6</td>
</tr>
</tbody>
</table>

* Form taken from Evaluative Criteria.

TOTALS: Summary Score (Divide by 96) = 56
Equivalent Percentile (From Percentile Conversion Table) = 36
library and is read by the pupils.

The library meets the needs of the community to the extent that use is made of it by the community for references to their problems and programs, as well as for reading for leisure time. It is understood that the library is supplied for the community as well as for the school and use is made of it accordingly.

x. Interpretation of Thermometers on Library Service

Number of Titles

In number of titles this school falls far below the average public high school. An examination of the thermometers show it to be thirty-eight points below the average. It has only 559 titles while the median of all 196 schools measured is 1895 titles. It is equal to or better than only eight and one-half per cent of the schools measured.

Distribution

In distribution this school ranks very high, being equal to or better than eighty-seven per cent of the 196 schools measured. It is nineteen points above the next highest average school, the very large schools.

Appropriateness

No Wilson Catalog was available to judge the appropriateness of the titles.
### Library Adequacy

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>100</td>
<td>9950</td>
<td>95</td>
<td>95</td>
<td>95</td>
<td>5.0</td>
<td>4.8</td>
<td>4.0</td>
</tr>
<tr>
<td>95</td>
<td>9740</td>
<td>90</td>
<td>90</td>
<td>90</td>
<td>4.8</td>
<td>4.0</td>
<td>3.8</td>
</tr>
<tr>
<td>90</td>
<td>9485</td>
<td>85</td>
<td>85</td>
<td>85</td>
<td>4.0</td>
<td>3.8</td>
<td>3.5</td>
</tr>
<tr>
<td>85</td>
<td>9095</td>
<td>80</td>
<td>80</td>
<td>80</td>
<td>3.8</td>
<td>3.5</td>
<td>3.3</td>
</tr>
<tr>
<td>80</td>
<td>8490</td>
<td>75</td>
<td>75</td>
<td>75</td>
<td>3.5</td>
<td>3.3</td>
<td>3.0</td>
</tr>
<tr>
<td>75</td>
<td>7935</td>
<td>70</td>
<td>70</td>
<td>70</td>
<td>3.3</td>
<td>3.0</td>
<td>2.8</td>
</tr>
<tr>
<td>70</td>
<td>7400</td>
<td>65</td>
<td>65</td>
<td>65</td>
<td>3.0</td>
<td>2.8</td>
<td>2.5</td>
</tr>
<tr>
<td>65</td>
<td>6950</td>
<td>60</td>
<td>60</td>
<td>60</td>
<td>2.8</td>
<td>2.5</td>
<td>2.3</td>
</tr>
<tr>
<td>60</td>
<td>6500</td>
<td>55</td>
<td>55</td>
<td>55</td>
<td>2.5</td>
<td>2.3</td>
<td>2.0</td>
</tr>
<tr>
<td>55</td>
<td>6050</td>
<td>50</td>
<td>50</td>
<td>50</td>
<td>2.3</td>
<td>2.0</td>
<td>1.8</td>
</tr>
<tr>
<td>50</td>
<td>5600</td>
<td>45</td>
<td>45</td>
<td>45</td>
<td>2.0</td>
<td>1.8</td>
<td>1.5</td>
</tr>
<tr>
<td>45</td>
<td>5150</td>
<td>40</td>
<td>40</td>
<td>40</td>
<td>1.8</td>
<td>1.5</td>
<td>1.3</td>
</tr>
<tr>
<td>40</td>
<td>4700</td>
<td>35</td>
<td>35</td>
<td>35</td>
<td>1.5</td>
<td>1.3</td>
<td>1.0</td>
</tr>
<tr>
<td>35</td>
<td>4250</td>
<td>30</td>
<td>30</td>
<td>30</td>
<td>1.0</td>
<td>1.0</td>
<td>-</td>
</tr>
<tr>
<td>30</td>
<td>3800</td>
<td>25</td>
<td>25</td>
<td>25</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>25</td>
<td>3350</td>
<td>20</td>
<td>20</td>
<td>20</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>20</td>
<td>2900</td>
<td>15</td>
<td>15</td>
<td>15</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>15</td>
<td>2450</td>
<td>10</td>
<td>10</td>
<td>10</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>10</td>
<td>2000</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>5</td>
<td>1550</td>
<td></td>
<td></td>
<td></td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>0</td>
<td>1100</td>
<td></td>
<td></td>
<td></td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

**Figure 4. A Graphic Summary of the Evaluation on the Adequacy of the Library**

- **Alpha:** Weight 6%
- **Beta:** Weight 5%
- **Gamma:** Weight 3%

The graphic summary uses a scale to visually represent the adequacy of the library's collection, periodicals, and visual aids. Each category is rated from 0 to 100, with the adequacy score indicated on the chart.
LIBRARY -- BOOK DISTRIBUTION

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

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

<table>
<thead>
<tr>
<th>REFERENCE</th>
<th>PHILOSOPHY</th>
<th>RELIGION</th>
<th>SOCIAL SCIENCE</th>
<th>PHILOLOGY</th>
<th>NATURAL SCIENCE</th>
<th>USEFUL ARTS</th>
<th>FINE ARTS</th>
<th>LITERATURE</th>
<th>HISTORY, TRAVEL, BIOGRAPHY</th>
<th>FICTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>000</td>
<td>100</td>
<td>200</td>
<td>300</td>
<td>400</td>
<td>500</td>
<td>600</td>
<td>700</td>
<td>800</td>
<td>900</td>
<td>F</td>
</tr>
<tr>
<td>196</td>
<td>196</td>
<td>196</td>
<td>196</td>
<td>196</td>
<td>196</td>
<td>196</td>
<td>196</td>
<td>196</td>
<td>196</td>
<td>196</td>
</tr>
</tbody>
</table>

**Figure 5. A Graphic Summary of the Evaluations on Book Distribution of the 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.
Figure 6. A Graphic Summary of the Evaluations on the COOPERATIVE STUDY OF SECONDARY SCHOOL STANDARDS
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.
Recency

This school is equal to or better than forty-five percent of the 157 schools measured. It is four points above the average private school, but seven points below the average public and Southern schools. It is only two points below the average small school, and five points below the average accredited school.

General Adequacy

In general adequacy this school is equal to or better than sixty-six per cent of the 195 schools measured. It is equal to the private schools, and only one point below the average very large school. It is nineteen points above the average public school, and twenty-four points above the average Southern and small schools.

Periodicals

Practically the same interpretation may be given for the periodicals in this school as for the number of titles.

Pamphlets and Bulletins

This school rates equal to or better than sixty-nine percent of the 200 schools measured in this phase of the library. It ranks higher than any of the other schools with the exception of the average very large school which is twelve points above this school.
Visual Aids

The rating on visual aids is zero because such a small amount of this type of material is available that it is impossible to rate it any higher.

Book Distribution in Various Individual Divisions

In all these divisions this school rates very low with the exception of the field of philology, in which it ranks equal to the average public school. The adequacy in this field is high probably because there is no definite need for references in this field in this school.

Organization and Administration

In this field the school is equal to or better than fifty-five per cent of the 200 schools measured. It is five points above the median school, and seven points above the average public and Southern schools.

Selection of Materials

This school is equal to or better than forty-seven per cent of the 200 schools measured, equal to the average Southern school, and one point below the average public school. It is seven points above the average small school.

Use by Teachers

In the use of the library by teachers, this school is equal to or better than only thirty-seven per cent of the 200 schools measured, and the average Western school. It is nine points below the average small school and eleven points below
the average public school.

Use by Pupils

In this division this school ranks equal to or above fifty-five per cent of the 200 schools measured. It is six points above the average of the public, small, and southern schools.

Library Staff Qualifications

This school is very low in this department.

Library Staff Improvement in Service

In this division the school is low again, being equal to or better than only thirty-five per cent of the 157 schools measured. It is below all other average schools except those of the New England States which are two points below this school.

Summary

In total library service, this school is equal to or better than thirty-six per cent of the 200 schools measured. It is only three points above the average non-accredited schools. It is two points below the average New England school, and small school. It is thirteen points below the average public school, and thirty-nine points below the highest average school, the very large schools.
CHAPTER VII

GUIDANCE SERVICE

Statement of Guiding Principles

The rapid growth of secondary school enrollment, the change in the character of the school population, the apparent breaking down of some of the social agencies dealing with youth, the rapid changes in the business and industrial world resulting in longer school attendance, and the attendant expansion of our educational offerings have all emphasized the need for the guidance of young people who must make their way in this complex civilization.

Guidance, as applied to the secondary school, should be thought of as an organized service designed to give systematic aid to pupils in making adjustments to various types of problems which they must meet—educational, vocational, health, moral, social, and personal. It should endeavor to help the pupil to know himself as an individual and as a member of society; to enable him to correct certain of his shortcomings that interfere with progress; to know about vocations and professions so that he may intelligently choose and prepare, in whole or in part, for a life career; and to assist him in the constant discovery and development of abiding creative and recreational interests. Such objectives should be achieved through a better understanding among the school, the home, and the community; through a closer coordination of the work of the secondary school and the school or schools from which its pupils are received; through adequate and specific data on the individual pupil secured at or prior to his entrance to the school; through a system of cumulative records and reports; through a comprehensive and effective system of counselling and guidance; and through definite provisions for articulating the work of the school with whatever activity the pupil engages in after he leaves it.

While counselling is a technical part of the guidance program and requires special training, every staff member should realize that he has some responsibility for guidance and that he can do much to meet some pupil needs. Although every teacher and administrative officer should be encouraged to prepare himself for guidance work, the service of competent counsellors should also be available. As an aid in the guidance task, measurements and tests of various types, standardized or locally devised, should
always be available, but should be used with full knowledge of their values and limitations.\footnote{Cooperative Study of Secondary School Standards, Evaluative Criteria, p. 56.}

In this small high school no definitely organized program for guidance has been formed. It is true, however, that there is a great amount of guidance being done through the members of the faculty and the superintendent. None of the staff members has ever had any special training in guidance, but all have realized its need and are attempting to carry on an adequate guidance program without a definite organization for such.

Provisions have been made for guidance in the curriculum of the school by the courses of study offered, and the teachers feel that teaching is guidance and attempt to make their instruction in the classroom coincide with that belief.\footnote{American Association of School Administrators, Schools in Small Communities, p. 51.}

Individual guidance is done principally through the homeroom advisers and the superintendent.

I. Articulation Between Schools

A. General Procedures

Checklist: --- 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 and shall determine promotion from one school to the other.

**Evaluation** — The evaluation of this school upon the above is:

(3) How effectively are such procedures as the above followed?

**Comments** — The evaluation of 3 is given on this phase of guidance service in this school because there is no careful study of the other schools which send pupils to this high school, but the schools are all located within a radius of six miles of this school and the types of pupils and patrons are so very similar to those of this school that it has been thought no detailed study was necessary.

Due recognition is taken of the fact that pupils who are promoted to this school from a seventh grade, one teacher school may not be as well grounded in the fundamental tools of learning as those who have been in attendance in the elementary grades in one of the larger school systems. Steps are taken to make proper adjustments for this type of pupil in his new situation by gradually introducing the materials which may have been neglected in his daily work.

---


B. Information about the Secondary School

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

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

Evaluation: -- The evaluation of this school concerning information sent to the sending school is:

3. How well -- qualitatively and quantitatively -- does the school provide such information as the above?

Comments: -- An evaluation of 5 was given on this phase of guidance service because no definite plans are made for providing the sending school with information concerning this school. However, the town in which this high school is located is the community center of all the sending school districts and they receive the same publicity concerning the school as the patrons of the high school receive. Through personal acquaintance, the town paper, the school paper, programs, games, and reports of pupils it seems that the sending schools secure adequate information concerning this high school.

C. Information Regarding the Success of Pupils

Checklist: -- The receiving school provides the sending school with the following information:

5 Ibid.
6 Ibid.
(0) 1. Scholastic progress of the sending school's former pupils
   2. Other significant information concerning former pupils' progress, such as:
   (0) a. Social and personal adjustment of these pupils
   (0) b. Outstanding achievements of these pupils
   (0) c. Serious difficulties of these pupils
   (0) d. General problems requiring better understanding or articulation

EVALUATION: -- The evaluation on the above check-list is:

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

COMMENTS: -- A score of one is given the above evaluation because this information is sent regularly only to the parents of the incoming pupils. It often happens that the teachers in the various schools meet and discuss, incidentally, such items as the above, but no organised written data are supplied the sending school.

Again in this phase, it seems that such information to the sending school is adequate, even though it is received only by chance, because of the familiarity of the communities with one another.

II. Basic Information Regarding the Pupil
A. Permanent Cumulative Record

1. Information Regarding Each Pupil's Home and Family

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

7 Ibid. P. 57.
8 Ibid.
1. Full name of each parent (or 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 of 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: -- The evaluations on this phase of the school are:

(2) y. How well -- qualitatively and quantitatively -- is such information as the above provided?
(4) z. How extensively and effectively is it used for pupil guidance? 10

Comments: -- Scores of 2 and 4, respectively, are given to the above evaluations with regard to the information on each pupil's home and family because the permanent cumulative record includes only the items checked with a plus or a minus in the above checklist, but those which are checked zero are known to a certain extent by the teachers through personal acquaintance with the family and home life of the pupil. However, this school has not, as yet, progressed to the extent that it collects and records all information which it possibly should concerning the home life of the pupils. Some authorities say that in

9 Ibid.
10 Ibid.
many schools of small enrollments the teachers and super-
intendents have less actual information about the parents
of the pupils than do the faculties of many large city
schools.\textsuperscript{11}

The economic, social, physical, mental, occupational,
and parental status of the family of the pupils is con-
sidered in all dealings with the pupils in the classrooms
or in guidance service.

2. A correct Report of the Pupil's Record

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

\textsuperscript{11} American Association of School Administration, \textit{Schools
in Small Communities}, p. 75.

\textsuperscript{12} Cooperative Study of Secondary School Standards, \textit{Eval-
uative Criteria}, p. 57.
(4) s. How extensively and effectively is it used for pupil guidance? 13

Comments: The above evaluations are scored 2 and 4, respectively, for the same reason as those given concerning the evaluations of information regarding pupils' home and family in the preceding checklist. In this high school in which the total enrollment is only ninety-six, each teacher is personally acquainted and intimately associated with each pupil in the general school work and activities. The principal need for all items to appear on the cumulative record would be for the use of newly-elected teachers in the high school and to provide permanent data to be supplied prospective employers of the pupils in the future. 14

It should be remembered that records are only a means to aid in the guidance of the pupil and should be used accordingly. It seems possible that more success with certain pupils might be achieved by some teachers were they not influenced by personality and achievement ratings passed on by former teachers.

Such items as those in the checklist are not adequate in terms of permanent cumulative records, but they are used extensively by the teachers in the guidance program and the results seem adequate.

13 Ibid
14 American Association of School Administrators, Schools in Small Communities, p. 89.
3. A Correct Record of the Pupil's Physical and Health Status

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

(0) 1. Height and weight
(0) 2. Vision
(0) 3. Hearing
(0) 4. Teeth and gums
(0) 5. Speech defects
(0) 6. Posture and feet
(0) 7. Tonsils, adenoids, etc.
(0) 8. Vital organs
(0) 9. Skin and scalp
(0) 10. Physical abnormalities and deformities, undernourishment, etc.
(0) 11. Physiological maturation
(0) 12. Immunizations

Evaluations: -- The evaluations on this phase of the cumulative record are:

(0) y. How well -- qualitatively and quantitatively -- is such information as the above provided?
(0) z. How effectively is it used for pupil guidance? 16

Comments: -- Scores of 0 and 3, respectively, are given on the two evaluations above because no permanent records are kept concerning these items, but current knowledge or indications of defects in these things serve as a basis for definite action in guidance on the part of the high school staff. Physical and health clinics are arranged for periodically by the school through the county health nurse and physicians, and treatments and remedies are suggested to the pupils and their parents.

\[\text{Cooperative Study of Secondary School Standards, Evaluative Criteria, p. 58.}\]

\[\text{Ibid.}\]
The use of such knowledge is extensive in adjusting conditions to favor those afflicted which, it would seem, is one phase of guidance.

4. Report of the Pupil's Psychological and Other Traits

Checklist: - - 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)
(0) 4. Special interests (by means of tests or otherwise)
(0) 5. Characterizing attitudes, ideals and prejudices
(0) 6. Social interests and development
(0) 7. Educational and vocational intentions.17

Evaluations: - - The evaluations on the above are:

(0) y. How well - - qualitatively and quantitatively - - is such information as the above provided?
(3) z. How extensively and effectively is it used for pupil guidance? 18

Comments: - - The first evaluation is given a score of 0 because no records of tests of any type are kept permanently. Special aptitude and achievement tests are given periodically, and the results are used in connection with the pupil's regular school work to determine his progress in school. In this way, the tests become a part of the permanent cumulative record, but no provisions are made for keeping a separate record of the items contained in the above checklist.

The second evaluation is scored 3 because the results of the tests of the pupil, his special interests, his intentions, and his attitudes are used in connection with the
guidance program in teaching by the members of the staff. It has long been admitted that each child is an individual with special interests, attitudes, etc., and no teacher is likely to be a success in his field if he doesn't take notice of such differences and allow for them accordingly.

It is doubtful whether it is essential to have all the information of the above four checklists included in the permanent cumulative record of this school because "a small school with a stable teaching and administrative staff certainly does not need as complete pupil accounting records and facilities as does a large school"19

5. Reports of Progress

Checklist: -- 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, marks and credits received, courses failed
(0) 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
(0) 4. Conduct record -- nature of any serious offences, contributory causes or circumstances, disposition of each case, progress
(-) 5. Membership in out-of-school clubs, groups or cliques; environment of these organizations
(0) 6. Religious interests and activities
(0) 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.

(0) 8. Use of leisure time -- amount of time given to
      play, reading, hobbies, and movies and nature
      of each
(0) 9. Periodic ratings by teachers on personality traits
(0)10. Degree of socialization; difficulties or 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 wish-
      ing the 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 exam-
      inations
(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 20

Evaluations: -- The evaluations of the checklist on
permanent record of reports of progress are:

(2) y. How well -- qualitatively and quantitatively --
      is such information as the above provided?
(4) z. How extensively and effectively is it used for
      pupil guidance? 21

Comments: -- A score of 2 is given on the first item
above because there is kept a permanent cumulative academic
record of each pupil. Items marked minus in the above check-
lists are provided only through the school paper which is
bound annually and filed for reference. If all items listed

20 Cooperative Study of Secondary School Standards, Eval-
21 Ibid. p. 59.
in the checklist must be included in a permanent cumulative record of the pupil for a school to have adequate provisions for guidance, this school's program is definitely inadequate.

The second evaluation above is scored 4 because the items included in the checklist are definitely a part of the plan upon which guidance in this school is based. All those things are a part of the school life of each pupil and are used in securing the greatest amount of development of the pupil. Provisions are made in the curriculum for the sole purpose of helping to adjust the pupil to life in school.

A general summary of the permanent cumulative record of pupils in this school discloses that the guidance program in this phase seems to be definitely inadequate due to the lack of such records.

Cumulative records are designed to furnish the teacher with many facts about the child which may be used in the guidance program and assist to determine into what field of effort the child is best suited to be directed. All information thus found should be left by an outgoing teacher for his successor who will come in contact with the child later. Such information should include the following:

Social and economic background, including the home and community environment.
Health history and present status.
The record of previous school experience, revealing aptitudes, interests, and abilities.
Vocational and avocational interests and abilities as indicated by curriculum and extracurriculum experience, hobbies, and occupational work outside of school.
Personality pattern as indicated by a record of personality traits from year to year and giving some
evidence of the major objectives now being followed.  

B. Other Matters of Record and Necessary or Desirable Forms.

Checklist: -- 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

---

22 American Association of School Administrators, Schools in Small Communities, p. 89.

Evaluations: -- The evaluations on the above checklist are:

(3) y. How well -- qualitatively and quantitatively -- is such information as the above provided?
(4) z. How extensively and effectively is it used for pupil guidance? 24

Comments: -- An evaluation of 3 is given for the first item above because the items called for in the checklist seem to be provided in a satisfactory manner by means of the school class registers, scholastic census rolls, and periodic progress report cards. Special reports are sent to parents when it is felt that there is a need for such, and personal conferences with parents are common.

A score of 4 is given for the second item because the guidance program makes definite use of the information contained in the various records in assisting the pupil to adjust himself to the school life.

C. Nature and Use of Records and Reports

Checklist: -- Information on the following should be provided:

(*) 1. Records are easily accessible to all who have approved reason to use them and use them properly, but only to such persons.
(=) 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.
(=) 4. The daily schedule card of each pupil is on file in the office and a copy thereof wherever else it is needed.

Ibid. 24
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 data of permanent value and those 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).

11. Graphs are used extensively to indicate relative progress.

Evaluations: -- The evaluations on the above checklist are:

y. How well are such facilities or conditions as the above provided?

z. How extensively and effectively are they used for pupil guidance?

Comments: -- A score of 3 is assigned each of the above evaluations because such facilities and conditions as those contained in the above checklist seem to be only fairly well provided and used in the guidance program.

The small enrollment in this high school doesn't seem to demand an extensive plan of records for use by teachers. Each teacher is familiar with each pupil and the courses

---

25 Ibid. p. 60.
26 Ibid.
taken by him. If there is a need for reference to the records, no trouble is experienced in obtaining the information needed.

III. Operation of The Guidance Program

A. General Organisation

Checklist: - - The checklist is marked as follows:

(+) 1. All staff members regard guidance as a cooperative undertaking and responsibility, requiring both knowledge and skill

(-) 2. The guidance activities are directed and coordinated 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 obligations in proportion to the time and energy required for counselling

(-) 7. Pertinent or valuable facts revealed during counseling, 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 coordinated 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 organisations 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 characterised by research
attitudes and activities on the part of the counseling staff

(4) 14. Causes of misconduct are sought as the first step in improvement

(4) 15. Methods of counseling and their results are constantly studied

(4) 16. Counseling stimulates; it emphasizes confidence, self-discovery, and self-direction by the pupil

(4) 17. Cooperation of the home is sought 27

Evaluations: -- The evaluations of the general organization of guidance are:

(2) y. How well is the guidance program organized?

(4) x. How extensive is teacher participation in pupil guidance? 28

Comments: -- A score of 2 is given for the organization of the program because there is very little organization as such, and a score of 4 is given for teacher participation in pupil guidance because each teacher works continuously in counseling and guidance in all phases of school work. The guidance in this school is not limited to a specific teacher or counselor, but each member of the faculty feels that teaching and guidance are so closely related that it is difficult to make a distinction between the two. Guidance is considered one of the functions of all teachers and principals and each takes advantage of every opportunity to do guidance work whether it occurs in classrooms, on playgrounds, in assemblies, or in any other situation which may arise. 29

27 Ibid., pp. 60-61.
28 Ibid., p. 61.
29 American Association of School Administrators, Schools in Small Communities, p. 87.
Provision is made for individual counseling by conferences between the pupil and his home room teacher or principal.

B. School Organization and Program

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

(1) 1. The general aim and purpose of the school
(2) 2. The general traditions and code of conduct of the school
(3) 3. The purposes and objectives of various courses and curricula
(4) 4. The sequence and relationships of specific courses
(5) 5. The library and how to use it
(6) 6. The school staff, its personnel and organization; responsibilities of various officials
(7) 7. The school plant and the location of the pupil's various activities
(8) 8. The school's time schedule, signals, traffic regulations, etc. 30

Evaluation: -- The evaluation on the above is:

(3) 2. How well are such matters as the above provided for in the guidance program? 31

Comments: -- A score of 3 is given because the provisions for the above checklist seem fairly adequate. The size of the school is such that information like the above is easily obtained without the use of printed materials. Such items as two, seven, and eight in the checklist are provided for by the student council and student self government. Conferences are held with the pupils by the teachers

31 Ibid.
and superintendent regarding items three, four, and six, and item one is cared for through the school's publicity program.

C. Registration and Pupil Lead

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

1. The program of registration -- sequence or order, filing out cards, etc.
2. Making the program of studies for the semester year and following years
3. Determination of a proper pupil load
4. Making out the pupil's daily schedule or program
5. The pupil activity program and the part the pupil should play therein

**Evaluation:** -- The evaluation on the above checklist is:

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

**Comments:** -- The score of 3 on the above evaluation is given because such provisions are cared for by the principal and superintendent of the school by personal conferences upon the date of entrance of the pupil into the school. Consideration of the individual pupil helps to determine the type of program and activities suggested for the pupil.

D. Problems of the Future

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

---

32 Ibid.
35 Ibid.
(4) 1. Getting acquainted with a variety of occupations, or vocations, their trends, their desirable and undesirable elements, their requirements, and their potentialities

(-) 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 avocational and leisure interests and habits

(4) 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

(-) 6. Securing a position and keeping it

Evaluation: -- The evaluation on problems of the future is:

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

Comments: -- A score of 2 is given for the above because the provisions of this school for items included in the checklist seem to be inadequate. Only one course if offered in the curriculum for study of problems of the future, although a certain amount of this type of information is discussed in practically all the classes from time to time. Information concerning other schools is adequately supplied. Advice and counsel based upon the pupil's school records is given by the teachers and superintendent to the pupils concerning their future activities. Pupils, particularly the seniors, are in the habit of coming to the superintendent for advice concerning

34 Ibid. p. 62.
35 Ibid.
their possibilities for the future. "A vital necessity of any guidance program is that there shall be for each pupil one person or one group of persons whose responsibility it shall be to observe his unfolding and to see to it that the school shall help him attain the objectives of education." 36

E. Social and Civic Relationships

Checklist: — 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 cooperate agreeably and effectively

Evaluation — The evaluation given upon the above is:

(3) How well are such matters as the above provided for in the guidance program? 38

Comments: — An evaluation of 3 is given for the above because such provisions seem to be cared for adequately

36 American Association of School Administrators, Schools in Small Communities, p. 80.
through classroom teaching methods and the extra-curricular activities in which the pupils participate. The teaching staff believe that the attitudes and practices of the pupil are definitely related to what they will be in his post-school life, and, as a result, the teachers are forever alert to the possibilities for developing such attitudes and practices for proper living in a democracy.

F. Personal Problems

Checklist: --- Provision is made for informing the pupil regarding 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 a decision when necessary
3. Analysing 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. Analysing and understanding his prejudices and learning to modify and control them

Evaluation: --- The evaluation on this phase of guidance is:

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

Comments: --- A score of 5 is given the above evaluation because such conditions as those contained in the above checklist seem to be fairly adequate. This is done

Ibid.
Ibid.
Ibid.
Ibid.
by means of the regular classroom procedures and individual conferences.

G. Additional Means and Materials Used in Guidance

1. Provisions in The School's Program

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

(-) 1. Exploratory courses in various fields
(‡) 2. Classes for the study of occupations and professions
(‡) 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
(‡) 7. Informational talks having guidance value
(0) 8. Case studies of the individual pupil for specific reasons
(-) 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: - - The evaluations on the above are:

(2) y. How well does the school make such provisions as the above?
(2) z. How effectively are they used for pupil guidance? 41

Comments: - - A score of 2 is given for each of the above evaluations because provision and use of such items as those included in the checklist do not seem to be adequate

40
Ibid. p. 63.

41
Ibid.
in this school. No tests other than the ordinary type used in classroom teaching are given to be used in determining the various abilities of the pupils. No case studies are made of the individual pupil for specific reasons. Some attempts are made to adjust the curriculum for unusual pupils of any nature, and some provisions are made for specific discussions and talks along the lines mentioned in the checklist, but the general provisions for guidance in this phase seem inadequate.

2. Pupil Activity Program

Checklist: — Provision is made for guidance in the following aspects of the pupil activity program:

(+) 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: — The evaluations on the above are:

(+) y. How well are the above facilities provided?
(+) z. How effectively are the above facilities used for pupil guidance?

Comments: — A score of 4 is given for each of the above evaluations because provision is made for what seems to be an outstanding pupil activity program in this school. Pupils are placed in complete charge of such items as home-room programs, clubs, school assemblies, school publications, and management of finances of pupil activities. They also

---

42 Ibid.
43 Ibid.
participate adequately in school government. Of course, there is a faculty adviser for each of the above organizations, but, as a whole, he remains very definitely in the background.  

3. Extra-school Means and Materials

Checklist: -- Means such as the following are used for guidance:

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

Evaluations: -- The evaluations on the above checklist are:

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

Comments: -- A score of 2 and 3, respectively, are given on the above evaluations because such items as are included in the above checklist do not seem to be adequately provided systematically in this school. Item three is the only one of the checklist for which systematic provisions are made. Organized and directed field trips of various nature are taken

44  

45  

46  
Ibid.
by the classes when there is a felt need for such. The school assists in helping pupils secure employment when the opportunity arises, but there is no follow-up work worthy of the name along these lines.

During the past year the superintendent was instrumental in securing a position for one of the former pupils of this school with a large produce company in Oakland, California.

Interviews with parents and members of the pupil's family are held by the superintendent and teachers, and, in special cases, visits of a business nature are paid to the home of the pupil, but these things are felt to be only a part of the job of teaching and causing the school to be a part of the community in which it is located.

IV. Post School Relationships

A. Selection of Post-Secondary School

Checklist: — The items in the checklist were marked as follows:

(4) 1. Current catalogs of all schools, colleges, and universities in which any pupil is interested are on file or are made available

(4) 2. The pupil is guided in the proper understanding of the catalogs

(4) 3. The standing of any particular institution or any of its units in which a pupil is interested is ascertained

(-) 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.

(4) 5. If possible, a carefully and cooperatively planned visit to one or more schools, colleges or universities is made
6. The pupil is guided in the comparison and evaluation of various institutions and in making a selection on the basis of fundamental values and of his own life plans, without being unduly influenced by athletics, fraternities, and other secondary matters.

7. The pupil is guided to select such activities and courses, sequences of courses, and combinations 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 intention 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.

10. Pupils apparently lacking the ability or other qualifications required for successful college work or for their preferred vocations are counselled 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 understand, counsel and assist him properly in selecting his college program.

12. The school keeps itself informed regarding the graduates who have gone to college and the progress they are making; its counsel continues to be available to such students as far as possible.

13. The counselling staff is in an understanding relationship with the admissions officers of the colleges to which its graduates commonly go.

14. Steps of a nature similar to those indicated above are taken in the selection of some other type of school -- business college, nurses training 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 conducted for commercial purposes -- misleading advertising, over-ambitious claims and promises, etc.

16. Problems or conditions requiring better articulation are studied cooperatively by secondary and post-secondary schools for the purpose of correction.

Evaluations: -- The evaluations on the above are:

Ibid. p. 64.
(3) How extensively are such facilities as the above provided?

(4) How effectively are they used? 48.

Comments: -- Scores of 3 and 4, respectively, are made on the above evaluations because it is felt that such facilities as the above are provided adequately, and that they are used extensively in counseling the pupils in regard to their selection of an institution of higher learning.

During the past year the superintendent took three of the seniors who were interested in securing a college education to the college of their choice and helped to make arrangements by which they will be able to attend that institution during the next year. This is a common practice for him and the teaching staff.

Pupils are warned about misleading advertising concerning certain types of colleges. Two summers ago one of the members of the graduating class came to the superintendent for advice concerning a college which promised to secure a government position for all its pupils. The superintendent advised an investigation of the school before tuition was paid, and, as a result, the boy did not enroll, but two other young people who did not investigate the college enrolled and subsequently lost more than a hundred dollars each.

The problem of guiding pupils in their preparation for higher institutions is felt to be solved adequately in this school by supplying information to pupils about colleges.
arranging the pupil's program to fit in with the colleges, and encouraging the qualified students to continue their education in some good institution of higher learning. 49

B. Adaptation to and Success in Civic and Social Life

Checklist: - - The items in the checklist are marked as follows:

(+) 1. The school's guidance service is available to any former pupil needing counseling; he is encouraged to use the school's counselors, library, etc.

(+) 2. The school cooperates with civic, social, and religious agencies of the community for affecting 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 50

Evaluations: - - The evaluations on the above checklist are:

(4) y. How extensively are such facilities as the above provided?
(3) s. How effectively are they used? 51

Comments: - - The first evaluation above is scored 4 because it is felt that the provisions contained in the checklist are provided very adequately in this school. Former pupils realize that they are always welcome to make use of the school and faculty in any way. The community realizes that the school and its faculty are always ready

49 American Association of School Administrators, Schools in Small Communities, p. 68.
50 Cooperative Study of Secondary School Standards, Evaluative Criteria, p. 64.
51 Ibid.
and eager to cooperate with any agencies in the community to help improve civic and social conditions.

The second evaluation is scored 3 because it is felt that insufficient use is made of the facilities of the school by the community as a whole for the advancement of social and civic life.

There should be "organized in each small community a council for the planning of the social welfare of all its citizens", and the school and its former pupils as well as its present pupils should have an important part to play in such an activity.

C. Securing of Employment

Checklist: -- The method of marking the checklist was as follows:

(0) 1. A placement service for pupils withdrawn from school and for graduates is provided

(-) 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

(-) 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

(-) 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 counseling is extended to the pupil entering employment; the school keeps informed regarding his progress

(0) 6. Problems of placement and adjustment are studied by school and employer

---

American Association of School Administrators, Schools in Small Communities, p. 62.
(0) 7. Cooperative relationships are maintained with state and other placement and employment agencies 53

Evaluations: -- The evaluations on the above checklist are:

(1) s. How effectively are they used? 54

Comments: -- The above scores on the evaluations were given as they were because such facilities do not seem to be provided or used sufficiently in this school to merit a higher evaluation. The adequacy of such provisions would rate much higher because the school does assist in securing employment for its pupils when such assistance is needed, but there is not sufficient demand for such to merit an employment service. This school is not troubled with pupils planning to withdraw from school before they graduate. For the above reasons it seems that although the provisions in the checklist have a low evaluation, they are entirely adequate for this school.

V. Results of Guidance

Checklist: -- The guidance program results in such outcomes as:

(+) 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

---

54 Ibid.
4. Better understanding by pupils of the dangers of short-cut methods in education and in business and social relations

5. Better understanding of misrepresentations in advertising and of cheap or adulterated products

6. Better understanding of the limitations or falsity of character and ability analyses such as astrology, palmistry and similar devises

7. A better outlook on the problems of life

8. Better understanding of occupational problems and opportunities

9. Better relations between school and business and better placement of pupils in occupations

10. More guidance and occupational literature in the library

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: -- The evaluations on the above checklist are:

x. How effective has the guidance program been in promoting better in-school relationships on the part of pupils?

y. How effective has it been in promoting better post-school and out-of-school relationships on the part of pupils?

z. How effective has it been in making pupils more self-reliant?

Comments: -- A score of 4 has been given for each of the above evaluations because the provisions evaluated seem to have been met adequately in this school. Pupils are happy in their work in school and there is no desire on their part to stop school until they have graduated. The former pupils who have already graduated from the school retain the most cordial feelings and interests in all the activities of the school and the teachers and pupils of the school.

56 Ibid.
58 Ibid.
Self reliance and willingness to assume responsibility are outstanding characteristics of the pupils of the school and have come about largely as a result of the guidance program. The aim of guidance is to aid the pupil in making decisions for himself more wisely. Guidance is misunderstood if it is thought of as the will of older people being imposed in any way upon the boy or girl.  

The outstanding results of guidance in this school, in addition to the above, seem to be the development of ability on the part of the pupils to live a full life in connection with their fellow pupils by making wise decisions, keeping an open mind, and having a better understanding of economic and social problems and opportunities.

VI. The Guidance Staff

This school has no regularly employed counsellor nor anyone who spends as much as one-half his time in this work. As a result, the evaluation on this phase would be indicated by the infinity sign.  

All other phases of evaluation on the guidance staff are scored "N", meaning that they do not apply to this

---

57 Paterson, Cheats, and Brunner, The School in American Society, p. 207.

school, because there is no person definitely assigned
to guidance. It is not to be understood, however, that
because no person is definitely assigned to guidance that
this phase is being neglected.

VII. General Summary of the Guidance Service

The best elements or characteristics of the guid-
ance service are the friendly and confidential relation-
ship between pupils and teachers, the results obtained
in the guidance program, the pupil activities, and the
development of proper attitudes and appreciations on the
part of the pupils, and the conferences and interviews
between pupils and teachers.

The guidance service is least adequate or in great-
est need of improvement in record forms and facilities,
trained counsellors, vocational guidance and organization
of program.

The guidance service has been improved within the
last two years through broadening and revising the cur-
riculum, more stress being placed on pupil participation,
and guidance in or information regarding vocations.

Improvements are now being made or are definitely
planned for the immediate future by a better organization
for guidance, the adoption of better permanent cumulative
record forms, and the adoption of more inclusive forms
for making reports of progress.

59 Ibid.
He carefully conducted studies have been made but the school has realized that best results were not being obtained and efforts were made to remedy the situation without a definite organization for the study being formed.

VIII. General Evaluation of the Guidance Service

Evaluations: -- The general evaluations of the guidance service are:

(3) y. How well does the guidance service accord with the philosophy of education as presented by the school in the chapter on philosophy and objectives?

(5) s. How well does the school's guidance service meet the needs of the community and the pupil population as indicated by data in the chapter on pupil population and school community?

Comments: -- A score of 3 is given on each of the above evaluations because it seems that the general guidance service accords adequately, though not outstandingly, with the school's philosophy and meets the needs of the community in the same way.

The fact that ninety-six out of one hundred of the high school population remain in school is evidence that the school is meeting the needs of the youth of secondary school age. Pupils from this school who attend institutions of higher learning tend to do their work adequately, and those who remain in the community become active, respected members of society.

Major weaknesses of the guidance service in this school seem to be the inadequacy of permanent records for pupils.

---

60 Cooperative Study of Secondary School Standards, Evaluative Criteria, p. 68.
<table>
<thead>
<tr>
<th>Section</th>
<th>Title of Measure</th>
<th>Computation of Primary Evaluations</th>
<th>School Scores</th>
<th>Computation of Secondary Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>Articulation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>II</td>
<td>Guidance Information</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>III</td>
<td>Guidance Program</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>IV</td>
<td>Post-School Rela-</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>tionships</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>V</td>
<td>Results</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>VI</td>
<td>Pupils per Counsel-</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>lor</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>VIII</td>
<td>General Evaluation</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The evaluations and the school scores on guidance service.

Form taken from **Evaluative Criteria**.
a lack of organization of the guidance program, the inadequacy of the teaching staff, and the inadequacy of a standard testing program.

The following paragraph seems to sum up the condition of guidance service in this school very well:

Thru various experiments the small school system is developing guidance suited to its needs. Those who wish to initiate such work or to expand their present programs may well proceed gradually and with due regard to the need and economic status of their communities. There is no royal road for guidance, no guidance program suited in all respects to all other school systems. The most successful programs are those which are built up gradually as the faculty, school, and people learn the nature of guidance and accept their responsibilities in the program. These earnest teachers and administrators who consciously plan to consider the growth of each child and to help each child prepare for the actual conditions of life, will gradually produce a school with better educational practices. They will try to produce a more realistic curriculum and will adjust their offerings and methods to the needs of the individual child to the end that each child may learn how to make the most of his abilities and may become a sturdy, righteous citizen inspired by the ideal of unselfish service.

Interpretation of Thermometers on Guidance Service

Articulation

In the matter of articulation of the guidance service, this school is equal to or better than only thirty-three per cent of the 192 schools measured. It falls below the average of all types of schools measured with the exception of the non-accredited.

American Association of School Administrators, Schools in Small Communities, p. 104.
<table>
<thead>
<tr>
<th>ARTICULATION</th>
<th>GUIDANCE INFORMATION</th>
<th>GUIDANCE PROGRAM</th>
<th>POST-SCHOOL RELATIONSHIPS</th>
<th>PUPILS PER COUNSELLOR</th>
<th>GUIDANCE STAFF QUALIFICATIONS</th>
<th>GUIDANCE STAFF IMPROVEMENT IN SERVICE</th>
<th>SUMMARY</th>
</tr>
</thead>
<tbody>
<tr>
<td>(192)</td>
<td>(199)</td>
<td>(200)</td>
<td>(200)</td>
<td>(189)</td>
<td>(146)</td>
<td>(146)</td>
<td>(200)</td>
</tr>
<tr>
<td>Weight</td>
<td>Weight</td>
<td>Weight</td>
<td>Weight</td>
<td>Weight</td>
<td>Weight</td>
<td>Weight</td>
<td>Weight</td>
</tr>
<tr>
<td>ALPHA 6%</td>
<td>20%</td>
<td>40%</td>
<td>12%</td>
<td>2%</td>
<td>15%</td>
<td>3%</td>
<td></td>
</tr>
<tr>
<td>BETA 45%</td>
<td>45%</td>
<td>40%</td>
<td>-</td>
<td>-</td>
<td>15%</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>GAMMA 80%</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>15%</td>
<td>20%</td>
<td></td>
</tr>
</tbody>
</table>

Figure 7. A Graphic Summary of the Evaluations on Guidance Service
INSTRUCTION

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

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

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

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

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

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

6. SUMMARY
   Based upon the other five thermometers on this page, each weighted as indicated below its bulb.
schools and ranks only three points above the average of these. It is five points and six points, respectively, below the average Southern school and small schools. It is twenty-one points below the median of all schools measured, nineteen points below the average accredited schools, and sixteen points below the average public school.

Guidance Information

On the guidance program this school is equal to or better than fifty-seven per cent of the 100 schools measured. It is seven points above the median of all schools, four points above the average large school, five points above the average accredited school, eleven points above the average public school, and fourteen points above the average of the small schools.

Guidance Program

On the guidance program this school is equal to or better than fifty-seven per cent of the 200 schools measured. It is three points above the median of all schools measured, two points above the average large school, four points above the average accredited school, ten points above the average public school, eighteen points above the average small school, and twenty points above the average Southern school.
Post-School Relationships

In this phase this school is equal to or better than fifty-eight percent of the 200 schools measured. It is six points above the median of all schools measured and the average of the large schools. It is twelve points above the average public school, sixteen points above the average small school, and Southern school, and eighteen points above the average non-accredited school.

Pupils Per Counsellor

Guidance Staff-Qualifications

Guidance Staff-Improvement in Service

Each of the above thermometers is marked "not applicable" indicating that no provision is made in this school for teachers definitely assigned to guidance service.

Summary

On the general guidance service this school is equal to or better than fifty-nine per cent of the 200 schools measured. It is equal in rank to the average school of the New England states. It is seven points above the median of all schools measured, and the average accredited school, thirteen points above the average of the public schools, eighteen points above the average small school, and twenty-three points above the average school in the Southern states. It falls eight points below the average very large school, and eleven points below the average private school.
CHAPTER VIII

INSTRUCTION

Statement of Guiding Principles

The following quotation is taken from Section I on the instructional program.

"Philosophy, staff, pupils, curriculum and courses of study, pupil activities, library, guidance -- all these are highly important and all are essential in a program of organized education which is to serve the needs of youth and of society as a whole. To make these elements and factors really effective and to economize time, energy, and money and to make them productive of desirable results an organized program of teaching and learning is essential. In this program all the elements and factors named above should cooperate, particularly the staff and the pupils, for without learning there is no teaching and without teaching much learning is difficult and wasteful.

In this cooperative teaching and learning activity, evidence should be found of: (1) goals or objectives appropriate to the degree of development of pupils and in keeping with the purposes of the school; (2) the selection and use of varied types of teaching and learning materials and experiences; (3) the adjustment of method and organization to conditions and needs of pupils as a group and as individuals; (4) the use of every legitimate means available in the evaluation of progress and quality of learning; (5) a personal relationship of confidence, respect, and helpfulness between teachers and pupils, resulting in similar relationships between school and community; (6) provision for all desirable types of learnings; (7) definite and adequate learning by the pupils as an outcome."

The following tables on the chapter on instruction represent a summary of evaluations made for each of the four staff members of the high school, based upon the checklists

and evaluations as found immediately following each table. These tables are used to arrive at an average school score for all the members of the high school faculty.

1. Textbooks and Other Instructional Materials

A. Textbooks

**TABLE 17**

**COMPUTATION FORM FOR TEXTBOOKS AND OTHER INSTRUCTIONAL MATERIALS**

<table>
<thead>
<tr>
<th>Evaluations</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>8</td>
<td>32</td>
</tr>
<tr>
<td>4</td>
<td>16</td>
<td>48</td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Totals</td>
<td>24</td>
<td>80</td>
</tr>
</tbody>
</table>

3.5 school score

* This section is a summary of evaluations from Section II, 1-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 81-83.)

Checklist: -- The provisions in the checklist are scored as follows:

(+) 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 in 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.
(4) 5. Such books contain extensive but well selected references for supplementary study.
(4) 6. Such books are well bound; the paper is of good quality and without glare.
(4) 7. A textbook constitutes only a part, usually only a minimum or part of the material to be studied in a given course; extensive supplementary material is used.
(4) 8. In use a textbook is not regarded as full authority in its field; its contents are understood to be limited and incomplete.

**Evaluations:** -- The evaluations on the above checklist are:

(4) *x.* How well do the textbooks used meet such qualifications as the above?
(4) *y.* How well does the teacher direct pupils in the proper and effective use of such books?
(3) *z.* How well do pupils use such books, recognizing both their advantages and disadvantages as material for study?

**3. Other Instructional Materials**

**Checklist:** -- The markings of the checklist are as follows:

(4) 1. If workbooks are used, the limited educational value of such books is recognized and provision is made for supplementing them adequately.
(-) 2. Mimeographed or 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:** -- The evaluations on the above checklist are:

(3) *x.* How adequately are such materials as the above provided for classroom work?

---

2. Ibid.
3. Ibid.
4. Ibid.
(3) y. How effectively does the teacher use such materials? 5
(3) z. How effectively and extensively do pupils use such materials? 5

II. Tests and Measurements

Purpose of Tests and Measurements

TABLE 18

COMPUTATION FORM FOR TESTS AND MEASUREMENTS:

<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></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>24</td>
<td>48</td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Totals</td>
<td>24</td>
<td>48</td>
</tr>
</tbody>
</table>

2 school score

* This section is a summary of evaluations from Section II, l-3, page 148, as filled out for all teachers. (For instructions on the use of this form, see How to Evaluate a Second-School, pages 81-83.)

Checklist: - - The following items are checked as follows:

(-) 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 6

Evaluations: - - The evaluation on the above checklist is:

(2) z. How adequately do tests and measurements serve desirable educational ends? 7

---

5 Ibid.
6 Ibid. p. 148.
7 Ibid.
III. The Classroom Period

A. Teachers' Plans and Preparations

TABLE 19

<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></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Totals</td>
<td>4</td>
<td>12</td>
</tr>
</tbody>
</table>

*This section is a summary of evaluations from Section N, 1-C-1, page 149, as filled out for all teachers. (For instructions on the use of this form, see How to Evaluate a Secondary School, pages 81-83.)*

**Checklist:**  
- The teacher's plans and preparation for the class period:

1. Provide for cooperative 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, skills, and understanding

8. Regard organized subject matter chiefly as a means rather than as an end

Evaluation:

(3) 3. How adequately, according to statements such as the above, does the teacher prepare for classroom activities? 9

B. 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>
<td>4</td>
<td>16</td>
</tr>
<tr>
<td>4</td>
<td>4</td>
<td>24</td>
</tr>
<tr>
<td>3</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td><strong>12</strong></td>
<td><strong>40</strong></td>
</tr>
</tbody>
</table>

3.3 school score

* This section is a summary of evaluations from Section II, 1-G-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 81-85.)

Checklists: -- In the classroom the teacher:

(*) 1. Makes use of problem solving, analysis, comparison, association, reflective thinking and generalizing

(*) 2. Emphasizes the value of desirable concomitant or 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 appreciation 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

(-) 7. Provides opportunities for pupils to use a desired type of behavior or reaction in a variety of situations that approximate life conditions

9 Ibid.
(4) 8. Makes use of drill largely for developing skills and habits and for memorizing; this is done in meaningful situations to satisfy felt needs on the part of the learners

(4) 9. Is alert to reading difficulties on the part of pupils and seeks correction thereof

(4) 10. Makes flexible or differentiated assignments to provide for different abilities and interests of pupils

(4) 11. Makes the pupil responsible for some work done independently in order to develop power and self-direction

(4) 12. Makes pupils responsible for doing some work in groups where all group members contribute and cooperate

(4) 13. Helps pupils learn how to use the library effectively and with satisfaction

(4) 14. Helps pupils learn how and where to find supplementary material outside the library

(4) 15. Seeks to make pupils increasingly independent of teacher guidance

(4) 16. Reveals enthusiasm for and enjoyment of his work and his pupils

Evaluations: -- The evaluations on the above are scored:

(3) x. How stimulating are the instructional procedures which the teacher uses?

(3) y. How intently do pupils devote themselves to their work?

(4) z. How adequately are all types of outcomes (knowledge, skill, understanding, appreciations, and attitudes) provided for?
C. Cooperation of Pupils and Teacher

**TABLE 21**

**Computation form for cooperation 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>
<td>(B)</td>
<td>(C)</td>
</tr>
<tr>
<td>5</td>
<td>8</td>
<td>24</td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Totals</td>
<td>8</td>
<td>24</td>
</tr>
</tbody>
</table>

*This section is a summary of evaluations from Section 2, 1-C-5, 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.)*

**Checklist:**

- The pupils and the teacher cooperatively:

(-) 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

(-) 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

---

Ibid.
Evaluations: — The evaluation on the above are marked:

(3) y. How effectively do teacher and pupils cooperate?
(3) z. How effectively do pupils cooperate with each other?

IV Use of the Community as a Laboratory

<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>4</td>
<td>20</td>
</tr>
<tr>
<td>4</td>
<td>4</td>
<td>8</td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Totals</td>
<td>8</td>
<td>20</td>
</tr>
</tbody>
</table>

2.5 school score

* 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 61-63.

Checklist: — 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

Ibid.
9. Religious life and activities
10. Museums, art galleries, industrial establishments, etc., as profitable field trips \(^{14}\)

**Evaluations**: The evaluations on the above are:

2. How extensively does this teacher and his pupils use such factors as the above to enrich classroom experiences?
3. 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? \(^{15}\)

V. **Teacher Load**

A. **Douglas Formula**

**TABLE 23**

**COMPUTATION FORM FOR DOUGLAS FORMULA** \(^{16}\)

<table>
<thead>
<tr>
<th>A. Aggregate number of teacher-load points for all teachers</th>
<th>109.94</th>
</tr>
</thead>
<tbody>
<tr>
<td>B. Number of staff members included above</td>
<td>4</td>
</tr>
<tr>
<td>C. Average (Divide line A by line B)</td>
<td>27.49 school score</td>
</tr>
</tbody>
</table>

\(^{8}\) This section is a summary of data from Section II, 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.)

\(^{14}\) Ibid.
\(^{15}\) Ibid.
\(^{16}\) Ibid. p. 145
B. Evaluation of Load

TABLE 24

<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>1</td>
<td>5</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></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td><strong>4</strong></td>
<td><strong>15</strong></td>
</tr>
</tbody>
</table>

3.7 school score

* This section is a summary of evaluations from Section M, II, page 145, as filled out for all teachers. (For instructions on the use of this form, see How to Evaluate a Secondary School, pages 61-63.)

**Evaluation:** The evaluation of the working load of teachers "A", "B", "C", and "D" are:

A B C D
3 4 5 4 s. How satisfactory is the working load of this staff member? 17

VI. Comments on the Instructional Program

Since the information compiled in the foregoing tables was obtained from the evaluations of the individual teachers on the checklist found below the various tables, a discussion of each teacher in the high school should be made. There is an equivalent of four full-time teachers in the high school. The vocational agriculture teacher and the homemaking teacher each works in this school only one-half of the day, and in a nearby school the other half. Thus, the two

17 Ibid.
teachers taken together form only one full-time teacher in this school. A combination of the work of these two teachers will be discussed under the heading of "Teacher A".

The coach of boys' athletics devotes one-half of his time to the elementary school as does one of the women teachers, both of whom together carry on the work of one full-time high school teacher. The work of these two will be discussed under the heading of "Teacher B".

The other two high school teachers are a woman who teaches the social studies, and the superintendent. The work of these two will be discussed under the headings of "Teacher C" and "Teacher D", respectively.

Teacher A

The work of teacher A is in the field of vocations, and seems to be the most practical work that is being done by any teacher because the courses taught by this teacher are those which are directly related to the home life of the pupils. This teacher makes use of appropriate textbooks and other instructional materials to a very satisfactory degree. Workbooks used in these courses are the home project record books in which are kept accurate accounts of dates, expenses, receipts, etc., of the various projects of the pupils. The limitations of the instructional materials, including textbooks, are understood, and much use is made of available local facilities to enrich the program. Much practical work is done inside and outside of classrooms in promoting the interests and
enthusiasm of the pupils.\textsuperscript{18}

Tests and measurements used in this work are of the teacher's own construction. Both new-type and essay types are used. These tests are planned to promote educational values on the part of the pupils by assisting them to summarize and organize the information received in class and to stimulate and evaluate their progress. They are not meant to be used as a threat to force the pupils to do additional work. The teacher realizes the limitations of the tests, but he also realizes that the results of these tests may be valuable in pointing out the teacher's weaknesses in the amount of stress placed on certain phases of the work.\textsuperscript{19}

The classroom periods in this work are characterized by the business-like attitudes and activities which prevail. Work of the class is planned by the teacher for integration with other phases of the child's school life. No written daily lesson plans are required of the teachers in this school. However, a summary of the aims and accomplishments of the courses of this teacher is required by the State Directors of Vocational Education.

The teacher's preparation for classroom activities seems to be adequate, and, judging by the interest and outcomes on the part of the pupils, the instructional procedures used are adequate.

\textsuperscript{18} Langfitt, Cyr, and Newsom, The Small High School at Work, pp. 232-240.

\textsuperscript{19} Ibid. p. 848
The cooperation between the teacher and the pupils, and between the pupils themselves seems to be very effective. In fact, stress is placed on cooperative activities and good citizenship in these particular classes, more, perhaps, than in any other class. These classes also make more use of the community as a laboratory, than do any of the other classes. It is a part of the duties of this teacher to carry on extensive work with the patrons of the community. The vocational agriculture classes, in particular, spend a great amount of their time out on the farms of the patrons of the school. Here the pupils actually participate in the things about which they study in the classroom.

The teaching load of this teacher is by far the lightest of any teacher in the high school. The total daily enrollment in the classes of this teacher is only fifty-six.

Teacher B

Teacher "B" seems to make more use of textbooks and other instructional materials in his work than does any other teacher of this school. The textbooks used are recent in publication and seem to be adequate in provisions for the use made of them. They have been selected for all courses in this school by a committee of faculty members who carefully considered such textbooks as to their general nature, content, organization, instructional aids, and mechanical construction. 20

 Mimeographed materials and workbooks are used quite extensively for drills and check-up work.

 20 Ibid. pp. 233-4
Tests are used more extensively by this teacher than by any other teacher in the school. Standardized achievement tests, as well as tests of both new and old types, of his own construction, are used to help both the pupils and the teacher to evaluate the type of work being done. They are used as an aid to teaching and learning, to measure progress, to stimulate thinking and understanding, and to become a part of the permanent record of the pupil.

The classroom periods of this teacher do not seem to be as functional as they should. In some phases, too much use seems to be made of workbooks for checking materials which have not been adequately taught. The instructional procedures which the teacher uses do not seem to be sufficiently stimulating to cause the pupils to devote themselves intently to their work or to attain adequately such outcomes as knowledge, skill, understanding, appreciations, and attitudes.

The cooperation between teacher and pupils does not seem to be as effective as it should be. There seems to be a desire on the part of the pupils to "put something over" on the teacher, and this gives rise to some disorganization and discord in the classroom.

Very little use is made of the community as a laboratory by this teacher. Most of the enrichment in teaching and learning experiences is expected to be secured by means of the textbooks or other books and periodicals used for references.

The teaching load of this teacher is the second heaviest of any of the teaching staff. She has a daily pupil load of
one hundred sixteen and this does not include various extra-
curricular activities or study hall duties.

Teacher C.

The teaching duties of this teacher are in the social studies field. She makes extensive use of reference materials as well as textbooks, but she is aware of the fact that teaching is more than studying subject matter as presented in books. As a result, the use of textbooks by this teacher is not as extensive as that of teacher "B", although the difference in the fields in which the teachers work may have some bearing on the amount of dependence placed upon the use of the textbook. Much use is made of daily, weekly, and monthly periodicals as instructional aids in her class work.

All tests used by this teacher are constructed by her for specific purposes. Both new and traditional type tests are used to evaluate and stimulate progress and achievement on the part of the pupils as well as to supply information to the teacher regarding how well she is emphasizing the points which she feels should be stressed. All tests are returned to the pupils and used as a basis for further teaching and learning.

The plans and preparation of this teacher for her classroom periods seem to be adequate in that definite procedures and objectives for units of learning are planned for from day to day as a basis for integrating the various learning activities of the child. It seems, however, that there is
too much teacher participation and too little pupil participation in the social studies classes of this teacher. Much instruction in the use of the library is given.

This teacher and her pupils seem to cooperate very effectively. The general atmosphere of the classroom is quiet, business-like, and orderly as a result of the feeling of mutual respect and confidence between the teacher and the pupils.

Teacher "C" makes use of the community as a laboratory to enrich teaching and learning experiences by taking into account such items as economic resources, historical incidents, sociological conditions and problems, political institutions and their services, and industrial establishments. Various field trips are taken by the classes for the purpose of making the courses more real and associating the school life of the pupil with the community life.21

The teaching load of this teacher is greater than that of any teacher in the high school. She is on regular classroom duty six periods during each day and teaches 123 pupils. Besides the regular classroom work, this teacher is also one of the leaders of the extra-curricular activities for the student body.

Teacher D

The teaching duties of this member of the faculty fall into three fields. Textbooks are used in the classes with

---

the idea that they should form only a basis for the instruction given. The textbooks seem to be adequate for the use to which they are put. Many practical problems of current interest to the pupils and school are introduced in his classes. No workbooks are used in his classes and less mimeographed materials are employed than in the classes of any teacher in the high school.

This teacher makes use of very little testing with the exception of those tests given over each unit of work to aid the pupils in organizing the information acquired. All tests used are constructed by the teacher himself and are made to stimulate progress in pupils' thinking, understanding, and ability to apply information. All tests are returned to the pupils and are used for further teaching and learning activities. The results of the tests of this teacher are not recorded to become a part of the cumulative record of the pupils.

The classroom periods of this teacher seem to be characterized by the business-like way in which the pupils go about their daily work. They show evidence that desirable attitudes and appreciations are developed as well as knowledge, skill, and understanding.22

The classroom periods of this teacher are devoted largely to supervised study and experimental activities in which the pupils learn how to study and how to discover specifics

22 Ibid. p. 149
applications of new information, skills, abilities, habits, and other learnings. Pupils are made responsible for a great deal of work in order to develop power and self confidence. Provisions are made for the different interests and abilities of the pupils by permitting them to work on problems of individual interests.\textsuperscript{23}

A great amount of the materials used in the classroom are derived from sources other than textbooks and these tend to create more interest, apparently, on the part of the pupils.

The teacher and pupils seem to cooperate very effectively in all work. There is an indication of eagerness to work together on the part of pupils toward other pupils as well as toward the teacher, and the teacher always attempts to consider the problems of the pupils and assist in arriving at their solution.

The use of the community as a laboratory on the part of this teacher is largely incidental through references to local situations and events. No planned use of it is provided, but applications of similarities between the work of the pupils and the life of the community are made.

The teaching load of this teacher is not so heavy as that of teachers "B" and "C", but his administrative and supervisory duties make a lighter teaching load imperative. He is scheduled for regular classroom duty four periods each day and the enrollment in his daily pupil load is eighty. Besides his teaching, administrative, and supervisory duties,
he assumes responsibility for various extra-curricular activities.

VII. General Summary of the Instructional Program

The best elements or characteristics of the instructional program are the efforts that are being made to make instruction a vital and interesting part of living experiences, qualification of teachers in their respective fields, outcomes in terms of the philosophy of education, and the courses of study offered.

This school is least adequate or in greatest need of improvement through a better type of cooperation between the pupils and some of the teachers, better use of an adequate testing program, better distribution of the teacher load, and more and better teacher plans and preparation.

Within the last two years improvements have been made in the curriculum, in the library facilities, and in the study and progress on the part of the teachers.

Improvements are now being made or are being definitely planned for the immediate future in better teaching methods, and in better distribution of the teacher loads.

There have been no carefully conducted studies made in the school, but at the present a complete evaluation of the school is being completed and notice is being taken of the needs of the school.
VIII. General Evaluation of the Instructional Program

Evaluation: -- The general evaluations of the instructional program are:

(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? 24

Comments: -- The score of 3 is given on each of the above evaluations because the school seems to be doing the type of work that accords fairly well with the philosophy and objectives of education. The outcomes of the instructional program appear to be better than the checklists and evaluations of the instructional program would seem to indicate. New courses have been selected and existing courses of study have been improved and adapted to local conditions in an attempt to better the instructional program in this school. At the present the results appear to be gratifying.

The actual operative phases of any undertaking to improve the materials of instruction may be considered under several types of activity; (1) selecting new courses of study or bringing existing courses of study up-to-date; (2) adapting approved courses of study to local conditions; (3) supplementing approved courses with local materials. 25

The above provisions seem to have been made fairly adequately in this school, and that, with the improvement

24
Ibid.

25
TABLE 25
THE EVALUATIONS AND SCHOOL SCORES ON THE INSTRUCTIONAL PROGRAM

<table>
<thead>
<tr>
<th>SECTION</th>
<th>TITLE OF MEASURE</th>
<th>COMPUTATION OF PRIMARY SCHOOL SCORES</th>
<th>COMPUTATION OF SUMMARY SCHOOL SCORES</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>EVALUATIONS</td>
<td>TOTAL</td>
</tr>
<tr>
<td>I</td>
<td>TEXTBOOKS</td>
<td>3.3</td>
<td></td>
</tr>
<tr>
<td>II</td>
<td>TESTS AND MEASUREMENTS</td>
<td>2.</td>
<td></td>
</tr>
<tr>
<td>A</td>
<td>TEACHER'S PLANS</td>
<td>3</td>
<td>9</td>
</tr>
<tr>
<td>III B</td>
<td>TEACHER'S ACTIVITIES</td>
<td>3.3</td>
<td>30</td>
</tr>
<tr>
<td>C</td>
<td>COOPERATION OF PUPILS AND TEACHERS</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>IV</td>
<td>USE OF COMMUNITY</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>A</td>
<td>TEACHER LOAD (DOUGLAS)</td>
<td>27.46</td>
<td>86</td>
</tr>
<tr>
<td>V</td>
<td>TEACHER LOAD (EVALUATION)</td>
<td>3.7</td>
<td></td>
</tr>
<tr>
<td>VIII</td>
<td>GENERAL EVALUATION</td>
<td>Y 1 3</td>
<td>6 2</td>
</tr>
</tbody>
</table>

* From taken from Evaluative Criteria

| TOTALS: | 60 | 2335 |

* SUMMARY SCORE (DIVIDED BY 60)

| 38.8 |

* EQUIVALENT PERCENTAGE (FROM PERCENTILE CONVERSION TABLE)

| 31 |
of the teaching staff through experience and study, seem to justify the score of 3 on each of the above evaluations.

IX. Interpretation of Thermometers on the Instructional Program

Teacher's Plans

The thermometer on teacher's plans indicates that this school is far below the average of any type of the 200 schools measured. It is equal to or better than only nine per cent of them. It is twenty-six points below the average non-accredited school, forty-one points below the average public school, thirty-seven points below the average small school, and twenty-nine points below the average Southern school.

It is fifty-six points below the average of the best type schools, and fifty points below the average very large school. It is noticeable that the evaluative score for this school is 3 and that of the very large school is only 3.7, so just a very few tenths of a point on the evaluation score makes a great difference in the position of the school on this thermometer.

Teacher's Activities

On this phase of the instructional program, this school is equal to or better than thirty per cent of the 200 schools measured.

It is two points below the average Southern school, three points below the average non-accredited school, and ten points below the average small school.
INSTRUCTION

Figure 8. A Graphic Summary of the Evaluations on 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.
It is thirty-one points below the average of the best type of school, which in this phase is the very large school. Again, on this phase, a few tenths of a point will make a great amount of difference in the location of the school on the thermometer.

Cooperation of Pupils and Teachers

This school falls far below the average of the 200 schools measured on this phase. It is equal to or better than only five per cent of the schools, even though its evaluative score is 3 and that of the best school is 3.75. It is forty-five points below the average public and private schools, though the difference of the evaluative scores are only six-tenths of a point. It is thirty-five points below the average Southern school, and forty-one points below the average small school.

Teacher Load

On this phase, this school is rated equal to or higher than eighty-six per cent of the 200 schools measured. It is four points below the average private school, one point above the average of the middle states schools, twenty-three points above the average small school, and thirty-three points above the average large school. The average Southern school and very large school are on the same level and both are forty points below the position of this school.
Committee Judgment

This is marked "not applicable" because no visiting committee evaluated this school.

Summary

The thermometer on the general summary indicates this school is equal to or better than only thirty-one per cent of the 200 schools measured, and one point below the average of the poorest type of school which is the non-accredited school. It is ten points below the average southern school, eleven points below the average small school, seventeen points below the average public school, and thirty points below the average of the next 10 best schools, which are the large and private schools.
CHAPTER IX

OUTCOMES

Statement of Guiding Principles

In the educational progress of a good secondary school, major concern should be given to attaining desirable outcomes and to the various kinds of evidence indicating that such outcomes are being realized. What evidences are available that teachers and pupils are and have been happily and harmoniously cooperating in the stimulation of a wholesome curiosity about themselves and their environment? What evidences are available to show that pupils are and have been securing knowledge and developing worthwhile skills, attitudes, tastes, appreciations, and habits? What evidences are there that pupils are able to make desirable choices or to exercise good judgment in the selection of friends, vocations, leisure activities, goods and services, and in other important matters which confront youth today? Evaluation of such activities involves more than determining the amount of knowledge possessed, measuring the degree of skill, and testing the scope of understanding, important and necessary as all these are. Among others, intangible qualities such as cooperativeness, tolerance, open-mindedness, reverence, respect for law, and self reliance are highly desirable outcomes. Evaluation of such outcomes is by no means easy; for most of them there is no standard measure and therefore evaluation of them necessarily will be largely a matter of judgment. The difficulty of the task is no reason for avoiding it, and the importance and universality of the problems involved make it imperative that attention should be directed to the attainment of such outcomes and to their proper evaluation.1

1. Principal Subject Matter Fields

A. English

1. Literature

Checklist: - - Provisions should be made for:

(4) 1. Reading and interpreting the various types of authors and literary products

---

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

Evaluations: -- The evaluations on literature based upon the above facts are:

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

Comments: -- In view of the fact that most outcomes of education cannot be directly measured, other means have been used in making these evaluations: "examinations and examination papers; notebooks; study habits", observations of the pupils during school hours and at other times. From such observations and examinations the above evaluations of 3, 3, 3, have been given literature in this school. The pupils voluntarily read literature reasonably extensively, comprehend and relate literature to life situations to a fair degree, and seemingly enjoy the reading of literature. They read novels perhaps more widely than any other type of literature. However they also enjoy drama, poetry, and non-fiction literature. They read from a variety of authors, both English

---

2. Ibid.
3. Ibid.
2. Language Arts

Checklist: -- The checklist is marked as follows:

(-) 1. Rapid and effective reading -- silent, oral; superficial, intensive; etc.
(-) 2. Using English correctly and effectively in various types of written discourse
(-) 3. Developing a speaking voice habitually characterized by clearness, distinctness, and good modulation
(-) 4. Understanding the underlying principles of speech production as a basis for correcting speech defects
(-) 5. Observing in ordinary conversation those speech forms sanctioned by correct usage
(+) 6. Participating in class discussion, public speaking, story telling, direction, dramatics, and other forms of oral discourse
(-) 7. 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
(-) 8. Developing a taste for and demanding better products from the radio, screen, platform, and press
(-) 9. Producing, where talent warrants it, work of a creative nature, written or spoken or both

Evaluations: -- The evaluations of the language arts are:

(4) 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? 6

Comments: -- The scores of the above evaluation are marked 4 and 3 respectively because the written work of the pupils in this school conform quite well to generally accepted standards, and the pupils pay fairly good attention to good speech habits in and around school. The language

5
Ibid.
6
Ibid.
arts program in this school has for its objectives those which are set up by the State Curriculum Executive Committee. They are:

1. Acquiring free and easy speaking habits
2. Acquiring ability to speak interestingly and intelligently on topics of general interest
3. Becoming able to speak pleasingly and connectedly on a special subject for an audience
4. Developing ability to preside effectively at various types of group meetings
5. Acquiring ease in approaching an important individual or group to secure information
6. Acquiring ability to discuss intelligently an important issue in an interested group

Requirements of written matter is that it should be neat and well arranged. Written messages should be attractive in their appearance. In speaking, the control of the voice and body is essential to success. In writing, the personality of the author is revealed and he should make it possible for his reader to get a perfect understanding of the message which he wishes to convey.

B. Foreign Language

Checklist: - - The provisions in the checklist are marked as follows:

(†) 1. Reading the language extensively and understanding it readily
(-) 2. Reading and interpreting various types of authors and literary products
(-) 3. Evaluating various types of authors and literary products
(-) 4. Using the language in oral and written discourse

---

7 State Curriculum Executive Committee, Language Arts for the Junior and Senior High Schools of Texas, pp. 82-83.
8 Ibid.
(5) Knowing the country, its people and their culture, and developing a better understanding between countries and peoples

(6) Noting similarities, differences, and relationships between languages

(7) Developing an interest in the writings of foreign authors and in reading them.

**Evaluations:** -- The evaluations in foreign language are:

(3) w. How well do pupils in advanced classes give evidence of reading the foreign languages with a minimum use of translation?

(5) x. How great is their appreciation of the language, customs, and manner of life of the people whose language they are studying?

(2) 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 questions of the above evaluation are scored 3, 5, 2, and 2 respectively because in this course the instructor followed closely the course of study set forth by the State Curriculum Executive Committee. The pupils acquire correct pronunciation, understand and use the language orally within the limits of the class. They have the ability to read newspapers and books in Spanish within their scope of interest and intellectual powers. They can interpret the characteristics of the Spanish-speaking people through the study of civilization of Spain. They master the knowledge of grammar to the extent that they comprehend what they read. They are taught

---


10. Ibid.
the relationship of English and Spanish as shown by the
general principles involved in the grammar in both lan-
guages.\textsuperscript{11}

In this particular small school, foreign language
will be discontinued this year because it does not seem
to be justified in this community.

C. Mathematics

\textbf{Checklist:} -- Some provisions are made for the fol-
lowing:

\begin{itemize}
\item \textsuperscript{11} 1. Making computations and using measurements and sym-
bols readily, especially those in common practice
\item \textsuperscript{11} 2. Habitually checking results; being accurate
\item \textsuperscript{11} 3. Analyzing and interpreting problems; understanding
principles and applying them to practical sit-
tuations
\item \textsuperscript{11} 4. Estimating results, quantities, and values
\item \textsuperscript{11} 5. Developing clear, definite concepts of quantita-
tive relationships
\item \textsuperscript{11} 6. Using and interpreting graphs and other means of
visualising relationships
\item \textsuperscript{11} 7. Developing appreciation of mathematical elements
in art, music, architecture, astronomy, games,
industry, etc.\textsuperscript{12}
\end{itemize}

\textbf{Evaluations:} -- The following evaluations are given
in mathematics:

\begin{itemize}
\item \textsuperscript{12} w. How efficient are pupils in the use of mathematical
concepts, processes, and symbols?
\item \textsuperscript{12} x. How effectively do pupils use and understand graphic
methods?
\item \textsuperscript{12} y. How extensively and effectively do pupils use mathe-
matics in other school subjects and in general
school activities?
\end{itemize}

\textsuperscript{11} State Curriculum Executive Committee, \textit{Tentative Course}
of Study in Spanish, p. 12.

\textsuperscript{12} Cooperative Study of Secondary School Standards, \textit{Eval-
uative Criteria}, p. 78.
(2) How extensively, and effectively do the offerings in mathematics function in current out-of-school life of pupils?  

Comments: — The above scores have been given in mathematics because it is felt that perhaps the course here is not as practiceable as it might be. Nor does it function in current out-of-school life of pupils as it should. Direct and indirect testings are made to determine the changes which have taken place in the child and the extent of these changes. Tests are used as tools for instruction and not just to determine grades or marks. The content of tests must be determined by the objectives which are set up on the course of study. The tests must determine what responses are to be expected from the pupil so as to see whether or not he has realized his objectives. In mathematics the testings should measure the growth of the ability of the pupil to do quantitative thinking, to see relationships and to generalize. They should measure the ability "to acquire information, skills, abilities, and habits in relation to the quantitative aids of our social and economic life today."  

The nature of the test must change as the instructional program changes. To test for information only, one paper and pencil test will suffice. However, many types of testing

---


14 State Curriculum Executive Committee, Teaching Mathematics in Junior and Senior High Schools of Texas, p. 12.
are necessary to determine attitudes, understanding and abilities.15

D. Sciences

Checklist: -- The checklist is marked as follows:

(-) 1. Recognizing the influence and dependence of all life forms on environmental factors -- heat, light, moisture, food, etc.
(-) 2. Recognizing the constant struggle for existence for preservation of self and species, involving reproduction, adaptation, dispersal, migration
(-) 3. Appreciating the influence of heredity on life forms.
(-) 4. Recognizing the development of the more complex forms of life from the more simple
(-) 5. Recognizing the influence of micro-organisms in economic relations and in human life, past and present
(-) 6. Recognizing man's dependence on natural resources, topography, and climate; influence on his occupations and culture
(-) 7. Recognizing man's increasing control over his environment and his ability to conserve and develop natural resources
(-) 8. Recognizing the part played by chemical reactions in nature and industry
(-) 9. Recognizing the part played by chemical reactions in medicines, cosmetics, clothing, etc. and in the human body
(-) 10. Recognizing the use of heat, light and moisture to promote man's plans, desires and well being
(-) 11. Recognizing the use of electricity to promote man's plans, desires and well being
(-) 12. Recognizing the use of sound to promote man's plans, desires, and well being -- speech, sound pictures, radio, music, telephone, etc.
(-) 13. Recognizing and applying natural laws or principles in tools and machines; recognizing their operation in plants, animals, and nature in general
(-) 14. Learning to reason correctly from data to conclusions16

15 Ibid.
Evaluations: -- The scores for the evaluation of sciences in this school are:

(2) a. 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?
(2) b. How extensive is the recognition by pupils of the presence of physical, chemical, and biological factors in their daily environment?
(2) c. How great is the recognition by pupils of their constant dependence on such factors? 17

Comments: -- A rating of 2 is given each of the above questions because the course of study here does not appear to be adequate. The only natural science offered in the school is a course in general science. Other science is supplied by vocational agriculture for the boys and homemaking for the girls.

2. Social Studies

Checklist: -- 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. Transportation and communication; exchange of goods and ideas; exchange of credit
(-) 5. Measures of goods and values
(+) 6. Relation of density of population to natural resources
(+) 7. Relation of density of population to modes of living and of culture; its effect on personal independence

(-) 8. Customs and mind sets; change and progress; relative values of the old and the new
(-) 9. Religions and their relation to and influence on culture and progress
(+) 10. Man's increasing control over nature through increasing knowledge and inventions; effect on culture

Ibid.
comforts, and health
(-) 11. Effects of man's desire to extend control in industrial, civic, and political life -- master and servant; castes; graft and boshism; etc.
(+) 12. Social and civic responsibilities and their discharge; leadership and fellowship
(+) 13. Importance of being an intelligent producer and consumer; resistance to propaganda and pressure salesmanship
(+) 14. Constant struggle for security, liberty, and equality
(-) 15. Education and the school; preservation and transmission of culture; enrichment of culture
(-) 16. Similarities and differences between races and cultures and their relation to form of government
(+) 17. Democracy as a mode of living, thinking, understanding, cooperating, and sharing responsibility
(-) 18. Nationalism and internationalism; humanitarianism; world peace 18

Evaluations: -- The evaluation on the social studies are:

(4) u. How well do pupils cooperate 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?
(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?
(3) x. How well do pupils recognize the existence of economic problems and seek their solution?
(4) y. How well do pupils show by their questions, comments, and conduct that they have formed unbiased opinions?
(4) z. How tolerant are pupils of the views of others? 19

Comments: -- The above scores are given in social studies because the program for these subjects seems to follow quite well the standards and activities program

18 Ibid. p. 79.
19 Ibid.
set up by the Department of Education of Texas, and to meet fairly adequately the provisions contained in the above check-list and evaluations. Instead of the minimum time allotment of forty-five minutes five times a week, a period of one hour five times a week is used.

All social studies should be taught in the light of present day happenings. For this reason, current social, economic, and political problems should be studied and related whenever possible to subjects taught.

F. Homemaking

Checklist: — Provisions are made for the following:

(+) 1. Managing personal finances effectively — selecting and purchasing goods and services on the basis of value and appropriateness

(+) 2. Assisting with family financial problems — accounting, budgeting, purchasing goods and services

(-) 3. Managing time and energy for self and assisting in planning for the division of activities among members of the family

(+) 4. Planning nutritionally adequate meals for self and family — buying, preparing, serving, and caring for food

(+) 5. Selecting, making, caring for, repairing and renovating clothing for self and family appropriate to person and occasion

(-) 6. Selecting, using, and caring for efficient tools and equipment and household supplies appropriate to family needs and income

(+) 7. Making the house and its surroundings attractive, comfortable, and convenient — selection and arrangement of furnishings and furniture and their repair, renovation, and care; shrubs and lawn

(+) 8. Assisting with the attainment and maintenance of desirable personal and family relationships

(-) 9. Assisting in the development of desirable social relations between the family and the community, including extension of hospitality and participation in community activities

---

Bulletin Number 386, State Department of Education, Standards and Activities of the Division of Supervision, pp. 52-53.
(4) 10. Assisting in the guidance of the physical, social and educational development of children in the family and in the community.

(4) 11. Caring for health of self and members of the family, including selection and eating of adequate meals, home safety, personal hygiene, and care in case of minor accidents and illnesses. 21

Evaluations: Following are the scores for evaluations of the homemaking program for this school:

(4) v. To what degree are pupils increasingly intelligent in the selection of goods (food, clothing, equipment, furnishings) and services on the basis of values?

(4) v. How effectively are pupils managing their time, energy, and money?

(3) x. To what extent are they demonstrating increasing appreciation of beauty through making self and surroundings more attractive?

(3) y. To what degree are they increasingly understanding children and child welfare?

(3) z. To what extent is the work of the laboratory carried over into the homes of the pupils? 22

Comments: The scores 4, 4, 3, 3, and 3, respectively, are given the above questions because in this department, the standards set forth by the State Department of Education of Texas are quite closely adhered to. The courses are so arranged as to meet the local situations and needs. 23

6. Agriculture

Checklist: In agriculture provisions are made for the following:

(-) 1. Effectively using and caring for farm tools or machines


22 Ibid.

23 Bulletin State Department of Education, Texas Public School Standards and Activities of the Division of Supervision, p. 82.
2. Estimating the worth of farm tools and machines and of their products
3. Breeding and care of plants; recognizing and treating plant diseases
4. Breeding and care of farm animals; recognizing and treating animal diseases
5. Maintaining, conserving and fertilizing soil; knowing its properties
6. Budgeting and marketing
7. Managing a farm; planning farm activities
8. Recognizing the significance of farm life and its contribution to the welfare of society

Evaluations: -- The scores of evaluation in agriculture are:

v. To what extent are pupils increasingly intelligent in the selection and use of tools and machines?
w. To what extent are they increasingly intelligent in the care and appreciation of farm animals?
x. To what extent are they increasingly intelligent in the care and breeding of plants?
y. To what extent do they show increasing understanding and appreciation of farm life and agriculture?
z. To what extent is the work in agriculture improving farm practices and activities in the community?

Comments: -- The score of 4 is given each question for the reason that the community as a whole is becoming more crop and livestock conscious as a result of the agriculture program in the school. Better breeds of poultry and hogs particularly are being brought into the community for the purpose of raising better breeds here. Development of the idea of better livestock and of soil conservation is very noticeable. The course is adapted to local situations and needs through the surveys of successful farming, stock

---

25 Ibid.
raising, etc. In accordance with the state standards the course prepares the pupils to meet with growing efficiency the demands of a progressive vocation of farming adapted to this region, and it also prepares them to meet the immediate agricultural problems confronting the pupils who live on farms.

H. Business Education

Checklist: - - Such outcomes as the following are desirable:

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

Evaluations: - - The scores for the evaluation of the above are:

(+) y. How efficiently are pupils prepared for vocational service?
(+) z. How well do they appreciate the part business plays in the every day life of the individual?

---


26 Cooperative Study of Secondary School Standards, Evaluative Criteria, p. 82.

27 Ibid.
Comments: -- The score of 3 is given here because the attainments in this course do not seem to be outstanding. However, the course is new and is growing in efficiency as it works toward the objectives set up by the State Curriculum Executive Committee. The field of commerce should develop an understanding of modern business organization, principles, practices, and problems. It should emphasize "the need for ethical thinking and behavior in the business world." It should develop such basic attitudes, knowledges and habits as will help in personal business relations. It should familiarize the pupil with business forms, contracts, obligations, etc. It should be of value to the pupil in deciding upon his life's vocation, and should prepare to a great degree for his future success in the vocation of his choice. 29

I. Health and Physical Education

Checklist: -- This checklist is marked as follows:

(-) 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
(0) 3. Periodically taking medical and health examinations and following recommended treatments
(-) 4. Giving proper care and attention to eyes, ears, teeth, gums, skin, hair, scalp, feet, hands, and nails
(-) 5. Sleeping and resting sufficiently
(-) 6. Eating and clothing properly, i.e., so as to promote health
(-) 7. Developing and maintaining good mental health -- healthful attitudes and emotional life
(-) 8. Knowing first aid practices and how to apply them

29 State Curriculum Executive Committee, Teaching Commerce, p. 10.
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: — The scores for this evaluation are:

2. How well do pupils know the human organism and how to care for it?
3. How well do pupils practice desirable health habits?
4. How extensively do they engage in games and sports?
5. How well is sportsmanship practiced in games and sports?
6. How well are safety rules observed in and around the school?

Comments: — The scores indicated above were assigned the various evaluations because the knowledge and practice of health and health habits seem to be below the average in this school. No courses are definitely arranged to care for this phase, and the knowledge and habits acquired are largely through chance and the carry-over from the health taught in the elementary school. The participation and conduct in games and sports seem to be above the average in adequacy, and the general safety habits around the school seem to be adequate.

II. Attitudes and Appreciations

Evaluations: — 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?

---


31 Ibid.
(4) Critical mindedness -- seeking causes or explanations, wanting to know the truth

(4) Open-mindedness -- willingness to know and accept additional truth and to revise opinions and conclusions in the light of new knowledge and understanding.

(3) Scientific mindedness -- recognizing problems; seeking, interpreting and weighing data regarding them; drawing and testing conclusions.

(3) Concentration -- fixing and holding attention through a considerable period of time in spite of difficulties or distractions.

(4) 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) Creativeness -- making, doing or saying things in a new and better way; seeking and doing the more beautiful, more useful, or more efficient.

(3) Self-respect and self-integrity -- appreciation of one's abilities and worth; willingness to accept responsibility for one's acts and obligations and to face realities as they are; development of a well-balanced, well-rounded personality.

(4) Respect for the personality and integrity of others -- recognizing their right to develop their talents as seems best to them; appreciating their commendable conduct and character traits.

(4) Respect for law and constituted authority; appreciating them as good and advantageous.

(3) Achievement of desirable ends by proper and orderly means and methods; recognition that evolutionary development is generally better than revolutionary change.

(4) Cooperativeness -- working willingly and harmoniously with others; team play.

(4) 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.

(5) Reverence -- respect for and appreciation of spiritual and religious values and relationships.

(5) Appreciation of beauty in nature and art.

(4) Appreciation of good workmanship; of a task well done.

(4) Readiness to enjoy life and to participate in its wholesome activities.

(3) Love of home and home relationships; willingness to share home responsibilities.

Ibid. p. 83.
Comments: — The scores given above are such because the pupils seem to be making adequate progress in the items listed in the evaluations. The general conduct and attitudes and appreciations of the pupils have been the subject of many favorable comments on the part of patrons of the community and visitors to the school.

III. General Summary of Outcomes

There have been satisfactory and commendable outcomes of the school program. There has been a development of a well-rounded personality and ability to fit into living situations. The pupils' outlook on life changed to a more favorable attitude. There are great needs for improving outcomes. The idea that school is a place for preparation for something must be overcome. The pupils should develop more concentration.

Attention has been directed toward the improvement of outcomes within the last two years in this school by the formation of a form of student government, the introduction of real life and living situations in the school, and the placing of more responsibility upon the pupils.

No carefully conducted studies have been made by the school of its outcomes, but many discussions have been held by the faculty on how better attitudes and appreciations on the part of the pupils might be secured.
# Table 26

## The Evaluations and School Scores on Outcomes**

<table>
<thead>
<tr>
<th>Section</th>
<th>Title of Measure</th>
<th>Computation of Primary School Scores</th>
<th>Computation of Summary School Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Evaluations</td>
<td>Total</td>
<td>Divisor</td>
</tr>
<tr>
<td>A</td>
<td>English</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>Foreign Language</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>Mathematics</td>
<td></td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>Sciences</td>
<td></td>
<td></td>
</tr>
<tr>
<td>E</td>
<td>Social Studies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>Home Making</td>
<td></td>
<td></td>
</tr>
<tr>
<td>G</td>
<td>Agriculture</td>
<td></td>
<td></td>
</tr>
<tr>
<td>H</td>
<td>Business Education</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I</td>
<td>Health and Phys. Education</td>
<td></td>
<td></td>
</tr>
<tr>
<td>II</td>
<td>Attitudes and Appreciations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>IV</td>
<td>General Evaluation</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

** Form taken from Evaluative Criteria.
IV. General Evaluation of Outcomes

Evaluations: -- The general evaluations of outcomes are:

(3) y. How well do outcomes of the educational program accord with the philosophy of education as presented by the school in the chapter on philosophy and objectives.

(3) z. How well do the outcomes of the educational program meet the needs of the community and the pupil population as in the chapter on pupil population and school community.

Comments: -- A score of 3 is given on the above evaluations because it is felt that the outcomes accord with the philosophy of education and meet the needs of the community in an average way. The only method of testing the outcomes is entirely subjective, but the general atmosphere of the school life seems to justify the evaluation as being at least satisfactory.

V. Interpretations of Thermometers on Outcomes

English

On this phase of outcomes this school is equal to or better than sixty-nine per cent of the 200 schools measured. It is seventeen points above the average accredited school, twenty-two points above the average public school, twenty-five points above the average Southern school, and twenty-six points above the average small school.

Ibid. p. 84.
OUTCOMES (I)

Figure 9. A Graphic Summary of the Evaluations on Outcomes
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.
### OUTCOMES (2)

<p>| | | | | | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>MUSIC</strong></td>
<td><strong>ARTS AND CRAFTS</strong></td>
<td><strong>INDUSTRIAL ARTS</strong></td>
<td><strong>HOMEMAKING</strong></td>
<td><strong>AGRICULTURE</strong></td>
<td><strong>BUSINESS EDUCATION</strong></td>
<td><strong>HEALTH AND PHYSICAL EDUCATION</strong></td>
<td><strong>APPRECIATIONS</strong></td>
<td></td>
<td><strong>SUMMARY</strong></td>
</tr>
<tr>
<td>161</td>
<td>101</td>
<td>126</td>
<td>158</td>
<td>62</td>
<td>171</td>
<td>198</td>
<td>200</td>
<td>200</td>
<td>200</td>
</tr>
<tr>
<td><img src="image" alt="Rating Scale" /></td>
<td><img src="image" alt="Rating Scale" /></td>
<td><img src="image" alt="Rating Scale" /></td>
<td><img src="image" alt="Rating Scale" /></td>
<td><img src="image" alt="Rating Scale" /></td>
<td><img src="image" alt="Rating Scale" /></td>
<td><img src="image" alt="Rating Scale" /></td>
<td><img src="image" alt="Rating Scale" /></td>
<td><img src="image" alt="Rating Scale" /></td>
<td><img src="image" alt="Rating Scale" /></td>
</tr>
</tbody>
</table>

#### Weight

- **ALPHA**: 5%
- **BETA**: 10%
- **GAMMA**: 

**Figure 9—Continued**
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. Alstetter, "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. Alstetter, "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 Variability 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."
Foreign Languages

In the foreign language field this school falls far below the average of any type of the 196 schools measured, being equal to or better than only nineteen per cent of them. This may be explained by the fact that Spanish is the only language offered in this school, and conditions do not seem to justify its continuation in the curriculum.

Mathematics

In the field of mathematics this school also falls far below the average of any type of the 200 schools measured. It is equal to or better than only sixteen per cent of them. This is partly due to the fact that in this field more than in any other the formal type of teaching is still being used.

Sciences

The school is equal to or better than only five per cent of the 200 schools measured in science. Only one natural science is taught in this school, and its nature does not seem to justify anything but a very low evaluation.

Social Studies

In the field of the social studies this school ranks above the average for any type of the 200 schools measured, being equal to or better than eighty-two per cent of them. It is thirty points above the average accredited school, thirty-five points above the average public school, thirty-six points above the average small school, and thirty-seven points
above the average Southern school.

Music, Arts and Crafts, and Industrial Arts

The thermometers are marked "not applicable" on each of these phases because no such courses are offered in the high school.

Homemaking

In the homemaking division this school ranks above the average for any type of the 188 schools measured, being equal to or better than seventy-seven per cent of them. It is twenty-five points above the average accredited school, twenty-seven points above the average public school, twenty-eight points above the average Southern school, and forty-two points above the average small school.

Agriculture

In this phase the school is on the same level as the average New England states school. It is equal to or better than ninety per cent of the sixty-two schools measured. It is thirty-six points above the average accredited school, thirty-nine points above the average public school, forty-four points above the average Southern school, and fifty-three points above the average small school.

Business Education

In business education this school is equal to or better than fifty-eight per cent of the 171 schools measured. It is six points above the average accredited school, seven
points above the average public school, twelve points above the average Southern school, and twenty-three points above the average small school.

Health and Physical Education

This school is equal to or better than forty-eight per cent of the 200 schools measured on health and physical education. It is three points below the average accredited school, two points above the average public school, four points above the average Southern school, and six points above the average small school.

Attitudes and Appreciations

In this phase this school is equal to or better than sixty-eight per cent of the 200 schools measured. It is sixteen points above the average accredited school, twenty points above the average small school, twenty-two points above the average public school, and twenty-three points above the average Southern school.

Summary

On the outcomes as a whole this school is equal to or better than sixty per cent of the 200 schools measured. It is on the same level as the average large school, seven points above the average accredited school, fifteen points above the average public school, and twenty points above the average Southern and small schools.
CHAPTER X

SCHOOL STAFF

Statement of Guiding Principles

A competent staff is one of the indispensable elements of a good school. Such a staff should not be merely a collection of individually competent persons. It should be a cooperating group having common purposes and motivated but common ideals. Each member of such a staff should give evidence of awareness and understanding of educational problems and of continuous professional growth. Before election to the staff each member should produce evidence of thorough preparation for his particular task and of possession of such personal traits as are requisite to teaching and to association with youth. Diversity of preparation and viewpoints are desirable for a well-rounded staff, but its members should have the ability and the desire to work together, cheerfully, harmoniously, and efficiently for the good of the school and its pupils.

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 of 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 Staff  

**TABLE 27**  

SHOWING NUMBER OF STAFF MEMBERS AND EVALUATIONS ON THEIR ADEQUACY  

<table>
<thead>
<tr>
<th>Staff</th>
<th>Number of staff members</th>
<th>Total equivalent full-time of all members</th>
<th>Evaluations; How adequate is the staff numerically?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Full-time</td>
<td>Part-time</td>
<td></td>
</tr>
<tr>
<td>Administrative staff</td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Instructional staff</td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Professional non-instructional staff</td>
<td></td>
<td></td>
<td>3½</td>
</tr>
<tr>
<td>Clerical and accounting staff</td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Custodial and maintenance staff</td>
<td></td>
<td></td>
<td>1</td>
</tr>
</tbody>
</table>

Comments: - - The evaluations in the foregoing table were scored 3 because each teacher and the administrator have some other responsibilities like custodial, accounting, etc., in connection with his regular duties. For instance, the administrator teaches four periods per day in addition to doing the work of the supervisor and the administrator and assisting with the custodial and maintenance work. However, the size of the school makes such arrangements as the above imperiative, and the work can be done without too much work on the part of the members of the faculty. The librarian and the
vocational teacher are the only ones of the staff who have no duties other than that in their respective fields.

II. Professional Staff

A. Qualifications of Professional Staff Members

The following eight tables are summarizations of the qualifications of the professional staff members of this school, based upon the information called for in Sections "M" and "N" of the Evaluative Criteria.²

In most cases the summarizations are based upon four staff members although, in the table on adequacy of professional preparation, the qualifications of the librarian are included. In the tables on organization, authorship, reading, and teacher tenure and turnover, the evaluations are based upon information on six teachers, as six different teachers actually work in the high school. However, as explained in the chapter on instruction, the two one-half-time vocational teachers are combined as one teacher as are the two other teachers who together devote the time of one full-time teacher.

The various tables and evaluations in Sections "M" and "N" of the Evaluative Criteria were filled out for each individual teacher and the results shown in the following tables are the compilations of this information.

²Ibid. pp. 141-152.
Adequacy of Academic Preparation

**TABLE 28**

**COMPUTATION FORM FOR ADEQUACY OF ACADEMIC PREPARATION**

<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>3</td>
<td>12</td>
</tr>
<tr>
<td>4</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>3</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Totals</td>
<td>8</td>
<td>21</td>
</tr>
</tbody>
</table>

*This section is a summary of ratings in Section M, I-C, page 142, as made for each teacher. (For instructions on the use of this form, see How to Evaluate a Secondary School, pages 86-87.)*

In table 28, the teacher of English has a total number of sixty-nine semester hours of academic preparation and is given a rating of 4.5

The teacher of social studies has a total number of seventy-eight semester hours of academic preparation and is given a rating of 4.4

The vocational teacher has a total of seventy-two hours of preparation and is given a rating of 4.5

The teachers of foreign languages and mathematics have only eighteen hours and twenty-four hours, respectively, of preparation.

---

4Ibid.
5Ibid.
academic preparation and each is assigned a score of 1.6

The teachers of science and business education are each given a rating of 2, because they have forty and eighteen hours respectively, of academic preparation.7

The teacher of homemaking is given a rating of 3 because she has a total of forty-five semester hours of academic preparation.8

Adequacy of Professional Preparation

**TABLE 29**

**COMPUTATION FORM FOR ADEQUACY OF PROFESSIONAL PREPARATION**

<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>1</td>
<td>5</td>
</tr>
<tr>
<td>4</td>
<td>2</td>
<td>8</td>
</tr>
<tr>
<td>3</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>2</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>1</td>
<td>Totals 5</td>
<td>18</td>
</tr>
</tbody>
</table>

*3.6 school score

* This section is a summary of ratings in Section M, I-D, page 143, as made for each member of the staff. (For instructions on the use of this form, see How to Evaluate a Secondary School, pages 87-88.)

In table 29, one teacher has a total of forty semester hours of professional preparation, another has twenty-four,

6 Ibid.
7 Ibid.
8 Ibid.
a third has thirty, the fourth has forty-eight, and the librarian has twelve, for ratings of 4, 3, 4, 5, and 2 respectively.\(^9\)

Source of Degree

**TABLE 30**

**COMPUTATION FORM FOR 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>5</td>
<td>2</td>
<td>10</td>
</tr>
<tr>
<td>4</td>
<td>2</td>
<td>6</td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td><strong>4</strong></td>
<td><strong>16</strong></td>
</tr>
</tbody>
</table>

4 school score

\(^*\)This section is a summary of ratings in Section M, I-A, 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, pages 99, 98-106.)

Two of the teachers are graduates of the University of Texas which gives each of them a rating of 5, and two of the teachers are graduates of the North Texas State Teachers College which gives each of them a rating of 3 as set up by the committee on the Cooperative Study of Secondary School Standards.\(^10\)

\(^9\)Ibid.
\(^10\)Ibid.
In the opinion of the writer, these ratings are not justifiable because it appears that the professional offerings of the North Texas State Teachers College are as adequate as those of the state universities in the teaching field because the primary function of the North Texas State Teachers College is to train teachers, while the University of Texas does not have that function as its primary aim.

Preparation

**TABLE 31**

**COMPUTATION FORM FOR PREPARATION**

<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>8</td>
<td>30</td>
</tr>
<tr>
<td>4</td>
<td>9</td>
<td>36</td>
</tr>
<tr>
<td>3</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td><strong>16</strong></td>
<td><strong>69</strong></td>
</tr>
</tbody>
</table>

*This section is a summary of evaluations in Section II, 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, page 86.)*

**Evaluations:** -- The scores on the evaluations for the teachers "A", "B", "C", and "D" are as follows:
5 4 4 3 w. How thorough is this teacher's preparation as it bears on his knowledge and understanding of his teaching fields?

5 4 4 4 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?

4 5 4 5 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?

5 4 4 5 z. How up-to-date is this teacher's preparation in his teaching field and in his teaching procedures?

Comments: -- The above evaluations were scored as they are because the qualifications of each of the teachers seem very adequate. Teacher "D" is the superintendent and sometimes teaches in fields in which he has had very little specific training.

TABLE 32

COMPUTATION FORM FOR NON-EDUCATIONAL EXPERIENCE

| A. Aggregate number of years | 3.5 |
| B. Number of teachers | 4 |

| C. Average | 4.8 |

* This section is a summary of data in Section M, I-3-2, 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, page 89.)

Teacher "C" worked two years in a business office, and Teacher "A" worked one and one-half years in a county agent's office. This made a total of three and one-half years non-educational experience for the faculty.

## Personal Qualifications

### TABLE 33

**COMPUTATION FORM FOR PERSONAL QUALIFICATIONS**

<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>15</td>
<td>65</td>
</tr>
<tr>
<td>4</td>
<td>22</td>
<td>88</td>
</tr>
<tr>
<td>3</td>
<td>5</td>
<td>15</td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td><strong>40</strong></td>
<td><strong>168</strong></td>
</tr>
</tbody>
</table>

*This section is a summary of evaluations in Section B, II-A, 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 86.)*

**Evaluations:** -- The score on the evaluations for "A", "B", "C", and "D" are:

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>4</td>
<td>5</td>
<td>5</td>
</tr>
</tbody>
</table>

q. **Cooperation** -- 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 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.
4344 z. Understanding of educative value of environmental factors -- careful as to appearance and hygienic conditions of his classrooms12

Comments: -- The scores given on these evaluations are such because all teachers except teacher "B" seem to possess to a high degree such qualifications contained in the evaluations. Teacher "B" seems to meet these qualifications only in an average way.

Outstanding Contributions

TABLE 34

COMPUTATION FORM FOR OUTSTANDING CONTRIBUTIONS*

<table>
<thead>
<tr>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>(A)</td>
</tr>
<tr>
<td>5</td>
</tr>
<tr>
<td>4</td>
</tr>
<tr>
<td>3</td>
</tr>
<tr>
<td>2</td>
</tr>
<tr>
<td>1</td>
</tr>
<tr>
<td>Totals</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Number of evaluations</th>
</tr>
</thead>
<tbody>
<tr>
<td>(B)</td>
</tr>
<tr>
<td>3</td>
</tr>
<tr>
<td>1</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Product of columns A and B</th>
</tr>
</thead>
<tbody>
<tr>
<td>(C)</td>
</tr>
<tr>
<td>9</td>
</tr>
<tr>
<td>2</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

2.75 school score

* This section is a summary of evaluations from Section H, 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 86.)

Evaluation: -- The score of teachers "A", "B", "C", and "D" on the evaluation for outstanding contributions to the school life is:

A 2 3 3 3 x. How significant are the contributions of this individual to the school life as indicated above?13

12 Ibid. p. 151.
13 Ibid.
Comments: — As indicated by the scores, teachers are making no outstanding contributions to the school other than in an average way through improvement in teaching methods and techniques.

Instructional Qualifications

**TABLE 35**

**COMPUTATION FORM FOR INSTRUCTIONAL QUALIFICATIONS**

<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>1</td>
<td>5</td>
</tr>
<tr>
<td>4</td>
<td>8</td>
<td>32</td>
</tr>
<tr>
<td>3</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>2</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td><strong>12</strong></td>
<td><strong>44</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.)

Evaluations: — The scores for teachers "A", "B", "C", and "D" on the evaluations are:

A  B  C  D  
4 2 4 4  x. Bread scholarship— thorough understanding of the activities and knowledge belonging in his field of instruction and of their relationship to other fields of knowledge

4 3 4 5  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

4 2 4 4  z. Good teaching ability— pupils are actively interested in their work and in the development of desirable skills, attitudes, and understandings.

Comments: -- Teachers, with the exception of teacher "B", seem to meet these instructional qualifications in a wholly satisfactory manner. Teacher "B" seems unable to secure and hold the interest of the pupils in their activities; hence, the scores of 2, 3, and 2 for him on the evaluations.

B. Improvement in Service of Professional Staff Members

Group Improvement

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

(-) 1. Faculty and staff meetings are concerned chiefly with educational problems, principles, and progress rather than with announcements, discipline, and routine

(‡) 2. Faculty and staff meetings are characterized by general teacher planning and participation rather than by monopolization by one or a few individuals

(-) 3. The staffs are definitely studying the improvement of teaching

(-) 4. The staffs are definitely studying the improvements of the library and its service

(‡) 5. They are definitely studying the problems of guidance and the improvement of guidance service

(-) 6. They are definitely studying how to promote health and health conditions of pupils and school

(-) 7. The staffs are actively studying the curriculum and how to improve it

(‡) 8. The staffs are actively cooperating in other phases of school improvement, such as better use of English, respect for property, beautification of the school plant, and health conditions

Evaluations: -- The evaluations on the above checklist are:

(3) y. How extensive are the efforts of these staffs to effect improvement?
(3) z. How well has the work of improvement been done?16

15 Ibid. p. 91.
16 Ibid.
Comments: -- The score of 3 is given for each of the above evaluations because there is definite action going on for the improvement of the school by the group as a whole, although it is felt that an insufficient amount of organization for this section is present to merit a higher score. Each member of the high school faculty is doing organized study each year for personal improvement, which adds to the improvement of the group as a whole. Faculty meetings are devoted largely to the planning and discussion of how the general nature of the school can be improved by the group as a whole.

Other means being used by the group for improvement are the provisions for increase of salary for additional educational improvement, summer study, extension courses, equalization of teaching load, and encouragement of other staff members for improvement.\(^{17}\)

Organizations

**TABLE 36**

**COMPUTATION FORM FOR ORGANIZATIONS**\(^{a}\)

<table>
<thead>
<tr>
<th>Description</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Aggregate number of points</td>
<td>12</td>
</tr>
<tr>
<td>B. Number of teachers included</td>
<td>6</td>
</tr>
<tr>
<td>C. Average</td>
<td>2 school score</td>
</tr>
</tbody>
</table>

\(^{a}\) This section is a summary of data from Section W, III-A, page 144. (For instructions on the use of this form, see How to Evaluate a Secondary School, page 89.)

\(^{17}\) Herbert H. Foster, *High School Administration*, p. 111.
The above school score was arrived at by assigning one point for each membership in a national professional or non-professional organization. Twelve such memberships were shown among the members of the staff.\textsuperscript{18}

Authorship

\textbf{TABLE 37}

\textit{COMPUTATION FORM FOR AUTHORSHIP\textsuperscript{*}}

\begin{tabular}{ll}
  A. Aggregate number of points & 0 \\
  B. Number of teachers & 6 \\
  C. Average & 0 school score \\
\end{tabular}

\* This section is a summary of data from Section II, III-B, page 144. (For instructions on the use of this form, see \textit{How to Evaluate a Secondary School}, pages 89-90.)

No teacher in the system has written an article for magazine publication or has written a book.

Reading

\textbf{TABLE 38}

\textit{COMPUTATION FORM FOR READING\textsuperscript{*}}

\begin{tabular}{ll}
  A. Aggregate number of points & 29 \\
  B. Number of teachers & 6 \\
  C. Average & 4.85 school score \\
\end{tabular}

\* This section is a summary of data from Section II, III-C, page 144. (For instructions on the use of this form, see \textit{How to Evaluate a Secondary School}, page 90.)

The data in table 38 represents the reading of eight professional books within the past six months and the regular reading of seven professional national magazines by the teachers of the high school. 19

Research and Related Activities

TABLE 39

COMPUTATION FORM FOR RESEARCH AND RELATED ACTIVITIES:

<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></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>3</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Totals</td>
<td>7</td>
<td>10</td>
</tr>
</tbody>
</table>

This section is a summary of evaluations from Section A, III-F, page 144. (For instructions on the use of this form, see How to Evaluate a Secondary School, page 86.)

Evaluations: "A", "B", "C", and "D" on the following evaluations are:

A B C D
2 1 0 1 y. How extensive and outstanding have been the efforts at improvement through educational experimentation and research as indicated in "1" above?
2 1 1 2 z. How extensive and outstanding have been the other efforts at improvement indicated in "2" above?

19 Ibid. p. 99.
Comments: -- The scores of the teachers on the above evaluations are low because no extensive activities have been participated in by any member of the staff in educational experimentation or research. However, each member of the staff has done some work for improvement by study in summer schools and extension classes, and each is changing his teaching methods and techniques to meet the changing conceptions of the meaning of education.

C. Conditions of Service of Professional Staff Members

1. Selection of Staff Members

Checklist: -- The items in the checklist are marked as follows:

(N) 1. The superintendent of schools, the principal, assistants, and supervisors confer with each other regarding the selection of the professional staff
(+) 2. Candidates are selected on the basis of their fitness for the particular position they are to fill
(+) 3. Only candidates who meet the legal requirements and have a valid standard certificate for the position concerned or meet the qualifications for such certificates are considered for positions
(-) 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
(-) 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
(+) 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

Ibid. p. 92.
Evaluation: -- The evaluation on the above checklist is:

(3) z. how well are such conditions as the above observed and followed in the selection of staff members? 22

Comments: -- The score of 3 was given on the above evaluation because such conditions as those contained in the checklist, except the first item, seem to reflect rather definitely the procedure used in employing teachers. The first item in the checklist is marked "N" because the superintendent is the only administrative officer of this high school. As a rule, he interviews and investigates the records of applicants, and recommends teachers to the local board of trustees who selects the teacher recommended.

2 Pupils Per Teacher

**TABLE 40**

**COMPUTATION FORM FOR PUPILS PER TEACHER**

<table>
<thead>
<tr>
<th>Description</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total number of pupils enrolled</td>
<td>96</td>
</tr>
<tr>
<td>Total full-time teachers and administrators</td>
<td>4</td>
</tr>
<tr>
<td>Pupils per teacher</td>
<td></td>
</tr>
<tr>
<td>24 school score</td>
<td></td>
</tr>
</tbody>
</table>

3 Conditions of the Salary Schedules

Checklist: -- The items in the checklist are marked as follows:

22

Ibid.
1. The school has a definite salary schedule for professional staff members.

2. The maximum, minimum and average salaries are related to appropriate standards of living and social and economic conditions in the community.

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.

6. Persons of the same type or rank of position receive equal salaries for equivalent training and experience (except as provided for in 5).

7. The maximum salary for any position is approximately twice as much as the minimum salary for the same position.

Evaluation: -- The evaluation on the above checklist is:

(3) z. How well does the salary schedule of the school meet the above conditions? 24

Comments: -- The salary schedule of the teachers of this school is that set up by the State Department of Education for salary aid schools. The score of 3 on the above evaluation is given because the provisions in the checklist seem to be fairly well met. Provisions are made for an annual increment in salary for experience up to ten years of experience, and an increase of $2.50 per month is provided for each college degree received.

There is a single salary schedule for all teachers, salaries being determined by the amount of professional training and the number of years of experience.

23
Ibid.
24
Ibid.
4. Adequacy of Salaries

**TABLE 41**

<table>
<thead>
<tr>
<th>Salary Range</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>$1,600.00--1,799.00</td>
<td>1 man</td>
</tr>
<tr>
<td>800.00--999.00</td>
<td>1 man--3 women</td>
</tr>
</tbody>
</table>

*Form taken from Evaluative Criteria.*

Evaluations: -- The evaluations on the adequacy of salaries are:

(8) y. How adequate are the salaries?
(4) z. How fairly are the salaries apportioned, service to the school being the basis for consideration? 25

Comments: -- It will be noticed in the above table that in the year 1936-37 only one man received an annual salary of more than a thousand dollars. In that year there were five high school teachers in this school. Each of these except the one man mentioned above who was the superintendent, received an annual salary which ranged between $800.00 and $999.00.

The scores of 2 and 4, respectively, were given for the above two evaluations because it was felt that a salary of less than a thousand dollars per year for teachers who are graduates of colleges with several years experience is an insufficient amount.

The salaries seem to be fairly apportioned according to the service rendered to the school by the various teachers. However, during the year for which the above data are given, no vocational teacher was employed. Since that time a vocational teacher has been employed and it seems that the average

---

25 *Ibid. p. 93.*
teacher receives too little salary for his services compared with the salary of the vocational teacher.

5. Conditions of Tenure and Turnover

Checklist: -- 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
(0) 2. Indefinite tenure is provided after a successful probationary period of not over three years and continues as long as the employee's work and conduct merit it
(-) 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
(4) 4. Employees who do not desire to continue in their positions give reasonable notice of their intention to leave 26

Evaluation: -- The evaluation on the above checklist is:

(2) 5. How satisfactory are conditions relating to tenure and turnover, according to the above conditions? 27

Comments: -- The score of 2 is given upon the above evaluation because the conditions contained in the above checklist are not met adequately in this school. There is no probationary period for beginning teachers, and teachers are subject to being dismissed from their positions by the personal whims and prejudices of the local board of trustees without any warning or reason being given to the teacher dismissed. Much of the time the board acts upon the recommendations of the
superintendent, but, occasionally, it takes matters into its own hands.

This condition tends to create a hardship upon the superintendent and the teachers in that the board holds the superintendent responsible for a successful school, and yet expects the teachers to be subject to the idiosyncrasies of the individual trustees when the time for re-election arrives. The more successful schools have an arrangement by which the superintendent recommends all teachers for election or dismissal and the board acts upon these recommendations accordingly.28

<table>
<thead>
<tr>
<th>NUMBER OF YEARS</th>
<th>NUMBER OF TEACHERS</th>
<th>PRODUCT OF COLUMNS A AND B</th>
<th>NUMBER OF TEACHERS</th>
<th>PRODUCT OF A AND B</th>
<th>AVERAGE</th>
<th>DEVIATION</th>
<th>PRODUCT OF D AND G</th>
</tr>
</thead>
<tbody>
<tr>
<td>- A -</td>
<td>- B -</td>
<td>- C -</td>
<td>- D -</td>
<td>- E -</td>
<td>- F -</td>
<td>- G -</td>
<td>- H -</td>
</tr>
<tr>
<td>12</td>
<td>2</td>
<td>28</td>
<td>1</td>
<td>12</td>
<td>4.5</td>
<td>7.5</td>
<td>7.5</td>
</tr>
<tr>
<td>9</td>
<td>9</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>1</td>
<td>6</td>
<td>1</td>
<td>6</td>
<td>4.5</td>
<td>1.5</td>
<td>1.5</td>
</tr>
<tr>
<td>4</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>6</td>
<td>28</td>
<td>6</td>
<td>27</td>
<td>3.5</td>
<td>3.5</td>
<td></td>
</tr>
</tbody>
</table>

**TABLE**

**SHOWING TENURE AND TURNOVER: AVERAGE LENGTH, AND VARIETY OF LENGTH OF SERVICE**

<table>
<thead>
<tr>
<th>EDUCATIONAL EXPERIENCE</th>
<th>SERVICE IN PRESENT SCHOOL</th>
<th>VARIETY OF LENGTH</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>AVERAGE LENGTH</td>
<td>DEVIATION</td>
</tr>
<tr>
<td></td>
<td>SCHOOL SCORE</td>
<td>D-F AND F-A</td>
</tr>
<tr>
<td>AVERAGE</td>
<td>11.3 SCHOOL SCORE</td>
<td>4.5 SCHOOL SCORE</td>
</tr>
</tbody>
</table>

Evaluation: -- The evaluation on the information contained in the preceding table is:

(2) a. How well, according to the data on the opposite page, are both stability and revitalization of the staff assured? 29

Comments: -- The score of 2 is given on the above evaluation because the average length of service of the teachers in this high school is only four and one-half years. Only teachers of the total of six have been in this school for more than four years, while the others have been in this system four years or less. The teacher in most of the better schools has an average tenure of more than five years. 30 However, the small number of years in tenure of the teachers in this school may be partly explained by the fact that many of the teachers from this school have resigned their positions to accept more promising positions in other schools. As a whole, there are not many teachers dismissed from this high school.

7. Leave of Absence

Checklist: -- The following conditions indicate a desirable plan for leave of absence:

(+) 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.

(-) 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.

29 Ibid.

30 Shirley A. Hamrin, Organization and Administrative Control in High Schools, p. 55.
(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: The evaluation on the above checklist is:

(2) How well are provisions made for leave of absence?

Comments: The score on the above evaluation is 2 because no definite arrangement is made for leave of absence for the teachers. Occasionally, a teacher is excused for a day from the school for some good reason, but no organized methods are provided for this leave. In case of illness on the part of a teacher, she pays the substitute teacher about sixty per cent of the salary she receives for the period of absence. In some instances of serious illnesses the board of trustees pays the substitute teacher.

Leave of absence is granted the superintendent during the summer for attending school.

B. Retirement

Checklist: The following conditions indicate a desirable retirement system:

(-) 1. Adequate provision has been made for the proper care of the school's disabled and over-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 fund and share in its benefits.
(+ ) 4. Periodic actuarial investigations of the retirement system are made to insure its financial soundness.

32 Ibid.
5. Individual retirement deposits of each employee are returnable upon withdrawal from educational service or upon death prior to retirement.33

Evaluations: -- The evaluation upon the above checklist is:

1. How adequate is the school's retirement system? 34

Comments: -- The score of 4 is given on the above evaluation because the teachers of this school participate in the Texas State Retirement System which seems to be a fairly adequate system for providing for old age retirement. There is a state law in effect by which the amount of money paid into the retirement system will be matched by the state to be used to pay annuities to the retired teachers. However, at the present time the legislature has failed to provide the money to be used for matching that of the teachers.

This individual school makes no provision for the retirement of its teachers.

III. Professional Non-teaching Staff

All checklists and evaluations under this heading have been marked "N" because no provisions have been made for any of these services.

IV. General Summary of the School Staff

The best elements or characteristics of the school staff are the adequacy of training and experience of its members, improvement in service by reading and study, and cooperation and conscientiousness in the work.

33 Ibid.
34 Ibid.
<table>
<thead>
<tr>
<th>Section</th>
<th>Title of Measure</th>
<th>Computation of Primary School Scores</th>
<th>Computation of Summary School Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Evaluation</td>
<td>Total</td>
<td>Divisor</td>
</tr>
<tr>
<td>I</td>
<td>Numerical Adequacy</td>
<td>( \frac{1}{3} + \frac{1}{4} + \frac{3}{4} )</td>
<td>12</td>
</tr>
<tr>
<td>A</td>
<td>Adequacy of Academic Preparation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>Adequacy of Professional Preparation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>Source of Degree</td>
<td>4</td>
<td>70</td>
</tr>
<tr>
<td>D</td>
<td>Preparation</td>
<td>43</td>
<td></td>
</tr>
<tr>
<td>E</td>
<td>Personal Qualifications</td>
<td>4.2</td>
<td>65</td>
</tr>
<tr>
<td>F</td>
<td>Outstanding Contributions</td>
<td>2.75</td>
<td>65</td>
</tr>
<tr>
<td>G</td>
<td>Instructional Qualifications</td>
<td>3.66</td>
<td>19</td>
</tr>
<tr>
<td>H</td>
<td>Group Improvement</td>
<td>( \frac{1}{3} + \frac{1}{3} )</td>
<td>6</td>
</tr>
<tr>
<td>I</td>
<td>Organizations</td>
<td>2</td>
<td>60</td>
</tr>
<tr>
<td>J</td>
<td>Authorship</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>K</td>
<td>Reading</td>
<td>4.03</td>
<td>93</td>
</tr>
<tr>
<td>L</td>
<td>Research</td>
<td>1.43</td>
<td>23</td>
</tr>
<tr>
<td>M</td>
<td>General Improvement in Service</td>
<td>2.75</td>
<td></td>
</tr>
<tr>
<td>N</td>
<td>Selection</td>
<td>2.3</td>
<td>3</td>
</tr>
<tr>
<td>O</td>
<td>Pupils per Teacher</td>
<td>24</td>
<td>42</td>
</tr>
<tr>
<td>P</td>
<td>Salary Schedules</td>
<td>2.3</td>
<td>3</td>
</tr>
<tr>
<td>Q</td>
<td>Adequacy of Salaries</td>
<td>( T_2 + T_3 )</td>
<td>6</td>
</tr>
<tr>
<td>R</td>
<td>Conditions of Tenure</td>
<td>2</td>
<td>15</td>
</tr>
<tr>
<td>S</td>
<td>Length of Service in School</td>
<td>4.5</td>
<td>24</td>
</tr>
<tr>
<td>SECTION</td>
<td>TITLE OF MEASURE</td>
<td>Computations of Primary School Scores</td>
<td>Computations of Summary School Scores</td>
</tr>
<tr>
<td>---------</td>
<td>----------------------------------</td>
<td>----------------------------------------</td>
<td>---------------------------------------</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Evaluations</td>
<td>Total</td>
</tr>
<tr>
<td>6</td>
<td>Variety of Length of Service in School</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>7</td>
<td>Leave of Absence</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>8</td>
<td>Retirement</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>111</td>
<td>Professional Non-Teaching</td>
<td>V1 3</td>
<td>6</td>
</tr>
</tbody>
</table>

* Form taken from Evaluative Criteria.

Totals 96 462
Summary Score (Divide by 36) 465
Equivalent Percentile (From Percentile Conversion Table) 39
The greatest need of improvement is in the activity in organization, in authorship and research, and in adequate salaries.

Within the last two years a system for retirement has been worked out and much reading and study done for improvement.

Improvements are now being made or are definitely planned for numerical adequacy, for desirable conditions of tenure, and for research.

So carefully conducted studies had been made until work was begun by the teachers on the evaluation of the school as a whole.

V. General Evaluation of the School Staff

Evaluations -- The general evaluations of the staff are:

(3) y. How well do the qualifications and activities of the staff accord with the philosophy of education as presented by the school in the chapter on philosophy and objectives?

(3) z. How well do the qualifications and activities meet the needs of the community and the pupil population as indicated by the chapter on pupil population and school community? 35

Comments: -- The score of 3 was given on each of the above evaluations because it is felt that the staff as a whole is meeting in a fairly satisfactory condition the requirements which are necessary to the general efficiency of the school.

35

Ibid.
V. Interpretations of the Thermometers on the School Staff

Staff Qualifications

Academic Preparation: -- This school is equal to or better than sixteen per cent of the 199 schools measured in this phase of the work. It is seven points below the average non-accredited school, twenty-one points below the average small school, and twenty-seven points below the average small school, and twenty-seven points below the average Southern school. The explanation of the reason for the lowness of the ranking of this school in this phase lies in the fact that the teachers of necessity have to teach in as many as three different fields; some for which they have no special academic training.

Professional Preparation: -- In this phase, the school is equal to or better than ninety-one per cent of the 199 schools measured. It ranks above the average of any type of schools measured, being twenty-one points above the next highest average school. It is thirty points above the average public school, forty-one points above the average accredited schools, forty-nine points above the average small school, and forty-six points above the average Southern school. It is fifteen points above the average accredited school, seventeen points above the average public school, eighteen points above the average large and small schools, and twenty-two points above the average Southern school.
STAFF - QUALIFICATIONS

Figure 10. A Graphic Summary of the Evaluations on Staff Qualifications
STAFF -- IMPROVEMENT IN SERVICE

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

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

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

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

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

5. Research
   Based upon III-F, "Research and Related Activities" (page 144) of Section M, PERSONAL DATA FOR STAFF MEMBERS. The special scale is the average of the evaluations for all individual staff members for whom the information is available (2 evaluations for each member of the staff). The individual evaluations are in terms of the regular five-point evaluative scale ranging from 5.0, "highly satisfactory or practically perfect," to 1.0, "very poor."
Source of Degree: -- This school is equal to or better than seventy per cent of the 200 schools measured in this phase. It ranks higher than the average of any type of schools measured. It is twenty-one points above the average public school, thirty-one points above the average small school, and forty-seven points above the average Southern school.

Educational Experience: -- The educational experience this school is equal to or better than fifty-five per cent of the 199 schools measured. It ranks one and two points, respectively, below the average private and large schools. It is six points above the average public and Southern school, and fourteen points above the average small school.

Non-Educational Experience: -- This school is equal to or better than fifty per cent of the 199 schools measured on non-educational experience. It is on the same level of the average accredited school, one point below the average non-accredited and small school, one point above the average public school, and nine points above the average large school.

Personal Qualifications: -- The personal qualifications of this staff are equal to or better than sixty-five per cent of the 200 schools measured.
Outstanding Contributions: -- In this phase, although the school was scored low on the evaluations, it is equal to or better than sixty-five per cent of the 200 schools measured. It is five points above the average private school, thirteen points above the average accredited school, sixteen points above the average public school, nineteen points above the average small school, and twenty-six points above the average Southern school.

Instructional Qualifications: -- In this phase, this school is equal to or better than forty-nine per cent of the 200 schools measured. It is exactly on the same level as the average public schools. It is two points higher than the average small school, and fourteen points above the average Southern school.

Non-Professional: -- The evaluations for non-professional staff members does not apply to this school.

Staff Improvement in Service

Group Improvement: -- This school in group improvement is equal to or better than fifty-one per cent of the 199 schools measured. It is one point below the average accredited school, four points above the average public school, six points above the average small school, and twelve points above the average Southern school.
Figure 11. A Graphic Summary of the Evaluations on
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.
Organizations: -- In this phase, the school is equal to or better than sixty per cent of the 199 schools measured. The school is ten points above the average public school, fifteen points above the average small school and twenty-two points above the average Southern school.

Authorship: -- The school has a "zero" rating on this phase.

Reading: -- The staff of this school is equal to or better than ninety-three per cent of the 199 schools measured. It is forty-four points above the average accredited school, forty-five points above the average public school, fifty-two points above the average small school, and fifty-five points above the average Southern school.

Research: -- In this phase this school is equal to or better than twenty-three per cent of the 199 schools measured. It is eight points below the average Southern school, eighteen points below the average small and private schools, twenty-eight points below the average public school, and twenty-nine points below the average accredited school.

Staff--Conditions of Service

Selection: -- This school is equal to or better than only thirty per cent of the 199 schools measured. It falls below the average of all types of schools. It is seven points below the average Southern school, eleven points below the average small school, and seventeen points below the average public school, and twenty-one points below the average
Figure 12. A Graphic Summary of the Evaluations on Conditions of Service of the Staff
accredited school

Pupils Per Teacher: -- This school is equal to or better than forty-two per cent of the 200 schools measured. It is on the same level as the average medium school, eleven points above the average public school, one point below the average Southern school, and twenty-nine points below the average small school.

Salary Schedule: -- This school is equal to or better than forty-nine per cent of the 197 schools measured. It is one point below the average public school, two points below the average accredited and private school, eight points above the average Southern school, and nine points above the average small school.

Conditions of Tenure: -- This school is equal to or better than only fifteen per cent of the 197 schools measured. It falls far below the average of any of the types of schools measured. This thermometer indicates the tenure is longer as the schools increase in size.

Length of Service in This School: -- This school is equal to or better than twenty-four per cent of the 200 schools measured. The average length of service in this school is four and five-tenths years. The school is fourteen points below the average small school, twenty-three points below the average Southern school, twenty-five points below the average public school, and twenty-eight points below the average
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.
accredited school.

**Variety of Service in This School:** -- In this phase this school is equal to or better than fourteen per cent of the 200 schools measured. It falls far below the average of all types of schools measured.

**Leave of Absence:** -- In this phase, this school is equal to or better than twenty-eight per cent of the 199 schools measured. It is six points below the average Southern school, twelve points below the average small school, nineteen points below the average public school, and twenty-three points below the average accredited school.

**Retirement:** -- This school is equal to or better than eighty per cent of the 197 schools measured, due to the teacher's participation in the Texas State Teachers Retirement System. It is twenty-eight points above the average public school, twenty-nine points above the average accredited school, thirty-nine points above the average small school and fifty-three points above the average Southern school.

**Summary:** -- The general summary on the school staff shows that this school is equal to or better than thirty-nine per cent of the schools measured. It is on the same level as the average small school and three points above the average Southern school. It falls ten points below the average public school and thirteen points below the average accredited and large schools.
CHAPTER XI

SCHOOL PLANT

Statement of Guiding Principles

The plant is one of the major conditioning factors in a good school, but its intimate relation to and influence on the educational program and its outcomes are not always appreciated or understood. The school program may be seriously restricted and impeded or it may be considerably facilitated and enriched with little or no difference in the cost of the plant. The building as planned and equipped is not merely a place of instruction; it is also a functioning part of the educational program itself.

Because of the increasing and varied demands being made on the secondary school, the school plant has become more and more complex. Adequate provision should be made for these additional functions. Provisions for classroom instruction, while still a major consideration, are far from sufficient.

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 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

1. Conditions Affecting Health

Checklist: — Such items as the following are characteristic of this plant:

(1) 1. The site is free from environmental noises and confusion
(2) 2. It is free from environmental bad odors and contamination
(3) 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)
(5) 5. Facilities for sewage disposal are adequate
(6) 6. Elevation and drainage for grounds and buildings are good (no surface water; storm sewers if necessary)
(7) 7. No tall buildings, trees, hillsides, etc., are so near the school buildings as to obstruct light and air

Evaluations: — The evaluations on the above checklist are:

(1) y, How well do conditions on or near the site promote health?
(2) x, How extensively and effectively is the school improving unsatisfactory conditions or maintaining satisfactory ones?

Comments: — The score of 4 was assigned each of the above questions because the site is free from smoke, dust noises, confusion, bad odors, and contamination. Plenty of light is available because there are no tall buildings, trees, etc., near the building. The elevation and drainage of the grounds are good. There is no surface water.
Utility counts for more than appearances, and the principles of correct heating, ventilation, seating, placing of toilets, and the methods of disinfecting are good. 5

The school is located on the outskirts of the town. The children can easily make their way across town, and lunch may be carried from home or obtained, warm, near school.

a. Conditions Affecting Safety

Checklist: — Such conditions as the following should be true of the plant:

(-) 1. The site is free from traffic and transportation dangers

(+) 2. Play areas are free from hazardous obstructions (rocks, trees, ditches, gullies, etc.)

(+) 3. Facilities for fire protection are readily available and kept in working order

(+) 4. Facilities for parking are adequate

(+) 5. Facilities for receiving and discharging pupils transported in school buses are adequate

(+) 6. Drives or walks lead from all building exits 6

Evaluation: — The evaluations on the above checklist are:

(+) y. How well do conditions on or near the site promote safety?

(+) s. How well is the school improving unsatisfactory conditions or maintaining satisfactory ones? 7

Comments: — The score of 4 is given on each of the above questions because, although the school is located near a highway, arrangements are provided whereby the

5 W. A. Cook, High School Administration, pp. 85-83.
7 Ibid.
children do not play near this highway nor do they have to cross it on their way to and from school. The play areas are free from rocks, trees, and other hazardous obstructions. There seem to be adequate provisions for fire protection by the fact that the building is constructed of semi-fire-proof materials and contains a fire hose, attached to a water main, and chemical fire extinguishers. The parking facilities seem to be adequate for a school in this locality. 8

There are special provisions made for the loading and unloading of buses, and this site meets the standards for size, accessibility, environment, soil, drainage, elevation, landscaping, and play areas. 9

B. The Building

1. Proper Illumination

Checklist: -- Such conditions of the following are present:

(*) 1. Pupils when seated are not obliged to face direct light continuously

(‡) 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

(‡) 3. Windows have shades adjustable at both top and bottom and in working order, or the pans are of diffusing glass

(‡) 4. Window shades are translucent or of the Venetian type

(‡) 5. Marked differences in illumination on any reading surface are guarded against

(-) 6. Blackboards and all reading surfaces have no glare

(*) 7. Walls, ceilings, and trim are tinted to reflect light but have no glare

---

8 Ibid.
9 Langfitt, Gray, and Newcom, The Small High School at Work, pp. 562-73.
8. Illumination of the auditorium and the stage is adequate and adjustable to varying needs; the audience does not face glaring lights.

9. Illumination of the gymnasium is adequate and adjustable to varying needs.

10. Illumination of rooms intended for special purposes—office, workrooms, dining rooms, social rooms—is adequate and appropriate for their purpose.

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).

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:**

The evaluations on the above checklist are:

(5) y. How adequate and efficient are provisions for illumination?

(4) s. How well are pupils made to realize the importance of proper illumination?

**Comments:**

The scores of 5 and 4 were given upon the above questions because the building is new and provisions were made for adequate illumination and lighting through the use of double shades and from four to six electric lights in each classroom. Direct sunlight is available in all the rooms.

The building meets all space and lighting standards. The ceiling is not less than twelve feet high and the windows extend as high as the interior finish will permit.

---


11. Ibid.
All the classrooms are lighted from one side at right angles to its long axis. 12

Very little is being done to make the pupils realize the importance of proper illumination other than suggesting the adjustment of shades as the need arises.

2. Proper Condition of Air

Checklist: -- The method of marking the checklist is as follows:

(*) 1. A temperature of 65 to 70 degrees Fahrenheit is maintained in class and reading rooms when the temperature outside is low enough to require heating of rooms

(*) 2. Ventilating facilities assure a proper supply of clean outside air and its circulation in all parts of the building

(*) 3. Provision is made to prevent direct drafts on pupils and staff members

(*) 4. In the gymnasium, ventilation makes it possible to approximate out-of-door conditions (avoiding strong drafts and too low temperature, however)

(*) 5. Lockers and locker rooms are adequately vented and ventilated

(*) 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)

(*) 7. All general toilet and lavatory rooms and all shower rooms have moisture proof floors, walls, and ceilings 13

Evaluations: --

(5) x. How well has provision been made for proper conditioning of air?

(4) 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? 14

12
W. A. Cook, High School Administration, pp. 90-95.

13

14
Ibid.
Comments: - The scores of 5, 4, 3, respectively, were given on the above evaluations because it seems that proper provision has been made for proper conditioning of air throughout the building through use of transoms and ceiling ventilators, as well as outside ventilators, in each room. Numerous attic ventilators are distributed throughout the building. Windows are the type which may be raised from the bottom or lowered from the top to adjust the flow of air.\textsuperscript{15}

Floors throughout the building are moisture proof. Apparently, there is insufficient attention given to the proper condition of the air in the classrooms because very often pupils complain of the difference in the temperature of the rooms when changing classes.

5. Toilet and Lavatory Facilities

Checklist: - Provision is made for:

(4) 1. Toilet and lavatory facilities for boys and for girls on each floor of large buildings
(4) 2. Toilets and lavatories readily accessible to the stag dressing rooms
(4) 3. Toilets and lavatories in connection with gymnasium and dressing rooms
(4) 4. Toilet and lavatory facilities in the medical and health suite
(0) 5. Toilet and lavatory facilities for men and for women faculty members
(4) 6. Toilet and lavatory facilities conveniently accessible to the administrative suite
(0) 7. Toilet and lavatory facilities for the custodial and maintenance staffs
(0) 8. Lavatory facilities in laboratories, shops, and art and crafts rooms
(0) 9. Lavatory facilities in the librarian's and teachers' work rooms

\textsuperscript{15} W. A. Cook, \textit{High School Administration}, p. 91.
10. Servicing of lavatories with hot and cold water
11. Proper ventilation and venting of all toilet rooms
12. Screening of entrances and windows of all toilet rooms so as to assure proper privacy

Evaluations: - - The evaluations for the above check-list are:

(4) y. How adequately do the toilet and lavatory facilities meet the above conditions?
( ) y. How well do pupils discharge their responsibility for proper care of such facilities?

Comments: - - The questions above have each been scored 4 because there seem to be adequate provisions for toilet and lavatory facilities, though no special arrangements have been made for teachers or other staff members. Besides the regular toilets for both boys and girls conveniently located in the corridors, additional toilets and lavatories are located in the dressing rooms in the combination auditorium-gymnasium. All lavatories are equipped with running hot and cold water.

These indoor toilets are in a clean, inviting condition and are an aid to regular habits. The locations were not left to chance in some odd, dark corner, but were placed for convenience and service.

The above facilities are a treat to the pupils who had previously been unacquainted with the modern conveniences, and, as a result, the pupils are taking pride

---

17 Ibid.
18 W. A. Cook, High School Administration. pp. 98-99
in cooperating with others in keeping these facilities
in the cleanest possible condition.

4. Provision for Other Bodily Needs and Comforts

Checklist: — Provision is made for:

(0) 1. Space and provision for cafeteria or lunch room facilities in a clean, light, well-ventilated room
(-) 2. Sanitary drinking fountains in sufficient number and easily accessible
(§) 3. Drinking fountains serviced with pure water
(§) 4. Showers with hot and cold water in the gymnasium suite
(0) 5. Rest rooms for staff members
(-) 6. Rest rooms (or infirmary) for pupils

Evaluations: — The evaluations on the above are:

(3) y. How adequate are provisions for the above facilities?
(3) z. How effectively are deficiencies, if any, being corrected; if provisions are good, how well are they being maintained?

Comments: — The score of 3 was given on each of the above evaluations because such provisions seem to be made only fairly well. There are sanitary drinking fountains in the corridors and in the dressing rooms, but the number in the corridors does not seem to be adequate. The water is pure according to a report from the Texas State Health Department. Dressing rooms in the gymnasium are provided with facilities for hot and cold showers.

No provisions are made for rest rooms for staff members and no special infirmaries are provided for pupils.

---

20 Ibid.
There is no lunch room provided to furnish warm food. The children carry their lunches and eat them in the classrooms, or go to a lunch room across the street for their lunch. The school needs a lunch room large enough to seat all pupils comfortably. 21

Use is made of the dressing rooms in the auditorium for rest rooms for staff members and pupils who are ill.

5. Provision for Safety of Person and Property

Checklist: -- The method of marking this checklist is as follows:

(+) 1. Stairways, corridors, and exits are sufficient in number and width to assure safety from congestion at all times

(+) 2. Stairways are provided with continuous handrails within reach of all pupils using them

(+) 3. Stairs have proper riser and tread dimensions and non-skid treads and landings

(+) 4. Stairways lead directly to outside exits from the building

(+) 5. All rooms used for class or study purposes have adequate exits to safety

(+) 6. The gymnasium and auditorium have adequate exits to safety, clearly marked

(+) 7. All outside doors open outward and are equipped with safety or panic-proof hardware

(+) 8. The furnace room is fire proofed; the safe condition of high-pressure boilers is assured at all times

(-) 9. Vaults or cabinets for storing permanent school records are fireproof

(+) 10. Fumes from laboratories, stoves, etc., are properly vented

(+) 11. All electric conduits and wiring are properly insulated and have been inspected and certified by a public inspector

---

21 E. A. Cook, High School Administration, p. 37.
12. Materials used in the building and the construction of the building are such as to promote and facilitate safety and sanitation.

13. Floor materials are not slippery and are as nearly dustless and noiseless as possible.

**Evaluations**

- How well are such conditions as the above met?
- How effectively are deficiencies, if any, being corrected; if provisions are good, how well are they being maintained?

**Comments**

The score of 4 is given each of the above questions because all the provisions which apply to this school seem to be met in a very satisfactory way. There are no stairways in this building. All corridors are wide enough to handle double traffic and they lead directly to exits. Exit doors open out and are equipped with antipanic hardware which makes it impossible for anyone to be locked up in the building, and also makes it possible for my child to operate the doors with ease.

There is no furnace in the building; heat being supplied by use of gas steam radiators. All electric appliances have been inspected and approved by a representative of the Federal Government.

No vaults are provided for permanent records, but these are kept in a steel filing cabinet which remains locked at all times.

---

23. Ibid.
24. Langfitt, Gyr, and Newsom, The Small High School at Work p. 574
C. Equipment and Supplies

1. Health

Checklists: -- Provision is made for:

(-) 1. Soap dispensers, towel dispensers, waste paper containers in toilet and lavatory rooms
(-) 2. Soap, towels (or electric dryers), toilet paper, etc., in toilet rooms
(-) 3. Soap in shower rooms and clean towels in dressing rooms
(-) 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. Mats in the gymnasium are kept in sanitary condition
(-) 7. The special facilities needed in the medical and health suites
(N) 8. Facilities for preparing, keeping, and dispensing food in the cafeteria and for keeping the kitchen and cafeteria in sanitary condition
(-) 9. Screens on windows and doors of cafeteria or lunch room and kitchen, clinic, restrooms, toilet rooms, and ground floor rooms
(-) 10. Adequate facilities for caring for and disposing of garbage and waste
(?) 11. Seats and tables or other writing surface which encourage hygienic and comfortable posture

Evaluations: -- The evaluations on the above checklist areas:

(2) x. How well are the above facilities provided?
(2) y. How well are these facilities used or adjusted to assure health?
(3) z. How well do pupils discharge their responsibility for proper care and use of these facilities?

Comments: -- The scores of 2, 2, and 3, respectively were given on the above questions because it seems that:


26 Ibid.
most of the equipment and supplies mentioned in the check-
list above are not adequately provided. No soaps and
dispensers of any nature are supplied by the school, al-
though most of the pupils provide this for themselves.
Mats are not provided for the gymnasium, nor are anti-
septic basins. The only medical and health supplies
provided by the school are those of a first aid nature.

The seats and writing tables do encourage comfort-
able posture, and there is daily inspection of the equip-
ment and supplies. Toilet floors are scrubbed, wash
basins are cleaned, toilet paper cases are filled, paper
towels are supplied, and all waste is disposed of. 27

The pupils seem to discharge their responsibilities
for proper care of the articles supplied in a fairly ad-
equate way.

2. Safety

Checklist: — — Provision is made for

(1) 1. Properly maintained guards or screens on machine-
ry and belts
(1) 2. Heavy protective screens on windows and light
fixtures of the gymnasium
(1) 3. Mats, padding on sharp corners, screening on
radiators, and other precautions against acci-
dents in the gymnasium
(1) 4. Proper arrangement and installation of furniture
and fixtures
(1) 5. Lockers and drinking fountains so located that
they do not interfere with traffic
(1) 6. Proper and adequate storage and care of chemi-
cal and other dangerous laboratory materials
(1) 7. Gongs, fire extinguishers, and other fire fight-
ing equipment always in good working order

27
Langfitt, Cyr, and Newsom, The Small High School
at Work, p. 566
(4) 8. Adequate facilities for caring for combustible materials in storage 28

*Evaluations:* -- The evaluations on the above checklist are:

(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? 29

*Comments:* -- A score of 3 is assigned on the above questions because there doesn’t seem to be adequate provision made for all the items mentioned in the checklist, and nothing is being done to improve the conditions which are checked unsatisfactory. The building is new and the items which are provided in the school are well kept and maintained.

School property should be preserved and well kept. Both good maintenance and insurance are necessary. Teachers and pupils are inspired by safe well kept buildings and equipment. Rundown equipment and buildings soon to encourage careless habits, and failure to make repairs may cause accidents, fire, or water damage.30

*Special Services*

No provisions are made in this school for any of the special services mentioned, such as sleeping and study


quarters for nights; cafeterias, dining rooms, and kitchens, and hospitals.

II. Economy and Efficiency

A. The Site

Checklist: -- Such provisions as the following are true:

(†) 1. The site is readily accessible to the school population
(−) 2. It is readily accessible over hard surfaced roads and adequate walks
(†) 3. It is sufficiently extensive for building and play needs, driveways, landscaping, etc.
(†) 4. Play areas are readily accessible
(†) 5. The site has possibility of future expansion, extension, or adaptation without too great cost
(†) 6. It is near the center of the school population as other pertinent factors make advisable 31

Evaluation: -- The evaluation on the above checklist for this school is:

(4) a. How well does the site promote economy and efficiency? 32

Comments: -- A score of 4 is given on the above question because the site seems to promote economy and efficiency by all the methods mentioned in the above checklist. The site is owned by the school district. There is a total tract of eight and one-half acres shaped in an oblong which avoids waste of space. There is a small attractive lawn in front of the building and it is flanked on one side by a drive. The site and the

32 Ibid.
building are arranged in such a way that future expansion could be effected very economically. 35

B. The Building

1. Flexibility

Checklist: -- This checklist is marked as follows:

(*) 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.

(*) 2. It has non-bearing classroom partitions so that change in dimensions and arrangement of rooms may be readily effected.

(*) 3. It is so planned that the library and study hall space can be readily adapted to changing library and instructional needs.

(*) 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: -- The evaluations on the above checklist are:

(5) y. How well does the building provide for flexibility?

(5) z. How effectively is the available flexibility used? 35

Comments: -- The score of 5 is assigned each of the above questions because it appears that this building

35 W. A. Cook, High School Administration, pp. 84-86.
35 Ibid.
possesses to a very large extent all the provisions contained in the checklist. The building could be expanded on either or both of two wings. The possibility for expansion was arranged for at the time of the construction of the building, and variations in the size and shape of the two wings of a building in a "U" shape are not serious from an aesthetic point of view, if the long axis is parallel to the front boundary of the site. 36

No provisions are made for changing the dimensions of the classrooms.

2. Economy of Space

Checklist: -- Facilities for promoting economy of space includes:

(4) 1. Administrative office space, well planned, centrally located, and easily accessible to the public
(-) 2. Well planned space for the clerical and accounting staffs
(-) 3. Work room and dressing room space for the custodial staff
(4) 4. Conveniently located service and supply closets with sinks and running water for the custodial staff
(4) 5. The major portion of the floor area devoted to instructional purposes
(4) 6. General storage space readily accessible to the rooms in which equipment and supplies are used. 37

36. W. A. Cook, High School Administration, pp. 89-90
Evaluations: - - The evaluations on the above checklist are:

(4) f. How well are such provisions as the above met?
(4) z. How effectively are deficiencies, if any, being corrected or, if facilities are good, how well are they being maintained? 38

Comments: - - The score of 4 was given on each of the above questions because there seems to be an economy of space in the building since the major portion of the floor area is devoted to instructional purposes, the general storage space is easily accessible, and the office space is well planned and centrally located. The maintenance of the building seems to be entirely adequate.

The above conditions meet the standards set up for small high schools. 39

3. Other Factors Affecting Efficiency and Economy

Checklist: - - Other factors affecting efficiency and economy are:

(+) 1. A plain, effective room with adequate gutters and downspouts
(+) 2. Freedom from such ornamentation and architectural features as tend to promote deterioration
(+) 3. Arrangement of drive ways, doorways, and floor levels to facilitate truck deliveries
(+) 4. Provision for individual lockers on classroom floors so located as to be easily accessible and supervised

38
39

Ibid.

Langfitt, Cyr, and Newsome, The Small High School at Work, pp. 564-65.
(4) 6. Sound-proofed or deadened floors and walls of halls, auditorium, cafeteria, and other rooms housing noise producing activities
(5) 6. Good acoustic properties in the auditorium 40

Evaluations: - - The evaluations of this phase of the school plant are:

(4) y. How well are such provisions as the above met?
(5) z. How effectively are undesirable conditions, if any, being corrected or, if conditions are good, how well are they being maintained? 41

Comments: - - The scores of 4 and 5, respectively, have been given to the above two questions because space has been provided to meet the requirements of the type of educational program which this community will support. Due allowance has been made for plumbing, electric, wiring, built-in equipment in classrooms, gymnasium, library, and toilets. Radiators are located in convenient places, and special provisions are made for smaller children in the classrooms. There seem to be adequate provisions made for blackboards, windows, storeroom space, protection, and sewage disposal. However, there are unsatisfactory acoustics in the auditorium. 42

C. Equipment and Supplies

Checklist: - - Facilities such as the following are provided:

(-) 1. Teaching and learning materials wherever needed

40 Cooperative Study of Secondary School Standards, Evaluative Criteria p. 111
41 Ibid.
42 Langfitt, Cyr, and Hewson, The Small High School at Work, p. 572
2. Working materials and facilities for the administrative and supervisory staffs
3. Working materials and facilities for the library staff
4. Working materials and facilities for the clerical and accounting staffs
5. Working materials and facilities for the custodial and maintenance staffs
6. Telephone and communication facilities, internal and external
7. Public address system
8. A signal system, centrally controlled

Evaluations: -- The evaluations on the above checklist are:

1. How adequate are such facilities as the above?
2. How efficiently are they being used?

Comments: -- The evaluation of 5 is given on the first question above because no public address system is provided in the school, and it seems that the teaching materials and supplies are somewhat limited. "High standards of care can not be very well attained without an adequate supply of tools and supplies." 48

The materials and supplies which are available seem to be used very efficiently.

III. The Educational Program of the School

A. The Site

Checklist: -- The following conditions should be present:

1. The environment is socially and culturally wholesome

---

43 Cooperative Study of Secondary School Standards, Evaluative Criteria p. 111
44 Ibid.
45 Langfitt, Cyr, and Newsom, The Small High School at Work, p. 520
(-) 2. The environment has definite elements of beauty and is free from ugliness
(+) 3. The location does not obligate many of its pupils to pass through unwholesome areas in walking to and from school
(+) 4. The site is sufficiently extensive and adaptable to accommodate all desirable educational activities
(+) 5. Its layout prevents playground noises and games from interfering with study, classroom, and office activities
(+) 6. Trees, shrubs, flowers, and lawns are placed so as to promote the beauty of the building and cultivate the appreciation of beauty
(+) 7. The appearance of the grounds is such as to encourage pupil cooperation in their proper maintenance

Evaluations: The above checklist is evaluated as follows:

(4) y. How well does the site make such provisions as the above?
(3) z. How well are conditions being improved or, if good, being maintained?

Comments: The evaluations on the above are 4 and 5, respectively, because the location is such that the children do not have to pass through unwholesome areas in walking to school. The building is not crowded upon a small site, but is sufficiently extensive and adaptable to accommodate all desirable educational activities. The size of the school ground is such that playground noises do not disturb classes which may be in progress. Work has been begun in setting out shrubs, planting flowers, etc., to beautify the grounds, and further work is to be done during the coming year to make

47 Ibid.
the school environment more socially and culturally wholesome.

B. The Play Areas

Checklist: --

(+) 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 or fences are provided wherever needed
(-) 5. Necessary supplies and equipment are available
(-) 6. Bleachers are provided for spectators

Evaluations: -- The provisions of the above checklist are evaluated as follows:

(+) y. How well are such facilities as the above provided?
(+) z. How well are the facilities which are provided being used?

Comments: -- The score of 4 has been given on each of the above questions because the play areas of the school have been carefully planned, and all of the space is being utilized during school. The grounds are planned for specific games and sports such as football, baseball, volleyball, tennis, etc., and the supplies and equipment for each of these sports and games are furnished by the school. The size and location of the grounds are such that there is no complaining by neighbors of broken windows, or trampled flower beds and gardens.

---

46. Ibid., p. 112.
49. Ibid.
50. W. A. Cook, High School Administration, p. 34.
C. The Building

1. Aesthetic Factors, Influences, and Values

Checklist: -- The items in the following checklist are characteristics of this plant:

(1) 1. The type of architecture harmonizes with such environmental factors as climate, city or open country, and other buildings.

(1) 2. The materials and workmanship of the building, both interior and exterior, are aesthetically satisfying.

(1) 3. All architectural features such as columns, color, windows, doorways, decorations, etc., have aesthetic value and promote appreciation of beauty.

(1) 4. The colors of the walls, ceilings, and trim harmonize and are appropriate, thus promoting beauty and the appreciation of beauty.

(1) 5. The appearance of the building, both exterior and interior is such as to encourage pupil cooperation in its proper maintenance.

Evaluations: -- The evaluations of the checklist are:

(4) x. How great is the aesthetic appeal or value of the exterior of the building, considering material, architecture, and relation to environment?

(4) y. How great is the aesthetic appeal and value of the interior of the building?

(5) z. To what extent does the building stimulate maintaining or improving beauty, both interior and exterior?

Comments: -- The evaluations of the above were scored 4, 4, and 5, respectively, because the building definitely seems to have aesthetic appeal both on the exterior and in the interior. It is constructed of gray


52. Ibid.
brisk with a mottled red tile roof, which, with the various ornaments and Spanish type architecture, give a decidedly artistic touch to the appearance and tend to promote appreciation of its beauty by all who see it.

The texture of the finish of the walls and the trimmings on the interior harmonize with the ceiling and seem to be appropriate. So much pride has been taken in the building by the pupils that during the first year of use, nothing was done by them to mar the beauty of it.

2. Adequate Space

**Checklist:** An adequate amount of space is provided for each of the following:

(+) 1. English
(+) 2. Foreign languages
(+) 3. Mathematics
(+) 4. Social studies
(+) 5. Natural sciences
(+) 6. Industrial arts
(+) 7. Agriculture
(+) 8. Home making
(+) 9. Arts and crafts
(+) 10. Music
(+) 11. Business education
(+) 12. Health and physical education
(+) 13. Shower, locker and dressing room needs
(+) 14. Medical and health program
(+) 15. Reading and study activities of pupils (including library)
(+) 16. Auditorium and stage activities, including stage of ample dimensions, storage and dressing room space
(+) 17. Pupil activity program
(+) 18. Conferences, counselling, etc.
(+) 19. Administrative activities
(?) 20. Cafeteria and lunch room 53

[Page 276]
Evaluations: -- The checklist is evaluated as follows:

(4) 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 services? 54

Comments: -- The scores of 4, 3, and 3, respectively, are given on the above questions because there is adequate space for all classrooms and activities participated in by the school. The laboratories for vocational agriculture and homemaking are adequate, but the science laboratory does not seem to be entirely adequate. However, there is only one natural science taught in this school and that does not require an extensive laboratory. No special services are provided in the school, so it would seem that the space is sufficient for what the school has of that nature.

The combination auditorium-gymnasium with its showers and dressing rooms, stage, and storage space seems to be adequate.

3. Fixtures which Facilitate the Educational Program

Checklist: -- Fixtures which facilitate the educational program include:

(-) 1. Electrical outlets, including wall and floor plugs, wherever needed

54. Ibid.
278

(‡) 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. Bulletin 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 games

(‡) 11. Permanent equipment to facilitate a modern physical education program

(‡) 12. Facilities for locking certain cabinets, drawers, rooms, etc. 56

Evaluations: — The evaluations on the above check-list are:

(‡) x. How adequately are such facilities as the above provided?

(‡) y. How effectively are they used?

(‡) z. How well do pupils accept the responsibility for proper use of these facilities? 56

Comments: — A score of 4 is given on each of the above questions because the building is equipped with most of the needed fixtures, such as good blackboards, bulletin boards, display cases, sinks and lavatories, good curtain and stage properties, etc., The pupils as a whole accept the responsibility of the use and care of these fixtures.

The planning of these fixtures was based upon the pupil population, the program to be carried on, and the services to be rendered by the school. 57

56 Ibid. p. 113
57 Langfitt, Cyr, and Newsom, The Small High School at Work. p. 571
4. Suitable Library Facilities

Checklist: — Provision is made for the following:

(*) 1. The space allocated to the library is definitely planned for library purposes; a workroom for the librarian is included
(*) 2. The library is centrally located
(*) 3. The library is easily accessible
(*) 4. The library is in a quiet location
(*) 5. The shelving space is adequate for present needs and future growth
(-) 6. Shelves are adjustable
(-) 7. Shelving is so arranged that all books are easily accessible — open shelves with no high top shelf
(*) 8. Shelving and illumination are so arranged that all titles are readily legible
(-) 9. The floor covering is of battleship linoleum, linoleum, or similar approved library floor covering
(*) 10. Wall tints, trim, and other decorative features harmonize with the spirit and purpose of the
(*) 11. Conference rooms for librarian, pupils, and teachers are readily accessible

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: — The evaluations on the above checklist are:

(*) x. How adequately are the above facilities provided?
(*) y. How extensively are they used?
(*) z. How well do pupils discharge their responsibility for the proper use and care of library facilities?

---

59. Ibid.
Comments: -- Each of the above questions is scored four because the library room is centrally located and easily accessible. Its size seems to be sufficient for the school. There are tables placed in the room to be used for reading tables. The library, though small, gives some recognition to most of the demands that are placed upon it. There is a card catalog, but most students can go to the shelves and find almost anything they wish. The library is attended by a special librarian. Every book is checked when taken, and a time limit of not more than two weeks is set for its return.

The library is used extensively by both the pupils and the patrons of the community who discharge their responsibility for the proper use and care of the library facilities in an apparently satisfactory way.

D. Equipment and Supplies

1. Facilities in Rooms Used for Instructional Purposes

Checklist: -- 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
(0) 6. Lanterns, slides, and screens readily available whenever needed
(0) 7. Silent motion picture
(0) 8. Motion picture with sound effects
(0) 9. Radio
(0) 10. Teacher's desk and chair
(0) 11. Dustless crayon and good erasers, rulers, paint- ers, etc., wherever needed
(0) 12. Adequate cabinet, shelving and filing facilities
(0) 13. Clocks wherever needed 50

Evaluations: - - The evaluations on the above check- list are:

(3) x. How adequately are the above facilities provided?
(4) y. How effectively and extensively are they used?
(4) z. How well do pupils care for and use equipment and supplies? 61

Comments: - - The first question above is scored 5 because no provisions have been made for such visual aid materials as those mentioned in the checklist above. No radio is provided by the school, but one is borrowed from one of the teachers or pupils for many radio programs which have educational values to the pupils. The other facilities mentioned in the above checklist seem to be adequate.

The other two questions are scored 4 because such items as are provided for teaching aids seem to be used very extensively and to be adequately cared for while in use.

Some rooms are furnished with arm chairs, some with tables and chairs, and some with old fashioned desks and seats. "For the large majority of schools non-adjustable
furniture of three sizes in each room is as good as the adjustable. These old desks have been worked over and are in good condition.

2. Facilities in Rooms Used for Special Instructional purposes

Checklist: -- 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: -- The evaluations on the above checklist are:

(3) y. How adequately are the above rooms equipped for their purpose?
(4) z. How effectively is the equipment which is provided being used? 63

Comments: -- The above evaluations are scored 3 and 4, respectively, because all the rooms mentioned in the above checklist seem to be adequately equipped with the exception of the science laboratory, the music room, the health and physical education, and the staff work

64. Ibid.
rooms. Since music and health and physical education are not taught as special courses in this school, provisions have not been made for them. The science laboratory appears to be fairly adequate for the one course in natural science taught in this school, but there is no provision made for a staff work room. This work is usually done in the classrooms or in one of the offices. The equipment provided in the various rooms seems to be used very extensively and effectively.

IV. Relation of the School Plant to the Community

Checklist: - - The method of checking the check-list on this phase is as follows:

(-) 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. The auditorium is made available for community programs

(-) 5. The gymnasium is made available for community health education and recreation

(+) 6. Club rooms and facilities are made available for social activities of the community

(+) 7. Use of play areas by the community is permitted

Evaluations: - - The evaluations on the above check-list are:

(4) y. How adequately do the facilities provided meet the need of the community?

(3) z. How extensively are the facilities which are made available being used by the community?

---

65. Ibid. P. 118.
66. Ibid.
Comments: -- The score of 4 is given on the first of the above questions because the community realizes that adequate space is always available in the school house for any worthwhile community activity. Club activities, games, and socials are held in some parts of the building from time to time. In fact, in this small community, the school building is the recognized meeting place for any and all community activities.

The second question is scored 3 because it is felt that not sufficient use is made of the facilities offered by the school for the use of the community. Further work is to be attempted next year to bring about still a closer relation between the school and the community.

V. Supplementary Data

The building was constructed in 1937-38

Heating is cared for by the use of individual Clew Gas Steam Radiators

Ventilation is provided by means of fresh air through vents in the walls and ceiling

There are 250 individual steel half-lockers

VI. General Summary of the School Plant

The best elements or characteristics of the school plant are a new, modern, beautiful building, an adequate and appropriate site, and adequate facilities for the needs of the pupils and the community.
There is greatest need of improvement on grounds for their beautification and usefulness.

Within the last two years an adequate new site has been purchased, and an adequate, new, and modern building has been constructed.

Improvements are now being made or are definitely being planned for leveling of grounds and sodding parts of them, and landscaping and putting out shrubbery.

Carefully conducted studies have been made by the school of its need for a new building, and the need for additional playground facilities.

VII. General Evaluation of the School Plant

Evaluations: -- The general evaluations of the school plant are:

(4) y. How well does the school plant accord with the philosophy of education as presented by the school in the chapter on philosophy and objectives?

(4) s. How well does the school plant meet the needs of the community and the pupil population as indicated by data in the chapter on pupil population and school community? 67

Comments: -- The score on each of the above questions is given as 4 because the school plant seems to accord very closely with the philosophy of education as presented by this school in chapter two and the needs of the community and the pupil population as indicated in chapter three.

It is definitely a very vital part of the community life of the pupils and patrons and a centre for their social and recreational activities as well as a workshop for the

67.

Ibid. p. 116.
<table>
<thead>
<tr>
<th>Section</th>
<th>Title of Measure</th>
<th>Computation of Primary School Scores Evaluations</th>
<th>Computation of Summary School Scores</th>
<th>Percentile</th>
<th>Alpha</th>
<th>Weighted Percentile</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Health and Safety—Site</td>
<td>1-2, 1-2, 2-1 2-1, 2-1</td>
<td>16, 4, 4, 43, 11, 3.9, 93, 13</td>
<td>83</td>
<td>5</td>
<td>325</td>
</tr>
<tr>
<td>B</td>
<td>Health and Safety—Building</td>
<td>1-2, 1-2, 2-1 2-1, 2-1, 2-1, 3-4 3-4</td>
<td>23, 5, 5, 3.5, 20, 10</td>
<td>23</td>
<td>10</td>
<td>1079</td>
</tr>
<tr>
<td>C</td>
<td>Health and Safety—Equipment and Supplies</td>
<td>1-2, 1-2, 1-2, 2-1, 2-1, 2-1, 2-1, 2-1</td>
<td>16, 6, 6, 2.7, 20, 1</td>
<td>20</td>
<td>203</td>
<td></td>
</tr>
<tr>
<td>A</td>
<td>Economy and Efficiency—Site</td>
<td>1-2, 1-2, 1-2, 2-1, 2-1, 2-1, 2-1</td>
<td>23, 5, 5, 3.5, 20, 10</td>
<td>23</td>
<td>10</td>
<td>1079</td>
</tr>
<tr>
<td>B</td>
<td>Economy and Efficiency—Building</td>
<td>1-2, 1-2, 1-2, 2-1, 2-1, 2-1, 2-1, 2-1</td>
<td>23, 5, 5, 3.5, 20, 10</td>
<td>23</td>
<td>10</td>
<td>1079</td>
</tr>
<tr>
<td>C</td>
<td>Economy and Efficiency—Equipment and Supplies</td>
<td>1-2, 1-2, 1-2, 2-1, 2-1, 2-1, 2-1, 2-1</td>
<td>23, 5, 5, 3.5, 20, 10</td>
<td>23</td>
<td>10</td>
<td>1079</td>
</tr>
<tr>
<td>A, B</td>
<td>Educational Program—Site</td>
<td>1-2, 1-2, 1-2, 2-1, 2-1, 2-1</td>
<td>16, 4, 4, 77, 10, 770</td>
<td>77</td>
<td>10</td>
<td>770</td>
</tr>
<tr>
<td>C</td>
<td>Educational Program—Building</td>
<td>1-2, 1-2, 1-2, 2-1, 2-1, 2-1, 2-1</td>
<td>16, 4, 4, 77, 10, 770</td>
<td>77</td>
<td>10</td>
<td>770</td>
</tr>
<tr>
<td>D</td>
<td>Educational Program—Equipment and Supplies</td>
<td>1-2, 1-2, 1-2, 2-1, 2-1, 2-1</td>
<td>16, 4, 4, 77, 10, 770</td>
<td>77</td>
<td>10</td>
<td>770</td>
</tr>
<tr>
<td>IV</td>
<td>Relation to Community</td>
<td>1-2, 1-2, 1-2, 2-1, 2-1</td>
<td>16, 4, 4, 77, 10, 770</td>
<td>77</td>
<td>10</td>
<td>770</td>
</tr>
<tr>
<td>VII</td>
<td>General Evaluation</td>
<td>1-2, 1-2, 1-2, 2-1, 2-1</td>
<td>16, 4, 4, 77, 10, 770</td>
<td>77</td>
<td>10</td>
<td>770</td>
</tr>
</tbody>
</table>

* Form taken from Evaluative Criteria.
pupils where they are living a fuller life than many of their
parents did before them.

**Interpretations of Thermometers on the School Plant**

**Health and Safety**

**Site:** — In this phase this school is equal to or better
than sixty-five per cent of the 200 schools measured. It ranks
higher than the average of all types of schools measured with
the exception of that of the Western states. It is eleven points
higher than the average small school, thirteen points higher
than the average accredited school, seventeen points higher than
the average public school, and twenty-four points higher than
the average Southern school.

**Building:** — In this phase this school ranks higher than
the average of any type of the 200 schools measured. It is
equal to or better than eighty-three per cent of the 200 schools
measured. It is thirty-three points above the average accredited
school, thirty-five points above the average public school, thirty-nine points above the average small school, and forty-two
points above the average Southern school.

**Equipment:** — On the equipment for health and safety this
school is equal to or better than only twenty-nine per cent of
the 200 schools measured. It falls below the average of any of the
SCHOOL PLANT

Figure 13. A Graphic Summary of the Evaluations on the School Plant
SCHOOL ADMINISTRATION

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

1. Organization

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.
types of the schools. It is ten points below the average Southern school, sixteen points below the average small school, eighteen points below the average public school, and twenty-two points below the average accredited school.

Economy and Efficiency

**Site:** - - On the economy and efficiency of the site this school is equal to or better than sixty-six per cent of the 200 schools measured. It is on the same level as the average private school, eleven points above the average small school, fourteen points above the average accredited school, eighteen points above the average public school and twenty-three points above the average Southern school.

**Building:** - - In this phase this school is far above the average of any of the types of the 200 schools measured, being equal to or better than ninety-one per cent of these schools. It is forty points above the average accredited school, forty-three points above the average public school, forty-five points above the average Southern school, and forty-six points above the average small school.

**Equipment:** - - Here, too, this school is above the average of all types of the 200 schools measured, being equal to or better than eighty per cent of these schools. It is twenty-seven points above the average accredited school, thirty-two points above the public and medium-sized schools, forty-one points above the average Southern school, and forty-two above the
average small school.

Educational Program

Site: - - On this phase this school ranks above the average of all types of the 200 schools measured, being equal to or better than seventy-seven per cent of these schools. It is twenty-five points above the average accredited school, twenty-six points above the average small school, thirty-one points above the average public school, and thirty-five points above the average Southern school.

Building: - - Here, too, this school ranks above the average of all types of the 200 schools measured, being equal to or better than eighty-eight per cent of these schools. It is thirty-six points above the average accredited school, forty points above the average public school, forty-three points above the average small school, and forty-seven points above the average Southern school.

Equipment: - - Again, this school ranks above the average of all types of the 200 schools measured, being equal to or better than eighty-six per cent of these schools. It is thirty-three points above the average accredited school, thirty-seven points above the average public school, forty-seven points above the average small school, and forty-eight points above the average Southern school.
Relation to the Community: - - This school is equal to or better than seventy-two per cent of the 183 schools measured on relation to community. It is nineteen points above the average accredited school, twenty-two points above the average public school, twenty-four points above the average Southern school, and thirty points above the average small school.

Summary: - - The school plant as a whole ranks above the average of all types of the 200 schools measured, being equal to or better than eighty-five per cent of them. It is thirty-two points above the average accredited school, thirty-seven points above the average public school, forty-five points above the average small school, and forty-eight points above the average Southern school.
CHAPTER XII

SUMMARY

Findings

In this thesis it has been found that, previous to this study, there have been no clearly formulated philosophy of education and specific objectives for the school. No permanent data or records have been kept concerning the pupil population and school community.

The thermometers which summarize the evaluation indicate that in the curriculum and courses of study this school is equal to or better than forty-five per cent of the 200 schools measured. It is five points higher than the average Southern and small schools, four points below the average public school, and six points below the average accredited school. Thus, in this phase, this school compares favorably with the average of other schools of the same region, size, type, and accreditation.

In the pupil activities this school is as good or better than fifty-eight per cent of the 200 schools measured. It is five points above the average accredited school, ten points above the average public school, fifteen points above the average small school, and eighteen points above the average Southern school. In this phase, also, this school compares favorably with the average of other schools of the same region, size, type, and accreditation.
Figure 14. A Graphic Summary of the Evaluations on the Whole 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.
The thermometer shows that the library service of this school is equal to or better than thirty-six per cent of the 200 schools measured. It falls below the average of other schools of the same region, size, type, and accreditation, being two points below the average small school, eleven points below the average Southern school, thirteen points below the average public school, and twenty-one points below the average accredited school.

This school is as good or better than fifty-nine per cent of the 200 schools measured on the guidance program. It ranks above the average of the other schools of the same region, size, type, and accreditation; being seven points above the average accredited school, thirteen points above the average public school, eighteen points above the average small school, and twenty-three points below the average Southern school.

This school ranks lower on the instructional program than on any other phase evaluated. This is due largely to the fact that the size of the school makes it imperative that some of the instructors teach in some fields in which they have had little or no professional training. The instructional service is as good or better than only twenty-nine per cent of the 200 schools measured. It is twelve points below the average Southern school, thirteen points below the average small school, seventeen points below the average public school, and twenty-two points below the average accredited school.
The outcomes in this school are as good or better than those of sixty per cent of the 200 schools measured. This school is seven points above the average accredited school, fifteen points above the average public school, and twenty points above the average of either the Southern Schools or the small schools. Thus, on this phase, this school ranks above the average of other schools of the same region, size, type, and accreditation.

The staff of this secondary school ranks as high or higher than that of only thirty-nine per cent of the 200 schools measured. It is on the same level as that of the average small school, six points above that of the average Southern school, ten points below that of the average public school, and thirteen points below that of the average accredited school.

The school plant is a modern new building which is as good or better than that of eighty-five per cent of the 200 schools measured, and ranks higher than the average of any type of them. It is thirty-two points higher than the average public school, forty-five points above the average small school, and forty-eight points above the average Southern school. This school ranks higher on the school plant than on any other phase evaluated.

The thermometer which shows the general summary of the school as a whole indicates that this school is equal to or better than forty-eight per cent of the 200 schools measured. It is one point above the average public school, nine points above the average small school, twelve points above the average Southern school, and five points below the average accredited. Thus,
this school as a whole compares favorably with the average of the other schools of the same region, size, type, and accreditation.

Recommendations

The school should have a philosophy of education and specific objectives which are clearly understood by the teachers, the pupils, and the patrons of the community.

Foreign languages do not seem to be justifiable in this school. Therefore, it is recommended that the course in Spanish be dropped from the curriculum. Since no provision is made for teaching music in the high school and it is not cared for adequately elsewhere, a course in music should be introduced.

There is a need for provisions for more club activities in the school since there are only two clubs which are definitely active at the present time, and these are for only those activities dealing with agriculture for boys and homemaking for girls.

The library service should be improved by the addition of a great many books, more periodicals, and more visual aid materials since the thermometers indicate that the school is below average in these phases.

More articulation and cooperation should be present in the guidance program between the teachers and pupils, and among the pupils themselves.

An improvement in the outcomes in the mathematics and natural science fields could be attained if the courses on
these phases were made more practical and more closely associated with the daily life of the pupils.

The greatest need of improvement in the school staff is for the members to teach in the fields in which they have more academic preparation, to write something for publication, and to do special research in some phase of their respective teaching fields. The conditions of service of the staff of this school in their selection, their tenure, and their length are in need of improvement.

Systematic efforts should be made to cause the school program and activities to accord with the philosophy of education and the objectives of the school.
BIBLIOGRAPHY


Bulletin State Department of Education, Standards and Activities of the Division of Supervision, XIV (August, 1938), 52-53, 80, 92.


Cox, Philip W. L., and Langfitt, R. C., High School Administration and Supervision, N. Y., American Book Co., 1934.


Bibliography--Continued


Hamrin, Shirley A., Organization and Administrative Control in High School, Evanston, Northwestern University, School of Education, 1932.


State Curriculum Executive Committee, Language Arts for the Junior and Senior High Schools of Texas, XIV (March, 1939), 82-83.

State Curriculum Executive Committee, Teaching Commerce, XIV (January, 1939), 10.

State Curriculum Executive Committee, Teaching Mathematics in Junior and Senior High Schools of Texas, XIII (December, 1937), 14.
