AN EVALUATION OF THE MINERAL WELLS HIGH SCHOOL,
MINERAL WELLS, TEXAS

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AN EVALUATION OF THE MINERAL WELLS HIGH SCHOOL,
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CHAPTER I

INTRODUCTION

This is an evaluation of the Mineral Wells High School of Mineral Wells, Texas. The object of this study is to reveal the true characteristics of the school as viewed in the light of the criteria developed by the Cooperative Study of Secondary School Standards. Checklists for the study of the many desirable features of a good school, which apply to practically every feature of the program, were used. The fifteen hundred items of the checklists have been examined and the school has been evaluated on each item in the light of actual conditions.

In order to understand the symbols used in this study, it is necessary that a brief explanation be made of the scorings used in evaluating each item. This explanation can best be made by quoting directly from the instructions furnished in the survey material.

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

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

After each checklist had been carefully studied and scored on all provisions, these scores were verified by consulting with those staff members of the school who were in close touch with the particular factors studied. Several of the checklists were scored by committees or by groups and then the composite average of these markings was used as the final score.

In making the evaluations which were called for at the close of each checklist, the following instructions were followed.

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 all other available evidence, using a five point rating scale, as follows:

(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.

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1Cooperative Study of Secondary School Standards, Evaluative Criteria, p. 27.
(1) Very poor; the provisions or conditions, although needed, are very poorly met or not present at all.

(N) Does not apply.²

In making the evaluations in this study care was taken not to evaluate any item with a high score unless such a scoring could be substantiated with evidence. An attempt was made to validate the scorings by submitting them to various staff members for appraisal, and also by discussing many of them with the pupils of the school.

The graphic representations made in this study are based on the Alpha scale, which consists of one hundred thermometers for portraying graphically the school's standing. Two sample thermometers, Figures 1 and 2, are submitted for the purpose of explaining the thermometers presented in the summary of each division of this study. The Mineral Wells High School in terms of these thermometers is classified as a large, public, accredited, Southern school.

Before attempting to study the school program it was necessary to determine the philosophy of the school. The superintendent gladly furnished this information, as well as a statement setting forth the aims and objectives of the school. Pertinent data about the school population, the economic and social status of the community, and the plans of the students was secured so that the outcomes of the school could be evaluated in view of the adequacy with which it

²Ibid.
SAMPLE THERMOMETER SCALE

**Title**: Subject summarized

- **Number of schools on which the scale is based**

- **Percentile Scale**: Uniform plan, 100 to 0 for all thermometers

- **Regional Norms**: Western, North Central, Southern, New England

- **Country-Wide Norm**: For all schools (50 percentile point on all thermometers)

**Interpretation**: (This particular school is a large, Southern, accredited, public school)

1. This school, in number of titles in its library, is equal to or better than 50% of the 1999 schools measured.
2. It stands slightly higher than the average Southern school (3 points).
3. It stands decidedly lower than large schools in general (16 points).
4. It stands at the same level as accredited schools in general.
5. It stands somewhat higher than the average public school (5 points).

**Special Scale**: For the particular feature indicated by the title—in this case the number of titles in the library. A special scale for each thermometer.

**Size Norms**: Very large (over 1000) V.L., Large (500–999) L., Medium (200–499) M., Small (Under 200) S.

**Type Norms**: Public, Private

**Accreditation Norms**: Accredited, Non-Accredited

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

The sample thermometer scale shown on the opposite page is 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

SCHOOL GOVERNMENT (196)

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

(No diagram is provided in the image.)

Fig. 2--FURTHER EXPLANATION OF THERMOMETER SCALE DEVICE
SUMMARY OF EVALUATIVE CRITERIA

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

1. Curriculum
   Based upon Section D of the Evaluative Criteria, CURRICULUM AND COURSES OF STUDY. For 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.
meets the needs of the community. A general evaluation at the close of each chapter is based upon how well the provisions discussed meet these requirements.

The curriculum and courses of study have been studied and evaluated on the sources for development, the organization and procedure for development, and the provision for subject matter fields, both as to the amount and nature of the offerings.

The study of the pupil activity program was made by a committee of three members. The program was considered and evaluated on its general nature and organization, pupil participation in school government, home rooms, the assembly, clubs, publications, physical activities, and finances of pupil activities.

In making the study of the library an inventory was taken of the book collection and periodicals, and these findings were compared with accepted standards. The organization and administration of the library was considered as to finances, personnel, classification and cataloging of books, accessibility to pupils, the librarian's responsibility with respect to the operation of the library and to other staff members. The selection of materials, the teachers' and pupils' use of the library, and the preparation and qualifications of the library personnel were also considered.

The guidance program of the school was studied on the articulation between schools, the recording and reporting
system, the operation of the program as it applied to registration and pupil load, social and civic relationships, personal problems, pupil activity program, home contacts, and placement and follow-up activities. The post-school relationships and the results of guidance were also considered and evaluated.

The instructional program was studied as to the provision made for textbooks and other instructional materials and as to the type and use of tests and measurements. The study of the classroom period provides for consideration of teachers' plans and preparation, teachers' activities, and cooperation of pupils and teachers. The use of the community as a laboratory and the teacher load factor conclude the study of the instruction.

The outcomes of education are not easily measured but a study was made of each subject matter field. The study habits, notebooks, and examination papers of the pupils were carefully studied in making an evaluation of the outcomes. The opinions of the majority of the staff members were also obtained on desirable outcomes, both as to subject matter offerings and in the development of desirable attitudes and appreciations.

A careful survey of the school plant was made of its characteristics as they affect the health and safety of the school population, the economy and efficiency of operation, the educational program of the school, and the relation of
of the school plant to the community. Improvements are also suggested to remedy the present inadequacies.

In studying the administration of the school, the assistance of the superintendent and the principal was secured. All checklists and evaluations were scored in light of the information furnished on the organization, the supervision of instruction, the supervision of non-instructional services, the business management, and the school and community relations. The preparation and qualifications of the administrative staff were judged on the hours of credit in academic and professional training held by each member.

The summary of each chapter shows the standing of this school as compared to the findings of the Cooperative Study of Secondary School Standards.
CHAPTER II

BASIC DATA

The evaluation of anything presupposes a knowledge of the item which is being considered. In order to evaluate a school system it is necessary to know the philosophy of education which the school has set up for itself, and it is necessary to know the aims and objectives of the school. Of no less importance is a thorough knowledge of the size of the community in which the school is located, the economic conditions thereof as well as the sociological factors pertinent to the school citizenship. The type of secondary school, whether it be a three, four, or six year system; and the enrollment figures, both as to number and age-grade distribution, should be known.

Philosophy and Objectives

Each school is obligated to determine for itself the nature of its philosophy of education, and each school should be able to justify its philosophy on the basis of an adequate understanding of the pupil, of society and its aims and relationships, and of the function of the school with respect to the pupil and society. No one on the staff has the slightest doubt as to the most important factor of the school, for the administration has emphasized time and again that the school is solely for the purpose of educating the boys and girls of the community.
With this in mind, the trend in curriculum of the school is to fit the curriculum to the students and not the students to the curriculum. The general thought expressed by the administration is that students should be taught how to think rather than what to think.

The broad general philosophy of education of the school may be stated as follows in the words of the superintendent:

Education is for all the people—children and adults. The possibility for education as well as the necessity for it is founded upon the dependence of people upon one another. Education is growth—it is the development of the individual. It consists in the production, direction and changes in human beings—changes in knowledge and understanding, changes in skills, changes in attitudes and ideals. Education is far more than teaching the three R's, which are essential; it is to train our boys and girls, create character, and inspire them to effort.¹

The approved methodology of the school is becoming rather set, a pattern built upon recent pedagogical recommendations, but without regard to the facilities or physical conditions in which the classes must be taught. The methods of presenting subject matter, however, are being developed in keeping with the aim of education expressed, namely, the preparation for social-civic activities first and economic vocational activities second. The philosophy of the school stresses that equal emphasis should be placed upon cultural and practical values. From the above quotation it is clearly shown that the attitude of the administration is that edu-

¹W. A. Ross, statement of the philosophy of the school.
cation is largely a matter of self-development rather than adjustment to conditions or mastery of environment. It is the desire of the school that the students should be socialized so that the interest of society as a whole may prosper rather than the individual. The school follows the policy of determining the nature and content of the curriculum itself, with little or no regard as to the desires of the students. It is felt that the content of the curriculum should consist largely of a study of problems and relationships of present society, but it is handicapped by the demand of a limited few for college preparatory training. Both the nature and the content of the curriculum of the school are greatly affected by limited finances of the district, although the administration would have it otherwise.

The immediate aims of the school are to enable each student to more completely and satisfactorily fill his present place in society and to furnish experiences of adjustment so that he may achieve his rightful place in society when he has left the school. The correct attitudes toward government and society are largely the outgrowths of early training; therefore, it is necessary that the school not imply that economic values of education are superior to all other values.  

The instructional staff of the school is regarded as a distinct contribution in education to the life of the pupils.

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with whom they come in contact, not merely an agency to disperse predetermined bits of information. In view of this fact the teachers are selected largely upon the training they have had in their particular subject matter fields, but no one is employed unless his professional training meets the requirements of the State.

The relation of theory to practice in the school's educational philosophy is shown in Figure 3. The factors considered are set forth in pairs, one usually at an opposite extreme to the other. The extreme left-hand position represents what is ordinarily held as the conservative viewpoint, while the extreme right hand position represents the progressive viewpoint. The relative placement of the practice followed and what is thought to be the correct emphasis was made in consultation with the administration of the school. It will be noticed that in every case there is room for improvement in the practice of the school as indicated by the fact that the profiles derived by joining the "T's" and the "P's" do not overlap. The average score for the educational practice of the school was found to be 2.52, while the average score for educational theory was found to be 3.44. The mean difference in the average scores on educational theory and practice is .92. This difference indicates that the school is failing to realize its theoretical goal by .13 points more than the average of the schools studied by the National Cooperative Study of Secondary Standards as revealed in the
The P's signify the practice followed, and the T's signify theory as expressed by the school administration.

Fig. 3—A graphic analysis of the educational philosophy of the Mineral Wells High School
report of Kenneth W. Bells,\textsuperscript{3} statistician for the Cooperative Study of Secondary School Standards.

The general evaluation of the philosophy and objectives was made on: How adequate the philosophy and objectives of the school as expressed in this blank are when judged in terms of the nature of the pupils with whom it has to deal, the needs of community which it serves, and the nature of the American democracy of which it is a part. This has been scored 3.

Basic Data Regarding the Community

The populations of Mineral Wells at the time of the last national census, 1930, was five thousand nine hundred sixty-three. The present population is estimated by the Chamber of Commerce at seventy-five hundred. The estimated secondary school population of the community is approximately seven hundred twenty-five. There are two secondary schools in the town to care for this number; however, the enrollment which is now at its largest is only 655. Only twenty-seven of this number are negroes, the remaining 628 white pupils are enrolled in the school studied.

The occupational status of adults of the community was found to be approximately as follows: agriculture, twenty per cent; home making, seventeen per cent; unskilled labor, thirty per cent; unemployed or on relief, fifteen per cent,

\textsuperscript{3}See W. O. Bells, \textit{Educational Philosophy of Schools: Theory vs. Practice}, pp. 7-10.
and the remaining twelve per cent, is divided among sales work, skilled labor, accounting, clerical and stenographic, business proprietors and the professions.

The occupational status of youths of secondary school age in the community was found to be: seventy-seven per cent regularly attending school, three per cent in post secondary school, five per cent employed half-time in the community, five per cent employed less than half-time, and the remainder could not be definitely determined although it is known that some of them are unemployed.

The population of the school community is largely of native white stock, and there are no Chinese or Japanese in the community. There are very few Mexican families located within the community, and there are no Mexican children attending the high school. The majority of the negroes in the community are employed as personal service laborers, and very few are employed as farm laborers or unskilled laborers.

There are marked differences in the cultural status of economic groups. About one fourth of the school population comes from families either on relief or in the very low income bracket. These children have very little cultural background and in many cases are entirely lacking in the appreciation of good music or art. The school records provide for very little information of a socio-economic nature regarding the secondary school population. An evaluation based upon the adequacy of such information was scored 2.
The cost of the secondary school per pupil enrolled for this particular school was found to be approximately fifty dollars. This compares fairly favorably with the immediate surrounding districts. The instructional cost based upon average daily attendance for the entire white school program is thirty-six dollars and thirty-five cents. Upon this particular factor the state of Texas ranks thirty-fifth among the states of the United States. The taxable wealth per youth of secondary school age in the community was found to be three thousand four hundred thirty dollars. An evaluation made upon the adequacy of the financial data available is scored 2.

The agencies in or near the school which directly affect the educational development of the youth of the community about which information is available, have been scored on:

(a) Other schools—for youths of secondary or post-secondary school age.

(b) Churches—denominations represented, general character of membership; ability and influence of ministers.

(c) Libraries—number, facilities, patronage by parents and pupils.

(d) Museums, art galleries, planetariums, botanical gardens, and zoos.

(e) Health centers, clinics and other health agencies.

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5 Ibid., p. 94.
Recreational agencies—parks, playgrounds, swimming facilities, and other agencies.

Movies and sound pictures—general nature of their offerings and their patronage.

Other commercialized entertainment—pool and billiard parlors, dance halls, night clubs, etc.

There is only one other school in the immediate community which children of secondary school age attend, and although it has been in operation for many years, no available data was to be found in the files of the schools concerning it. The information about the churches is exceptional, and the contact with them is very adequately maintained through the weekly Bible classes held in the school. The information regarding the subscription library operated by the Crazy Hotel is very adequate as the librarian cooperates with the school librarian. The school is generally well informed upon the kind of entertainment offered by the local theaters, but it has very little influence upon the attendance of the pupils. The school is well informed about the commercial places of entertainment and attempts to discourage students from visiting the undesirable ones. The adequacy of the data concerning such matters is scored 3.

The enrollment of the school has grown steadily within the last few years, a growth largely accounted for by the adoption of a program of transporting the upper grades from

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the surrounding small school districts. In 1936 the enrollment of the school was four hundred twenty-one, whereas in 1939 it was six hundred fifty-four.\footnote{Principal's Annual Report.} The increase in the size of the graduating classes has been in the same proportion, with sixty-two graduating in 1936 and one hundred two graduating in 1939. The number of graduates to enter college in the school year following graduation has more than doubled since 1936 although the size of the graduating classes have increased only one-third. The evaluation made upon how well the students tend to remain in school is scored 3.

The age-grade distribution of the school was found to range from eleven to eighteen years in the freshman class, twelve to nineteen in the sophomore class, fourteen to twenty in the junior class, and fourteen to twenty in the senior class. Three hundred seventy-one of the pupils were found to be in the fourteen to sixteen age range, while eleven were over eighteen and five were under twelve. The average age of the members of the freshman class is fourteen and the average of the senior class is seventeen.

A study of the educational intentions of the senior class, composed of fifty-seven boys and forty-five girls, revealed that fifty-two of the graduates plan to continue their formal education, while fifty were either undecided about the future or definitely plan no further education. The higher institutions which the students plan to attend in order of
frequency of choice are: University of Texas, North Texas State Teachers College, John Tarleton Agricultural College, North Texas Agricultural College, Baylor University, Texas Agricultural and Mechanical College, Texas State College for Women, Texas Christian University, Simmons University, and Texas Technological College. This information was received by a questionnaire distributed to the senior class, as no such information was available from the records of the school. An evaluation made on the study of how well the school regularly secures information regarding the educational intentions of its pupils was scored 2.

A study of the occupational intentions of the boys and girls of the senior class revealed that they plan to enter the following occupations (listed in order of frequency): homemaking, salesmanship, skilled labor, professions, agriculture, secretarial and stenographic, bookkeeping and accounting, clerical, and unskilled labor. Only fourteen indicated that they had no definite occupational intentions. This information was secured from a questionnaire distributed among the members of the class. The school was scored 1 upon how well it regularly secures information regarding the occupational intentions of its pupils.

The length of the school year in terms of days actually in session, not including holidays, for the 1938-1939 year was 182, for 1937-1938 it was 179, and for 1936-1937 it was 178. The opening hour of the school day is 8:30 and the
closing hour is 4:00 o'clock. The buses leave the school at 4:10 on their regular schedule. The lunch period of the school is one hour in length to allow sufficient time for the eighty per cent of the student body who eat their lunch at home to make the two-way journey. No lunch room is provided for those who remain at the school, which includes those brought in to the school in buses. There are approximately fifteen per cent of the school's pupils transported by bus.
CHAPTER III

CURRICULUM AND COURSES OF STUDY

General Provisions

The curriculum as used in this study includes all the experiences which the students have while under the direction of the school. In this sense, therefore, it includes both classroom and extra-classroom activities, whether they be work or play. Courses of study shall be understood to mean those activities which are meant for classroom use. Since society and life are ever-changing, the curriculum must also be subject to constant development and revision. Each item of the checklist will be taken up and discussed in the light of the evaluations given them by those judging this particular phase of the school. The program has been studied and scored upon the following criteria:

(+) The school's underlying philosophy of education is clearly formulated and frequently discussed.

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

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

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

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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.

Enlargement and enrichment of the pupil's scope of interests are encouraged and too great specialization is avoided.

Materials and activities are adapted to the degree of development and maturity of the pupils.

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

 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.

 Provision is made for assuring thoroughness and comprehensiveness of learning in two more fields of knowledge.

The philosophy of the school is discussed in general faculty meetings from two to four times yearly, so that each teacher may know what the program of education should be. This philosophy is formulated by the superintendent of schools and is an underlying principle in the planning of both regular classroom and extra-class activities. Teaching groups work with the superintendent in coordinating classroom work with this philosophy.

The educational aims of the school are rather clearly formulated by the administration and these aims are discussed at frequent intervals with the general faculty, as well as

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with related groups within the faculty. While work in the fundamentals of education is stressed, the development of individual thinking and of attitudes that will fit the youth to his place in society, are nevertheless not neglected.

Especially within the last few years has special stress been placed upon interrelation of activities and teaching materials. Social science is perhaps the field in which most of this work has been done but provision has been made to some extent in the classes of most of the subject fields. This work has not been carried to an extreme as in some schools, for the superintendent like many of the prominent educators feels that certain skills are desirable, and therefore their own excuse for existence.

No subject matter field is emphasized as a separate entity, but subject matter that is considered worthy of being taught, is taught without hesitancy regardless of whether or not it can be so intermingled with other subjects as to lose its entity. Who knows but that in a few years this modern intermingling, patterned so closely after the "little red school" of fifty years ago; may be considered as one of foibles that we toy with, then cast aside, wondering all the while how it was that we were so completely led aside from the real issues of education.

While provision is made to take care of the individual differences among the students, the selection of activities to promote the pupil's interests and his plans is not of the
highest possible type. Such work is handicapped by uncertainty of the plans of the youths within the school; the majority having no definite plans for the future, only hazy ideas, many of which are entirely out of keeping with their intelligence or their material resources. A meeting held recently of the senior and junior classes revealed that practically three-fourths of the students had no definite ideas of what life work they would follow. In the occupations course, which is open to eighth and ninth grade pupils, this same thing was found to be true. Many children from very poor families chose such careers as medicine, law, or engineering; this means from six to nine years of college training during which time there is no income.

Through exploratory courses in the eighth and ninth grades, in the fields of home economics, shop work, music, and commercial studies, the pupil's scope of interests is broadened and specialization is deterred. However, the majority of the other fields, while they do make for such encouragement through suggested reading programs, do very little in the way of actual class work. Since social attitudes depend to some extent on economic status, those who care to specialize along certain lines are definitely not discouraged in doing so during their junior and senior year of high school life.

While an effort is made to adapt the materials to the development and maturity of the student, this is not very
successful because of the varying abilities and ages of the individuals within any one class. Modifications are made, however, to fit the materials as nearly as possible to these qualifications. The chief drawbacks to this sort of a program are the demands of the State Department of Education as to the type and amount of work necessary to gain and hold affiliation, a policy demanded by the colleges and the superintendents throughout the state.

The interrelationship between the activity program and the regular classroom program is not developed to a very high degree. Many clubs, however, are the direct outgrowth of interest created within the class, and the programs do tend toward an interrelating sort of activity. No evidence was found of any special effort being made to achieve this aim within the school.

The part played by the students themselves in the planning and developing of any materials or experiences is very negligible in this school. This provision is carried out only in so far as the teachers and a very few of the pupils of the more aggressive type plan and develop their daily and weekly procedures. The lack of conference periods within this school for better teacher-pupil cooperation, to say nothing of better constructive planning, is probably the greatest hindrance to this type of program.

2State Department of Education, Standards and Activities of the Division of Supervision, 1937-1938, pp. 35-104.
The type of teachers selected to work in the school, the thoroughness which is evidenced in the majority of instruction, and the scheduling of classes for the student body is in a large measure responsible for the fairly adequate manner in which provision for thoroughness and comprehensibility of several fields is carried out within this school. The individual encouragement given the students to really master one or more subject fields, and the counseling with the students that is done by the faculty as a whole tends to arouse more interest and achieve these desirable results.

The school has been rated with the score of 3 out of a possible 5 as to how well such provisions as those just discussed are made. It is felt that the school is average, or slightly below in this particular phase of curriculum evaluation by the judges. The greatest lack is the little participation by the individual student in the selection of the teaching materials and procedures; there being very little student activity to be found.

The teachers, while not of the ultra-conscientious type in this matter, do give quite a bit of time and study to the part the student should play in the formulation and adjusting of the curriculum. The school is about average, with some of the teachers always expanding, modifying, and readjusting their courses of study, while others, in numbers commensurate with those just mentioned, do practically nothing.
Sources for Development

A study of the sources for the development of the curriculum and courses of study reveals that in the offerings of the school many of the courses are "hangers-on" from the old traditional idea of training for higher education, in other words, what must our students have to enter certain colleges or universities. The size of some of the classes shows that there is practically no demand for some of the work offered. The school has not kept abreast with many others in the state in the matter of courses offered,3 and this is largely true because of financial difficulties. In judging this feature of the school, the sources of development of the curriculum and courses of study, the criteria that follow have been used:

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

(0) A careful, continuous study of what pupils leaving or graduating from the school do and where they go.

(-) A careful study of the social and economic changes in both the local and broader society in their relation to changes in educational theory.

(+) A study of courses of study of other schools.

(+) A study of curriculum material in educational literature.

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

(-) A study of pupil interests and plans.

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3See subject offerings of Abilene, Lubbock, Austin, etc. in State Department of Education, Bulletin 386.
(+) Demands for change by the public. 4

If any survey of the social and economic characteristics of the community has ever been made, the very superficiality of its nature has kept it from becoming known. However, the addition of commercial, home making, industrial arts and instrumental musical subjects have been added as a result of public demand, and this demand has no doubt been in a large measure the outgrowth of serious thinking of social and economic problems of the community.

The study of the activities of ex-graduates has not been undertaken, and there is no cumulative record showing what former students are doing or where they are located. About the only contact between the school and the students who have graduated or left the school is a visit on the part of the students, when in town, to their old teachers or in the occasional request for transcripts needed in applying for positions or entrance into other educational institutions.

No study of the socio-economic changes has been made, for the courses offered are practically the same as they have been for the past twelve years. While it is, of course, true that many procedures have changed and emphasis shifted within subject matter fields, the curriculum or course of study remains almost the same. Therefore, social and economic changes have had very little to do with the making of

changing of the curriculum. At the present certain changes are being planned in the English curriculum which will better fit the youth for the actual life uses of the subject.

The courses of study in several progressive schools have been studied and changes have been made in content, method and procedures as a result of them. Special visiting privileges are extended to teachers, in order that they may better keep up to date in their educational thought, and be able to evaluate their own teaching.

The principal and most of the teachers do quite a bit of study in the field of educational literature, especially of the reports of the Curriculum Revision Committee of the State Department of Education. Several of the teachers also keep in close touch with the curriculum development throughout the country by reading professional magazines, and special subject matter literature. An extension class in this type of work has recently been offered at the school by a university located in the vicinity.

Some of the newer trends of thought in curriculum work have been put into operation within the school; chiefly in the fields of social science, English, and mathematics. Just how carefully these have been conducted or evaluated, it is hard to say, for there is little agreement among the teachers participating.

Such cities as Fort Worth, Dallas, and Sweetwater have revised their courses of study.
The study of pupil interests and plans does not have very much to do with the planning of the curriculum or the courses of study offered. This is evidenced by the fact that every student is required to take four years of formal English literature and composition regardless of either his interests or his plans for the future. Very little work of a vocational training type is offered, in spite of the fact that many of the students have professed their desire to follow certain of these skilled or semi-skilled labor groupings. Many students have expressed their desire to enter the field of engineering yet the school offers nothing in its regular schedule in the way of higher mathematics.

The school is ultra-responsive to demands made by the public whether they be for the best or not. Instrumental music, industrial arts, and home economics, after having been dropped in 1932-1933, were reinstated upon public demand two years later. Agriculture is now being considered as an additional course, because of public demand and it apparently will be offered in the 1939-1940 session.

The sources for the development of the curriculum, and the availability of information for study of such problems must be ranked from average on most scores to decidedly below average on one item. It seems that on the whole the system has proceeded on the principle that the least change is the best, for during the past several years very little change has been made.
Organization and Procedure for Development.

The matter of organization for the study of curriculum and course of study problems is not developed to a stage where it is really possible to use the word "organized." No one has been delegated as chairman with the responsibility of making definite reports, and no definite plan or course of action has been followed. The procedure has been that of constructive suggestions and subsequently leaving the work done to the discretion of the individuals of the staff. The program has been scored and evaluated upon the following criteria:

(−) General plans for a program of development and adaptation are carefully and cooperatively formulated.

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

(0) 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.

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

(−) The teachers are made aware of the need for probably changes in the curriculum and courses of study and are trained for the task of helping make changes as need arises.

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

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

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.

General plans have been discussed somewhat; but certainly not carefully nor cooperatively formulated. Such cooperation as has been evidenced has been passive, and certainly not characterized by whole-hearted activity and zeal. There has even been some resentment to suggested changes within some fields; and this feeling would hardly be present had the program been arrived at cooperatively.

Development and adaptation of the curriculum and courses of study have more or less been at the suggestion of either the principal or the superintendent. Changes within the course of study, however, are largely a matter of teacher initiative. The direction offered has not been very enthusiastically received by the staff as a whole, and as a result has not functioned as well as it could be expected to function. The answer for this may be found in discussion of the provision which immediately follows this comment.

The almost entire lack of development in curriculum is largely due to the failure to provide for such conditions as time, materials, and working conditions. No time has been provided for work of this sort, and the few meetings held were night sessions, held after a busy day of school activity on the part of all participating. Materials furnished were very meager, in fact, only a State report and a college text; no special material was furnished to individual teachers whatsoever. With every teacher working full time, or at least five of the six periods in actual classroom duty or study hall supervision, the working conditions must be said to be of the very poorest sort.\(^7\)

It could not be found that any citizen of the community had been consulted regarding the curriculum. It is true that within particular subjects the teachers do seek to coordinate their work with that of actual life experiences, by first having interviewed qualified persons; but no formal consultation of this nature has ever been made. It is rather a demand made by some outside force that affects such changes, as in the case of the re-institution of the band classes several years ago.

Through the general meetings of the superintendent and the regular faculty meetings within the school all teachers are made aware of the need of probable changes. It may be

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said, however, that most of the teachers are of the type that
making is not necessary to insure their awareness of these
needs. Very little training for the task is attempted, by
the school itself. The purchase of suitable materials and
texts on the subject would be a very valuable addition to
the little service rendered at present.

In fields of social science, foreign language, and Eng-
lish all revision is planned with aims to increase the pupil's
use of library, laboratory and field materials; however, little
the
work of/laboratory type is done. Home making is about the
only field besides biology wherein all of these provisions
are made use of to their fullest development. Revision and
development in mathematics can hardly be in accordance with
these items, unless it employs/use of some field materials.
Revision in other subjects\textsuperscript{8} has been made with/aim of better
meeting life situations, and since by their nature labora-
tory and field materials are best suited to this development,
very little library work is done therein.

Since the meeting of such problems as present and fu-
ture social needs is a clearly formulated part of the school's
philosophy of education, every effort is made in the planning
the
and developing of/curriculum and courses of study to provide
for both present known needs and the anticipation of possible
coming needs.

\textsuperscript{8} Music, industrial arts, and business education.
Most of the change within the school has come about by gradual development rather than with abruptness. There has been only one case where the course of study in any subject has been arbitrarily swept aside, and another instituted; the indirect results being rather doubtful, it is hardly conceivable that such will be attempted again.

The cooperation between the school and the N. Y. A. home for girls and the W. P. A. recreational program gives evidence of cooperation between the school and organizations of the community. However, for several years the school has refused to institute commercial vocational education for the post-school youth of the community even though it has been promised state aid and has a qualified teacher on its staff. By refusing to meet this need, the school has maintained better relations with a privately owned business college which objects to a program of this sort; but it is hardly keeping faith with its professed philosophy of education in doing so.

The staff is practically unorganized for the study and development of the curriculum and courses of study. This is to be expected, however, in any situation wherein the teaching staff is so over-worked with regular classroom activity as it is in this school.

The revision and development work that is actually done, however, follows the above dictums fairly well, even though there is apparently no organization, due to the fact that the
majority of the teachers have had courses in curriculum construction and revision within recent years. The quality of the work without organization and coordination cannot be of the highest possible type that would be possible with these desirable qualities.

Provisions for Subject Matter Fields

**Amount of Offerings.**—When we take into consideration the courses offered to the youths of secondary school age in this school we find, according to the school's records, that there are thirty-six affiliated credits available from which to make selection. Of this number nine and one-half are required of everyone, and the six and one-half additional credits for graduation are more or less elective, according to the plan of the student's course. The fields in which these various credits are available are shown by Table 1.

**Table 1**

<table>
<thead>
<tr>
<th>Provisions</th>
<th>English</th>
<th>Foreign Language</th>
<th>Mathematics</th>
<th>Sciences</th>
<th>Social Studies</th>
<th>Music</th>
<th>Speech and Drama</th>
<th>Industrial Arts</th>
<th>Home Making</th>
<th>Agriculture</th>
<th>Business Education</th>
<th>Health and Physical Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>The total number of units offered in each field</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>1</td>
<td>1</td>
<td>3</td>
<td>2</td>
<td>3</td>
<td>5</td>
<td>0</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>The number of additional units that should be offered to meet pupil needs adequately</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>The number of units that should be eliminated as not justified by pupil demand</td>
<td>1</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Evaluations: How adequately does the amount of the offering in each field meet pupil needs?</td>
<td>3</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td>4</td>
<td>2</td>
<td>1</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>How fully do pupil needs justify the amount of offerings provided?</td>
<td>4</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>1</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>1</td>
<td>4</td>
</tr>
</tbody>
</table>

*A unit is defined as a fourth of the normal pupil load for one year, 16 units ordinarily being required for graduation from a four-year school.*
It can also be seen from this table that certain additional units should be included in the curriculum, according to current ideas in curriculum offerings, to adequately meet the needs and demands of the pupils. On this point Caswell and Campbell state, "An adequate curriculum can be developed only when all elements in the experience of the learner are considered, and when an orderly program is provided to assist the teacher in presenting these varied elements into suitable relationships." The fields in which the offerings are too meager to meet the present demand and need as determined by a personal questioning of the student body are: physical education, music, agriculture, and business education; courses in arts and crafts should also be included. Provision should be made, although the chart does not show it, for the inclusion within the curriculum for courses in safety education. The fact that an alarming proportion of the traffic accidents occur among the younger generation makes it imperative that every wide-awake school system take cognizance of this fact and do something about it. Furthermore, it seems that some provision should be made in this curriculum for orientation, or some kind of organized guidance, if the school aims and objectives are to properly reach attainment.

From a survey of the table it is further apparent that

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some of the fields could and should eliminate certain units that are not justified by pupil needs or demands. The courses which are of doubtful need and in very little demand are within the fields of: foreign language, social studies, English and business education. In the minds of many people the need of geometry for the average school child, or American citizen, is very doubtful, and certainly the demand for it on the part of the students would place it among the alternate-year electives, for the few who might possibly have need for it for college entrance or an engineering career. Certainly this is true to those that would present only those things that come within the actual needs of the child during his daily childhood experiences.\(^{10}\) The English course suggested for elimination, with the exception of possibly one class, is the last half of the senior year English as set up by the State Department of Education. It deals almost entirely with the formal English literature, which is, as a general rule, very boring and fantastically vague to the minds of youths of this age. In its place would be substituted a one-half year course in Business English consisting of vocabulary building literature and the ability to write clear and concise letters and business reports. Such a course is heartily endorsed by the English department. While the need for Latin may be debatable, its value to the majority

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is at least doubtful. The demand for Latin in this particular school is so meager and the classes so small that it is hardly conceivable that the general public should be expected to pay for it. In view of the rapidly changing social and economic conditions, it is a real problem to decide exactly what should or should not be taught to fit the students for the best life in the present chaotic world.

Nature of the Offerings.—The content of the subject matter offerings can best be shown in tabulated form. This graphic representation does not take into consideration the instructional processes nor the methods of procedure. Although the evaluation has been made upon the content of subject matter offerings, provision was also made to consider not only the significance of the content, but also for attitudes, appreciations, and ideals. Table 2 shows each of the subject matter fields offered in the school with an evaluation made for each of the twelve items used as a basis of this judgment. It will be noticed that some of the criteria do not apply to all subject matter fields; and it should be further understood that in some, although the provision as stated is present, it may vary greatly in its application. As illustrations, it may be pointed out that the contribution of mathematics, as generally taught, to the promotion of the pupils' understanding of present day social relations and attitudes is very small as compared with the social sciences; this is inferred in the statement that even
<table>
<thead>
<tr>
<th>Checklist</th>
<th>English</th>
<th>Foreign Languages</th>
<th>Mathematics</th>
<th>Sciences</th>
<th>Social Studies</th>
<th>Music</th>
<th>Arts and Crafts</th>
<th>Industrial Arts</th>
<th>Home Making</th>
<th>Agriculture</th>
<th>Business Education</th>
<th>Health and Physical Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>In each major field or area 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>
</tr>
<tr>
<td>1. Emphasizing significant contributions of racial culture to present day life values</td>
<td>+</td>
<td>+</td>
<td>N</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>N</td>
<td>O</td>
<td>+</td>
<td>N</td>
<td>-</td>
<td>0</td>
</tr>
<tr>
<td>2. Promoting pupils' understanding of present day society</td>
<td>-</td>
<td>-</td>
<td>O</td>
<td>+</td>
<td>+</td>
<td>-</td>
<td>N</td>
<td>-</td>
<td>+</td>
<td>N</td>
<td>+</td>
<td>-</td>
</tr>
<tr>
<td>3. Stimulating pupils interests and satisfying their need</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>N</td>
<td>+</td>
<td>-</td>
<td>+</td>
<td></td>
<td>+</td>
</tr>
<tr>
<td>4. Promoting the spirit and understanding of democracy</td>
<td>-</td>
<td>-</td>
<td>N</td>
<td>-</td>
<td>+</td>
<td>N</td>
<td>N</td>
<td>-</td>
<td>-</td>
<td>N</td>
<td>-</td>
<td>1</td>
</tr>
<tr>
<td>5. Promoting desirable social relationships because of habits, understandings, appreciations, and attitudes developed</td>
<td>+</td>
<td>+</td>
<td>-</td>
<td>+</td>
<td>+</td>
<td>-</td>
<td>N</td>
<td>-</td>
<td>+</td>
<td>N</td>
<td>-</td>
<td>1</td>
</tr>
<tr>
<td>6. Selecting material having potential value in adult life</td>
<td>-</td>
<td>-</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>N</td>
<td>+</td>
<td>+</td>
<td>N</td>
<td>-</td>
<td>1</td>
</tr>
<tr>
<td>7. Engaging in a wide range of experiences for extending pupils' interests</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>N</td>
<td>+</td>
<td>+</td>
<td>N</td>
<td>+</td>
<td>1</td>
</tr>
<tr>
<td>8. Making adaptation to the tastes, interests, and abilities of individual pupils</td>
<td>+</td>
<td>+</td>
<td>-</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>N</td>
<td>+</td>
<td>+</td>
<td>N</td>
<td>+</td>
<td>1</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>+</td>
<td>N</td>
<td>+</td>
<td>+</td>
<td>N</td>
<td>+</td>
<td>1</td>
</tr>
<tr>
<td>10. Finding reference and illustrative materials and other teaching aids</td>
<td>+</td>
<td>+</td>
<td>-</td>
<td>+</td>
<td>+</td>
<td>-</td>
<td>N</td>
<td>-</td>
<td>+</td>
<td>N</td>
<td>-</td>
<td>1</td>
</tr>
<tr>
<td>11. Helping pupils to find reference materials</td>
<td>+</td>
<td>+</td>
<td>N</td>
<td>+</td>
<td>+</td>
<td>-</td>
<td>N</td>
<td>O</td>
<td>+</td>
<td>N</td>
<td>-</td>
<td>1</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>-</td>
<td>N</td>
<td>-</td>
<td>-</td>
<td>N</td>
<td>-</td>
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</tr>
</tbody>
</table>

**Evaluations**

1. How adequate is the nature of the offerings in respects as the above?

2. How effectively do teachers use the means placed at their disposal?

| 1 | 4 | 3 | 3 | 4 | 4 | 3 | N | 3 | 4 | 3 | 2 |
| 2 | 3 | 3 | 3 | 3 | 3 | N | 2 | 3 | N | 3 | 1 |
"Mathematics can be made a social science"11 and as such it would be more desirable. It is hardly conceivable that music could contribute as much of significant value as a science course, which explains, for example, such things as the use of synthetics in modern society.

General Summary of the Curriculum and Courses of Study

The characteristics or elements of the curriculum and the courses of study which may be considered as best are:

1. The provision for the selection on the part of the students of electives to meet the graduation requirements. The school requires nine and one-half units and allows the pupil to choose, through the selection of his courses six and one-half credits from the remaining twenty-six and one-half credits in which the school holds affiliation. (2) The provision made for proper preparation for college entrance, and the capacity to properly do college grade of work as shown by the majority of graduates who enter college. The offering of special classes, such as trigonometry and solid geometry, to those few special students who desire to enter college or university engineering courses is of special significance. (3) The thoroughness and comprehensiveness of the offerings in most of the fields is decidedly outstanding; for instance, the fourth year English course is on a par with the best

offered anywhere, in fact it is superior to those offered in many junior colleges and some few senior colleges. This fact is revealed by the comment of many students who have taken or are now taking similar courses in such institutions. The teachers in charge of this work have master's degrees and fifteen years or more of experience.

It is generally conceded within the school that the greatest need of improvement is in the following three provisions: (1) The flexibility within the courses of study and the provision for individual differences is decidedly lacking. It should be pointed out here, however, that this failure is not entirely the fault of the instructional staff, but rather the fault lies in the system of organization and the insufficiency in the number of the teaching staff. No teacher, regardless of ability or enthusiasm, can properly consider the individual differences of from one hundred seventy to two hundred pupils who must be met daily with no time for conferences, preparation, or grading during the school day. (2) The poorly organized program of physical education that is provided, and the entire lack of any program of such character for the girls makes this field one of the least adequate within the curriculum, according to the objectives of physical education as stated by Norton and Norton.12

12 John and Margaret Norton, Foundations of Curriculum Building, Chap. V., pp. 148-149.
(3) The lack of provision for a balanced vocational program which will enable students to fit themselves to actually do quality work in the community is not justified, in view of the school's professed philosophy and aims, and is in great need of development. Approximately three-fourths of the graduates never pursue any further formal education; hence the necessity for providing a better vocational program in the school's curriculum.

The only improvement made within recent years in the problem of providing for individual differences has been the adoption in some classes of units of work in keeping with the ability of the students enrolled. A certain minima of work are required of all, yet provision is made for the faster students to do additional work which is a prerequisite for the "a" and "b" grade groupings. However, in the majority of subjects the same assignments are made and required of all. Within the last two years there has been begun a sort of physical education program for boys, but it does not reach the majority of those enrolled. Within those courses that may be classed as vocational, or semi-vocational, there has been some revision of the subject matter with a view to making them better serve the purpose for which they are intended; namely, use in life situations.13

The only studies made by the school of its own problems

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in the last three years that would merit the use of the word "careful" have been in the field of social science.

The degree to which the curriculum and the courses of study accord with the philosophy of education of the school, as previously presented, has been evaluated as that of average quality; i.e., the conditions or provisions are present and functioning fairly well.

The evaluation of the manner in which the curriculum and courses of study meet the needs of the community and the pupil population, as previously indicated, shows the school to be functioning about average or slightly above average in this particular phase of educational development.

The summary form of the evaluations of the curriculum and courses of study as shown in Table 3 gives the numerical evaluations as assigned by the judging committee, as well as the computation of the school scores, which have been plotted on the educational temperature thermometers on pages 46 and 49.

In comparing the educational temperature of this school, pages 46 and 49, with the findings of the Cooperative Study of Secondary School Standards, thermometers one to sixteen, it is found:

(1) That this school, rated on General Provision, is .5 of a score point above that of the median school, which was 2.0, a difference of twenty-one points on the percentile scale. This rating is three points below the average for
## Table 5
### Curriculum and Courses of Study
#### Summary Form

<table>
<thead>
<tr>
<th>Section</th>
<th>Title of Measure</th>
<th>Pages</th>
<th>Computation of Primary School Scores</th>
<th>Computation of Secondary School Scores</th>
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<td></td>
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<td></td>
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<td>General Provisions</td>
<td>20</td>
<td>Y 3 2 3</td>
<td>5 2</td>
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<tr>
<td>II</td>
<td>Sources for Development</td>
<td>21</td>
<td>2 2</td>
<td>2 4</td>
</tr>
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<td>III</td>
<td>Procedure for Development</td>
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<td>Y 2 2 2</td>
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<td>14 4</td>
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<td></td>
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<td>12 3</td>
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<tr>
<td></td>
<td>Home Making</td>
<td>22-25</td>
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<td>14 4</td>
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<td></td>
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<td>22-25</td>
<td>N N N N</td>
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</tr>
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<td></td>
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<td>15 3</td>
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<td>7 4</td>
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<td>IVI</td>
<td>General Evaluation</td>
<td>20</td>
<td>Y 3 2 3</td>
<td>6 2</td>
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</tbody>
</table>

**Total**: 92

Summary Score (divide by 92) = 45.35

Equivalent Percentile (from percentile conversion table) = 45
Fig. 4—The educational temperatures of 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.
schools which are members of the Southern Association as found in the national study. The best school evaluated was rated 3.0, while the poorest rated 1.5.

(2) That with a score of 3.0 on Development Sources this school has the same rating as the median school, which was a very large, public, accredited school. This same rating was found to prevail also in the poorest school, the lower quartile school, and the upper quartile school; while the rating for the best school was 3.0.

(3) That in development procedures this school has a score of 3.0, as compared to median school score of 1.0, which is the lowest of all scores. The best school was scored with a score of 3.0 on this feature, which is above the average of any section of the country; while 2.0 is slightly below the average of all sectional schools.

(4) The English score of the school was found to be 3.5 which is slightly above that of the best school, yet not so high as the English score of the upper quartile school, which was a small, private, accredited school. This score is above any average school score for all sections evaluated.

(5) In Foreign Languages that the school score is 2.8; 0.3 of a point less than the median school. This is eight degrees below the average for Southern schools; which rank lowest among all the sectional groupings in the matter of

language. The best school in the Foreign Language group scored 4.0, the poorest 1.5.

(6) In the field of mathematics the score was found to be 2.8, which is distinctly below the average of any of the sectional regions. The national study found a variance in the field of mathematics varying from 2.0 for the poorest to 3.5 for the best school surveyed.

(7) In the field of science with a score of 3.3, the school passes the rating of the median school with a rating of 3.0. This places the school on a parity with the schools of the western sectional group; a rating which hardly seems justifiable.

(8) The social science curriculum which is undoubtedly one of the strongest within the school was scored at 3.5; a rating above any average and surpassed only by the upper quartile and best schools with a score of 4.0. The school differences upon this phase of evaluation vary from 3.0 to 4.0.

(9) The school's offering in music scored at 2.8, which is considerably above the Southern average of 2.13. The national scores varied from 1.0 for the poorest school to 4.0 in the best school. The West leads in ranking of music.

(10) The curriculum does not provide for courses in the arts and crafts.

(11) The industrial arts courses are scored at 2.8, which is slightly more than the average score of the schools
Fig. 5—Additional educational temperatures of the curriculum and courses of study.
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.
of the Southern Association. The median school scored 3.0 on industrial arts.

(12) The homemaking courses are among the best offered in the school, and are scored at 3.5, which is above the average score of all the schools in any sector. It is also better than this particular score for the best school surveyed.

(13) The curriculum does not provide for courses in agriculture.

(14) The work offered in business education in the school is of relatively high quality, and is score at 3.35, which is also above the average score of any section as a whole. The national survey shows that the scores in business education ran from 1.5 for the poorest school to 4.0 for the best school. The New England section has the highest average score of any geographical division; namely, 3.33.

(15) The health and physical education program, especially the physical education, is very low with a score of 1.8, which is only slightly above the poorest school surveyed by the national group and rated at 1.5. The best school was scored in this field at 5.0, the very highest possible; the median school at 2.0; and the lowest ranking given, namely, 1.0, was in the upper quartile school, which as previously stated was a private, accredited, small school.

(16) The summary thermometer shows that the school as evaluated upon its curriculum and courses of study is scored on the percentile scale at 45 degrees. This ranking places
it midway between the average for the Southern schools, with a score of 40, and the Northwestern and North Central with respective scores of 45 and 50.
CHAPTER IV

PUPIL ACTIVITY PROGRAM

The activity program, although a very tangible part of the school program, is rather hard to definitely delineate. In a well organized, smoothly running school, so much of the activity is inter-class, intra-class and extra-class; that no absolute division can be made of the things considered desirable as achievements of those things commonly referred to as the extra-curricular activities. However, it is held, in general, that the activities in which the children participate should aim to initiate and develop desirable social traits and behavior patterns which will become an integral part of the students life, both in and after school days.

General Nature of the Program

The general nature of the program has been studied and scored as to how well such provisions as follow are made:

(*) The pupil activity program is supplementary to and integrated with classroom activities rather than a separate and distinct part of the school life.

(*) It is characterized by pupil initiative, pupil participation, pupil management and pupil evaluation of progress and outcomes.

(-) It provides abundant opportunity for expansion and enrichment of pupil interests and appreciations.

(-) It promotes better understanding and cooperation between school, home and community.

(-) Membership in each organization is on a definitely democratic basis, i.e., open to all who are qualified.
(0) Over-participation or under participation by some pupils is guarded against through pupil guidance, a point system, or other means.

(-) The pupil activity program develops such traits or attitudes as loyalty, cooperativeness, leadership and followership, initiate, respect for and care of public property, keeping informed regarding school issues and other indications of good citizenship.

(+) 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.

(+) Secret fraternities or sororities or similar organizations are definitely discouraged.

(-) The faculty members are definitely interested in the pupil activity program and participate actively in its operation.\(^1\)

The student government offices are held by various class representatives, and the election itself is conducted by the classes in civics as a laboratory project in which to try out the knowledge of election procedures. Many of the clubs are the direct outgrowth of interest aroused by work done in the regular class room activities. The Book Review Club which was founded to meet the need for further exploration in modern literature, an example of this integration, has grown very rapidly.

All the clubs are actually met during a designated period, once a week, as an integral of the program of studies and of the schedule of classes as they deserve to be.\(^2\) The organization of all clubs is initiated by student demand in the form of

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\(^1\)Cooperative Study of Secondary School Standards, Evaluative Criteria, p. 29.

a petition, signed by a specified number of pupils and submitted to the principal for final action. Many of the clubs have had to limit their number in an effort to keep them from becoming unwieldy. All meetings are in charge of the students, with the sponsor assuming an inconspicuous place. Those students who are definitely misfits are dropped after first being put on probation.

The great variety of clubs which exist provides the opportunity for many interests; and the possibility of organization of a new club at any time at which interest becomes great enough to justify it, assures almost everyone of a place and a group in which to grow and develop his latent possibilities.

The athletic program is one of the greatest single elements in the entire program which promotes an understanding between the school and the community. The school band has done much to bring about cooperation between the citizens and the school. The newspaper which is published bi-monthly does much to keep the parents informed of the school affairs; and through its editorials secures much needed understanding in the community of the problems of their children in their school socio-civic life.

Membership is usually open to all who are qualified, but in some cases the size of the clubs is limited and the membership is selective. Some cliquishness is found in the selection of members but this tendency is carefully observed and definitely discouraged. There is no trace of the economic status of the family as a requirement for membership in any
school club or organization; however, such a club as Archery is more or less limited because of the cost of equipment, but even here there are to be found several joint-sets of equipment which have been secured by the pooling of funds.

A careful investigation revealed that there is nothing to prevent over-participation by the ambitious or egotistical student. One incident was discovered in reviewing the records of a recent year wherein one boy was actively taking part in seven activities during his senior year; namely, President of the senior class, the student council, and the Hi-Y club; Comic Editor of the Yearbook; reporter on the school paper; pep squad leader; and a member of the boys quartette. This same boy was found to be very scholastically poor in all of his subjects. The only effort made to guard against under-participation is the requirement, which is easily evaded, that every graduate must have two unaffiliated credits for graduation. One-half credit is offered for active participation in most clubs, Bible study, and athletics.

Leadership, followship and student initiative are the qualities most lacking, especially among those things that tend to build a better individual and school life and spirit. Respect for and care of public property is probably as high as in the majority of schools, but on the whole it must be ranked very low.

In most of the activities mentioned there is direct and frequent encouragement to align with one or more of them in keeping with the interests of the individual. The scouts are
very active; and annually present a very interesting and educational assembly in the interest of scouting. The Hi-Y club is admitted to be the most active and most useful in the activity program, as its aim to approach the goal of a real service club is most nearly accomplished. This club, however, has not eliminated hazing from its initiation and is therefore not entirely acceptable to the school authorities. While the school does not teach agriculture, there are a good many rural boys and girls who belong to 4H Clubs, and their accomplishments are given publicity in the school paper. Membership in the Junior Red Cross is encouraged and an active campaign is sponsored by the students working under the supervision of the health nurse.

There are no secret societies of any kind in the school. However, there are several social clubs organized by the students of the school, which meet outside of the school that tend to be somewhat similar to sororities in nature but their activity is extra-scholastic. These clubs meet in the homes of the students and are sponsored by women of the city and not the school.

The majority of the faculty members not only actively participate but also show an outstanding interest in the work being done. Some few, however, have clubs only because they feel that they are expected to do so; and have chosen an activity which seems to lend itself to passive direction.

Taking the program as a whole, it may be said to be about average for schools of similar size. There are several
notable exceptions, instances in which the activities are far superior to schools of much larger size. This is evidenced by the successful competition with other schools through Interscholastic League contests and in concrete evidence in and about the school. The Hi-Y club, in living up to its aim for "school service," has recently completed at its own expense and with its own member-labor a regulation tennis court, constructed of cement. There is, however, much room for improvement and this improvement seems to be on its way; not in a revolutionary manner but in a slow growth of the kind that leads to permanence. This has been evaluated 5.

General Organization of the Program

The organization of the program has been carefully considered and scored upon the following criteria:

(-) 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.

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

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

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

(-) Each organization plans its activities or programs for an entire semester or year.

(##) Commencement exercises are characterized in large part by pupil participation.
Each organization keeps careful records of its meetings and programs; these are made the basis of improvement and the development of better programs.

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

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

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

Provision is made for the cultivation of hobbies.3

The principal is the sole judge of whether or not there is a need for a new club or for the discontinuance of an organization already in existence. His approval of the petition for a club is the only way to organize, even though the constitution of the student government states that that body shall grant charters to new clubs; for his is the power given by the same constitution to pass on all actions of that body. There is no unifying agency which works in conjunction with the whole activity program.

While each organization has at least one faculty sponsor, it cannot be said that the selection has been made very carefully. This fact is evidenced by the relatively poor results of some of the clubs and the apparent lack of interest on the part of the sponsors. The sponsor of the art club is an excellent teacher of history but a poor director of art activity, because she has had very little training in art.

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The time allotted for clubs is definitely set-up in the schedule, one thirty minute period being set aside each week on Friday morning. In most instances the place of meeting is the sponsor's classroom unless the nature of the club makes it necessary to seek other quarters.

Only those activities which carry with them an unaffiliated credit are reported to the office and recorded on the permanent records. There is no available record where the club activities of any particular student may be found. As such information is valuable for use in the guidance program, it should be secured and placed upon the pupils' cumulative records.

Very few of the clubs in the school make their plans on a long time basis. It was discovered that only the publications definitely make plans for as much as a full year ahead. The majority of the clubs plan their activities from week to week; and it is unusual to find a program planned for even so much as a month ahead.

The records kept by the clubs are not very complete, and it is unusual to find a full set of minutes of the club's activities. Accurate minutes and a description of each club's programs during the school year would be of great assistance in evaluating as well as improving the service rendered by each club.

It has been the custom of the school for the past few years to have the commencement program almost entirely the work of the students of the senior class. Programs of this
type have been very well received by the community, and are much desired to the outside speaker type of a decade ago, as it grows out of the life of the school and tends to unify the school and the community.\textsuperscript{4} The student speakers who take part on these programs are chosen for their ability to speak correctly and hold the interest of the audience, and not because of their scholastic standing. The musical part of the program is developed in the music classes and causes little or no disruption of the regular school program.

Very little provision is made for the pupils to evaluate the progress or outcomes of their activities. The publication activities annually take part in press conferences, which are about the only sort of evaluation provided for the students participating in this type of work.

The only training of officers is that given in conference by the activity sponsor and in the custom of selecting officers from the rank of old officers or members who have had experience with club affairs.

Every student is encouraged to follow some hobby, and the library secures and keeps on file information about arts and crafts. It also subscribes regularly to a magazine devoted to hobbies. A display case in the main corridor is used to publicize the work of any student which is constructed or designed as a result of his hobby. Many students are not reached, however, and loafing continues to be their chief interests.

\textsuperscript{4}E. K. Fretwell, \textit{op. cit.}, p. 396.
The pupil activity program is only fairly well organized and has been evaluated with the score of 3. The principal reason for this is that every teacher is burdened with regular school activities and overcrowded classes. Under these conditions the organization present functions fairly satisfactory and is scored 3.

Pupil Participation in School Government

Pupil participation in the governing of the school in which they live and work is one of the best of ways to obtain the full cooperation of the student body. This factor of the school has been studied and evaluated on:

(+) The school government is primarily concerned with the development of school leadership for its pupil activities.

(+) 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.

(+) 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.

(+) The government of the school is democratic and cooperative; every pupil has a responsibility for proper conduct and for the functioning of the government.

(+) All campaigns, elections, and counting of ballots are carefully supervised.

(0) Provision is made for directing traffic, promoting safety, and protecting property.
(-) The development of socially desirable attitudes is sought; anti-socially attitudes are corrected.

The development of school leadership is uppermost in the minds of the authorities who are responsible for the present system of school government; but in the minds of the students such a desired result is very doubtful. Many of them feel that it is merely a device to secure better discipline, but that they are denied the real fruits of pupil participation in school affairs. About the only evidence of the student government at present is that the president presides during assemblies.

The health program of the school is in the hands of the health nurse and her methods are those that secure the most prompt and efficient action. Thrift is sadly neglected in the school, not much being said and nothing done. During the early fall and late spring months the student government was instrumental in providing several outside assemblies.

The formation of the student government was prefaced by a study in each of the class groups of the constitution, and after this study it was adopted by a majority vote of the students. Every student understands the powers granted, and that they may be withdrawn by the school authorities for proper reasons.

It is very doubtful that the government of the school should be called democratic. Although the majority of the

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students are cooperative and would gladly follow rules for proper decorum if set forth by the student body, they have never had this opportunity; and as a result feel that they have been more or less regimented. There has never been any real authority placed in the hands of the student officials. The student body is highly in favor of the idea of student participation in governing the school and at present the development seems to be progressing in the right direction.

The campaign literature that may be posted is always inspected before it is allowed to go before the student body. All campaign speeches must be passed upon either by the faculty sponsor or the principal. The election is held by the civics class and is supervised by student election judges and the class sponsor. The ballots are first counted by the election judges and then verified by the school authorities before an election is declared official.

No provision is made for student direction of traffic or the promoting of safety. The school truant officer is on duty around the school grounds both in the morning and at noon to see that the property of the school and that of the neighboring houses is not injured or destroyed.

The development of socially desirable attitudes is most assuredly sought, but just how much good the seeking does is another question. Such activities are not as desirable as they should be. Anti-social attitudes are discussed among the teachers, and corrections are sought through club and
activity programs. However, it must be pointed out that no snobbishness or cliquishness is noticeable in the school.

The provisions for attaining the conditions or results set forth herein are not quite average but have been scored 3 because they are not distinctly low. The lack of harmony between part of the student body and the administration is largely responsible for the conditions as it exists. The effectiveness of the attainment of these results is below par and has been evaluated 2. All students have the right to vote in the elections of the student government, but actually not over two-thirds of them do participate. The students participation in school government has been evaluated 3. According to the aims and objectives as set up for the student government by Fretwell, the accomplishments of this school at the present have been somewhat meager.

Home Rooms

The school has been run for the past eight years without any home room organization. Routine matters of attendance are handled through the central office and the guidance work usually done in the home room is left to the class sponsors, the club sponsors, and occasional lectures of a vocational nature given before the entire student body. It is planned to reorganize the home rooms within the school during the year of 1939-1940. It would seem that in not using the home

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room program the school is missing a great educational opportunity as a means of unifying the school and providing needed guidance.

Both criteria for evaluation have necessarily been assigned the score "N".

The School Assembly

The school assemblies have been studied and scored on the following criteria:

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

(-) Assembly programs are planned so as to secure participation and contributions of many, not simply of a few.

(*) Assembly programs have definite entertainment, instructional, cultural, and inspirational values.

(+) Assembly programs are free from coarse and objectionable elements.

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

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

(0) Correct audience habits are developed—no late-comers or early-leavers; reasonable applause; courteous attention to performers, no disturbances.7

The school assemblies are about one-third pupil participation and the remainder of them are of the lecture type.

Each teacher, either through her classes or through the club she sponsors, is responsible for one assembly program during the school year. The assembly programs are characterized by too much outside talent and too little student participation. Not more than seventy-five students took part in the assemblies, other than the school band, during the school year of 1938-1939. The talented students appear time and again on the programs, while many others never take part in any type of assembly activity.

The majority of the assembly programs are characterized by instructional, cultural, and inspirational values. During the school year every minister in the city is asked to speak, and every visiting minister or evangelist is invited to the school. The most objectionable type of program in this school is the advertising motion pictures sponsored by local business firms. In the opinions of the various teachers the assembly is free from coarse and objectionable elements.

The lack of good music, both instrumental and vocal, is the most serious shortcoming of the assembly hour. There was only one case of dramatization during the last year but there were several of the demonstration and exhibit type.

The decision of all those checking the audience habits of the pupils was the same, very unsatisfactory. This can be explained in a large measure by the fact that the six hundred twenty-eight pupils are expected to sit in an auditorium that accommodates about four hundred fifty comfortably.
During the school year there were approximately fifty assemblies which met for a period of thirty minutes. On two or three occasions this period was extended to more than an hour.

The adequacy of the provisions for attaining the best results is about average and is scored 3. Such conditions and results are not very effectively attained and are therefore scored 2. The part played by the students in assembly activity is not satisfactory to the staff but is about average for schools of similar size in this district. The student participation has been scored 2.

School Clubs

The clubs of the school have been studied and scored on the following checklist of desirable activities:

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

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

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

(-) 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.\(^8\)

Practically every teacher in the system has a club and some few sponsor more than one, yet there are almost two

\(^8\)Ibid., p. 31.
hundred students who assemble in the study hall during the club period. There is no orientation program which will arouse the desire of the new-comers to become club-minded, and as a result many never participate in any club activity.

The majority of the students have chosen clubs because of a particular interest in the activity, but some few have apparently chosen a club because of their desire to associate with certain students rather than the activity of the club. Such membership is usually passive and neither the student nor the club receives much benefit from the association.

Many of the clubs have a very definite guidance value. Some are exploratory in nature, and as such offer to the individual members opportunity to delve into the things that may lead to lifelong interests.

Although the club program provides for many activities, it is somewhat lacking in many phases of self-expression. The most neglected fields of activity are those of music, art, literary, and forensic abilities. In the clubs which do exist every effort is made to see that each individual member is encouraged to take an active part. Students who are anti-social are urged to attend the social affairs of the school and every effort is made to help them adjust themselves to the activities of the group.

The provisions for attaining such conditions as set forth in school club discussion are below average and have been evaluated with a score of 2. The pupil participation
in club programs is in keeping with the effort and interest of the sponsors and has been evaluated with a score of 2. The activity of the pupils within the clubs is about average and has been scored 3.

School Publications

The publications which the school sponsors consist of a newspaper, which is published every two-weeks; and the yearbook, which is a one hundred page lithographed volume. The publications have been studied and scored upon the following checklist:

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

(+) 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.

(++) 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.

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

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

(--) Publication activities are sufficiently diversified to enlist the interest and participation of a large number of pupils.9

9Ibid., p. 31.
The collection of both material and news is carefully supervised by the faculty sponsors, and it is very seldom that anything is published other than good, clean constructive writing. All writing is carefully checked as to content and mode of expression; and the finished dummy is always edited so that nothing goes out that would be harmful to either the school or any individual.

In the newspaper work each student must post his work with the sponsor and keep a notebook of all assignments and the finished story. The responsibility of a public newspaper for what is printed in its columns is explained and each student is made to feel the same responsibility in his own writings.

Every student enrolled in the journalism course is given a trial at the various types of writing before being assigned to any special work. Special columns and sections of the newspaper are provided so that all types of news writing may be participated in by the students. The annual staff is given a free choice of the make-up or plan of the book to be produced. The disappearance of the formal theme and a set portrayal of panel engravings has been accomplished within recent years. The humor of the school annual is of very poor quality, but this is characteristic of such publications throughout the country.10

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The local school paper reports the achievements of the other schools within its area in sports and other scholastic activities. Through the school paper and the athletic council a feeling of friendly competition has been created to replace a very undesirable attitude between the school and its chief rival in athletic competition. The yearbook staff exchanges programs with one of its neighboring schools to aid in financing the publication of both schools.

The organization of the publication staffs is fairly efficient and the responsibility for work to be done is about average. The staff members of the yearbook are selected mainly for their fitness, which is determined by apprentice service. The staff of the newspaper consists of all students enrolled in journalism, with the most responsible positions being appointed by the sponsor. Class and special editions of the newspaper afford the opportunity for participation of approximately sixty additional students.

The publications of the school are very adequate for a school of this size, although a monthly school magazine would be a desirable addition.

The adequacy of provisions for encouraging school publications is about normal for a school of this size and has been evaluated with a score of 3. The apparent reason for these conditions is the lack of consideration given to the provision for adequately trained teachers of a sufficient number. The faculty supervisors of such activities should
be experts in this field and chosen as carefully as the football coach.\textsuperscript{11} The provisions which are present are not used as well as they could be and are therefore scored 3. The evaluation of three successive issues of the school paper was unanimously scored 4. This evaluation is justified by the fact that the paper has placed among the first ranking papers for the past several years. The variety of publications meets the needs of the educational program very effectively and is scored 4.

Physical Activities

The physical activities of the school are centered on one major sport, and all others are sidetracked. Football completely dominates all physical activity. The program of physical activities has been studied and scored on the following criteria:

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

\(+)\) Each physical activity is under the direction of a competent, trained faculty member.

\((0)\) Major attention is given to intra-school or games.

\(+)\) Team play is emphasized; exploitation of individuals or groups is not permitted.

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

\((-)\) The school provides as good a physical program for girls as for boys.

\textsuperscript{11}E. K. Fretwell, \textit{op. cit.}, p. 357.
The physical activities program encourages good sportsmanship by all spectators toward contestants, particularly toward visiting contestants.

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.

The athletic program is definitely under the control of the school authorities, not of some out-of-school individuals or organizations.12

There is a diversity of sports indulged in by the students of the school; such as, football, basketball, track and field events, tennis, softball, volleyball and tumbling. However, there is little glory or acclaim, so dear to the mind of every high school youngster, to any activity but "King Football." Every individual who participates in any strenuous sport must submit to a rigid physical examination under competent medical authorities before he can participate in any phase of regular school physical activity.

All those assigned to the duty of coaching are competent workers; at least they have had the necessary college team experience in the field in which they work. The physical education program is very poorly organized for activity other than the major sports. There is no full time supervision of the playground activities as the instructor in charge usually returns to the building after games are begun.

The fact that only one teacher is assigned to physical education for three periods daily during the school day, while

three coaches work regularly with the organized sports, clearly indicates the attitudes of the school toward the importance of a physical education program. This school in no way approaches the recommendation of Fretwell that "there ought to be at least as many teachers of physical education in every high school as there are teachers of English."13

No intra-school athletics or games are sponsored by the school at present, although such activity has been provided in the past. In all athletic contests those in charge are very conscientious in the development of team play rather than developing "stars" or the exploitation of individual performers. Very little emphasis is placed on games that have carry-over value in the actual life of the students. Group sports which are indulged in by the recreational centers of nearly all cities; such as, softball, tennis, and volleyball are given little encouragement.

There is practically no program of physical activity for the girls of the school. No physical training classes are provided, and the only activities found are playground ball and volleyball.

Good sportsmanship is encouraged by the pep squad in the exchange of leaders during the games, drill courtesies extended to other schools, and special drills and music in honor of the visiting school. Good sportsmanship is also

encouraged in the school assembly and the newspaper.

In general, the athletic program does not interfere with the regular classroom activities; however, there is a tendency on the part of the athletes to do a rather poor grade of work because they believe that they will receive credit on less effort than other students. During the football season the athletic program interferes somewhat with the other extra-curricular activities as the squad members are usually called together for "skull practice" and cannot take part in regular club affairs.

Outwardly the athletic program is under the control of the school authorities, but in reality the fans with their incessant clamor are directly responsible for the employing and dismissing of coach after coach. Too much emphasis is placed on football, as is evidenced by the fact that the coach is paid considerably more than the principal, although he works with only about one-twelfth as many students.

The provisions for voluntary organized physical activities are very poor, and were unanimously scored 2 by the committee making the evaluation. Since there is no encouragement to participate in voluntary physical activities, there is practically no participation, and therefore it is scored 3. The quality of sportsmanship which is revealed in organized athletics is average or slightly above, but it has been scored only 3. The poor sportsmanship of the student body is occasionally demonstrated in the assembly.
Finances of Pupil Activities

Adequate financing and proper record keeping of pupil activities are of great importance as they bear directly on the development of responsibility and honesty in the pupils engaged in such work. The financing and accounting methods used have been studied and scored on:

(-) 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.

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

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

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

(+) 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.

(+) 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.

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

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

(-) Pupils are led to realize that gaining free admission to games or entertainments by improper means is an evidence of poor sportsmanship and should therefore not be practiced.

(0) Provision is made by the administration, cooperating with pupil representatives, for an equitable apportionment of pupil activity funds to the various pupil activity units.¹⁴

There is one rather general fund, handled by the office secretary, which contains most of the revenues of the pupil activities, but the senior class funds are not handled in this way. The annual, invitation, and senior ring monies are handled by students under the supervision of the class sponsor. There are no forms of any sort for the handling of such accounts, only a ledger in the hands of the secretary which shows the deposits and withdrawals. All funds of the student activity program are audited by the central office at the close of each school year.

Organizations treasurers have been rather lax in keeping an accurate and up-to-date record of their accounts. It is the custom to depend on the office for these records and not many clubs know the exact financial standing of their organization. This is largely the fault of the faculty sponsors for not demanding such records; but the school is also

to blame for not providing a definite time and program for the training of activity treasurers. Such careless methods are very undesirable as they tend to defeat the educational purposes for which they are intended, and they are apt to cause students to think that public funds may be handled in the same manner. 15 Some of the activities handle their finances entirely independent from the general fund. An audit is generally made at the expiration of each treasurer's term of office.

The membership fees and dues to any student activity are very low, and many clubs have no fees of any kind. The admission fees to various entertainments sponsored by the school seldom exceed twenty-five cents. Regular student prices for athletic contests are: football, twenty-five cents; basketball, fifteen cents; and track events, ten cents. Many entertainments are held by clubs and classes for which no charge is made at all.

Only those tickets which have to do with the athletic program are supervised by the school treasurer. The duplication of tickets would be rather difficult, if not an expense entirely out of keeping with the cost of the affair to be attended; for all tickets not printed by a responsible firm are made by some duplication process and carry an identification signature. Every individual who handles money for others realizes the responsibility involving personal honor.

15 E. K. Fretwell, op. cit., p. 446.
and considers the proper accounting therefore a valuable business experience. The business manager of the annual for the past year stated to the superintendent that he felt that the experience in handling those funds was worth as much to him as any course he had taken while in school.

Every fall and throughout the year an effort is made to lead students to realize that gaining free admission to entertainments and games by improper methods is poor citizenship and sportsmanship, but little is accomplished for it is necessary to use from twelve to fifteen guards at each game.

Practically no provision is made by the administration for providing funds for any activity with the exception of athletics. All other funds that are available are funds that have been raised by the students themselves to finance their various activities.

The provisions for the handling and accounting of pupil activity funds and the supervision thereof are very adequate and have been scored with the evaluation of 4. The responsibility of pupils in the handling of school or organization money is not too extensive, yet it is extensive enough to afford quite a few students valuable information and experience and is therefore scored 3. The handling and accounting of money for pupil activities contributes, generally speaking, about the average to the education of those participating and is scored 3. The treasurers of the most active accounts do receive valuable educational training.
Social Life and Activities

The educational program of the school has never made very much provision for the social life of its pupil population and as a result the development of desirable social traits has been retarded. These activities have been scored on the following provisions:

(0) Adequate rooms or space appropriately furnished for social life and activities.

(0) Informal games and recreation.

(−) Teas, parties, receptions, dances, and similar social activities.

(−) Association of the two sexes.

(−) Developing the art of conversation by all pupils.

(−) Developing desirable social graces by all pupils.16

No provision is made for space or rooms for social life within the school, with the exception of the home economics cottage, where such a room is provided for the girls of that department. No available space exists in the present building "set-up", as every room is in use practically every period in the day. The school provides no rooms for informal games or recreation.

It is possible to use the reception room of the home economics cottage for teas and occasional parties, but no use is actually made of it. Dances and similar social

16Cooperative Study of Secondary School Standards, Evaluative Criteria, p. 34.
activities are not accepted by all of the administrative staff as proper social activity for young people, hence no provision is made by the school for a proper place in which to hold functions of this sort. Some of the school clubs do sponsor dances, but they do so without the approval of the school and it is therefore necessary to hold them in one of the hotels, the country club, or the firemen's recreation hall. The only provision made for the association of the two sexes is that of regular classroom activities and club programs, with the exception of the annual junior-senior banquet and the sophomore-senior "prom."

Very little provision is made for developing the art of conversation, as there are relatively few informal gatherings where such conversation naturally plays a major part. There are very few meetings of a forum nature in which the pupils are asked to participate. The development of desirable social graces by all pupils is grossly neglected. Only two of the staff members questioned in regard to this matter felt that they were accomplishing very much, but one, the home economics club, seems to be doing a very commendable job.

Taken as a whole the facilities for social life and activities are very inadequate, so inadequate in fact that only a very limited number participate in them. Therefore on adequacy and appropriateness the score of 2 has been assigned. Pupil participation in such affairs has also been scored 2. The conduct of the pupils at social functions is
fairly satisfactory considering the training provided by the school but a few specific incidents make it necessary to assign the score of 2.

A general evaluation of the pupil activity program as a whole has been made on the following provisions:

(3) How well does the pupil activity program accord with the philosophy of education as presented by the school in Chapter II?

(3) How well does the pupil activity program meet the needs of the community and the pupil population as indicated in Chapter II?17

All of the evaluations of the pupil activity program that have been made in this chapter are shown in Table 4. A study of this table reveals at a glance the ranking of the school on the major divisions of the pupil activities. The school score of each factor has been found by first adding the various evaluations and dividing them by the number of evaluations made. By interpolation these scores were determined in percentile points for a more accurate recording on the Educational Temperature Thermometers of Figure 6. The percentile was then multiplied by the weight assigned to the Alpha scale to determine the weighted percentile of each factor. The total of all the weighted percentiles was then divided by eighty-eight, since the home room is not used, and the quotient was used to determine the equivalent percentile from the appropriate conversion table. This was

17Ibid., p. 26
## Table 4

### Evaluations of the Pupil Activity Program in Summary Form

<table>
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<tr>
<th>Section</th>
<th>Title of Measure</th>
<th>Pages</th>
<th>Evaluations</th>
<th>Total Deviation</th>
<th>Score</th>
<th>Percentile</th>
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| Totals  | 88 | 1465   |

Summary score (divide by 88) 51
Equivalent percentile (from percentile conversion tables) 53
then plotted on Figure 6 in red as the summary score of the entire pupil activity program.

The general nature of program is equal to seventy-two per cent of the schools studied. It stands nineteen points above the average large school, it stands twenty points above the accredited schools in general, it stands twenty-five points above the public schools in general, and it is thirty-seven points above the average Southern school.

In pupil participation in school government the school is equal to forty-nine per cent of the schools studied. It stands four points below the average large school, it stands five points below the accredited schools in general, it is at the same level as the public schools in general, and it stands twelve points above the average Southern school.

The school does not use the home room organization so this thermometer is not applicable to it.

The school assembly program is equal to thirty-five per cent of the schools studied. It stands twenty-five points below the average large school, it stands sixteen points below the average public and accredited school, and it stands eight points below the average Southern school.

The school club program is equal to forty-two per cent of the schools studied. It stand twelve points below the average large school, it stands ten points below the accredited schools in general, it stands four points below the public schools in general, and it stands one point below the
**PUPIL ACTIVITY PROGRAM**

![Graph showing educational temperatures of the pupil activity program](image)

**Fig. 6**—The educational temperatures of the pupil activity program.

<table>
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<th>GENERAL NATURE (200)</th>
<th>SCHOOL GOVERNMENT (196)</th>
<th>HOME ROOMS (154)</th>
<th>SCHOOL ASSEMBLY (199)</th>
<th>SCHOOL CLUBS (200)</th>
<th>SCHOOL PUBLICATIONS (193)</th>
<th>PHYSICAL ACTIVITIES (200)</th>
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<td>—</td>
<td>—</td>
<td>—</td>
<td>50%</td>
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Cooperative Study of Secondary School Standards
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.
average Southern school. This school is forty-six points below the median school of those studied by the Cooperative Study of Secondary School Standards.\textsuperscript{18}

The school publications are equal to sixty-six per cent of the schools studied. The school stands six points above the average large school, fifteen points above the accredited schools in general, eighteen points above the public schools in general, and twenty-three points above the average Southern school.

In physical activities this school is equal to only thirty per cent of the schools studied. It stands twenty-two points below the accredited schools in general, twenty points below the average large school, sixteen points below the public schools in general, and twelve points below the average Southern school.

In finances of the activity program this school is equal to only twelve per cent of the schools studied. It is below the large, accredited, public and Southern schools by forty-three, thirty-nine, thirty-six, and thirty-one points, respectively.

The summary thermometer shows the school to be equal to the accredited schools in general. It is seven points below the average large school, but above the public and Southern schools four and thirteen points, respectively.

\textsuperscript{18}W. C. Eells, \textit{Educational Temperatures for Five Representative Secondary Schools}, p. 5.
CHAPTER V

LIBRARY

In order to properly evaluate the library service of any school certain guiding principles must be set up. The principles used in this evaluation are:

"(1) The library should be the center of the educational life of the school, not merely a collection of books; (2) it should provide the reading and references necessary to make the educational program effective; and its books and other resources should be chosen in the light of the specific aims and purposes of the school." 1

In the words of O. C. Pratt, former president of the National Education Association:

"Education, according to present day educational philosophy, consists of the enlargement, the clarification, and the organization of experience. As much as possible this experience should be obtained by direct first hand contact with life situations. Any individual's contacts with life are too few, however, to bring about a full, well-rounded growth. Much of our experience must necessarily be vicarious. To give this vicarious experience is the function of the library." 2

The first provision for consideration in the evaluation of the library in the Mineral Wells High School will be that of physical make up; i.e. the books and periodicals to supply the needs. The inventory of the book collection reveals


2O. C. Pratt, quoted by Mary H. McGrea in The Significance of the School Library, p. 4.
that the library contains some twenty-three hundred forty-six volumes. Two-thirds of these books are listed under the classifications of literature, history, travel, biography, and fiction. The remaining one-third is widely scattered through the various Dewey classifications. Table 5 shows this inventory and the distribution of the books therein. The problem of adequacy, appropriateness, and distribution in the various fields will be considered in the general evaluation at the close of this chapter, as well as the recency of publication in those fields in which this provision has special bearing.

A study of Table 6 will reveal both the number and the nature of the periodicals to which the school regularly subscribes. It will be noticed that the school does not provide a very large choice of periodicals for use by the students, and the number is inadequate for a school which has an enrollment of about six hundred students. Two sectional daily newspapers are received regularly. This is better than slightly more than half of the schools surveyed by the Cooperative Study. A comparison with the standards of other schools in the various geographical associations will be made in the summary at the close of this chapter.

The library has a very inadequate number of pamphlets, bulletins and clippings in the library proper; but this situation is somewhat remedied in that every classroom has some such material located in it. The adequacy of such materials
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<th>Number of Different Titles Summarized From A</th>
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<td>SECOND NEWSPAPER</td>
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<td>PAN AMERICAN UNION BULLETIN</td>
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<td>WOMENS HOME COMPANION</td>
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<td>THIRD NEWSPAPER</td>
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193 Total - School Score
was given by the librarian as poor, distinctly below average. The up-to-dateness of such material was rated as very poor. As to how well such materials were organized and indexed the library staff indicated a rating of "very unsatisfactory."

Illustrative and visual aid material was found to be very poor, when scored as to its adequacy. Such material as could be found was very much out of date, and showed to be very poorly organized and indexed. The school has not considered the purchase of such material for several years as other library needs have more than consumed the monies allowed for the purchases of library supplies.

Organization and Administration

Finances and Their Administration.—In considering the finances and the administration thereof, the following criteria have been used as a basis for evaluation:

(+) Provision is made for purchasing, binding and repairing books, periodicals and other library materials.

(+) Provision is made for necessary personnel service.

(+) The annual school budget regularly allocates a specific sum to library purposes.

(+) All money handled by the library is properly accounted for.

(+) Library funds are properly apportioned to new books, periodicals, repairing, binding, etc.3

Very little money is allotted in the general budget of

the school to the library for the purpose of purchasing, binding, and repairing. The amount set aside for the upbuilding and upkeep of the library is far below the accepted standard of seventy-five cents per student per year, as set up by Campbell. Were it not for the additional aid the library receives from the Parent Teacher Association, there would be very little yearly improvement, since the binding and repairing of old books would take approximately half of the money appropriated for library usage.

The provision made for the personnel service is very adequate, there being two full-time assistants, and one half-time librarian, who is well qualified to serve as the director of this phase of the educational program. The two assistants are made possible through cooperation with the W. P. A. authorities. There are also eight student assistants who work in the library during various hours of the day.

Provision is regularly made in the budget for the services of the librarian and an appropriation for the purchases of books and magazines. Although regularly made, this latter provision is very small, entirely inadequate.

About the only money directly handled by the library is that which is collected in the form of fines, and this is strictly accounted for. The funds for the purchase of books

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and periodicals is handled through the business office on a requisition basis.

It is the feeling of the staff in charge that too great a portion of the funds is spent for repairing and binding, and not a large enough portion is left for the purchase of new books and periodicals.

The library and library services are financed fairly well in the estimation of the staff in charge, as indicated by the evaluation of 3. The crying need of some fields for additional books and periodicals naturally leads the librarian to the statement that the monies available should be increased two-fold.

The spending of the library funds is fairly effectively done, to obtain the best results in view of this particular library's needs; at least this is the judgment of the trained librarian in charge, as shown by the evaluation of 3. The accounting of the funds handled is very effectively done, and is above reproach.

The Library Personnel.—In discussing the library personnel, it should be kept in mind it has a significant bearing on the amount of reading per pupil. The following provisions have been used in studying this phase of the library:

(a) The librarian has faculty status in all respects equal to that of other faculty

members of equivalent education, experience and responsibility.

(6) The librarian is adequately provided with library assistants and clerical help.

(6) The librarian, if part time, is allowed adequate time for library duties.

(6) The librarian is a member of a faculty committee designated to facilitate the integration of the library with other school activities.

The librarian is a part of the faculty of the school as one-half of her time is spent in the teaching of English; hence, it is absolutely essential that she have equivalent education and responsibility; although she does not have equal teaching experience with the majority of the teaching staff.

As stated previously, the librarian is furnished two full-time assistants, who are mature women with a fair conception of the function of the library. In addition there are several student assistants to handle the clerical work and the duties of the stack room.

While it is felt that the library could be made more efficient by a full allotment of the librarian's time, the periods spent by her in the library with her two assistants is deemed very adequate at present. This opinion is shared by the superintendent, the principal, and the librarian herself.

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6Cooperative Study of Secondary School Standards, Evaluative Criteria, p. 44.

The adequacy of the library personnel was evaluated at the next to the highest rating provided, that of 4. Since three of the four check list provisions were scored as high as was possible, and the other provision was marked 0, although it might have been scored 2 as it really does not apply to this school's method of organization, it follows that the provision for personnel is above the average. The staff is characterized by sympathetic understanding and enthusiasm in its work.

Classification, Catalog, and Care of Books.—In the consideration of this aspect of the library the following criteria as set up by Cooperative Study have been used:

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

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

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

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

(6) Books are repaired and rebound as need requires and in accordance with the standards of the American Library Association.

(6) Books are discarded when out of date or useless.

All the books within the library have been classified

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6Cooperative Study of Secondary School Standards, Evaluative Criteria, p. 44.
according to the Dewey decimal system. The card catalog has just been completed within the last year and at present each title may be located in the files by author, title or subject matter. The loan system is a modification of the Newark system, and apparently fits the need of this school fairly well. Provision is made for reserving books for which the demand is especially great, and others have been classified according to length of loan, as over-night, three day, and weekly.

Adequate shelving is provided for all the books owned at present as well as possible immediate future needs. The shelves are so arranged that they are in easy reach of even the smaller students. Student assistants check almost daily on the correct placement of the books.

While all books in need of repairing are given attention, according to the statement of the librarian, they are not repaired in accordance with the standards of the American Library Association. The necessary supplies for doing this high quality work are not furnished to the library staff.

The librarian stated that nothing had been discarded as out of date or useless since she had been in the school system; however, she has spent only one year in the school.

The organization of the library for service is scored 4, very good, distinctly above the average. It meets all the provisions set forth either fairly well or excellently.
Accessibility of the Library to Pupils.—Books may be secured at any time during the day with the proper permission to visit the library, either for individual or classroom use. The accessibility of the library has been judged upon the following points:

(a) The library is open for use at least 15 minutes before the opening of school.

(b) The library is open continuously throughout the day, including the lunch hour.

(c) The library is kept open as long after the close of school as demand justifies.

(d) Books are freely loaned to classrooms or study hall for such periods of time as are justifiable by results (include books housed in classrooms).

(e) Use of all library facilities is made as easy as possible; red tape is reduced to a minimum. 9

The library is opened at eight-fifteen o'clock each morning on school days, and classes do not convene until eight thirty-five, thus the library is open even earlier than necessary to fulfill the requirement above. By using a divided lunch period, whereby one assistant goes early, the library is kept open from 8:15 A. M. to 5:00 P. M. However, it is not always possible to get into the school building during the noon hour, due to administrative orders, so this provision is not as beneficial as it would at first seem. The library staff is usually on duty until five o'clock.

9Ibid.
which ordinarily takes care of any demand. Since the closing hour of the school is four, this would seem to be adequate time for all concerned.

Almost every classroom was found to have some books withdrawn from the library for use in the daily activity program. Any teacher may send for special books at any time during the school day by simply signing some student a library pass. Red tape is reduced to a minimum partly by having reference books and periodicals on open shelves within the reading rooms. Any other desired book may be had by simply filling out a withdrawal card, forms being provided for use in and outside of the library.

The accessibility of the library to the students in view of the above facts has been scored 3, the conditions and provisions being present and functioning well. The location of the library and the space provided for its use will be discussed under the heading of the school plant.

The Librarian's Responsibilities with Respect to the Operation of the Library.—The librarian's responsibilities with respect to the operation of the library include the following provisions which have been set as guiding principles:

(+a) Organizing and managing the library.

(+b) Supervising the library at all times (need not be in the library at all times).

(+c) Making an annual inventory of the library.

(+d) Selecting new books and other materials (other staff members cooperating).
(*) Needing the library periodically and making proper disposition and record of materials discarded or removed from their usual place.

(*) Giving attention to the proper ventilation and illumination of the library.

(*) Requiring the proper use of the library and proper conduct while in it.

(*) Making the library attractive.

(*) Studying the improvement of the library and of its services.

(*) Cooperating with other library agencies.

(*) Making an annual report of the status and needs of the library.

(0) Reporting the accomplishments and services of the library to its public.\(^{10}\)

The librarian has the sole responsibility for organizing the library. The actual managing is under her supervision but some of the actual work is delegated to the assistants. Due to the teaching load of the librarian, she is unable to supervise the library activity at all times. According to the superintendent, however, it is due to her supervision that the library functions so smoothly, so supervision given must be superior in quality.

Under supervision and direction, an annual inventory of the library is made. Such an inventory is made just prior to the close of school, and every effort is made to locate and have returned any missing books, and see that lost ones are paid for.

\(^{10}\)Ibid., p. 45.
The selecting of new books and materials is considered definitely a part of the work of the librarian, and she does not neglect seeking/cooperation of the other staff members. As in most schools the librarian, because of having to devote a part of her time to other duties unrelated to the library, is handicapped in acquiring and organizing library materials.\textsuperscript{11}

Not much has been done along the line of weeding the library of old or unused material, nor is there very much discarding. Periodicals are, of course, removed from their usual place as new ones arrive, and placed on the closed shelves for reference.

While much of the work of ventilation and illumination is done by the two assistants who are in the library during the day, it is under the supervision of the librarian, and it is through her training that it is properly carried out.

The library staff teaches the proper use of the library through explanations of the use of the card catalog and the Reader's Guide to Periodical Literature. Proper conduct is strongly emphasized, and it is clearly understood that the library is not a place to loaf or practice any sort of disturbance. Library privileges are withdrawn for certain stated intervals to those students who will not abide by the rules for library conduct as demanded in the school. Adams pointed out that: "In general, the giving of instruction in the use

\textsuperscript{11}Elwood Adams, \textit{op. cit.}, p. 79.
of library materials is not adequately carried out. This school is no exception to Adam's statement for fifty per cent or more of the student body are capable of little self-direction in the use of the library.

The staff, through an attractive bulletin board which is changed often, adds to the appearance of the library. The orderliness which prevails in the arrangement of the furniture is also noteworthy. As the library is composed of three former classrooms, with no alterations in the building structure, its beauty and suitableness is not all that could be desired.

Although the librarian scored the item on study of the improvement and services of the library as very satisfactory, no comment upon how or what improvement was made, or being considered, was given. As the individual evaluation of the librarian on "Improvement in service" shows an entire lack of professional study or research in this field of endeavor, perhaps scoring should not be so high.

There has been much use of the local membership-library by the school students, who are given free access and encouragement to use it. Possibly this condition has grown out of the cooperation of the two libraries.

A report of the status and needs of the library is made before the close of the school year, so that the information will be at hand when the consideration of the budget for the next year is begun. This report provides not only for the

\[13^\text{Ibid.}\]
books and periodicals to be used, but also takes into consideration needed physical improvements such as tables, chairs, filing cabinets, etc. A report of the accomplishments and services of the library has never been made to the general public, although the librarian has everything to gain and nothing to lose in making it. Perhaps if the public were aware of the good quality of the work done, it would be possible to secure additional funds for the support and maintenance of the library; for as it has already been pointed out the school is very responsive to the public demand.

The effectiveness with which the librarian discharges such responsibilities as just discussed has been evaluated as very good, distinctly above average. The library staff is very conscientious in its efforts to do the best work possible; and it does not stint on time spent in the accomplishment of desired ends. The library staff of the school at the present time is the best in its history, both from the standpoint of training and numerical sufficiency.

The Librarian's Responsibilities with Respect to Other Staff Members and the Pupils.—In judging this particular activity the following criteria have been used:

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

(b) Cooperating with other staff members and stimulating their cooperation and interest in the library.

(c) Attending faculty and other professional meetings.
(+) Holding conferences with teachers to learn their plans and library needs.

(+) Systematically acquainting the pupils and other users of the library with its proper and effective use.

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

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

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

(0) Giving objective tests to determine the ability of pupils to use bibliographic tools—catalog, indexes, etc.

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

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

(−) 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.

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

From the close contact with the superintendent of schools and the high school principal the librarian fully understands the school’s philosophy, aims and program of education. This is evidenced by the manner in which the library is conducted.

The installation of the browsing room, where students may read or study without adult supervision, has grown out of the aim of developing correct social conduct on the part of the school citizenship.

There must be close cooperation between the librarian and the teaching staff if the library is to properly function in the education of the youth of today. The high type cooperation evidenced between the librarian and the teachers of this school makes possible the sort of integration of classroom and library activity which is consistent with modern educational philosophy.14

The librarian attends all faculty meetings held by the school, and in addition the special meetings of the English faculty. She attended the professional meetings of the library group at Texas State Teachers Association meeting.

Throughout the year the librarian has asked that the teachers confer with her as to their plans and needs in the library. Most of the teachers have responded, thus enabling the librarian to know ahead of time the type of material that would be needed in order to make provision for its readiness.

While there was no definite period of instruction given to any particular group nor any orientation program in the use of the library, those using the library were instructed

14Elwood Adams, op. cit., p. 11.
in the best method to use. However, this study does not approximate the program of instruction inferred by the statement of Florence M. Hopkins, "Is it not as necessary to train the high school youth in the laboratory of books as it is to train him in the chemical and physical laboratory."15

Outstanding articles and pertinent ideas in the fields of teaching activity are pointed out to the staff members most likely to be interested. New books are called to the attention of the students by the use of a jacket-display bulletin board, and by personal interview with the teachers.

Probably more time is spent in this one activity than any other in which the library staff engages. Many users, both in the school and out, come seeking information with not the slightest idea as to how to find it. Nevertheless, not enough time is provided for the correct development of the ability to make use of the available facilities on the part of the pupils. Some effort is made to instruct pupils in library usage as their queries for different sorts of information are presented, but it must be admitted that such instruction is inadequate. No objective tests are given to determine the ability of students to use bibliographic tools.

Very little work is done in the field of guidance, but such items as come to the attention of the library staff are

filed. Quite a bit of material of an exploratory nature has been secured in the fields of science and industrial arts. As has already been stated the schools collection of pamphlets, and bulletins, is decidedly lacking, and apparently very little is being done about it.

Very little collecting or organizing of such things as visual aid materials, museum specimens, music records, etc. is done. The school is decidedly lacking in this particular phase of library activity, and as a result the students are denied much of the desired type of reading, in up-to-the-minute, authoritative informational sources.16

The only display of books to date was one which was especially designed for Book Week. Such displays as mentioned here are not generally made in the library proper.

The evaluation given the school on the effectiveness of librarian's discharge of such responsibilities as just discussed was 3, that of average rank, with the conditions present and functioning fairly well. The librarian and the staff of the school are rather closely related and do cooperate as well as can be expected, being given no time for conferences or library preparation of teaching assignments.

Selection of Library Materials

In the selection of books, periodicals and other library materials the following factors have been used:

(4) Content and aims of the curriculum.

(4) Publishers—editorial staff, type and quality of product and business reputation.

(4) Writers or authors; value and desirability of their products.

(4) Book and periodical format—binding, print, paper, appearance and durability.

(4) Probable gifts of books, periodicals or other library material.

(4) Availability of loans from other libraries, governmental agencies, individuals or other sources.

(4) Proximity and availability of other library materials in the community.

(4) Library circulation data—materials and types of materials used.

(4) Inquiry data—materials and types of materials called for and extent of the demand.

(4) Canvass of the study and reading interests of the pupils and suggestions by the pupils.

(4) Canvass of the plans and needs of the teaching staff and suggestions by the teaching staff.

(4) Relative permanence of the reading interests and consequent demands of the clientele.

(4) Present distribution of titles as to classification, departmental needs and desirable interests of the clientele.

(4) Need for duplicate books.

(4) 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.

(4) Beauty and attractiveness of the books.

(4) Caution in purchase of subscription books and of sets of books.
(0) The Booklist, Standard Catalog for High School Libraries, Subscription Books Bulletin, and similar publications.

(0) Book review periodicals, Book Review Digest.

(0) Standard lists of approved or recommended books.

(0) Amount of money available.\textsuperscript{17}

The emphasis on the social studies and English is clearly reflected in both the number and type of books in the library for these subject matter fields.

Since the books bought are all published by the large and reputable houses, it is natural to conclude that the publishing house is given considerable thought in the selection of new material. The selection of new books is made only after careful study of the author and the desirability of the particular book under consideration. The works of radical or revolutionary writers are shunned. Most of the books are ordered by catalog from well-known companies, which more or less insures desirable format. Very seldom are qualities as above actually personally inspected by the librarian before the purchase of the book.

The type of material that can be secured from the Extension Library of the University of Texas, or from the State or National government is not secured for the school. Books of fiction that are to be found in the local city library are

\textsuperscript{17}Cooperative Study of Secondary School Standards, \textit{Evalua-tive Criteria}, p. 46.
not very often duplicated in the high school library. Since
the only field covered by the municipal library is that of
fiction, not much consideration is given this factor in the
purchase of new books outside of this field.

In the selection of new materials, the use of similar
material now available is a determining factor. When special
material of such a nature as is not to be found in the library
is extensively called for, an effort is made to secure appro-
priate materials to meet this need.

Very little is done in the way of study of the reading
habits or interest of the pupils, to determine what selections
should or should not be purchased. The fulfillment of the
library function of providing for the worthy use of leisure
time is handicapped by this failure to learn of the pupils
reading interests.

Data on what is read provides information regarding the
permanence of interests and demands of the clientele, and the
use from time to time of certain materials gives the librarian
some idea as to demands of the clientele. No systematic
method is used to determine this factor.

The present distribution of titles would lead to a
special emphasis to secure needed materials in all fields but
English and the social sciences including history, travel,
and biography, which already have over two-thirds of the

18 C. R. Maxwell and L. R. Kilzer, High School Administra-
tion, p. 401.
total books in the library. However, such is not the actual case, for each year from two-thirds to three-fourths of all new books purchased remain in this field. The key to this situation may lie in the determination of departmental needs and to just which of the interests of the clientele are desirable and which are not. The demand for books of the same type or title is considered when duplication of material is requested.

Books above high school level are not purchased unless they have first been inspected to see whether they are interesting and will be read. The librarian fully realizes the challenge here given and is careful in making the selections so that the books will be of sufficient interest to stimulate the necessary activity on the part of the students. The beauty and attractiveness of the books are not considered. Neither are sets of books other than encyclopedias, considered.

The library does not have access to such publications as The Booklist, Standard Catalog for High School Librarians, Subscription Books Bulletin, etc. or to book review periodicals. The Library Bulletin of the State Department of Education is used mainly in the selection of books and other library materials.

The financial factor is necessarily one of the greatest in the selection of library materials. As the amount of money is very small, the librarian must be very careful in the selection made so as to get not only the most for the
money spent, but also to get the most equitable distribution according to demand.

The efficiency with which new material is selected for the library, in light of such factors as just described, has been scored as 3, average, functioning fairly well. In view of the small amount purchased yearly, even though the selection is fairly well made, the improvement of the library is decidedly below that of the poorest schools which are members of the North Central Association high schools.19

Teachers' Use of Libraries

The use made by the teachers of a school library has been set-up as a desirable criteria for judging the library of a secondary school by the Cooperative Study of Secondary School Standards using the following factors:

(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.

19 Ibid., p. 413.
(a) Teachers keep the librarian informed regarding prospective classroom demands on the library and librarian.

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

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

(d) Teachers encourage pupils to use the library for recreational and leisure reading.20

It was found that the teachers did not use the library much for the promotion of their own personal growth. Since no teacher has a free period during the school day, it is hardly to be expected that he would make very much use of the library. The scarcity of professional books in the library presents a further handicap to such use. The use made by the teachers of the library in planning their classroom activities is more or less of average quality. In some fields within the curriculum there is practically no use made of the library. A part of this inactivity in library use by teachers, may be accounted for by the fact that the library is not well balanced. According to Wilson, "A well balanced high school library must serve its school; each department, each course, each activity, each teacher, each child..."21 The poor quality of balance in this school library is shown on


21Martha Wilson, School Library Experience, p. 169.
Educational Temperatures, Figure 8, page 129, on Book Distribution.

The library is used extensively as a means of corroborating information found in the texts, as well as for research. Many teachers furnish bibliographies for use in study problems as outlined by the text. In history, social science and English, the unit plan of work as used tends to encourage both individual and group work in the library of the type mentioned. Group project work in home making courses frequently necessitates the use of the library to find needed material and information. According to the statement of the librarian only about one-half of the teachers ever give notice in advance of their classroom needs. Such a procedure reveals the need of a conference period, in which the teachers and the librarian may work together. There is not a classroom in the school in which occasional use is not made of library material. Of course, such references are not very frequent in mathematics or shop work, but some are made nevertheless. Hardly a day passes that the science, English, and social science departments do not borrow such materials for actual classroom use. Much encouragement for pupils to use the library for recreational and leisure reading is given by the English teachers, very little by any of the others. Most of the reading suggested by teachers other than the English teacher is in the subject matter fields.

The teachers' use of the library and its materials in
their own work has been evaluated as average, being scored as 3. While it is both desirable and necessary that teachers use the library in preparing for their daily classroom activities, they can hardly be censured for doing so little when the teaching load is taken into consideration.

The amount of stimulation in the use of the library that is given the pupils has also been evaluated as average. Some teachers, of course, provide very little stimulation in library use while others may be said to excel, for they do lead the students to a far greater use of the library than ever before within this school. Every study hall sends a full quota of its students to the library and usually has many disappointed ones remaining when the list is closed.

Pupils Use of Libraries

Some of the students were found to be daily visitors in the library and at the other extreme some few were found who had never been to the library. The following provisions have been used in evaluating the library usage by pupils:

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

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

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

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

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

(1) Each teacher keeps a record of the voluntary reading done by his pupils in his own field.23

It was found that several students were working in the library as student assistants, but whether this was a means of education and exploration or simply a place of employment to qualify students for N. Y. A. aid could not be determined. One student who is definitely planning to enter library work as a career was found in the school who has not been given the opportunity to do such exploratory work. This seems to indicate that exploration is hardly considered.

The fact that the library is full practically all of the time shows the high place which the students accord it as a place for classroom preparation. Almost any period during the day there can be found groups of students working harmoniously together in the preparation of their assignments.

The constant use to which the periodicals are subjected shows the great amount of leisure reading. Many students spend much of their time in the library furthering their knowledge about their hobbies and other inherent interests.

Very little use is made of the library in the promotion of the projects in the pupil activity program. Active participation was found in only three of the clubs on the school roster, in all others the use was negligible.

Through literature which shows that public property is the trust of all, the students are made to realize the respect due to public property. However, in the learning to care for such there has not been much advance made. The attitude and actions of the students in the library show that they have due respect for the rights of others, and the manner in which they use the books and other library materials is commendable. There is little wanton marking or dismemberment of books which is sometimes found among students.

In general, provision is made for each pupil to have at least three periods per week in the library, but there are some seventy-five to one hundred students who usually have no free periods. Such is the case of most of the boys who deliver newspapers, and are allowed to leave school early. Four classes to be met daily in addition to one period of physical education leaves these students no free periods in which to use the library. During the football season many students likewise leave early for the practice field, and
as a result have no free period in which to use the library. However, many students use the public library for both leisure and study activity. From the explanation of the use of source books and encyclopedias the ability to use the average home library is appreciably increased.

Very few cases were found where any teacher had any actual record of the voluntary reading done by the pupils. However, such records were kept by most of the English teachers, but this is largely done because of the point-system used in this department in regard to outside reading required.

In evaluating the pupils use of the libraries, four different phases are considered. These factors are given below with the evaluation assigned them by the library staff and others who participated in the judging. First, how extensively and effectively the pupils use the books of the library. This is scored 3. Second, how extensively and effectively pupils use periodicals. This is scored 4. Third, how extensively and effectively pupil use vertical file materials. The score of 1 applies here. Fourth, how extensively and effectively pupils use visual aid materials. This is scored 1. The reason for the low evaluation in the latter two provisions is self-explanatory in view of the fact that these materials are very poorly supplied and organized.

The Library Staff

General Preparation and Qualifications.—In judging the library staff the possession of such qualifications as the
following were considered:

(-) A broad, general education—the equivalent of the baccalaureate degree.

(+) A good understanding of the school's philosophy of education and of its educational program.

(+) Successful experience as a teacher—at least a full year or the equivalent.

(+) Ability to organize and manage the library and its materials effectively.

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

(+) Ability to work agreeably and effectively with pupils and to teach them to find and use library material readily and effectively.

(+) Ability to make the library attractive and interesting to pupils and teachers.

(+) Ability to work effectively with the administration officials of the school. 23

Only the chief librarian has qualifications of a baccalaureate degree. The two assistants do not have college training, but have a rather wide general knowledge. This preparation, however, is above that of many schools throughout the country, some of whom trust the library entirely to high school students. 24 The librarian is serving her first year in the teaching field, alternating her time between the library and the classroom. The assistants have never taught.

23 ibid., p. 42.
The pleasing personality and cooperative spirit of the librarian, as well as her understanding of library procedures makes her work with the teachers very effective. The present library "set-up" is proof enough of the ability of the librarian to organize and manage it effectively. One of the best evidences of ability is the manner in which the librarian and the assistants work with the students. The library would hardly be such a popular place to study and read for leisure were it not for the librarian's ability to work with the pupils agreeably and effectively. The library is very attractive to both students and teachers as is evidenced by the continual use to which it is put. There is apparently perfect harmony between the librarian and the school administration. Her ability to work effectively with and for the administration is vouched for by the high commendation given her by both the superintendent and the principal.

The general education of the library staff has been evaluated 3+, or slightly above the average, according to the provisions just considered on general adequacy. The ability of the staff to make the library useful and attractive to the pupils and teachers has been evaluated 4, or distinctly above the average.

**Library Training.**—The specific library training of the head librarian has been judged on the following points:

(-) Thorough and extensive preparation and training in organization and management of the library.
Thorough and extensive preparation and training in selecting, classifying, cataloging and shelving books.

(1) Thorough acquaintance with magazines and periodicals and their appropriateness for secondary schools.

(2) Adequate preparation in collecting, organizing, and filing pamphlets, bulletins, visual aids, and other similar materials.

(4) 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.24

The work of the librarian in the field of selecting, classifying, cataloging, etc. indicates that her ability is about average; and that she is doing the work mentioned in a fairly satisfactory manner. Her acquaintance with magazines and periodicals suitable for secondary schools is quite broad, but not necessarily outstanding. The direction as to their use, however, is very satisfactory to the school officials. The rather poor collection of pamphlets, bulletins, visual aids, etc. and the inadequacy of the librarian's training in the field of collecting, organizing, and filing them accounts for the average score for this criterion.

The library training of this librarian was obtained in the Texas State College for Women, and is on a par with that offered by most schools within the state. Yet according

to the standards set up by the American Library Association, this particular school ranks in the fourth grouping as to quality of work.\textsuperscript{25}

In evaluation of the library training of the staff members three factors were considered and rated numerically as previously set forth. These factors and the ratings given are as follows: First, how adequate the preparation of the library staff is for organizing and managing the library and its materials. This is scored 2. Second, how well the staff is qualified by preparation and ability to help teachers make the school's educational program effective is scored 3. Third, how well the staff is qualified by preparation and ability to make the library useful for study and attractive for leisure reading is scored 2. In considering the training of the library staff, it must be kept in mind that although the head librarian holds a bachelors degree and the required hours (State requirement) in library science, that she works only part-time; and that the two assistants who are full-time workers have no special training in library science, nor do they hold a bachelors degree. This condition will, of course, tend to give the library a somewhat lower ranking than perhaps it should have as it is actively supervised and managed by the qualified librarian.

None of the library staff is a member of the American

Library Association. The only magazine of a professional nature read by any of the library staff was found to be the Texas Outlook. No professional books were read by the members of the library staff, and a very few non-professional books were listed as leisure reading. Since the librarian has been out of school only one year, the recency of her education goes without comment. Taken as a whole the library staff has done very little in the way of improvement in service.

General Summary of the Library Service

Three things have been designated as the best elements of the library service of this school.

First, the enthusiastic service rendered by the library staff has been rated as most outstanding. This phase of the service is impressed upon everyone who uses or visits the library. The librarian and her assistants are always ready and willing to help any who wish their services.

Second, the use of the library and its facilities by the pupils is noteworthy. The library attendance is limited only by its seating capacity, and these are used to the fullest extent every period in the school day. The sincerity of the students using the library is commendable, and very seldom is any disciplinary measure necessary.

Third, the selection of periodicals and newspapers available, while not all that could be desired, is very much above that found in the average high school throughout the country as shown in Figure 6.
In regard to those matters considered least adequate or in greatest need of improvement, it was found that the three most often mentioned were:

First, the great difference in the distribution of titles among the various subject matter fields is without justification. Immediate improvement should be made to increase the offerings in practically all fields, with the exception of history, fiction and literature.

Second, the recency of publication in most fields is decidedly in need of attention. Many of the books of a scientific nature are practically worthless because they are out of date.

Third, the use of the library by the teachers in the preparation of their classroom activity and in leisure time reading is far below what could be expected. Some provision should be made so that each teacher would have at least one free period per day, of which a part, at least, could be spent in the library.

Much improvement has been made in the last two years in the library, especially in the selection of periodicals, the physical "set-up," and the enlargement of the library staff.

In order to get a more composite picture of the library service of the school, a comparison was made with the findings set forth by the National Cooperative Study of Secondary School Standards. To do this there was first made a summary of all evaluations. This is shown in Table 7. From the
<table>
<thead>
<tr>
<th>Section</th>
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<th>Computation of Summary School Scores</th>
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<td>Selection of materials</td>
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<td>Use by Teacher</td>
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Totals: 100 100 69.4
Summary Score (divide by 100) 69.4
Equivalent Percentile (from Percentile Conversion Table) 51
various evaluations the computation of the primary school scores has been effected, and these have been plotted on the corresponding educational temperatures charts. The summary score has been figured after giving specified weights to the various primary scores. This has been plotted in red.

A study of Figure 7 reveals that the Mineral Wells High School, in number of volumes in its library, is equal to or better than 44 per cent of the 199 schools measured. It stands five points lower than the average Southern school. It is decidedly lower than large schools in general by 23 points. It stands somewhat below the accredited schools in general by 8 points. It stands three points below the average public school.

Figure 7 shows that this school, in distribution of titles, is equal to or better than 53 per cent of the 196 schools measured by the Cooperative Study. It stands 10 points higher than the average Southern school. It stands 6 points higher than the average large school, and it is about the same level as the average public school. It stands 1 point above the accredited schools in general.

In appropriateness this school stands equal to 49 per cent of all schools, 94 in number, surveyed. It is below the average Southern school by ten points. It is ten points below the large schools in general. It is about level with the accredited schools in general, being two points below. It stands 5 points lower than the average public school.
This school, in recency of publication, is equal to 69 per cent of the 157 schools measured. It stands 4 points below the average Southern school. It stands 7 points below the large schools in general. It stands 1 point below the level of accredited schools in general. It stands 5 points below the average public school.

In general adequacy, the school stands equal to 86 per cent of the 195 schools studied. It stands decidedly higher than Southern schools in general, in fact, specifically 26 points higher. It stands 5 points higher than the large schools in general. It stands 15 points higher than accredited schools in general. It is decidedly higher, by 31 points, than the average public school.

This school, in periodicals supplied, is equal to 65 per cent of the 200 schools studied. It stands 21 points above the average Southern school. It stands 3 points above the large schools in general. It stands 10 points above the accredited schools in general. It stands 12 points above the average public school.

This school, in pamphlets and bulletins provided, equals only 39 per cent of the 200 schools studied. It is just one point above the average Southern school. It is 33 points below the large schools in general. It is 13 points below the accredited schools in general. It is 11 points below the average public school.

In visual aids, this school is equal to 44 per cent of
LIBRARY - ADEQUACY

**Fig. 7**—The educational temperatures of the library adequacy.
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.
the 200 schools studied. It stands 13 points above the average Southern school. It stands 15 points lower than the large schools in general. It stands 8 points below the accredited schools in general. It stands 4 points lower than the average public school.

In studying Figure 8, the distribution of the books in this library, it was found that in most fields the school is very inadequately supplied.

In reference works it equals only 38 per cent of the schools studied. It is 6 points below the average Southern school. It is 36 points below the large schools in general. It is 14 points below the accredited schools in general. It is 17 points below the average public school.

This school, in philosophy, is equal to only 37 per cent of the 196 schools studied. It stands 13 points below the average Southern school. It stands 27 points below the large schools in general. It measures 15 points below the accredited schools in general. It stands 11 points below the average public school.

In religion, this school is equal to 45 per cent of the schools studied. It stands 9 points below the average Southern school. It is 17 points below the large schools in general. It stands 7 points below the accredited schools in general. It stands about the same as the average public school.

This school, in the field of social science is equal to
Cooperative Study of Secondary School Standards

LIBRARY - BOOK DISTRIBUTION

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Fig. 8—The educational temperatures of the book distribution in the Dewey system.
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.
only 87 per cent of the schools studied. It stands 13 points below the average Southern school. It stands 35 points below the large schools in general. It is 25 points below the accredited schools in general. It stands 33 points below the average public school.

The school has no works in the field of philology.

In natural science, the school is equal to only 33 per cent of the schools studied. It stands 10 points below the average Southern school. It stands 30 points below the large schools in general. It stands 26 points below the accredited schools in general. It stands 17 points below the average public school.

This school, in the useful arts, is equal to only 34 per cent of the schools studied. It is 14 points below the average Southern school. It is 25 points below the large schools in general. It is 13 points below both accredited schools and average public schools.

In the fine arts, the school is equal to only 17 per cent of the schools studied. It is 25 points below the average Southern school. It is 44 points below the large schools in general. It is 35 points below the accredited school average. It is 32 points below the average public school.

In literature, this school equals 73 per cent of the schools studied. It stands 25 points above the Southern schools, and 10 points above the large schools in general. It stands 31 points above the accredited schools in general,
and 37 points above the average public school.

This school, in the field of history, travel, and biography equals 52 per cent of the schools studied. It stands slightly higher than the average Southern school. It stands 16 points lower than the large schools in general. It is at the same level with the accredited schools in general. It stands 4 points above the average public school.

This school, in fiction, equals 45 per cent of the schools studied. It stands 13 points below the average Southern school. It is 22 points below the very large school in general. It stands 9 points below the accredited schools in general. It is 5 points below the average public school.

As seen in Figure 9, in the field of service the school library shows at its best, as it is the one high spot in the complete evaluation of the library. It should be remembered in considering the library staff qualifications, that not only the head librarian is considered but also two assistants who work full time.

This school, in library organization and administration, is equal to 78 per cent of the 300 schools studied. It is 30 points above the average Southern school. It stands 17 points above the large schools in general. It stands 26 points above the accredited schools in general. It is 35 points above the average public school.

In the selection of materials, this school equals 47 per cent of the schools studied. It stands at the same level
as the average Southern school. It stands 15 points below
the large school in general. It stands 6 points below the
accredited schools in general. It stands 1 point below the
average public school.

In the use by teachers, this school is equal to 60 per
cent of the schools studied. It stands 10 points above the
average Southern school. It is 3 points above the large
schools in general. It stands 9 points above the accredited
schools in general. It stands 12 points above the average
public school.

This school, in use by pupils, is equal to 49 per cent
of the schools studied, in spite of the fact that it is given
the lowest rating possible on the use of pamphlets and visual
aid materials because of their scarcity. It stands on the
same level with the average Southern school. It stands 6
points lower than the large schools in general. It stands
3 points below the accredited schools in general. It stands
at the same level as the average public school.

In library staff qualifications, this school is equal
to 30 per cent of the schools studied. Had only the head
librarian been considered it would have equaled 55 per cent
of the schools studied. It stands 33 points below the aver-
age Southern school. It stands 41 points below the large
schools in general. It stands 31 points below the accredited
schools in general. It stands 31 points below the average
public school.
Fig. 9—Library service.
GUIDANCE SERVICE

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

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

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

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

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

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

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

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

8. SUMMARY
   Based upon the other seven thermometers on this page, each weighted as indicated below its bulb.
In library staff improvement in service it is below all schools in its class in every phase; ranging from 57 points below the large schools in general to 45 points below the average Southern school.

On the summary thermometer which shows the general evaluation of the school in library service it is equal to 51 percent of the schools studied. It stands somewhat above the average Southern school, that is, 4 points. It stands 13 points below the large schools in general. It stands just 1 point below the accredited schools in general. It stands 2 points above the average public school.
CHAPTER VI

GUIDANCE SERVICE

Articulation Between Schools

The great influx of youth of appropriate age into the secondary schools within the last half a century, with the resultant rapid growth of school enrollment, and the decided change in the character of the school population, has given the problem of guidance an ever increasing importance. Today it is considered by many as one of the most, if not the most, important modifications necessary in our educational system. Rapid and sweeping changes in the business and industrial world are largely responsible for this larger and longer school attendance. The apparent breaking down of some of the social agencies dealing with youth has also emphasized the need for guidance among the youth of this country; if it is to properly take its place in this complex civilization.

Guidance, as applied to secondary schools, 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, civic, 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.\(^1\)

With this brief account of the guidance problem and statement of the guiding principles to be followed, consideration of the guidance service in the Mineral Wells High School will be undertaken.

**General Procedures.**—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:

- (\(\oplus\)) Study carefully the aims and functions of both schools.

- (\(\oplus\)) Study carefully the program and facilities of both schools.

- (\(\oplus\)) 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.

- (\(\ominus\)) Make proper adjustments for exceptional pupils passing from one school to another.

- (\(\ominus\)) Understand the factors that shall be considered and shall determine promotion from one school to another.\(^2\)

The understanding and articulation between the secondary school and the other schools of the city system is adequate, but the outlying schools which send pupils to this school do not cooperate effectively.


\(^2\)Ibid.
A rather careful study is made of the program of the schools, both sending and receiving, in order to better coordinate. While the facilities of the sending schools are carefully studied by the school, very little study has been done by the sending schools of the facilities of this school.

The elementary schools of the system, working with departmental chairman of the high school seek to fit their programs to the needs of the freshman classes. The outlying schools, through the efforts of the county superintendent, have made much improvement in this line within the last two years.

Very little is done about providing for exceptional students even within the high school proper; but some exceptional students have been allowed to enter before completing their elementary work on account of the quality of their work. No such arrangement is made with outside schools.

There is complete understanding as to the factors that determine promotion from one school to the other. These factors for outside schools are simply the passing of the highest grade offered in that school and the desire to attend this school.

In evaluating these general procedures only one provision is made; i. e., how effectively such procedures as the above are followed. This has been scored 4, as a composite of the individual scorings; two average and three above average, would seem to indicate. Considerable improvement
could be made in the understanding and articulation between the schools, and this seems to be the trend of action within the last few years, especially as it applies to outlying schools.

Information About the Secondary School.—The evaluation in this phase of the school's program has been judged upon the manner in which 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.3

The purposes and objectives of the high school are explained to the elementary principals and teachers within the school system by the administrative staff. These purposes and objectives are discussed with the county superintendent, who in turn presents them to the surrounding schools, whose pupils ultimately enter the local high school.

Information regarding curricular offerings and aims is passed on in the same manner as that described above.

The school itself provides very little information about its activity program or the aims thereof. Considerable in-

3Ibid., p. 56.
formation about such activity is passed on by the students from the sending school. The elementary schools of the system receive no formal information about such activities.

The lack of organization of the guidance program is such that many do not realize there is any such activity within the school. In view of this fact, it is hardly to be expected that information about the program would be supplied. The school follows the broader view of guidance as expressed by Allen: "The guidance process and the educational process have become so interwoven that at times it is hard to distinguish between them." In this sense the class counselor is not a specialist, but primarily a teacher, who has had delegated to her some of the functions of guidance previously in the realm of the principal. To Brewer education is guidance, and there is little to distinguish it from teaching.

Little, if any, information is disseminated about either the plant or the equipment by the school authorities. Here again, however, it was found that some information is furnished by the students.

Very few, if any, of the pupils who come from other districts know anything about the staff of the school upon entrance. The pupils who come from the elementary schools of

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the system are but very little better informed on this factor with the exception of the coaching staff; and the band director, who teaches part-time in each of such schools.

In supplying information about the school to those schools which send their pupils to continue their education, this school has been scored 3. This seems to be fairly accurate in view of scoring on the component elements; three being marked minus, or average; two being marked plus, or above average; and one being marked zero. For quicker and better adjustment on the part of first-time enrollees such information should be better provided.

Information Regarding the Success of Pupils.—The way in which the receiving school provides the sending school with the following information has been set up as criteria for judgment:

1. Scholastic progress of the sending school's former pupils.

Other significant information concerning former pupils' progress, such as:

2. Social and personal adjustment of these pupils.

3. Outstanding achievements of these pupils.

4. Serious difficulties of these pupils.

5. General problems requiring better understanding or articulation.6

Records are provided periodically for the principals of

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the various sending schools showing grades their pupils have
earned in this high school.

No records of the social and personal adjustment of for-
mer pupils are provided. Outstanding achievements in all
lines of student activity are usually provided the sending
school. Notice is generally given of any difficulty encoun-
tered by the student, if it be scholastic or disciplinary.

In scoring on how well—qualitatively and quantitativ-
ely—does this school provide such information as just discus-
sed the evaluation of three has been assigned. Certainly
the school is not above average in this activity; it may be
below the average, but in the opinion of the administration,
it is about average.

Basic Information Regarding the Pupil

Permanent Cumulative Record.—The study of the perma-
nent cumulative record of the school reveals that informa-
tion regarding each pupil’s home and family is very meager.
Factors or criteria for judging this feature were based upon
the inclusion of such features as follow:

(*) Full name of each parent (or guardian)

(*) Their address and telephone number

(*) Occupations of each parent and regulari-
ty of employment.

(*) Race, nationality and birthplace of
parents.

(*) Citizenship status of parents; how long
residents of this country.
(0) Educational and cultural status of parents.

(--) Parental status—living or dead; living together or divorced.

(0) Ages of brothers and sisters of the pupil.

(0) Marked talents or accomplishments of family members or near relatives.

(--) Health status of family members.

(--) Economic status of family; home ownership.

(0) Attitude of the home toward school and toward attendance of pupil at school.

(0) Facilities for home study—library, magazines, conveniences for study.

(0) Plans of the parents for the pupil's future.

It was found that the occupation of the parents was listed in practically all cases with their full name, address and telephone number; but no record of the regularity of employment was kept. No provision is made on the cumulative records of the school for the educational or cultural status of the parents. The records show whether the parents of students are living or dead, but they do not include information as to whether they are living together or not. Provision for information regarding the health status of family members is not made on the record system of the principal's office, but such information is to be found in the health record files of the school nurse.

7Ibid.
The economic status of families of students, while not definitely stated, is inferred in most cases from occupational status and home-ownership. Information regarding the home attitude and environment is provided for some pupils, but not for all. Only the cases in which disciplinary or attendance problems have had to be settled showed any such recording. In addition, no record is kept of the facilities for study at home provided for students.

In evaluating the information regarding each pupil's home and family upon the basis of how well—qualitatively and quantitatively—is such information provided, the school has been scored 3. The value of some of the items scored, as to their use, or importance in the guidance program, may be questioned. Especially is this true in the field of scholastic accomplishment, where it has been found that after the junior high school level nationality plays a very insignificant role in achievement.\(^8\) It was further found that on the freshman university level there were more failures among native born American youth than among foreign born. Facilities for home study on the part of the students, in this particular school is not a very definite determining factor as to accomplishments, as is evidenced by the fact that a great number of the honor students come from homes practically devoid of such features.

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When the use of such information is considered from the standpoint of guidance the evaluation is scored at the lowest point; namely, one, or very poor. Some of the facts revealed by these records are taken into consideration by individual teachers in counseling with students, but it is rather from personal information than that of the records.

The use of such information in the guidance program is not as widely used as this criteria would lead one to believe, for in the study of some two hundred schools, John B. Lamar\(^9\) found that only 14.9 per cent of them used information concerning home conditions as a factor in guidance.

The second phase of the permanent cumulative record to be considered is that of the correctness of the report of the pupil's record. Judgment was made upon the following information:

1. Name, sex; date and place of birth.
2. Name and location of school or schools attended.
3. Academic record for each year, with special note of particularly good or poor work.
4. Health record; serious or protracted illnesses
5. Attendance and tardiness record; reasons for excessive absence or tardiness.
6. Conduct or citizenship record; explanation of unusual behavior.

(-) Marked interests and abilities

(0) Names, dates, and scores on standards psychological tests taken.

(0) Names, dates and scores on standard achievement tests taken in the past two years.

(0) Personality trait ratings by several teachers.10

The academic record for the year is complete, but very little attention is paid to particular good or poor work, at least no special note is made. A health record is found only in the files of the health nurse. The attendance and tardiness record is very complete; however, the reasons for these irregularities is not completely shown on the permanent records. The recording of conduct or citizenship is done only in unusual or rare cases, and it is not found on the record of many students. On the items of marked interests and abilities, the records are very incomplete. There is no record of any psychological tests having been given. Personality trait ratings have never been made except for students enrolled in an occupations course, and scores on these tests were not recorded on the permanent records.

To evaluate the material under consideration it is necessary to answer the question: How well is this information provided in quality and quantity? To this, a score of three has been assigned. The second step in evaluating this material

was made upon the use to which the information supplied was put in pupil guidance. This was scored as very poor; evaluated one. All of this material is generally used extensively in the guidance program of the majority of secondary schools.\textsuperscript{11}

The nature of the pupil's physical and health record make it advisable to present it as scored, without individual discussion. The permanent cumulative record should include information relative to the following:

- Height and weight.
- Vision.
- Hearing.
- Teeth and gums.
- Speech defects.
- Posture and feet.
- Tonsils, adenoids, etc.
- Vital organs.
- Skin and scalp.
- Physical abnormalities and deformities, undernourishment, etc.
- Physiological maturation.
- Immunizations.\textsuperscript{12}

From the scoring of the items of the checklist above

\textsuperscript{11}W. O. Koos and G. M. Kefauver, \textit{op. cit.}, Chap. X.

it can be seen that there is an equal distribution of average, or provisions fairly well made, and provisions made to a very satisfactory degree. The items marked plus have had definite scrutiny, and are recorded upon the records in the files of the health nurse; while the items marked minus have been considered and recorded only if their nature has called especial attention to them.

An evaluation of three has been assigned to the question of how well qualitatively and quantitatively is such information provided. The effectiveness with which such information is used for pupil guidance has also been designated three, as this is one of the best phases of guidance within the school.

No record of the pupil's psychological traits or other similar traits is made, as no provision has ever been made determining such factors. Of course, it would be possible to discover a pupil's special interests, characterizing attitudes, social interests, and educational and vocational intentions without the use of specially designed tests, but such information has never been sought. In view of the importance of the educational and vocational intentions in curriculum building and course planning, such neglect on the part of the school authorities is hardly understandable.

Two evaluations are made of the record of the pupil's

13L. V. Koos and G. N. Kefauver, *op. cit.*, Chap. I.
psychological and other traits. Since the provisions or conditions set forth are needed and not met, the scores assigned in both cases is one; i.e., very poor or not present.

The next study that was made of the cumulative records was for the provision of "reports of progress." This program has been scored on how well such information as follows is added to the permanent cumulative record of the pupil's:

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

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

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

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

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

6. Religious interests and activities.

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

8. Use of leisure time—amount of time given to play, reading, hobbies, and movies and nature of each.\(^{14}\)

The complete academic record of each child was found in his record. The only standard tests that have been given

are in English, and the results are not recorded on the
permanent records. Material pertaining to attendance and
tardiness is recorded and kept on file. Ordinarily conduct
records are only kept for the current school year; however,
in exceptional cases it was found recorded on the permanent
record cards. There is no information on out-of-school activ-
ities other than the religious ones. Only the church mem-
bership and years of enrollment in Bible class in the school are
recorded. No record is made of other church activities. In
addition, no record of employment is kept unless the student
has to leave school early or part-time. The only record of
the use of leisure time is found in the list of clubs or stu-
dent activities, from which could be inferred the approximate
time that is spent in these recreational and leisure time
activities.

The following additional criteria has been considered
in this evaluation:

(0) Periodic ratings by teachers on per son-
ality traits.

(0) Degree of socialization; difficulties or
problems in socialization; anti- or non-social hab-
its; progress.

(0) At successive stages of development,
intention and reasons for wanting or not wanting to
complete the secondary school and for wishing or
not wishing to enter college, including type of
college.

(0) Vocational preferences at successive
stages of development and reasons therefor.

(0) Evidences of vocational aptitudes—in-
terest and skill in performance.
(*a) Participation in pupil activity program.

(0) Special talents or interests—musical, artistic, athletic, inventive, literary, dramatic, scientific, etc.

(0) Special achievements in school and out of school; honors received.

(a) Findings of comprehensive periodic physical examinations.

(0) 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) Attitude toward the school and school activities.\textsuperscript{15}

All of the above activities have been scored as zero since no records are kept, with the exception of the notations which record pupil participation in the activity program and the findings of physical examinations. Activities of the pupils which merit unaffiliated credit are recorded; likewise, the health nurse keeps records of periodic physical examinations.

In the evaluation of this phase of the record system two provisions have been set up. First, how well is such information as the above provided in quantity and quality. This has been assigned the score of two; indicating that those provisions, if present, are in an inadequate amount. Second, how extensively and effectively is the information used for guiding the pupils. This has been scored one, showing very poor use, if any at all.

\textsuperscript{15}\textit{Ibid.}, p. 59.
Others Matters of Record and Necessary or Desirable Forms.—A study of the schools supplementary records and similar desired information was made and judged upon the following factors:

(•) Entry, registration, assignment; withdrawal and transfer of all pupils.

(•) A complete school membership roll.

(•) The school census record against which school membership and attendance is regularly checked.

(•) 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.

(•) 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.

(•) A record of graduates, noting employment, further education, unusual happenings, and general progress.

(•) 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.

(•) 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.

(•) Special reports to parents whenever such a report may be helpful in the pupil’s development.

(•) 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.\textsuperscript{16}

A fairly complete record is kept upon the entry, registration, assignment, withdrawal and transfer of pupils; however, the reasons for withdrawal are not shown in every case.

In several files may be found a complete membership roll. The school census record is also available but is not checked regularly against attendance. This census shows the pupils not in school but does not list those not required to attend since, under the present law, no one is absolutely required to be in school.

There is no record regarding the employment or employment conditions of pupils or graduates of the school.

An effort to keep pupils and parents informed regarding progress and difficulties is made by special provisions on the regular report cards and also by the use of special progress slips, commonly referred to as "unsatisfactory slips" by the pupils. An annual summation card, if provided and distributed, is inefficient.

Evaluation has been made upon the same provisions as the other items concerning student records; namely, how well such information is provided. This is scored 3; and how extensively and effectively it is used for pupil guidance, is scored 3.

\textit{Nature and Use of Records and Reports.}—In judging the

\textsuperscript{16}Ibid.
use of the records and reports for actual guidance the following provisions have been considered:

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

(-) 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.

(-) 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.

(-) 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.

(-) 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.

(+4) The pupil accounting system is so organized that data are cumulatively entered in sequential order; relationships and progress can be easily traced.

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

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

(+4) Codes and marking systems are carefully explained on each form on which they are used (unless entirely confidential).
Graphs are used extensively to indicate relative progress. 17 During some periods in the school day, the office is turned over to students and anyone who desired to do so could go through the records. Such a condition is deplorable. Although the record cabinets are made of steel, they are not fire proof. Furthermore, when taken out of the office, the records are not carefully guarded against loss. The daily schedule card of each pupil is available only in the principal's office; but under the present set-up, no one else has any particular use for it. Whenever a teacher requests any kind of record, for such activity as class sponsorship, it is furnished. Very seldom is any other type of record furnished to teachers.

It may be noted that the quality of the recording system is very poor but that the record and data as a whole is kept in excellent form, being compact, considering the very haphazard methods employed and the inadequate materials provided.

A system of graphs was used under a recent administration, but at present no provision is made for graphic representation on the records.

In evaluating the nature and use of records and reports by the school, the first provision considered was: How well such facilities or conditions are provided. This was scored

17 Ibid.
3, as the administration felt that the system was functioning fairly well. The second provision, the extensiveness and effectiveness with which they are used for guidance was scored 1. It is recognized by the school that it does little organized guidance work.

Operation of the Guidance Program

**General Organization.**—In considering the operation of the guidance program, the minimum requirements of guidance should be kept in mind. According to the statement of Altstetter, made in the Decatur conference recently, the minimum requirements of guidance are: "Every staff member has some responsibility and does something about it. Every pupil knows there is at his disposal some guidance service." The criteria for judging the general organization of the guidance program are:

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.
(-) Counsellors are freed from other obligations in proportion to the time and energy required for counselling.

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

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

(0) The counselling program is coordinated with similar programs or agencies in the elementary school, the college or trade school, and in industry.18

Each teacher was interviewed and it was determined from these interviews that all staff members regard guidance as a cooperative undertaking and responsibility; this conclusion was not derived from an interpretation of their guidance activities.

The principal is the principal funcitonal in the guidance program. This condition was also found to exist in sixty-six per cent of the Texas schools studied by Boyd.19 This feature was scored average because of the direction and coordination, and should not be taken as an evaluation of the training of the counsellor. Teachers assigned parts in the guidance program are supposedly chosen for special ability, interest, and training. The load assigned, however, is not

18Ibid., p. 60.

well balanced, some teachers having very little responsibility, while others with the same teaching load are assigned twice or three times as much to do. In this school no one is freed from any obligation for any further assignment, it is simply added on.

While it is admittedly the responsibility of the secondary school to offer counselling through school and into the educational, social, and vocational life afterward to the youth of the community,²⁰ it is not accomplished very well. In fact, it is not even attempted in the majority of cases; and there is no correspondence or communication with the elementary school, the college or trade school, or industry with the thought of counselling.

Further criteria along this line follow:

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

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

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

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

(−) Causes of misconduct are sought as the

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²⁰L. V. Koes and G. H. Kefauver, op. cit., p. 496.
first step in improvement.

(→) Methods of counselling and their results are constantly studied.

(→) Counselling stimulates; it emphasizes confidence, self-discovery, and self-direction by the pupil.

(→) Cooperation of the home is sought.31

Provisions for information, advice, self-reliance yet cooperative personality in the guidance program should hardly be applied to the insufficient program of guidance offered in the school. These provisions presuppose an activated-organized program and this school does not have any such program.

Some use is made of the opportunity to consult individuals and organizations in the community concerning guidance, but the number and choice of individuals and organizations rendering such information could be improved upon decidedly.

Since there are no regular counsellors or homeroom teachers in this school there can be no preparation for counselling. The regular faculty staff members spend the majority of the further study time in their own subject matter fields; in addition to this undesirable necessity, there is no library or collection of materials to aid along this line. Not one-fourth of the teachers attempt to study methods of counselling. This cannot be said of the principal, who is

the main counselling and guidance functionary, who professes continual study of counselling methods.

In theory, that counselling stimulates, emphasizes confidence, self-discover, and self-direction by the pupil is the chief characteristic of the guidance program; but in practice, due to the meager information supplied by and about the student, the necessities of proper and meaningful guidance, it is impossible.

Cooperation of the home is desired more than it is sought. Very little attempt is made to secure proper cooperation of the home in problems of guidance.

The guidance program is not very well organized in the school, and very little has been done toward improvement. This provision, how well the guidance program is organized, must be evaluated 2, because it is poor and does not function very well. The extent to which teachers participate in the guidance program is in keeping with the time allotted for such work, which is practically none at all. This has been scored 2 also, because it is felt that the provision made is very adequate.

School Organization and Program.—In informing the pupil regarding matters which may require guidance, the following provisions have been taken into consideration:

(-) The general aim and purpose of the school.

222. V. Koes and G. W. Kefauver, op. cit., p. 231.
(a) The general traditions and code of conduct of the school.

(b) The purposes and objectives of various courses and curricula.

(c) The sequence and relationships of specific courses.

(d) The library and how to use it.

(e) The school staff, its personnel and organizations; responsibilities of various officials.

(f) The school plant and the location of the pupil's various activities.

(g) The school's time schedule, signals, traffic regulations, etc. 23

The aims and purposes of the school do not receive proper attention in the matter of guidance. While every effort is made to emphasize such matters to the teaching staff, very little effort is made by either the administration or the teachers to properly disseminate such knowledge to the student body.

The general traditions and code of conduct of the school are discussed in assembly, class meetings, and extracurricular activities as the opportunity presents itself. In scheduling, which is done entirely by the principal before the formal opening of the school year, a rather careful explanation is made of the purposes and objectives of the various curricula offerings.

While some information is imparted on the sequences and
and relationships of specific courses, the frequency with
which some of these sequences are broken leads to the con-
clusion that it could be improved.

Very little instruction is given regarding methods of
the library, chiefly because of the failure to provide either
the time or the instruction necessary. The program of orien-
tation is also very poor; few of the students below junior
level know the responsibilities of school officials. Acquaint-
ance with and information about the personnel and its organi-
sation usually comes from experience and contact, not from
the guidance program. Information regarding the school plant
and the location of the pupil’s various activities is ade-
quately supplied through the assembly programs and the class
meetings, but handbooks are not placed in the hands of the
students.

In evaluating the guidance program as to its correct
dispersion of such material as just discussed the school is
scored 3, for it is felt that it is functioning fairly well.
It is not felt that it is all that it should be; but under
present conditions and with the present limited force, it is
considered by the administration to be fairly satisfactory.

Registration and Pupil Load.—The provisions made for
informing students regarding registration activities and the
proper load have been judged upon a number of criteria:

(a) The program of registration—sequence or
order, filing cards, etc.
Making the program of studies for the semester, year and following years.

Determination of a proper pupil load.

Making out the pupil's daily schedule or program.

The pupil activity program and the part the pupil should play therein.24

Through the columns of the local daily newspaper, a complete program of registration is presented and explained. The filling out of cards and other blanks is under the supervision of the teaching staff, and the direction given is satisfactory. The student's program is only made out for one semester at a time, with the exception of the graduating seniors, whose entire senior year of activity is mapped out at the time of enrollment. An attempt is now being made to set-up certain courses which the student may choose and know definitely what courses he will have to take and their sequence.

The pupil load is rather rigidly fixed at four courses per term. Exceptions are made for students with an "a" average and for graduating seniors, both of whom may take five or six courses if they wish or find them necessary. No student is allowed to take fewer than four subjects unless the circumstances are very unusual.

Matters of guidance can hardly be followed in making out the pupil's daily program, for the scarcity of teachers makes
it necessary to assign classes when and wherever possible, regardless of whether or not such an arrangement is best for the student's study practice.

The part the student takes in the activity program is largely a matter of his own choice, not guided direction.

The chief consideration in evaluating this activity was made upon the question of how well such matters are provided for in the guidance program. The score of 3 signifies that only a fair degree of satisfaction is to be found in the provision made.

Problems of the Future.—This is one of the most neglected phases of guidance to be found in the school. Judgment was made upon how students are informed upon such items:

(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) 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 school or college.

(6) Securing a position and keeping it.25

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25 Ibid., p. 62.
Opportunity to become thoroughly acquainted with a variety of occupations is very limited, and practically nothing has been done in recent years to remedy the situation. Practically no information is furnished the student to help him select a vocation suitable to him personally; however, in one course previously offered, a survey of many vocations was made with this in mind. This course has been dropped from the curriculum. In guidance in this field, the problem is similar to that of homogenius grouping in that the recommendation of a vocation in a lower mentality bracket is apt to cause a feeling of inferiority. Help in selecting and developing desirable avocational and leisure interests is nearly all supplied by the club programs and is generally regarded as insufficient by the administration.

Very little information is given the student about his future opportunities along educational lines. Most choices are made more or less haphazardly as to the college to attend. The very limited number of school and college catalogs available for reference on such matters is an indication of the inferiority of this service. In determining how long pupils should continue in school or college, the tendency is to keep them in high school until they finish in order to keep up the attendance, and to receive all the financial aid possible through this medium. Once out of this school and into college, everyone is urged to finish, with little regard

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as to future work to be pursued. Such procedure has little justification, as is borne out by the following statement from Keos and Kefauver, "The policy of encouraging most students to continue throughout the secondary school can be justified only when the school provides a program which serves all the students."

The part the school plays in securing employment for its students, whether they be graduated or not, is practically nothing. In failing to do this, the school is woefully lacking in one of the accepted functions of a secondary school; for Keos and Kefauver's objective: "No school which does not practice some placement and follow-up procedures is functioning improperly, for the criteria of success is, after all, in the occupations; and this cannot be very well ascertained without efforts at follow-up."

In evaluating how well such matters are provided for in the guidance program the school has been scored 2. The provisions are inadequate in amount and are functioning poorly. A careful program of placement, to increase and to check the use of vocational training, is necessary before any proper evaluation can be made of such subject matter offering.

Social and Civic Relationships.—Provision for scoring the guidance in these two particularly important fields have been set up and scored upon the following criteria:

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27 Ibid., p. 452.  
28 Ibid., p. 496.
(−) Selecting and cultivating desirable friends and friendships.

(−) Knowing and practicing proper social usage.

(−) Knowing and practicing the proper relations and conduct with the opposite sex.

(−) Understanding the privileges and responsibilities of being a good neighbor and citizen in the school and community.

(−) Developing leadership qualities; compensations and responsibilities of leadership.

(−) Developing followership qualities; need and dignity of intelligent followership.

(−) Developing the ability to cooperate agreeably and effectively.29

Neither the school itself, nor any of its agencies, offers much desirable information upon selecting and cultivating friends and friendships. Very little provision is made for informing the students on matters of social usage. Practically no opportunity is made available for the practice of what may have been learned.

The school does not encourage any functions, to speak of, wherein social and moral ethics of the boys and girls can be properly developed. Matters of this sort are not taken as school responsibility to any great extent.

Information concerning good citizenship is given often, in fact practically continuously, in assemblies, classes, and in clubs. The results are not all that could be expected,

but are fairly satisfactory when we consider the crowded condition that the pupils find themselves obliged to live in during the day.

The very few pupils who are the actual leaders of the student body gives proof of the need of better guidance methods in the development of leadership. While there is evidence of plenty of followership, the quality and desirability of it might be questioned. Real intelligent followership should be given special attention in order to insure a satisfactory and more completely realized student activity program. The relatively poor cooperation evidenced in almost every school project, whether it be of a social or strictly scholastic nature, was one of the school's noticeable shortcomings. Cooperation oftentimes begets cooperation, so that it might cause one to wonder whether or not the school staff is asking for more than it is willing to give.

The social and civic relationships of the school guidance program were evaluated and scored 2. Most of the work done in this particular field is left to outside agencies. One of the chief reasons for this apparent neglect of such guidance features is the lack of properly trained guidance functionaries within the school organization.

Personal Problems.—The personal problems of the students have been studied and judged upon the provision that is made for the dispersion of information upon such matters of guidance:
(−) Mastering study techniques; learning how to take notes, make abstracts, make book reports, etc.

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

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

(0) Analyzing his own deficiencies and limitations and seeking their cause and correction.

(0) Analyzing and understanding his prejudices and learning to modify and control them.30

Practically no information is given upon correct studying, taking notes, and making abstracts; however book reports are made regularly. In weekly class meetings and club programs, aids in keeping an open yet decisive mind are given. Very little help is given to enable the students to better evaluate their own problems. Even though there is greater probability for error in vocational interests and aptitudes among the individuals with a lower degree of mentality,31 no provision is made to provide special information to this group. No method of analyzing deficiencies is provided by the school, nor is there provided conference discussion to enlighten the students upon the subject. In addition, no effort is made to help the pupil in recognizing his prejudices; hence, no control over them is actively encouraged.

30Ibid.

In the offering of guidance in matters of a purely personal nature the school has been scored as decidedly poor; having been assigned the score of 2. Very seldom do the students ever seek such help as they might need within the schools. There are several outstanding men and women in the community who do far more of this type of guidance than is done in the schools.

**Additional Means and Materials Used in Guidance.**—In considering the various additional means and materials used in guidance the three following things have been taken into consideration; namely, the provisions within the school's program, the pupil activity program, and the extra-school activity program.

The following criteria have been set as a means of judging the provisions in the school 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.**
5. **Diagnostic, aptitude and prognostic tests given near the time of admission and periodically thereafter.**
6. **Periodic personality ratings of the pupil by his teachers.**
7. **Informational talks having guidance value.**
(0) Case studies of the individual pupil for specific reasons.

(0) Adjustment of the curriculum or program for the pupil who has failed, is working part time, has physical handicaps, has unusual home conditions, etc.

(--) Provision for the pupil of exceptional ability.

(--) Interviews with pupils.32

The only exploratory courses given are in the fields of industrial arts, science and business education, and within these courses much of the exploration is within the type of course rather than the work itself. The course which did most of the study of occupations and professions has been dropped from the curriculum. Some work of this sort is found in the fields of business education, industrial arts, and home-making. The only material of occupational nature to be found in the library is the material formerly used in the course of occupations.

No diagnostic, aptitude and prognostic tests have ever been given in the school and no periodic personality ratings of the pupils are made.

Talks of a religious nature are very frequently given, and they do have guidance value; but the provisions for talks upon vocational lines and of a socio-civic nature are infrequent. No studies are made worthy of the name of "case studies."

Adjustments of the usual curriculum for the pupil are just not made, the student either fits the curriculum as it is and takes the courses prescribed or else he withdraws from the school. To meet the needs of the exceptional student, contrasts or projects requiring various amounts of work within the various subject matter fields are offered, and that is the extent of the provision.

A program of interviews with pupils is attempted, but outside of the actual enrollment interview, more than half of the students are not interviewed during the school year.

Provision has been made to judge this feature of the school's activity in regard to how well it is done. A score of 3 has been assigned as it is felt that it is very poor. The use of such materials for pupil guidance is also very poor, and has been scored 1 on effectiveness.

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

(1) Home room programs.
(a) Clubs.
(b) School assembly.
(c) School publications.
(d) Pupil participation in school government.
(e) Management of finances of pupil activities.33

Further information can be found on the pupil activity

33Ibid.
program by referring directly to the chapter which deals exclusively with that topic. In evaluating the guidance features of the pupil activity program, two points have been judged; namely, how well such facilities are provided, which is scored 3, and how effectively they are used for pupil guidance, which is also scored 3. The pupil activity program within this school is generally considered as one of the best guidance facilities provided.

The extra-school means and materials which have been considered and evaluated are as follows:

(-) Interviews with parents, other family members, and interested friends of the pupil.

(0) Visits to the pupil's home.

(4) Periodic pupil progress reports to the home.

(-) Interviews with the pupil's teachers and classmates.

(-) Part time employment—after school, Saturdays, vacations.

(0) Placement of the pupil in employment, part time or full time.

(0) Follow-up work—interviewing the pupil and employers after employment.

(-) Organized and directed visitation of factories, places of business, etc. 34

Some interviews are held with the parents of pupils, of course, but not over one-fourth to one-third of the pupils are directly affected by them. Visits to the pupil's
home are made so seldom that this provision can not be scored other than the score given.

Provision is made for regular reports and special progress slips to be sent home when the occasion demands, but most of the staff do not make full use of these special reports.

Many pupils do work part time after school, Saturdays, and vacations, but there is little effort on the part of the school to see that it functions as guidance, or the right kind of guidance. The school does not provide for placement of its pupils in the business world. Although "effective guidance involves the distribution of students to vocations in which they have reasonable expectations of success and in which there will be a maximal use of their talents," the school has never made an organized effort to place its graduating or part-time students. No organized program of follow-up is provided, and very little contact of any sort is maintained between the school and the employers of former or present pupils. Visits to factories and places of business are more or less discouraged by the administrative and curricula set up. No means of transportation is supplied, and no additional time is allowed for such visitations.

Such extra-school means and materials are very poorly provided and have been scored 2. The effectiveness with

35L. V. Koos and G. H. Kefauver, op. cit., p. 208.
which such material and means are used for pupil guidance is evaluated I, signifying that the provisions, although needed, are very poorly met by the school.

Post School Relationships

Selection of the Post Secondary School.—The aid offered students in the selection of schools or colleges for continuing their education is very meager. In many instances personal preference or prejudice has been known to affect the recommendation of the staff members as to schools better suited to the pupils need. The failure of the school or its staff to take cognizance of the fact that the decision to attend college should be based on assurance of capacity to succeed there has been one of the main weaknesses in guiding the students in their post school relationships.

The following criteria have been used in judging this phase of the schools guidance program as to the selection of the post-secondary school:

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

(--) The pupil is guided in the proper understanding of the catalogues.

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

(--) Interviews are arranged between pupils and graduates or other representatives of colleges for better understanding of the college life.

38 Ibid., p. 452.
traditions, organizations, activities, faculty, etc.

(0) If possible, a carefully and cooperative-
ly planned visit to one or more schools, colleges
or universities is made.

(=) The pupil is guided in the comparison and
evaluating of various institutions and in making
a selection on the basis of fundamental values and
of his own life plans, without being unduly in-
fluenced by athletics, fraternities, and other
secondary matters.

(=) The pupil is guided to select such activi-
ties and courses, sequences of courses, and combi-
nations of courses as will best prepare him for the
college program which will be in line with his needs.

(=) Pupils of outstanding ability but with
no interest of going to college are encouraged to
continue their post-secondary education, the par-
ents being also consulted.

(=) Effort is made to help pupils of out-
standing 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.

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

(=) The college is provided with such in-
formation regarding the pupil as will enable it to
understand, counsel and assist him properly in
selecting his college program.

(0) The school keeps itself informed re-
garding the graduates who have gone to college
and the progress they are making; its counsel con-
tinues to be available to such students as far as
possible.

(0) The counselling staff is in an under-
standing relationship with the officers of the
colleges to which its graduates commonly go.

(0) Steps of a nature similar to those in-
dicated 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.

(—) 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.

(0) Problems or conditions requiring better articulation are studied cooperatively by secondary and post-secondary schools for the purpose of correction.37

The school does not meet these guidance factors very efficiently as is evidenced by the scoring assigned. It was found that the school had in possession but very few college catalogs, and the aid it offers the students in interpreting them is also limited. The standing of schools is given very little consideration. The traveling college representatives are allowed to interview prospective students when they make their yearly pilgrimages to the secondary schools, but these representatives nearly always come only from denominational colleges. As no data are secured by the school as to the educational intention of the pupils, it is hardly possible to select the courses that will prepare them for any particular college program. Pupils of outstanding ability, other than the valedictorian and the salutatorian, are given little encouragement to pursue their education further. Some few letters have been written in order to secure help for students in a financial way, but very little else. Con-

37Cooperative Study of Secondary School Standards, Evaluative Criteria, p. 64.
trary to the provision concerning ability, many students apparently in this classification have been urged to attend college, especially is this true, if the student is potential football material for the "alma mater." The relationship between the school administrators and the admissions officers of the colleges is generally that of mere catalog acquaintance. The school does very little along the line of follow-up work for the graduates after they have entered other institutions.

Upon the matter of the selection of the post secondary school, two factors have been set up as evaluating criteria. The first, how extensively such facilities are provided, is scored 2; i.e., that the provisions are inadequate in amount and are functioning poorly. The second, how effectively such facilities are used, is scored 3, because of the fair success the graduates of this school achieve in institutions of higher learning.

Adaptation to and Success in Civic and Social Life.

The meagerness of the guidance service in this school makes it hard to consider some of the phases discussed, but in regard to civic and social life the following criteria have been adjudged:

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

(->) The school cooperates with civic, social, and religious agencies of the community for affecting better adjustment to and improvement in civic and social situations.
(6) The school regularly seeks information from former pupils relative to their individual adjustment to social and civic activities.\textsuperscript{38}

Any former student could, if he desired, use such limited counselling as the school furnishes, but there is no definite encouragement given. The library is filled throughout the school day with regular school pupils, and offers no encouragement to others to use its facilities. The school is very efficient in its aid to adjustment to civic and social situations, for it cooperates in promoting all activities of a desirable nature sponsored by the chamber of commerce, service clubs, and the numerous religious agencies of the city. However, no record could be found of any attempt to investigate the individual adjustment of former pupils to civic activities.

In judging the school's guidance program as to its adaptation to and success in civic and social life two values have been assigned. The first, how extensively such facilities are provided, is scored 3; and the second, how effectively they are used for pupil guidance, is scored 3. Many students are not aware that any such service is to be had from the school, so poorly has it functioned in the past.

Securing of Employment.—In view of the complete lack of any such program, set up and organized, within the school, the criteria for judging this phase of the guidance program will be given and scored. The entire field, or the lack
of the entire program will then be discussed. In the secure
of employment provision is made for the following:

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

(→) The director of guidance or a coun-
selor has a conference with each pupil planning
to withdraw from school, seeking a full under-
standing of the pupil's situation and plans.

(→) Assistance in satisfactory placement is
extended to the pupils who must or who may profit-
ably withdraw from school, a full understanding
of the pupil's situation and plans being sought.

(O) Means of continuing education on a part-
time basis are pointed out to the pupil entering
employment—eening or part time school, corre-
spondence courses, reading courses, magazines and
books, use of library, etc.

(O) Follow-up service and counselling is
extended to the pupil entering employment; the
school keeps informed regarding his progress.

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

(O) Cooperative relationships are main-
tained with state and other placement and em-
ployment agencies.39

A placement program in this school, with the set up as
it is at present could hardly function properly, for if
placement is not preceded by a carefully planned program
of preliminary guidance its significance is greatly mini-
mized.40 No provision for placement service has ever been
organized in the school. The reason for this has apparently
been, that such was not the objective of the school, as was

39Ibid., p. 65.
40L. V. Koos and G. H. Kefauver, op. cit., p. 493.
shown by the nature of the offerings within the curriculum. The principal, who has always been the director of guidance, usually holds conferences with each pupil planning to withdraw from school. The assistance offered to students who must withdraw is very limited, but some such assistance is actually offered in a few cases. The balance of the program has been scored zero for it either does not exist or else it is very, very poor and is not functioning at all satisfactorily.

The evaluation of the placement activities of the school has been made on two provisions, how extensively such facilities are provided and how extensively such facilities are used. Both were scored 1. A program for the securing of employment of its students is one of the most needed improvements in the whole field of guidance for this school, as is evidenced by the foregoing discussion.

Results of Guidance

The results of the guidance program, or lack of such a program, have been studied and scored on the following criteria:

(-) Better retention of pupils in school and return of pupils who have withdrawn.

(-) Better cooperation of the staff members in the guidance program.

(-) Better formulation by pupils of a long-time planning program.

(-) Better understanding by pupils of the dangers of short cut methods in education and in business and social relations.
(→) Better understanding of misrepresentations in advertising and of cheap or adulterated products.

(0) Better understanding of the limitations or falsity of character and ability analysis such as astrology, palmistry, and similar devices.

(→) A better outlook on the problems of life.

(0) Better understanding of occupational problems and opportunities.

(0) Better relations between school and business and better placement of pupils in occupations.

(0) More guidance and occupational literature in the library.

(→) Better placement of pupils in post-secondary schools.

(0) Greater ability in self-direction by pupils in securing positions, in social and civic participation, and in the use of leisure.41

The Cooperative Study of Secondary School Standards has set up these outcomes as the desirable results of the guidance program. The absence of many of the desirable features and the relatively poor quality of most of the features to be found are reflected in the scoring of the program. The guidance program of the school is in immediate need of complete revision and organization so that it may begin to function as such programs found in good secondary schools studied by the Cooperative Study. According to Altstetter42 the guidance


42 L. Altstetter, Statement made in conference of Decatur schools.
program over the country as a whole is very poorly organized. This school is typical of the schools of Texas in regard to securing information from the students as their future plans. Boyd found that only ten per cent of the Texas schools studied secured such information, while Reavis reports that over eighty-six per cent of the students in all the schools reported were consulted about their educational plans. This phase of the guidance problem, namely, the results it produces, like the program itself could stand much improvement.

The evaluations have been made on the three provisions—first, how effective the guidance program has been in promoting better in-school relationships on the part of pupils. This is scored 3. Second, how effective it has been in promoting better post school and out-of-school relationships on the part of pupils. This is scored 2. Third, how effective it has been in making pupils more self-reliant. This is scored 2.

General Summary of the Guidance Service

The best three elements or characteristics of the guidance programs according to the checklists and the evaluations are the pupil activity program, the record of the pupil’s health status, and the articulation between schools.


The features least adequate, or in greatest need of improvement, in the guidance program are the lack of organization, the lack of a trained guidance staff, and the insufficient data on the pupil cumulative records.

Very little improvement has been made within the last two years. A new system of permanent records has been installed, but it does not provide much of the needed data necessary to a complete program of guidance. From information received from the administrative officers very little if any improvement is planned for the immediate future. However, plans to create the office of assistant principal are being discussed, and such an addition to the staff would no doubt add much to the guidance program of the school.

The school has not made any carefully conducted studies within the last three years in the field of guidance.

A general evaluation of the guidance service, based on two provisions as set up by the Cooperative Study, has been made. These provisions are: First, how well the service accords with the philosophy of education as presented by the school in Chapter II. This is scored 2, signifying that the provisions are present in an inadequate amount and are functioning rather poorly. Second, how well the school's guidance service meets the needs of the community and the pupil population as indicated by data in Chapter II. This is also scored 2, as it is unsatisfactory in view of desired provisions for a good secondary school.
The evaluations of the guidance program in summary form are shown in Table 8. The information revealed by the summary scores has been plotted on the Educational Temperature Thermometers, Figure 10. From this graphic representation a comparison can easily be made with other schools of the same class as studied by the Cooperative Study of Secondary School Standards.

In the field of articulation between schools, this school is equal to seventy-six per cent of the schools comprising the national group. It is forty-three per cent above the median school. It is decidedly better than the average Southern, public, accredited, and large school.

In regard to guidance information secured, the school equals only twenty-nine per cent of the total schools reported. It is four points below the Southern schools in general. It is decidedly below the large schools in general, twenty-four points to be exact. It is seventeen points below the average public school in general. It is twenty-three points below the accredited schools in general. The school is twenty-three points below the median school.

The school, in guidance program, is equal to only thirty-two per cent of the schools reported. It is five points below the average Southern school. It stands decidedly lower than large schools in general as well as accredited schools throughout the country, in guidance program. It stands fifteen lower than the average public school. In
## TABLE 8
EVALUATIONS OF GUIDANCE SERVICE IN SUMMARY FORM

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<th>Section</th>
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<th>Pages</th>
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<th>Computation of Summary School Scores</th>
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Totsals
Summary Score (Divide by 60) 80 88.33
Equivalent Percentile (From Percentile Conversion Table) 36 38.33
GUIDANCE SERVICE

Fig. 10--The educational temperatures of guidance service.
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.
comparison with the median school, it is twelve points higher than the score assigned by the national study.

In past school relationships, the schools equals twenty-three per cent of the schools reported. It is decidedly lower than the average public Southern school; and it is twenty-one and twenty-two points lower respectively than the accredited and large schools in general. It is seven points above the score of the median school.

The data for the evaluation of the pupils per counsellor is not available. The principal is the chief functionary and in his daily time schedule no time was set aside as spent in guidance.

The data was not available for either staff qualifications or its improvement in service.

The summary thermometer, which is plotted in red, shows the school to be equal to thirty-five per cent of the schools reported. This is one point below the average Southern school. It stands eleven points below the average public school and eighteen and seventeen points, respectively, below the large and accredited schools in general.
CHAPTER VII

SCHOOL STAFF AND INSTRUCTION

The School Staff

A competent staff is one of the most vital essentials of a good school system. The philosophy of the school cannot be run without a competent and cooperating staff, nor can the aims and objectives of the school be approached to any satisfactory degree unless there is such a staff. The staff should be numerically adequate from the standpoint of curriculum offered, the enrollment, and the special needs of the pupils. The teaching load should not be such as to endanger the efficiency of the instruction. In the selection of the staff great care should be exercised to secure broad general scholarship, teaching ability, health and personality. The compensation should be such as to assure a living comparable with the social demands on the profession, the worth of the service, and a reasonable security in old age.

The administrative staff of the school consists of the superintendent and the principal, neither of whom have any additional helpers for either administrative or supervisory duties. Some member of the faculty is generally delegated to assist the principal in the routine attendance work, but no assistant or vice-principal is provided. Allowing for one teacher for each thirty pupils, which is hardly adequate when the special needs of the pupils are taken into consideration, the staff is numerically very deficient. With an enrollment of six hundred
twenty-eight the school is struggling along with sixteen and one-fourth full-time teachers; there being fifteen full-time, two half-time, and one, the principal, one-fourth-time.

The professional non-instructional staff, which consists of the health-nurse, is on duty in the high school one-fourth of the school day. While this is better than the average school in the Southern Association\(^1\) it cannot be said to be sufficient for it does not take into consideration the services of such desirable additional staff members as, physician, dentist, psychiatrist, or psychologist. Such provision, however, may be said to be more desirable, than present programs would seem to prove, as they are very seldom found in any but the very large city schools.

The clerical and accounting staff of the school is composed of two members who are full-time employees, and a young lawyer who serves as a collection medium for delinquent taxes. This young lawyer actually spends far less than half of his time on actual school business, yet he receives more remuneration than any high school teacher with the exception of the coach. The staff of the clerical and accounting practices is much more sufficient than the actual teaching staff.

The custodial and maintenance staff consists of the janitor and the special yard-man. The janitor is furnished with several hours of student labor during and after school hours. The yard-man is an ex-nursery worker, whose duty it is to keep

\(^1\)A. A. Douglass, *The American School System*, p. 69.
both the high school grounds and the rather elaborate athletic plant.

Each of these staff divisions has been scored as average, with the exception of the instructional staff which is scored below average, because of numerical insufficiency. The staff for instructional purposes is the same size that it was when the school enrollment was only four hundred fifty pupils.

Qualifications of Professional Staff Members

The qualifications of the staff members has been studied upon eight different features as set up by the Cooperative Study of Secondary School Standards. These factors are: adequacy of academic preparation, adequacy of professional preparation, source of degree, preparation, non-educational experience, personal qualifications, outstanding contributions, and instructional qualifications. Each member of the staff was considered separately and then the combined scores were used to determine the summary school score in each case.

Adequacy of Academic Preparation.—In determining the adequacy of this factor it was necessary to determine the number of hours of college credit each teacher held in the field of his teaching as well as in closely related fields. This having been done each teacher was then rated according to the scale of evaluation set up by the Cooperative Study of Secondary School Standards, page 87, of How to Evaluate a Secondary Schooler. It was found that one teacher/rated practically perfect, two rated distinctly above the average, eight rated average, and four rated poor in academic preparation. The composite school score
was found to be average.

**Adequacy of Professional Preparation.**—In determining the professional preparation of each teacher a study was made of the work completed in the field of education, with no regard for the nature of the subject matter of the courses listed. It was found that those teachers who attended any of the State Teachers Colleges ranked higher than those from other State institutions and denominational colleges. These ratings were based upon the following table:

**TABLE 9**

**SCALE FOR EVALUATING ADEQUACY OF PROFESSIONAL PREPARATION OF THE STAFF MEMBERS**

<table>
<thead>
<tr>
<th>Number of semester hours of professional preparation</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-9</td>
<td>1</td>
</tr>
<tr>
<td>10-17</td>
<td>2</td>
</tr>
<tr>
<td>18-29</td>
<td>3</td>
</tr>
<tr>
<td>30-43</td>
<td>4</td>
</tr>
<tr>
<td>44 or more</td>
<td>5</td>
</tr>
</tbody>
</table>

Three of the teachers were rated 5, one was rated 4, nine were rated 3, and two were rated 2. The composite school score on this factor was found to be slightly above average, as the numerical evaluation of 3.3 would indicate.

**Source of Degree.**—In evaluating the qualifications of the professional staff members upon the source of the degree held there is room for considerable disagreement. When a rating of various colleges and universities is made, there is more or less a tendency to rate the long established as best,

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\( ^2 \text{Cooperative Study of Secondary School Standards, How to Evaluate a Secondary School, p. 87.} \)
regardless of the offerings for any particular field. This would cause many to question the rating assigned to the various schools and colleges. No attempt has been made to justify or condemn these ratings but they have been followed nevertheless. It was found, however, that those teachers that were rated best by the administrative staff of the school did not receive their degrees from the higher rated universities. Based upon the source of the degree four teachers were rated 5, three were rated 4, seven were rated 3, and only one, who incidentally holds a master's degree, was rated 2.

Preparation.—In making this particular study of the teachers preparation, the administrative staff eas asked to rate each of the sixteen teachers from one to five on the following questions:

How thorough is this teacher's preparation as it bears on his knowledge and understanding of his teaching fields?

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?

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?

How up-to-date is this teacher's preparation in his field and in his teaching procedures?

A study of these ratings reveals that nine were scored 5, twenty-six were scored 4, twenty-three were scored 3, and six

\[5^{Ibid.} \text{ p. } 88.\]

\[4^{Cooperative Study of Secondary School Standards, Evaluative Criteria, p. 142.}\]
were scored 2. Since there were four questions, each teacher received four ratings which made a composite of sixty-four ratings for the staff. These ratings would seem to indicate that the staff is meeting fairly well the expectations of the school directors. The composite average of all these scores was found to be 3.6, which is considerably above average.

**Non-Educational Experience.**—It is deemed advisable for the teaching staff to keep in touch with the everyday business affairs of life, and as a measure of checking such conditions the provision has been made to ascertain which teachers have held positions in any other field of activity. It was found that the longest period of such activity indulged in by any teacher in the school was three years. Only five members of the staff have had any such experience, and the average number of years of this group is two.

**Personal Qualifications.**—Any such evaluation must be more or less subjective, but in order to make the evaluation as accurately as possible, definite teachers have been chosen, who it was thought most closely approximated the scorings of five, four, three, two, and one respectively. This having been done, the others were rated upon the following questions:

- **Cooperation**—gets along well with others, adapts plans of procedures to their needs or convenience when desirable or necessary.

- **Sincerity and loyalty**—associates accord him respect and confidence and he accords them support.

- **Self control**—calm, well poised, and temperate in conduct and speech; well modulated voice.

- **General culture**—broad interests, refined tastes
interesting conversation, commendable personal habits, careful in dress and personal appearance.

Interest in current problems—studies them and participates in activities or organizations seeking their solution.

Good physical health—good health habits, is energetic and physically fit; enjoys physical activity.

Good mental health—friendly, cheerful, and sanely optimistic.

Enjoyment and understanding of adolescents—pupils cordially friendly toward him.

Understanding of educative value of environmental factors—careful as to appearance and hygienic conditions of his classrooms.5

The scoring of these ten factors was summarized and the following results were found: thirty-nine were scored highly satisfactory; sixty-nine were scored distinctly above average, forty-four were scored average; and six were scored distinctly below average. The average of all these scores was found to be 3.9, which would indicate that the personal qualifications of the staff approximate very closely the rating of distinctly above average.

Outstanding Contributions.—The outstanding contributions of each individual to the school activities was carefully considered. These activities ranged from socializing certain courses to the direction of particular recreational activities. There were none scored 5, two were scored 4, eight were scored 3, one was scored 2, and five were scored 1. On the whole, few of the teachers have done work, outside of their actual

5Ibid., p. 161.
classroom activities, to cause the administrative staff to become aware of their outstanding activity.

**Instructional Qualifications.**—Three factors were set up to judge the instructional qualifications of each teacher. The scoring is a result of the combined efforts of the writer and the administrative staff. The following criteria were used to determine the score:

*Broad scholarship*—thorough understanding of the activities and knowledge belonging in his field of instruction and of their realtionship to other fields of knowledge.

*Practical scholarship*—development in pupils of the ability to relate new information and experience to other fields of knowledge and to normal life situations.

*Good teaching ability*—pupils are actively interested in their work and in the development of desirable skills, attitudes, and understandings.

The qualifications of the staff just discussed are based upon the findings of the study made of the present staff; and although they stand somewhat above the average score it is not to be inferred that the quality of the staff implies adequacy in number. If it were not for the fact that the staff is well qualified the large enrollment of the school could not be handled as well as it is. Every year some of the better qualified teachers leave, and invariably their places are filled with young and inexperienced teachers, chiefly because they can be secured for less money.

Improvement in Service of Professional Staff Members

The improvement of the instructional staff in service has been studied, first as a group and then the individuals of the staff were studied as to membership in organizations for professional growth, authorship, reading, and research and related activities. Since it is characteristic of workers in all lines of endeavor, including the professions, to affect an adjustment which will allow them to carry on with as little exertion as possible, improvement in service is a very important factor in judging the teaching staff.

Group Improvement.—The improvement of the faculty as a whole for professional growth is evidenced by such criteria as follow:

(*) Faculty and staff meetings are concerned chiefly with educational problems, principles, and progress rather than with announcements, discipline, and routine.

(0) Faculty and staff meetings are characterized by general teacher planning and participation rather than by monopolization by one or a few individuals.

(-) The staffs are definitely studying the improvement of teaching.

(-) The staffs are definitely studying the improvement of the library and its service.

(-) They are definitely studying the problems of guidance and the improvement of guidance service.

(-) They are definitely studying how to promote health and health conditions of pupils and school.

(-) The staffs are actively studying the curriculum and how to improve it.

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.

With the exception of the opening and closing of school the staff meetings are characterized by the study of educational problems and principles. Many of such meetings are held with related groups rather than the staff as a whole. Very little planning is evidenced in the meetings of the staff, and very little teacher participation is practiced. Little study of the improvement of teaching has been done. The instructional staff apparently had rather be left to work out its own salvation, than to have someone try to direct it. Very little activity was found in library improvement other than by the library staff itself. The chapter on guidance in this school clearly indicates that very little is being done to organize or improve this most neglected phase of the educational plan. The health teaching of the school is centered in class and visits of the health nurse. The staff has not made a special study of the curriculum needs of the school, but the principal/some few changes. In spite of the constant plea of the English faculty for correct use of the vernacular in all oral and written work some teachers do not demand an acceptable standard. The respect for property and the beautification of the school plant are given much more attention.

The evaluation of this phase of the improvement in service of the teaching and administrative staff is made upon

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two factors; namely, how effective are the efforts of these
staffs to effect improvement, and how well has the work of im-
provement been done? The first has been scored three, or aver-
age, and the latter has been scored two, indicating that it is
distinctly below average.

Organizations.—It was found that very few of the teach-
ers belonged to any national organizations. The Delta Kappa
Gamma sorority was listed by four of the women teachers; the
American Home Economics Association by one, and the American
Legion by two of the men. Every teacher on the staff during
the last year was a member of the Texas State Teachers Asso-
ciation, but no one was a member of the National Education
Association.

Authorship.—Provision was made to study the writings of
the staff members as a measure of improvement in service, but
it was found than no staff member had published anything.

Reading.—It has long been recognised that reading is one
of the best ways to improve oneself; and likewise the reading
a teacher does is one means of improvement in service. Every
teacher in the system regularly reads at least one magazine in
his subject matter field and the Texas Outlook. The reading
score of the school was found to be twelve; which compares
favorably with the best school studied.9

Research and Related Activities.—It was found that very
little research work is done by any of the staff. The activity

9Cooperative Study of Secondary School Standards, Educa-
tional Temperatures of Five Representative Secondary Schools, p. 15.
most often mentioned was the work in revision of the courses of study in the fields of English and history. The reasons for not having made any research study were very seldom given; however, lack of time because of heavy school work and inaccessibility of professional books and materials were mentioned three and two times respectively. The following individual evaluations were made of research and related activities: four were scored distinctly above average, eight were scored average; twenty were scored distinctly below average, and thirteen were scored very poor. The composite score of the entire group of the professional staff was found to be 1.6, which is the same score as was found for the median school in the national survey.\textsuperscript{10}

\textbf{General Evaluation on Improvements in Service.---This} score was derived from the ratings, made on the regular five point basis for two criteria; namely, how extensive and various are this teacher's efforts to improve in service in such ways as those previously discussed, and how effective are this teacher's efforts to improve in service?\textsuperscript{11} Of the thirty-two individual scorings nine were distinctly above average, twelve were average, and eleven were distinctly below average. The composite school score was found to be 2.9, which very closely approximates the average score of three.

\textsuperscript{10}\textit{Ibid.}

Condition of Service of Professional Staff Members

Selection of Staff Members.--The manner in which the selection of the staff members is made has been judged upon the following criteria:

(*) The superintendent of schools, the principal, assistants, and supervisors confer with each other regarding the selection of the professional staff.

(*) Candidates are selected on the basis of fitness for the particular position they are to fill.

(*) 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.

(*) 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.

(*) 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.

(*) 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.\(^\text{12}\)

The superintendent and the board control the selection of the staff members. No candidate is considered for a position unless he has at least eighteen hours, preferably twenty-four hours of work in the field he is to teach. Legal requirements as to degree and certification are invariably followed in the selection of staff members. The full personal

\(^{12}\)Ibid. p. 92.
health and family record of the applicant is not always obtained before election. Confidential recommendations are usually received on each candidate from the college where his training was secured, but such reports from former superintendents and principals are not carefully solicited. An unsolicited letters from former employers are considered although such letters are more often a friendly gesture toward the applicant than a confidential report. Such letters, according to Douglass,\(^\text{13}\) are useless. Personal interviews are always made with the superintendent but very seldom with the principal. No case is on record where a visit was made to observe any candidate at work.

In evaluating this important phase of the educational program, only one criteria has been set up. The school has been scored 3 upon how well such conditions as just discussed are observed and followed, which indicates that it is functioning fairly well.

**Pupils per Teacher.**—In view of the fact that "the teacher is the school,"\(^\text{14}\) the number of teachers in relation to the pupil enrollment is of vital importance in evaluating a school. There has not been any conclusive proof that better results are obtained from smaller classes, but in spite of this fact Douglass\(^\text{15}\) states that the average class size should range

\(^{13}\)A. A. Douglass, *op. cit.*, p. 415.


from twenty to twenty-five pupils. Based upon the full-time equivalence of administrative and instructional staff this school has thirty-five and eight-tenths pupils per teacher. When only the instructional staff, which in reality does the actual teaching, is considered the pupil per teacher ratio is forty to one. While this does not necessarily mean poorer results, it surely does indicate that very little attention can be given to the individual differences among pupils.

Conditions of the Salary Schedules.—The salary schedule of the system was rather carefully formulated within recent years, in such a manner that no one would receive any increases or decreases, regardless of educational qualifications or teaching experience. In view of the fact that the salaries paid were low and also that some teachers held a master's degree and fifteen or more years of experience; the present salary schedule is very inadequate when compared with those set forth by educational experts.16 The criteria for judging the conditions of the salary schedule are:

(*) The school has a definite salary schedule for professional staff members.

(–) The maximum, minimum and average salaries are related to appropriate standards of living and social and economic conditions in the community.

(–) The initial salary in the schedule is determined chiefly by the amount of training and experience of the candidate.

(–) Regular increments in salary are spread

16See Willis L. Uhl, Principles of Secondary Education p. 656; or Fred Engelhardt, Public School Organization and Administration, pp. 198-208.
over a large proportion of the potential service career.

(α) 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.

(β) Persons of the same type or rank of position receive equal salaries for equivalent training and experience.

(γ) The maximum salary for any position is approximately twice as much as the minimum salary for the same position.17

While the school has a schedule for staff members, it is not very definite, as is evidenced by the great variety of salaries paid. This variety is not necessarily based upon qualifications or work done. The maximum salary is hardly sufficient for a person with a family to meet the economic and social demands of the community. While living and economic conditions fluctuate greatly from year to year in the community the salaries paid remain fairly steady, except, of course, during periods of financial stress. At present the salaries in the high school range from nine hundred to thirteen hundred dollars for straight teaching duties for nine months. The initial salaries are generally determined by the amount of training and experience, but this does not apply to members of the coaching staff. The regular increments are spread over a large proportion of the service career but are so small as to hardly be noticeable. No recognition is made in a financial way for outstanding work or professional growth, other than

a small increment for securing a higher degree. The married male teachers of the system receive a small addition to the starting salaries. The maximum salary is only about one-third greater than the starting salary, but with the present increment it takes twenty-five years to reach the maximum.

The salary schedule of the school is one of its weakest factors. It is the cause of the loss of the greatest number of its more ambitious teachers. The schedule was constructed by an administrator well-versed in school administration, but for some reason he did not put into practice his knowledge. The general plan of the schedule is according to accepted thinking, but the insufficiency of the salaries paid is not justified by any writer on school administration. This feature has been evaluated on how well the salary schedule of the school meets its needs. This is scored 2, which indicates that the school is distinctly below the average.

Adequacy of Salaries.—The salaries paid by the school system are very inadequate. Up until the depression years of 1931-32 the salaries paid were in keeping with those of other schools in the surrounding districts. At this time all salaries were cut quite drastically, and as a general rule they have not been restored. With the return of somewhat better business conditions, and the resultant increases in living expenses, salaries should have been raised but such was not the case. As long as the present salaries are paid the personnel must suffer, since one of the chief factors in determining the competence of the staff is the salary which it receives, in
relation to service performed. The salaries of the teaching and administrative staff of the high school, not including the superintendent, are shown in Table 10.

**TABLE 10**

**DISTRIBUTION OF SALARIES PAID IN THE MINERAL WELLS HIGH SCHOOL**

<table>
<thead>
<tr>
<th>Annual Salary for 1938-39</th>
<th>Men</th>
<th>Women</th>
</tr>
</thead>
<tbody>
<tr>
<td>2000-2199</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>1800-1999</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>1600-1799</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1400-1599</td>
<td>1*</td>
<td>1*</td>
</tr>
<tr>
<td>1200-1399</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>1000-1199</td>
<td>1</td>
<td>6</td>
</tr>
<tr>
<td>800-999</td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>

*Salaries paid for twelve months service.

It can be readily seen that such salaries will not secure the best teachers. While the administration of the school demands quality work, it does very little to reward special merit; and thus discourages the ambitious teacher from trying to advance through meritorious service.

In evaluating the adequacy of salaries two provisions have been set up and scored as follows:

1. How adequate are the salaries?

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(2) How fairly are the salaries apportioned service to the school being the basis for consideration? 19

Many of the teachers who do nothing but teach classes receive the same salary as do others who teach the same number of classes and besides sponsor several extra-curricular activities throughout the year. Extraneous matters such as politics, family relationships, or some sort of favoritism occasionally determine the salary.

Conditions of Tenure and Turnover.—Since conditions of tenure and turnover seriously affect the quality of the teaching staff and the problems of administration, they must be considered when evaluating a school system. 20 In communities where the salary schedules are small it is to be expected that the tenure will be short and the turnover great. In considering this phase of the school the following factors as to tenure and turnover have been considered:

(0) Tenure of employees is probationary for a period of at least two years.

(0) 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.

(0) 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.

(-) Employees who do not desire to continue in their positions give reasonable notice of their intention to leave. 21

20 Fred Engelhardt, op. cit., pp. 192-196
No probationary program is specified or followed. Many teachers who have been in the system for a number of years have been preemptorily dismissed without a hearing or previous notice. Dismissals recently made were arbitrary, with no attempt to help the teachers correct defects before action was taken. As a general rule, those desiring to leave do not give reasonable notice of their intention, but this is usually because of the fact that the new position calls for immediate acceptance.

In view of the facts revealed in the discussion of the problem of tenure and turnover, the provision "how satisfactory are conditions relating to tenure and turnover,"²² has been scored 2, indicating that they are distinctly below average.

When tenure and turnover are regarded from the average length of service and the variety of service in the school it is found that conditions are fairly satisfactory. The average educational experience of the instructional staff was found to be approximately thirteen and one-half years; while the educational experience in this school was found to be seven and one-half years. The introduction of new blood into the school system is evidenced by the average deviation from this average of total experience. The deviation was found to be three and two-tenths years.

The evaluation of the stability and revitalization of the staff is scored 3.

²²Ibid.
Leave of Absence.—The desirability of leaves of absence for the school staff is beyond question as it is universally accepted by prominent educators. This school had some difficulty in the past over the problem of the leave of absence which resulted in its elimination. The conditions or provisions studied in this phase of the school procedure are:

(-) Provision is made for employees to leave their regular school duties a limited number of days each year to attend professional meetings, no reduction in pay is made for such absences.

(0) Provision is made for employees to have a limited number of days of absence from school duties because of personal sickness on an annual accumulative basis and without loss of pay.

(0) 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) Provision is made for sabatical leave of absence on full or half pay.23

Teachers are allowed to attend the meetings of the Texas State Teachers Association, the Oil Belt Teachers Association, and the district meetings of the Texas State Teachers Association with no reduction in pay. The sick leave has been entirely eliminated because some few teachers once took advantage of it to go on a shopping tour. The superintendent and the principal do take sick leave without reduction of pay, and this has caused considerable antagonism on the part of the regular teaching staff.

The provision for leave of absence has been evaluated with the score of 1, which indicates that it is very poor.

23Ibid., p. 25.
Retirement.—The school has no retirement system of its own, but most of the staff have joined in the retirement plan of the State of Texas for teachers.

Since the school has no retirement system it can only be scored "N", signifying that the provision does not apply.

Professional Non-Teaching Staff.—The school nurse is the only member of the staff, and she does not exactly fit these specifications, as she teaches one class daily in home nursing. The nurse is a graduate of an eastern nursing school and has had more than twenty years of experience. She began work in the present position fifteen years ago. Her services are paid for by the Red Cross, the city, and the schools. Her composite scoring on the judgment provisions, which was made after consulting the superintendent of schools and two local doctors, was four and one-half. The following evaluations were made:

(4) How adequate is the professional preparation?

(5) How suitable are their personal traits for their work?

(4) How extensive is the improvement in service of each?

(5) How satisfactory is the service of each? [24]

Qualifications of the Non-Professional Staff.—No checklist was provided for scoring the desirable traits of the non-professional staff, consisting of the clerical and accounting staffs and the custodial and maintenance staffs. Evaluations

[24] Ibid., p. 98
were made of each staff member on the following criteria:

How adequate is the training for the position held?

Efficiency—to what extent does he get work done properly in a reasonable time?

Reliability—to what extent does he do what he is supposed to properly and at the time he is supposed to do it?

Trustworthiness—how well does he protect school property and interests, keep certain information confidential? How readily does he find better ways of doing things?

Adaptability and resourcefulness—how readily does he get along with others and adopt plans and procedures to needs and convenience of others when desirable or necessary?

Courtesy—how agreeable and friendly is he toward associates and visitors?

Neatness and orderliness—to what extent does he keep himself and his place of work tidy and in proper order and keep person and clothing as clean as nature of work permits?

Health—to what extent are his physical condition and health such as to assure fitness of self and to safeguard the health of others?

How valuable is the total service of each individual to the school?25

The composite score of the two staffs was found to be slightly above average, with a score of 3.5, which indicates that they are functioning fairly well and meeting present needs adequately.

**Improvement in Service of Clerical and Accounting Staffs.**—In order that the school may be run as efficiently as possible everyone connected with it must try to improve the service

which he renders. The criteria for judging such activities are that each member is definitely studying and improving office procedures such as:

(·) Correspondence service—prompt and accurate replies, and filing.

(·) Office and school forms—permits, record cards, requisitions, and forms.

(·) Filing system for the office and school records.

(·) Understanding of their relationship to the total school program and how they may better promote it.26

It was found that not much effort was being put forth for the improvement of the service rendered on the part of this staff. However, it must be said in defence of the members of this staff that the outlook for reward as a result of improvement in service is very small indeed.

In evaluating the improvement in service of the clerical and accounting staff, the extensiveness of the efforts made to improve and the improvement accomplished have been scored 2 and 3 respectively.

Improvement in Service of the Custodial and Maintenance Staffs.—Not much evidence of improvement in service has been found on the part of these staff members. They have been judged upon studying and seeking to improve along the following lines:

(·) Time schedules for the performance of regular and occasional tasks.

26Ibid., p. 98.
Selection and proper use of cleansing agents.

Proper use of supplies and other forms of school property.

Proper heating and ventilation of the buildings and rooms.

Understanding of their relationship to the total school program and how they may better promote it.\(^\text{27}\)

In evaluating the improvement in service of the custodial and maintenance staff, the extensiveness of the efforts made to improve and the improvement accomplished have been scored 2.

**Conditions of Service of the Non-Professional Staff Members.**—In judging the selection, leave of absence, retirement, salaries, and tenure of the non-professional staff members the following criteria were used:

1. Candidates are selected on the basis of fitness for the particular position they are to fill.

2. Candidates are selected only after full inquiry into the personal and health record of the candidate and his record of training and experience.

3. The school has a salary schedule for each of the non-professional staff.

4. Maximum, minimum, and average salaries of these groups are related to appropriate standards of living and economic conditions in the community.

5. Regular increments in salaries are spread over a large proportion of the potential service career.

6. After the probationary period of from one to two years tenure continues as long as the employee's service and conduct merit it.

7. Provision is made for employees to have a limited number of days of absence (at least 15 per

\(^\text{27}\)Ibid., p. 99
year) from duties because of personal sickness without loss of pay and on a cumulative basis.

(0) Adequate provision is made for the proper care of the school's disabled or over-age employees.

(0) Employees are retired when old age or disability prevents further efficient service.28

From the scoring of the above items it is clearly evident that the school makes no provision to take care of its non-professional staff members when they are disabled or unable to continue longer in their work. The salaries paid are hardly sufficient to maintain appropriate standards of living, especially is this true of the custodial staff salaries.

The evaluation of the conditions of service of non-professional staff members was made on:

(5) How well and carefully are staff members selected?

(1) How adequate are provisions and conditions for leave of absence.

(1) How adequate are provisions for retirement of disabled or over-age employees?

(2) How adequate and just are the salaries and the salary schedule?

(1) How adequate and just are the provisions and conditions of tenure?29

These conditions are in need of careful study and drastic change, for as there is no regard for good service or for improvement in service the staff has taken the path of least resistance and are just marking time.

In summing up the general judgment of the staff three

28Ibid., p. 99
29Ibid.
things have been chosen as best among its elements or characteristics. The balance between the old and the new staff members, which is an important method of revitalizing, is worthy of note. There are seldom fewer than two new staff members each year, and rarely is there over four new members at any one time. Another outstanding characteristic of the staff for a school of this size is the number of master's degrees, there being five members who hold such advanced degrees. The general adequacy of the professional training of the staff is very laudable, especially is this true in view of the recent trends of educational development.

The greatest need of improvement in this phase of the staff evaluation is undoubtedly that of increased salaries, to enable the staff members to maintain appropriate standards of living in the community, according to social and economic demands made on them. The next great need is for additional staff members, in order to better provide for the needs of the school enrollment, and to allow each teacher time for counseling and conferring with pupils, as well as time for preparation of assignments and cooperation with the library and administrative staffs.

A general evaluation of the staff has been made upon how well the qualifications and activities accord with the philosophy of education of the school, and meet the needs of the pupil population as indicated in Chapter II. In each case the score assigned was 3, indicating that the conditions are functioning fairly well.
Instruction

In evaluating the instruction offered within the school an individual evaluation of each teacher has been made. The basic factors for this judgment were: Textbooks and other instrumental materials, tests and measurements, teachers' plans and preparations, teachers' activities, cooperation of pupils and teachers, use of the community as a laboratory, and teacher load. Since it was impossible to secure a visiting committee to judge this phase of the work, the advice of the principal and the superintendent were followed very closely. Wherever it was possible the results obtained were compared with schools of the neighboring districts.

Textbooks and Other Instructional Materials.—In considering this phase of the instructional program the quality of the material furnished and the use made of such material were judged upon the following provisions:

If textbooks are used, they are sufficiently recent in publication to assure that their content is up to date.

If textbooks are used, study aids and suggestions of adequate scope and excellence are contained therein.

In such books are found illustrations or other graphic representations of good quality and in adequate amount or number.

The content or text of such books is well organized and adapted to the needs and degree of development of the pupils.

Such books contain extensive but well selected reference for supplementary study.

Such books are well bound, the paper is of good quality and without glare.
A textbook constitutes only a part, usually only a minor part of the material to be studied in a given course; extensive supplementary matter is used.

In use a textbook is not regarded as full authority in its field; its contents are understood to be limited and incomplete.30

These provisions were consistently scored average or above by all the teachers of the school. The evaluation of the textbooks and other instructional materials was made on the three criteria that follow:

How well do the textbooks used meet such qualifications as the above?

How well does the teacher direct pupils in the proper and effective use of such books?

How well do pupils use such books, recognizing both their advantages and disadvantages as material for study.31

The evaluations made by each individual teacher on this factor of instruction have been combined with those that follow to determine the composite school score:

If workbooks are used, the limited educational value of such books is recognized and provision is made for supplementing them adequately.

Mimeographed material is provided in adequate amount and effectively used in the classroom.

Work materials such as paper, pencils, pens, crayon, and similar materials are always readily available and are satisfactory in quality.

Pictures, models, and other illustrative materials are always available for use and are adequate in amount and variety.32

Very little workbook or mimeographed material is used in the school by the instructional staff although the school

30Ibid., p. 147  
31Ibid.  
32Ibid.
has made available a mimeograph and a hectograph. The school does not furnish such work materials as mentioned, with the exception of crayon, and the students do not always have such material readily available. Pictures and models are not supplied by the school and there are very few such visual aid materials to be found. These provisions were evaluated on:

How adequately are such materials as the above provided for classroom work?

How effectively does the teacher use such materials?

How effectively and extensively do pupils use such materials?

The six evaluations made by each teacher upon the provisions for considering the textbooks and other instructional materials have been combined to determine a composite school score. Nine of these evaluations were scored 5, forty-two were scored 4, thirty-four were scored 3, four were scored 2, and seven were scored 1. The composite score upon these evaluations was found to be 3.9.

Tests and Measurements:—The program of tests and measurements used by the school has been studied from the standpoint of the purpose and types of such testing measuring. The following provisions have been scored by each teacher:

All testing and measuring is done for a definite educational purpose and has an anticipated value for the pupil.

All testing and measuring in so planned as to promote the educational aims of the school.

The complete testing program provides for many short tests and a few relatively long ones.

Ibid. p. 148.
Standardized achievement tests are used extensively.

The teacher uses tests of his own construction extensively—both new-type and the older essay types.

Tests formulated by the teacher are so planned that they are easily and economically administered, mechanically easy for pupils to take, and easy to score.34

It was found that no standard achievement tests were used with the exception of the freshmen and sophomore English tests. The composite score for all teachers was found by computing the school score from three individual scorings by each teacher on three evaluations of this phase of the testing program and the use of the testing program. The latter has been more extensively considered on the following provisions:

The teacher understands the proper use, the advantages, and the limitations of various types of tests and uses them accordingly.

The teacher gives consideration to the validity and reliability of the tests formulated by himself.

Testing and measuring is an integral part of the teaching and learning program rather than an activity set apart for certain days.

The testing and measuring program emphasizes pupil progress rather than achievement; progress graphs rather than a series of marks reveal the pupil's record.

The teacher uses tests to stimulate and evaluate pupil progress and achievement in the development of desirable habits, skills, and knowledge.

The teacher uses tests to stimulate and evaluate pupils' thinking, understanding, and ability to apply.

The teacher uses tests to stimulate and evaluate pupils' appreciations, attitudes, and ideals.

#Ibid.
Pupils use tests to evaluate their own progress both in terms of educational aims and of their own purposes.

Diagnostic testing is a regular part of the teaching procedure and is followed by appropriate remedial activities.

Classroom tests are returned to pupils and are made a basis for further teaching and learning.

The testing and measuring of personality traits or other intangibles is largely accomplished through the collection of evidence regarding such traits and judgments based thereupon.

Important test results are entered on the pupil's personal cumulative record and are used in planning his educational program.\textsuperscript{35}

The scorings on these checklist items centered around average, with some few above and below. It was found that the majority of the teachers had scored the pupil's use of tests to evaluate their own progress either minus or zero. Since the school has eliminated formal final examinations no tests have been recorded on the pupils' permanent records.

The purpose, use, and types of tests and measurements have been combined and evaluated on the following criteria:

How adequately do tests and measurements serve desirable educational ends?

How great is the variety of types of tests used?

How well are they selected or devised for the purpose intended?

How definitely is testing and measuring used as an aid to teaching and learning?

How effectively do pupils use tests to measure their progress and outcomes?

\textsuperscript{35}Ibid.
How well are all desirable educational outcomes measured by the tests used? 36

In studying the scorings of the fifteen teachers who reported upon these six evaluative criteria it was found that: eight had been scored 5, thirty-three had been scored 4, thirty-five had been scored 3, twelve had been scored 2, and two had been scored 1. From the ninety individual scorings the composite score was found to be 3.4, which indicates that the present testing and measuring program is fairly satisfactory. The great importance that is attached to measuring the product of teaching has made necessary the careful planning and administration of the testing program. The testing program is the device by which the evaluation of the school is made, in the light of its stated aims and purposes. 37 Unless great care is taken to exclude factors which are extraneous to ability, they will greatly influence the judgment made as a result of the test given. In general, tests are considered indispensable in progressing toward the final goal.

The Teacher’s Plans and Preparations.—In considering the classroom period the teacher’s plans and preparation have been given first consideration. Since the teacher is the chief factor in the teaching process, it naturally follows that the plans and preparation of the teacher are also of utmost importance. Careful consideration was given to the items of the checklist by each teacher before any evaluations were made.

36 Ibid.
The checklist provisions which were considered are set up below. Teacher's plans and preparation for the class period:

Provide for cooperative planning with other teachers to promote better integration of the learning activities of the various classes.

Have a definite procedure and objective for a whole unit of learning and for each day's activities.

Assume that education is a developmental and integrating process, not one simply of addition.

Call for desirable activity—mental, emotional or physical—on the part of the pupils.

Have new educational activities begin with and develop from the interests, purposes, and former experiences of pupils.

Provide for environmental factors so that conditions or situations are favorable for learning.

Provide for developing desirable attitudes and appreciations as well as knowledge, skill, and understanding.

Regard organized subject matter chiefly as a means rather than as an end. 38

After having checked each of these items with the appropriate score, each teacher evaluated her plans and preparation as nearly as possible in keeping with these scorings. Only one provision was set for evaluating the work; namely, how adequately, according to the statements of the checklist, does the teacher prepare for classroom activities? It was found that two were scored 5, ten were scored 4, and three were scored 3. The composite score for the school was found to be 3.9, which was plotted on the educational thermometer. While

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this score may seem rather high, in view of the rather large amount of professional training held by the staff, it is not necessarily too high.

The Teacher's Activities in the Classroom.—The teacher's activities in the classroom depend largely upon her professional training, her plans and preparation, and the supervision furnished. The checklist provides that the classroom teacher:

Makes use of problem solving, analysis, comparison, association, reflective thinking, and generalizing.

Emphasizes the value of desirable concomitant or associated learnings.

Helps the pupils discover specific applications of new information, skills, abilities, habits, and other learnings.

Develops a sense of satisfaction and appreciation on the part of the pupils.

Develops desirable attitudes on the part of the pupils.

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

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.

Is alert to reading difficulties on the part of pupils and seeks correction thereof.

Makes flexible or differentiated assignments to provide for different abilities and interests of pupils.

Makes the pupil responsible for some work done independently in order to develop power and self-direction.
Makes pupils responsible for doing some work in groups where all group members contribute and cooperate.

Helps pupils learn how and where to find supplementary material outside the library.

Seeks to make pupils increasingly independent of teacher guidance.

Reveals enthusiasm for and enjoyment of his work and his pupils.39

In checking the scoring of these items it was found that the majority were scored with the plus symbol. Consultation with the administrative staff of of the school concerning the markings resulted in very few changes. As the criteria are found in nearly all modern educational books dealing with teaching procedures, and as nearly all of the teaching staff have had recent study on the subject, it would not be in keeping with their improvement if the scores were other than high. After having filled out the checklist each staff member was asked to evaluate his activities based on the factors below:

How stimulating are the instructional procedures which the teacher uses?

How intently do pupils devote themselves to their work?

How adequately are all types of outcomes (knowledge, skill, understanding, appreciations, and attitudes) provided for?40

These evaluations were checked with the principal, who is the chief supervising official, and where it was thought advisable changes were made. In computing the score for the entire school it was found that six were scored 5, thirteen

39Ibid.

40Ibid.
were scored 4, twenty-two were scored 3, and four were scored 2. No one was scored with the lowest possible score, which would indicate that none of the teachers were considered as very poor in their activities. The school score was found to be 3.44, or slightly above the average score.

Cooperation between Pupils and Teachers.--This very desirable relation between pupils and teachers is not of the high quality it should be in this school, but the cause may be more or less attributed to the load of the teachers rather than to the nature of the teachers involved. Most of the teachers are sympathetic and understanding, and cooperate with the pupils in the meeting of their school and extra-school problems to a considerable extent. Cooperation involves work and time, and since many of the teachers have effected an adjustment which will allow them to carry on with as little exertion as possible, cooperation as a result suffers. This factor has been judged upon how cooperatively the pupils and the teacher:

Enter upon their work promptly and show an active and sustained interest in it.

Develop good citizenship habits and attitudes by such activities as keeping the room orderly and attractive and attending to routine matters quickly and efficiently.

Cultivate desirable health habits and attitudes by such activities as doing their part in maintaining proper illumination and condition of air in classrooms.

Make readily available for classroom use desirable equipment, supplies, and other educational materials.

Plan and develop units of work or learning projects.

Evaluate progress in learning and modify plans when such evaluations suggest the need for changes.

Seek to integrate their learning with their own past experience and with the larger educational program.

Emphasize the proper use of English as an effective means of thinking and communication.

Cultivate desirable social usage in their relations with one another.

Evaluate the outcomes of learning.\textsuperscript{42}

The first four of these provisions have been scored high, with the majority of the symbols being plus. In some cases very little provision for planning and developing units of work was found on the part of the teachers, and in still others the modifications of plans to fit needs were found entirely lacking. Several cases are known to exist wherein the proper use of English is not demanded.

The cooperation between teacher and pupils has been evaluated by each individual teacher upon the following criteria:

How effectively do teacher and pupils cooperate?

How effectively do pupils cooperate with each other?\textsuperscript{43}

In studying these evaluations it was found that five had been scored 5, or highly satisfactory; twelve had been scored 4, or distinctly above average; thirteen had been scored 3, or average; and four had been scored 2, or distinctly below the


\textsuperscript{43}Ibid.
average. The composite score of all the individual evaluations made by the staff members was found to be 3.5, which places the program midway between average and distinctly above average.

Use of the Community as a Laboratory.—The community is not used as much as it should be as a laboratory. There could be several reasons for this, such as lack of interest, laziness, lack of time, and many others. The chief reason for this lack of the use of this community as a laboratory, however, seems to be lack of approval of such a program. The public still has a lot to say about what teachers do, and the old idea in a democracy held by many adherents that by the fact of being taxpayers and citizens they are endowed with qualifications to pass judgment on what the schools are doing and what they should do cause many/not to take the risk of taking their pupils out of school for first hand study of community problems. Reference to community problems is made whenever such material will prove beneficial to the pupils.

The criteria for judgment provides that teachers and pupils study the community and its facilities and institutions as means of enriching teaching and learning experiences in such respects as:

- Characteristic mores, customs, and language peculiarities.
- Economic resources and their relation to living conditions.
- Historical incidents; places and individuals of note.

Elements of beauty; means of improving aesthetically undesirable conditions.

Health conditions and means of improving them.

Recreational facilities; use of leisure; enrichment of leisure activities.

Sociological conditions and problems.

Political institutions and their services.

Religious life and activities.

Museums, art galleries, industrial establishments, etc., as profitable field trips.45

After checking each item in the foregoing checklist each teacher was asked to evaluate his use of the community as a laboratory upon the following provision:

How extensively does this teacher and his pupils use such factors as the above to enrich classroom experiences?

How effectively are the activities thus pursued used in furthering the pupils' experiences and in promoting a better understanding of the relationship of classroom learning and out-of-school life?46

It was found that three had been scored 5, eight had been scored 4, eleven had been scored 3, and four had been scored 2. The school score was found to be 3.4, practically midway between average and distinctly above average.

Teacher Load.—Largely upon the quality of the teaching depends the ultimate success of the school. Since the quality of teaching is greatly affected by the teaching load of the instructional staff, it is highly important that this factor


46Ibid.
be as satisfactory as possible. In determining the teacher 
load the formula devised by Douglass\textsuperscript{45} was used. This formula 
takes into consideration the class periods spent in the class-
room per week, the work which is duplicated, the number of pu-
pils taught per week, periods spent in duties outside of the 
classroom, length of class periods, and the nature of the work 
taught. The teachers' loads were found to vary from twenty-
three to forty points, as compared with the recommended load 
of twenty-eight. It was found that thirteen of the sixteen 
teachers in the school carried an excess of the amount, and 
that the average load for the teachers in this school was 
five points in excess of the recommended load.

From the standpoint of the teachers evaluation of their 
load, it was found that ten of the seventeen considered the 
load unsatisfactory and scored it 2. The composite score for 
the entire staff was two and seven-tenths (2.7). The load fac-
tor is further complicated by the fact that seven of the teach-
ers teach in two or more fields. In the study of Douglass 
mentioned above, it was found that the median number of sec-
tions met daily in certain schools of the Southern Association 
was 4.7, while in this school it is 5.1. Although it is rec-
ommended that beginning teachers be given a lighter load than 
older teachers in the system, this is not done in this school.

A general evaluation of the instructional program in its 
entirety has been made upon the following provisions:

\textsuperscript{45}H. R. Douglass, \textit{op. cit.}, pp. 110-125.
(3) How well does the instructional program accord with the philosophy of education as presented by the school?

(3) How well does the instructional program meet the needs of the community and the pupil population?46

In order to show the scorings of the school staff and the instruction program in graphic form it is necessary to summarize all the various evaluations. Such a summary is shown in Tables 11 and 12. In these tables the various evaluations have been listed and the school scores computed. The majority of the school scores were then plotted upon the appropriate educational thermometer in figures 11, 12, 13, and 14. The various factors were then weighted as to their importance in evaluating the school according to the alpha scale set up by the Cooperative Study of Secondary School Standards. By using these weighted percentile figures the summary for the school was derived, which in turn was interpreted in terms of the Percentile Conversion Tables47 for use with the alpha scale. This score is plotted in red and designated as the summary thermometer of figures 13 and 14.

In comparing this school with those studied by the Cooperative Study of Secondary School Standards use will be made only of those classifications to which this school belongs; namely, large, public, accredited, and Southern schools.

Measured in adequacy of academic preparation of its staff it equals forty-seven per cent of all the schools studied. It


47 Ibid., pp. 70 and 87.
### Table II
Evaluations of the School Staff in Summary Form

<table>
<thead>
<tr>
<th>Section</th>
<th>Title of Measure</th>
<th>Pars</th>
<th>Computations of Primary School Scores</th>
<th>Computation of Summary School Scores</th>
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<td></td>
<td>Adequacy of Academic Preparation</td>
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<td>3.0 76 11 636</td>
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<td></td>
<td>Adequacy of Professional Preparation</td>
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<td>3.3 76 11 636</td>
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<td></td>
<td>Source of Degree Preparation</td>
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<td>3.7 45 4 110</td>
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<td>Preparation</td>
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<td>3.6 4 110</td>
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<td></td>
<td>Educational Experience</td>
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<td>13.5 75 4 300</td>
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<td>Non-Educational Experience</td>
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<td>Personal Qualifications</td>
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<td>II</td>
<td>Group Improvement</td>
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<td>v 3 z 2 5</td>
<td>2.5 29 4 116</td>
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<td>3 4</td>
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<td>General Evaluation</td>
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<td>V 3 Z 3</td>
<td>6 2</td>
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Tota: 100 4053
Summary Score (Divide by 100) 40.5
Equivalent Percentile (From Percentile Conversion Table 28)
### TABLE 12
EVALUATIONS OF THE INSTRUCTIONAL PROGRAM IN SUMMARY FORM

<table>
<thead>
<tr>
<th>Section</th>
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<td>Tests and Measurements</td>
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<td>III</td>
<td>Teacher's Plans</td>
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<td>III</td>
<td>Teacher's Activities</td>
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<td>3.44</td>
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<td>IV</td>
<td>Cooperation of pupils and teachers</td>
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<td>V</td>
<td>Use of Community</td>
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<td>V</td>
<td>Teacher Load (Douglas)</td>
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<td>V</td>
<td>Teacher Load (Evaluation)</td>
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<td>VI</td>
<td>General Committee Judgment</td>
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<td>VIII</td>
<td>General Evaluation</td>
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**Totals:** 2250

Summary score (Divide by 60): 35.8
Equivalent Percentile (From Percentile Conversion Table): 27
STAFF - QUALIFICATIONS

Fig. 11--Staff - Qualifications.
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 sum-
marized 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 organiza-
tions. 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 indi-
vidual 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 indi-
vidual staff members for whom the information is available. The individ-
ual ratings are based upon the number of books and magazines read regu-
larly. 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."
stands nine points below the average large school, it stands six points below the average accredited school, it stands three points below the average public school, but it stands four points above the average school in the Southern Association.

Measured as to the adequacy of the professional preparation this school equals seventy-six per cent of all schools studied. It is twenty-three points above the average large school, it is fifteen points above the average public school, it is twenty-seven points above the accredited schools in general, and it is thirty points above the Southern schools in general.

Judged upon the source of the degrees held by its teachers the school equals forty-five per cent of the schools studied. It is one point below the average large school, it is four points below the average public school, it is thirteen points below the accredited schools in general, but it is twenty-two points above the average Southern school.

In comparison with other schools studied this school, in the educational experience of its staff, equals seventy-five per cent of those studied. It is seventeen points above the average large school, it is twenty-six points above the public schools in general, it is twenty-three points above accredited schools in general, and it is twenty-six points above the average Southern School.

Judged upon non-educational experience, the school equals ninety-six per cent of the schools studied. It stands fifty points above the average large school, it stands forty-seven
points above the public schools in general, it stands forty-six points above the accredited schools in general, and it stands sixty-four points above the average Southern School.

In personal qualifications of the staff, the school is equal to fifty-one per cent of the schools studied; it is four points above the average large school, it is three points above the public schools in general, it is slightly above the accredited schools in general, and it is four points above the average Southern school.

In the outstanding contributions of the staff, the school is equal to forty-two per cent of the schools studied; it is eleven points below the average large school, it is seven points below the public schools in general, it is ten points below the accredited schools in general, but it is four points above the average Southern school.

The instructional qualifications of the staff are equal to forty-one per cent of the schools studied; it is nine points below the average large school, it is eight points below the public schools in general, it is eleven points below the accredited schools in general, it is six points above the average Southern school. It is very slightly below the median school.

The qualifications of the non-professional staff were found to be equal to only nineteen per cent of the schools studied. It stands thirty-two points below the accredited, and large schools in general, it stands twenty-nine points below the public schools in general, and it stands twenty-six points below the average Southern school.
In comparing the staff as to improvement in service with other schools provision has been made to consider the five following factors:

In group improvement the staff was found to be equal to twenty-nine per cent of the schools studied. It is twenty-five points below the average large school, it is eighteen points below the public schools in general, it is twenty-three points below the accredited schools in general, and it is ten points below the average Southern school.

Staff membership in national organizations was found to equal forty-three per cent of the schools studied; it stands five points below the average large school, it stands seven points below the public schools in general, but it stands five points above the average Southern school.

No comparison is really possible in authorship, for it was found that no member of the staff had written anything for publication. Several of the teachers have written articles for magazines in the past but not within the last three years as specified in this study.

In the reading of professional and non-professional literature, the staff was found to be quite omnivorous, and equal to ninety-nine per cent of the schools studied. It stands forty-five and forty-eight points respectively above the large and accredited schools in general, it stands forty-nine points above the average public school, and it stands sixty points above the average Southern school.

In research, the school is equal to forty-five per cent of the schools studied; it is nine points below the large
Fig. 12--Staff - Improvement in service.
STAFF -- CONDITIONS OF SERVICE

General Statement
This is the last of three pages on the school staff. This page contains one summary thermometer and eight thermometers dealing with conditions of service of the professional staff members. All thermometers on this page are based upon Section 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.
schools, it is seven points below the accredited schools, it is six points below the public schools, but it is fourteen points above the average Southern school.

The conditions of service of the instructional staff is plotted on eight thermometers from which the following comparisons have been made:

This school judged upon the method of the selection of teachers is equal to thirty per cent of the schools studied. It is twenty-eight points below the average large school, it is seventeen points below the public schools in general, it is twenty-one points below the accredited schools in general, and it is seven points below the average Southern school.

In the number of pupils per teacher, this school is equal to only one per cent of the schools studied. It is eighteen points below the average large school, it is thirty points below the public schools in general, it is fifty-two points below the accredited schools in general, and it is forty-two points below the average Southern school.

In the provisions of its salary schedule, this school is equal to only twenty-two per cent of the schools studied. It stands twenty-nine points below the average large school, it stands twenty-eight points below the public schools in general, it stands thirty points below the accredited schools in general, and it stands nineteen points below the average Southern school, which, by the way, is the lowest of any sectional average.

The school ranked upon its conditions of tenure is equal
Fig. 13—Staff — Conditions of service.
SCHOOL PLANT

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

1. Health and Safety: Site
   Based upon I-A, "The Site" (pages 104-05). Average of 4 evaluations.

2. Health and Safety: Building
   Based upon I-B, "The Building" (pages 105-07). Average of 11 evaluations.

3. Health and Safety: Equipment
   Based upon I-C, "Equipment and Supplies" (page 108). Average of 6 evaluations.

4. Economy and Efficiency: Site
   Based upon II-A, "The Site" (page 110). One evaluation.

5. Economy and Efficiency: Building
   Based upon II-B, "The Building" (page 110). Average of 6 evaluations.

6. Economy and Efficiency: Equipment
   Based upon II-C, "Equipment and Supplies" (page 111). Average of 2 evaluations.

7. Educational Program: Site
   Based upon III-A, "The Site" (page 111), and III-B, "The Play Areas" (page 112). Average of 4 evaluations.

8. Educational Program: Building
   Based upon III-C, "The Building" (pages 112-13). Average of 12 evaluations.

9. Educational Program: Equipment
   Based upon III-D, "Equipment and Supplies" (page 114). Average of 5 evaluations.

10. Relation to Community
    Based upon IV, "Relation of the School Plant to the Community" (page 115). Average of 2 evaluations.

11. SUMMARY
    Based upon the other ten thermometers on this page, each weighted as indicated below its bulb.
to only twenty-eight per cent of the schools studied. It is twenty-eight points below the average large school, it is twenty points below the public schools in general, it is twenty-six points below the accredited schools in general, and it is eighteen points below the average Southern school.

In length of service of the staff, the school equals sixty-four per cent of the schools studied. It stands five points above the average large school, it stands fifteen points above the public schools in general, it stands twelve points above the accredited schools in general, and it stands seventeen points above the average Southern school.

In variety of the service of the staff, this school is equal to ninety per cent of the two hundred schools studied. It stands thirty-one points above the average large school, it stands forty-two points above the public schools in general, it stands thirty-seven points above the accredited schools in general, and it is forty-one points above the average Southern school.

In the provisions for leave of absence, the school stands at zero. It is fifty-three points below the average large school, it is fifty-two points below the accredited schools in general, it is forty-eight points below the public schools in general, and it is thirty-four points below the average Southern school.

In the provisions for retirement, the school stands at zero. It is fifty-two points below the public schools in general, it is fifty-one points below the accredited schools in
general, it is forty-eight points below the average large schools, and it is twenty-seven points below the average Southern school.

The summary thermometer, which is plotted in red, shows the ranking of the school on the composite evaluation for the instructional staff. The school equals only twenty-eight percent of the total schools studied. It is very much below the average of the large, accredited, and public schools which are grouped around the fiftieth percentile, and it is also below the average Southern school, which stands at the thirty-sixth percentile. The school is really adequate on but few of the provisions studied.

The evaluations of the instructional program have been grouped in Table 12, so that the computation of the primary school scores could be made. By reading the opposite side of each thermometer after these primary scores had been plotted, the percentile for each factor was found. Each percentile was then multiplied by the correct weight factor of the alpha scale to determine the weighted percentile. The total of the weighted percentiles divided by sixty (the total of the assigned weights when committee judgment is dropped) gives the summary weighted score. The equivalent percentile is then determined from the conversion table for the instructional program.

From the study of Figure 14, the following comparisons of this school with those studied by the Cooperative Study of Secondary School Standards have been made.
In measuring the teachers' plans of this school it was found that the school was equal to seventy-five per cent of those studied. It is twenty points above the average large school, it is twenty-three points above the accredited schools in general, it is twenty-five points above the public schools in general, and it is thirty-seven points above the average Southern school.

Upon teachers' activities, the school equals forty per cent of all the schools studied; it is fourteen points below the average large school, it is nine points below the public schools in general, it is twelve points below the accredited schools in general, but it is seven points above the average Southern school.

In cooperation of pupils and teachers, this school equals thirty per cent of the schools studied. It stands twenty-five points below the average large school, twenty points below the public schools in general, twenty-one points below the accredited schools in general, and ten points below the average Southern school.

In teacher load the school equals only twenty-three per cent of the schools studied, and it is below every regional average except the Northwestern Association, which it exceeds by only one point. It is thirty points below the average large school; it is seventeen points below the public schools in general; it is twenty-seven points below the accredited schools in general, and it is eighteen points below the average Southern school.
### INSTRUCTION

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Fig. 14--The educational temperatures of the 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.
No judgment was made by a visiting committee, hence the thermometer is not applicable on this item.

The summary thermometer shows the instruction program to be equal to only twenty-seven per cent of the schools studied by the Cooperative Study of Secondary School Standards. With a temperature of twenty-seven it is below all the typical schools of its class; i.e., the large, public, accredited, and Southern schools. The summary score of the instructional program is three points below that of the median school.48

48W. C. Wells, Educational Temperatures for Five Representative Secondary Schools, p. 11.
CHAPTER VIII

OUTCOMES

Instruction

The educational program of any school should have as a major concern the achievement of desirable outcomes, and to various evidences indicating that such outcomes are realized. It is not an easy problem to measure outcomes, but by observation of the students work, his study habits, his conversation with staff and his fellow-students and his out-of-school activities we are able to approximate his achievements. From pupil, parent, and teacher opinions, information may be receivable which will help to evaluate the desirable outcomes of the various activities of the school program. The development of desirable skills, habits, understandings, abilities, appreciations, and knowledge in each of the various subject matter fields has been studied and scored.

English.—The English instruction in literature has been studied and scored on the following check list:

(△) Reading and interpreting the various types of authors and literary products.

(△) Evaluating the various types of authors and literary products.

(△) Understanding the relation of current social problems as revealed in literature to their own lives.

(△) Enjoying and developing a taste for good literature.

(△) Reading contemporary and classical authors
with increasing appreciation of the better types of literary products.¹

The instructional staff of the English department is the strongest in the school in regard to educational qualifications as three of the five teachers each hold a master's degree. The ability of the students to read and interpret various types of authors and literary products is very satisfactory in the eyes of the teachers. The student's ability to evaluate the various types of literary work is not entirely satisfactory, but when the poor advantages and conditions of the homes of many of the students are considered, such outcomes are not as poor as could be expected. The taste for good literature is steadily growing as is evidenced by the withdrawals from the school library. The Book Review Club has purchased and studied many of the outstanding contemporary novels.

The evaluation of the literature in the field of English has been made upon: (1) How extensively pupils read literature voluntarily. This is scored 4. (2) How well pupils seem to understand literature and how it is related to life conditions. This is scored 3. (3) How great their scope of enjoyment of literature—types of literature, number and variety of writers—is. This is scored 3.

English.—The English instruction in the language arts

has been studied and scored upon:

(−) Rapid and effective reading—silent, oral; superficial, intensive, etc.

(−) Using English correctly and effectively in various types of written discourse.

(+) Developing a speaking voice habitually characterized by clearness, distinctness, and good modulation.

(−) Understanding the underlying principles of speech production as a basis of correcting speech defects.

(+) Observing in ordinary conversation those speech forms sanction by correct usage.

(+) Participating in class discussion, public speaking, story telling, direction of dramatics, and other forms of oral discourse.

(−) 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.

(−) Developing a taste for and demanding better products from the radio, screen, platform and press.

(−) Producing, where talent warrants it, work of a creative nature, written or spoken or both.2

The reading of the students as a whole is very poor in quality, there is not sufficient comprehension and the rate of the majority of the students is very slow. Reports made upon technical matter, such as law cases, show surprisingly little ability to do intensive reading. The use of correct English in classes other than the formal English itself is

2Ibid.
not very satisfactory. Some of the teachers violate the fundamental axiom that "what the pupil learns in English he must be required to use in his other classes," and as a result the highest type of learning is not achieved. The speech forms practiced in ordinary conversation, while there is some tendency toward slang expressions, is generally quite acceptable. The unit type of teaching in English and the social studies is not very conducive to oral participation in class discussion but there is much activity in public speaking, dramatics, debate and other forms of oral discourse. In the judging of cultural and literary values of the press, radio and screen, the students are not very discriminating. The creative work done by the students is of little significance for there are very few talented students in the school who are capable of producing such composition.

In evaluating the language arts achievements of the English department consideration was made of the following: (1) How well the written work of the pupils conform to generally accepted standards. This is scored 3. (2) How well pupils pay attention to good speech habits in and around the school. This is scored 3.

Foreign Languages.—The procedures and achievements of the foreign languages have been studied and scored upon:

(+) Reading the language extensively and understanding it readily.

(-) Reading and interpreting various types of authors and literary products.

(-) Evaluating various types of authors and literary products.

(+) Using the language in oral and written discourse.

(+) Knowing the country, its people and their culture, and developing a better understanding between countries and peoples.

(+) Noting similarities, differences, and relationships between languages.

(-) Developing an interest in the writings of foreign authors and in reading them.⁴

The only foreign languages offered in the school are Latin and Spanish. The language libraries consist of many stories simple enough for the training involved and the students read many of these books, usually making their own selections. Not much reading and interpreting of the various types of literature is attempted for the work offered is too elementary for such advanced study. The students use the language, especially Spanish, in class discussion almost entirely. The instructors are prepared to teach both from the standpoint of academic instruction and from practical experience and study in Mexico. Many of the students correspond with students in foreign lands and from these letters learn of the customs and habits of the people whose language they are trying to master. Special studies are made of the simi-

larities, differences and relationships between the languages. A study of the reading cards from the English files revealed very little interest in the writings of foreign authors. The objectives of foreign languages, the reading or the speaking adaptation in the foreign tongue, is very well realized in Spanish, but in Latin very little attempt is made to achieve a speaking knowledge because of its lack of use.

The foreign languages have been evaluated upon: (1) How well pupils in advanced classes give evidence of reading the language with a minimum use of translation. This is scored 3. (2) How great their appreciation of the language, customs, and manner of life of the people whose language they study is. This is scored 4. (3) How great the variety of authors and literary types that the pupils enjoy reading is. This is scored 3. (4) How much unassigned reading in foreign languages pupils do. This is scored 3.

Mathematics.—The desirability of the outcomes of the mathematics instruction has been studied and scored upon:

(−) Making computations and using measurements and symbols, readily, especially those in common practice.

(0) Habitually checking results, being accurate.

(−) Analyzing and interpreting problems; understanding principles and applying them to practical situations.

(−) Estimating results, quantities, and values.

(-) Developing clear, definite concepts of quantitative relationships.

(-) Using and interpreting graphs and other means of visualizing relationships.

(0) Developing appreciation of mathematical, elements in art, music, architecture, astronomy, games, industry, etc.  

In judging the outcomes of the mathematics program it is first necessary to set up the aims. There is little agreement upon the subject, but the above criteria follow very closely the aims set out by the Mathematics Association of America. The students of this school are not quick about making computations or using measurements, many are lacking in the fundamentals of arithmetic and are therefore handicapped. Checking results for accuracy is very seldom done, if there is no answer from which to verify the answer, such activity is neglected. The students are exceedingly poor in estimating results, quantities, and values. The mathematics teaching is rather poor in developing clear and definite concepts of quantitative relationships. Very few of the students can properly use or interpret graphs or other visual relationships common to mathematical procedure. Two of the mathematics teachers questioned stated that they did not attempt to develop appreciation of mathematical elements in

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7L. V. Kooe, op. cit., p. 431.
art, music, architecture, astronomy, games or industry. In view of Morrison's statement: "So far as general education is concerned, mathematics is valuable chiefly as a means of interpreting those aspects of the world which are not otherwise capable of analysis," the outcomes of the mathematics instruction are rather lacking.

The outcomes of the mathematics program have been evaluated upon: (1) How efficient pupils are in the use of mathematical concepts, processes, and symbols. This is scored 3. (2) How effectively pupils use and understand graphic methods. This is scored 2. (3) How extensively and effectively pupils use mathematics in other school subjects and in general school activities. This is scored 3. (4) How extensively and effectively do the offerings in mathematics function in current out-of-school life of pupils? This is scored 3.

**Sciences.**—The outcomes of the sciences program have been studied and scored upon:

(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

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Morrison, op. cit., p. 205.
complex forms of life from the more simple.

(*) Recognizing the influence of microorganisms in economic relations and in human life, past and present.

(*) Recognizing man's dependence on natural resources, topography, and climate, influence on his occupations and culture.

(*) Recognizing man's increasing control over his environment and his ability to conserve and develop natural resources.

(*) Recognizing the part played by chemical reactions in nature and industry.

(*) Recognizing the part played by chemical reactions in medicines, cosmetics, clothing, etc. and in the human body.

(*) Recognizing the use of heat, light and moisture to promote man's plans, desires and well being.

(*) Recognizing the use of electricity to promote man's plans, desires and well being.

(*) Recognizing the use of sound to promote man's plans, desires, and well being—speech, sound pictures, radio, music, telephones, etc.

(*) Recognizing and applying natural laws or principles in tools and machines; recognizing their operation in plants, animals, and nature in general.

(*) Learning to reason correctly from data to conclusions.9

The majority of the items of the check list have been scored plus for they are made to a very satisfactory degree, especially by the biology department which deals especially with the majority of the items listed. Those affecting the

chemistry and general science department as a whole are not of the same high standard. One reason for this is that one of the teachers is a beginning teacher and is not able to achieve this high quality of work, while the other teacher is not interested primarily in the science work and as a result the outcomes are less desirable. The understanding of the students of such factors as heredity, the influences of the micro-organisms upon it, is indeed outstanding. The type of student enrolled in chemistry varies considerably from those enrolling in biology as a general rule, in the former the chief aim is to receive a credit while in the latter the students are apparently seeking knowledge. From the improvements made during the latter months of the year, no doubt the instruction in general science and chemistry will be decidedly higher in the future. The biology department in emphasizing health and human biology and the relations of biological phenomena to the well-being of man is in line with the accepted trend of the day.10 The majority of the students in science have learned to reason correctly from data to conclusions.

The science program has been studied and evaluated in regard to: (1) How well pupils in their discussions give evidence of applying the principles learned in the laboratory to the scientific phenomena with which they come in contact.

10L. V. Rees, op. cit., p. 436.
This is scored 3. (2) How extensive the recognition by pupils of the presence of physical, chemical, and biological factors in their daily environment is. This is scored 3. (3) How great the recognition by pupils of their constant dependence on such factors is. This is scored 3.

**Social Studies.**—The courses of the social studies program have been studied upon the pupils' understanding of the significance in human relationships and welfare, past and present, of the following:

(-) Interdependence of individuals and of states on one another.

(•) Desirability and necessary of government and of law.

(•) Interdependence of government and of the individual; necessity of taxes.

(•) Transportation and communication; exchange of goods and ideas; exchange of credit.

(•) Measures of goods and values.

(•) Relation of density of population to natural resources.

(-) Relation of density of population in modes of living and of culture, the effect on personal independence.

(-) Customs and mind sets; change and progress; relative values of the old and the new.

(-) Religions and their relation to and influence on culture and progress.

(•) Man's increasing control over nature through increasing knowledge and inventions; effect on culture, comforts, and health.

(•) Effects of man's desire to extend control industrial, civic, and political life—master and
servant, castes, graft and bossism, etc.

(--) Social and civic responsibilities and their discharge, leadership and fellowship.

(--) Importance of being an intelligent producer and consumer; resistance to propaganda and pressure salesmanship.

(--) Constant struggle for security, liberty, and equality.

(--) Education and the school, preservation and transmission of culture; enrichment of culture.

(--) Similarities and differences between races and cultures and their relation to form of government.

(--) Democracy as a mode of living, thinking, understanding, cooperating, and sharing responsibility.

(--) Nationalism and internationalism, humanitarianism, world peace. 11

The scoring shows eleven of the eighteen items to be checked as very satisfactory, the remainder as fairly satisfactory. None have been scored unsatisfactory. The program of the social sciences has been revamped with the idea of meeting present day needs and method of procedure as outlined by Morrison. 12 Lesson learning without due regard to organization and correlation with the larger unit of thought is at the minimum in the social science courses. The development of the proper concepts in regard to producer and consumer relations is especially significant. The students are taught


to evaluate the sources of information and to guard against being led astray by propaganda through a careful study of current literature. Strictly propaganda bulletins are occasionally studied and "debunked." The study of democracy as a mode of living, thinking, understanding, cooperating, and sharing is compared with nazism, communism, and other concepts of government in order to achieve good citizenship and a spirit of nationalism. The social studies program strives largely to develop good citizenship which according to Koos is the chief objective of such a program.

Evaluations have been made upon: (1) How well pupils cooperate with one another, with staff members, and with persons in out-of-school situations. This is scored 4. (2) How clearly pupils show by their conduct and conversation that they recognize and accept their obligations to others, past as well as present. This is scored 3. (3) How clearly pupils show by their conduct their appreciation of the opportunity to share and participate in social endeavor—family, school, church, community, state, nation, government. This is scored 3. (4) How well pupils recognize the existence of economic problems and seek their solution. This is scored 3. (5) How well pupils show by their questions, comments, and conduct that they have formed unbiased opinions. This is scored 3. (6) How tolerant pupils are

13L. V. Koos, op. cit., p. 403.
of the views of others. This is scored 3. Three of the four teachers in the social studies emphasize such desirable characteristics in a highly satisfactory manner, while the work of the fourth teacher is more of the lesson hearing type.

**Music.**—The outcomes of the music program have been studied and scored on:

(-) Appreciating harmony and beauty of tone produced the voice and distinguishing the good from the poor.

(+) Appreciating harmony and beauty of tone produced by musical instruments and distinguishing the good from the poor.

(−) Producing harmony and beauty of tone vocally, individually and in groups.

(*) Producing harmony and beauty of tone with instruments, individually and in groups.

(0) Producing musical work or instrumental work of a creative nature. 14

The music program of the school was seriously curtailed during the depression years of 1931-1933, and has not been fully reinstated. The only provision for supervision and instruction in vocal music is that afforded by a local voice teacher working part-time through the auspices of the N. Y. A. program. The appreciation of harmony and beauty of tone production is evidenced by the great interest in the better band and orchestra programs of the radio. The quality of the work done in the production of operettas has been

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very good as is evidenced by their public reception. The production of good instrumental music is evidenced by the widespread popularity of the school band, as well as by the honors won in competition with the bands of other schools. The school does not furnish adequate opportunities for listening to good music, for it does not provide either Victrola or radio facilities, which are factors specifically emphasized by Morrison.\textsuperscript{15}

The music program of the school has been evaluated on:

(1) The degree of excellence shown by pupils in ensemble work. This is scored 3. (2) How great the excellence shown by pupils who have definite musical ability when they perform individually is. This is scored 3. (3) The extent to which pupils show increasing appreciation of better music as indicated by the type of music which they choose to hear. This is scored 3.

\textbf{Industrial Arts.}—The industrial arts program has been studied and scored upon the following criteria:

\begin{itemize}
\item[-] Developing vocational efficiency sufficient to enable a graduate to get an initial position.
\item[-] Developing the ability to adapt to occupational changes brought about by inventions or economic changes.
\item[\textsuperscript{+}] Effective using and caring for tools or machines.
\item[-] Estimating the worth of tools and machines and of their products.
\end{itemize}

\textsuperscript{15}H. O. Morrison, \textit{op. cit.}, p. 337.
(-) Drafting and blueprinting, reading and using their products.

(-) Recognizing the properties and uses of wood, metal, leather, glass, stone, and other materials.

(-) Working with wood, metal, glass, leather, stone, concrete, and other materials.

(-) Revealing creative abilities in the use of such materials as the above.\(^{16}\)

The offerings of the industrial arts department are too limited in their scope to meet adequately such a program as is called for by the above criteria. Shop work and mechanical drawing are the only courses offered by the school, and the equipment and supplies furnished limits the content of these courses. No, or very little, metal work is attempted, and no provision is made for working with leather, glass, stone or concrete. The drawing room is not provided with the facilities for blueprinting, but instructions are given in the reading of such materials. Wood working is the only activity developed in the shop to such an extent that the results attained are of such quality as to enable a graduate to obtain a position. Very little creative ability is evidenced in developing projects, however, the reproductions of a variety of articles are structurally excellent. Among the schools of the nation the occupational aim of industrial arts is not often recognized, but the emphasis is upon the development of common tool skills.\(^{17}\)

\(^{17}\)L. V. Koos, op. cit., p. 459.
The industrial arts program of the school has been studied and evaluated on: (1) How great the proficiency shown by pupils in the use of tools and machines is. This is scored 3. (2) How well pupils select the materials best suited for the purpose intended. This is scored 3. (3) How well pupils estimate the worth of products—their own, those of others, and those of manufactures or other producers. This is scored 2. (4) How well safety rules are observed in the shop laboratories. This is scored 4.

Home Making.—The home making program of the school has been studied and scored on the following criteria:

(*) Managing personal finances effectively—selecting and purchasing goods and services on the basis of value and appropriateness.

(–) Assisting with family financial problems—accounting, budgeting, purchasing goods and services.

(*) Managing time and energy for self and assisting in planning for the division of activities among members of family.

(+) Planning nutritionally adequate means for self and family—buying, preparing, serving, and caring for food.

(+) Selecting, making, caring for, repairing and renovating clothing for self and family appropriate to person and occasion.

(+) Selecting, using, and caring for efficiently tools and equipment and household supplies appropriate to family needs and income.

(–) Making the house and its surrounding attractive, comfortable, and convenient—selection and arrangement of furnishing and furniture and their repair, renovation, and care; shrubs and lawn.
(4) Assisting in the development of desirable social relations between the family and the community, including extension of hospitality and participation in community activities.

(5) Assisting in the guidance of the physical, social and educational development of children in the family and in the community.

(5) 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.⁷

The home making activities are housed in a separate building built specifically for that purpose, and provided with dining, bed and bath rooms besides the cooking and sewing laboratories. The instructional staff is composed of one full-time and one half-time teacher, both of whom are adequately prepared from the standpoint of academic and practical qualifications. The home making program provides for a wide variety of experiences of good housekeeping procedures including all the items set forth in the checklist. The purpose of the department is to help to secure and to maintain the best type of home and family life, which are vital forces in the American democratic society. This purpose accords with the aim of the home making program as set forth by Koos.⁸ The school has never offered any work in its home making program for boys although such activity is becoming rather widespread, and one city, Tulsa, Oklahoma,

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⁸L. V. Koos, op. cit., p. 479.
has gone so far as to require all eleventh grade boys to take a specialized home making course.¹⁹ In this department small class units are constantly maintained, and in this respect it is unique within the school system.

The home making program has been evaluated on: (1) To what degree pupils are increasingly intelligent in the selection of goods (food, clothing, equipment, furnishings) and services on the basis of values. This is scored 4. (2) How effectively pupils are managing their time, energy and money. This is scored 3. (3) To what extent they are demonstrating increasing appreciation of beauty through making self and surroundings more attractive. This is scored 3. (4) To what extent they are increasingly understanding children and child welfare. This is scored 3. (5) To what extent the work of the laboratory is carried over into the homes of the pupils. This is scored 4.

Business Education.—The program of business education in the school has been studied and scored on:

(+) Knowing the language of business.

(+) 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.

(+) Developing vocational efficiency in at least one occupation sufficient to permit a graduate to secure an initial position.

¹⁹Ibid., p. 484
(c) Developing the ability to adapt oneself to occupational changes brought about by inventions or social or economic changes.

(*+) Knowing business practices and being proficient in those business skills needed by all intelligent consumers.

(a) Developing a personality which will be welcomed in business and society alike.\textsuperscript{30}

The program of business education in the school is very inadequate in its offerings, for there is not any provision made for studying the accounting procedures. The secretarial training provided is proficient enough to supply the needed information necessary to secure an initial position in this field. However, as the school grading system provides for credit in courses in which a grade of seventy is made, only those students who receive ranking of "a" or "b" are recommended for positions calling for stenographic or typing ability. Business terminology and business practices that have a direct bearing of secretarial positions are adequately developed. The aim of the program is the general preparation for business careers, with a definite understanding that such preparation will not fit the students for highly specialized occupations to be found in modern business organizations.\textsuperscript{31}

Many students do go immediately into the offices of the community, however, and successfully hold clerical and steno-

\textsuperscript{30} Cooperative Study of Secondary School Standards, Evaluative Criteria, p. 82.

\textsuperscript{31} E. V. Koes, \textit{op. cit.}, p. 490.
graphic positions. The outcomes of the business education program measured by comparative examinations, success in college in the same field, success in competitive contests with other schools would indicate a very high scoring, but the program is too limited in its offerings and as a result has been scored only average.

The evaluation of the business education program was made on: (1) How efficiently pupils are prepared for vocational service. This is scored 3. (2) How well they appreciate the part business plays in the everyday life of the individual. This is scored 3.

Health and Physical Education.—The criteria for the study and evaluation of the program are:

1. Appreciating the value and advantages of good health and health habits.
2. Understanding the human organism and its functions and the functions of its units.
3. Periodically taking medical and health examinations and following recommended treatments.
4. Giving proper care and attention to eyes, ears, teeth, gums, skin, hair, scalp, feet, hands, and nails.
5. Sleeping and resting sufficiently.
6. Eating and clothing properly, 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.
9. Engaging regularly in physical activities adapted to the needs of the individual.
Providing for and developing life-long leisure recreations, including out-of-door activities.\textsuperscript{22}

The physical program of the school is not only very inadequate but it is very poorly administered. Very little supervision of the program is attempted, as the instructor starts play activities and then retires to read the daily paper. The program fails almost completely to meet the legitimate aim of such courses in that it does not offer a program of well-directed diversified exercises, which tends to encourage life-long habits of physical recreation.\textsuperscript{23} The school meets only three of the nine minimal essentials of physical education,\textsuperscript{24} and it meets them only for the boys. The school has no gymnasium so that in cold or rainy weather the physical program is entirely disbanded.

The physical education program has been evaluated on:

1. How well pupils know the human organism and how to care for it. This is scored 3.
2. How well pupils practice desirable health habits. This is scored 3.
3. How extensively they engage in games and sports. This is scored 3.
4. How well sportsmanship is practiced in games and sports. This is scored 3.
5. How well safety rules are observed in and around the school. This is scored 2.

\textsuperscript{22} Cooperative Study of Secondary School Standards, Evaluative Criteria, p. 82.

\textsuperscript{23} V. Koes, op. cit., p. 505.

\textsuperscript{24} Ibid., p. 507.
Attitudes and Appreciations

In studying the general attitude and appreciation of the entire school program including intracurricula and extracurricula activities evaluations have been made upon the following:

(2) Critical mindedness—seeking causes or explanations, wanting to know the truth.

(3) Open-mindedness—willingness to know and accept additional truth and to revise opinions 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.

(3) 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 better way; seeking and doing the more beautiful, more useful, or more efficient.

(4) Self-respect and self integrity—appreciation of one’s abilities and worth, willingness to accept responsibility for one’s acts and obligations and to face realities as they are; development of a well balanced, well rounded personality.

(3) 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 other character traits.

(3) Respect for law and constituted authority; appreciating them as good and advantageous.

(3) Achievement of desirable ends by proper and orderly means and methods; recognition that evolutionary development is generally better than revolutionary change.
(3) Cooperativeness—working willingly and harmoniously with others; team play.

(3) Social mindedness—seeking the common good through participating and accepting responsibility in social and civic relationships.

(3) Reverence—respect for and appreciation of spiritual and religious values and relationships.

(3) Appreciation of beauty in nature and art.

(3) Appreciation of good workmanship; of a task well done.

(4) Readiness to enjoy life and to participate in its wholesome activities.

(3) Love of home and home relationships; willingness to share home responsibilities.25

These scorings were made after consultations with the majority of the instructional staff and the administrative staff and are a composite score of the ideas expressed by those interviewed. From the scorings it is apparent that to the majority of those connected with the school the outcomes of the school program result in only fair achievements in desired attitudes and appreciations.

The general evaluations of the outcomes of the educational program have been made upon: (1) How well outcomes of the program accord with the philosophy of education as presented by the school in Chapter I. This is scored 3.
(2) How well the outcomes of the educational program meet the needs of the community and the pupil population indicated in Chapter I. This is scored 3.

Summary

In order to facilitate the summarizing of the many evaluations made in regard to the outcomes of the school program a composite form has been made. This is shown in Table 13. After combining the individual scores in each subject matter field, the average for each field was found. These averages, shown on the table as scores, have been plotted on appropriate thermometers. The percentile points in each case have been multiplied by the weighted value to find the weighted percentile. The total of the weighted percentiles divided by one hundred gives the school score on the entire program, but this is interpreted from the Conversion Table before being plotted as the summary score on the last thermometer in red.

It was found by comparing the school's temperatures in Figures 15 and 16 to the findings of the Cooperative Study of Secondary School Standards that:

In English this school is equal to or better than sixty-nine per cent of the schools studied. It is twenty-two points above the average public school, twelve points above/average large schools, seventeen points above the accredited schools in general, and twenty-nine points above the average Southern school.

In foreign languages the school is equal to or better than forty-three per cent of the schools studied. It stands at the same level with the average Southern school, it is five points below the public schools in general, it is nine
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OUTCOMES (I)

Fig. 15--Educational temperatures of outcomes (group one.)
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.
points below the accredited schools in general, and it is nineteen points below the average large school.

In mathematics the school is equal to or better than only seventeen of the schools studied. It stands forty-three points below the average large school, thirty-five points below the accredited schools in general, thirty-one below the average public school, and twenty-six points below the Southern school average.

In science the school is equal to or better than forty-five per cent of the schools studied. It stands thirteen points below the average large school, seven points below the accredited schools in general, three points below the public schools in general, and three points above the average Southern school.

In the social studies the school is equal to or better than sixty-two per cent of the schools studied. It stands seven points above the average large school, ten points above the accredited schools in general, fifteen points above the public schools in general, and seventeen points above the average Southern school.

In music the school is equal to or better than forty-six per cent of the schools studied. It stands nine points below the average large school, five points below the accredited schools in general, two points below the public schools in general, and five points above the average Southern school.
OUTCOMES (2)

Fig. 16--Educational temperatures of outcomes (group two.)
General Statement
This is the first of three pages on the school staff. This page contains nine thermometers dealing with the preparation and qualifications of the staff members. All thermometers on this page, except the fourth and the ninth, are based upon Sections M and N of the Evaluative Criteria. PERSONAL DATA FOR STAFF MEMBERS and INDIVIDUAL EVALUATION, as summarized in II-A, "Qualifications of Professional Staff Members" (page 90) in Section J of the Evaluative Criteria. THE SCHOOL STAFF. Sources for each thermometer are indicated below.

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

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

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

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

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

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

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

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

9. Non-Professional
Based upon II-A, "Qualifications of Non-Professional Staff Members" (page 97) in Section J, THE SCHOOL STAFF. The special scale is the average of evaluations for all the members of the non-professional staffs for whom the information is available (10 evaluations for each member of the non-professional staffs). The individual evaluations are in terms of the regular five-point evaluative scale ranging from 5.0, "highly satisfactory or practically perfect," to 1.0, "very poor."
The thermometer on arts and crafts is not applicable.

In industrial arts the school is equal to forty-eight per cent of the schools studied. It stands ten points below the average large school, five points below the accredited schools in general, two points below the public schools in general, and at the same level as the average Southern school.

The thermometer on agriculture is not applicable.

In business education the school is equal to or better than fifty-eight per cent of the schools studied. It stands two points below the average large school, six points above the accredited schools in general, seven points above the public schools in general, and twelve points above the average Southern school.

In health and physical education the school is equal to or better than twenty-eight per cent of the schools studied. It stands sixteen points below the average Southern school, eighteen points below the public schools in general, twenty points below the average large school, and twenty-three points below the accredited schools in general.

In attitudes and appreciations the school is equal to twenty-five per cent of the schools studied. It stands twenty-one points below the Average Southern and public schools, twenty-seven points below the accredited schools in general, and thirty-two points below the average large school.

In summary score of the entire program, the school is
equal to or better than twenty-eight per cent of the schools studied. It stands twelve points below the average Southern school, seventeen points below the public schools in general, twenty-five points below the accredited schools in general, and thirty-two points below the average large school. The school is nine points below the score of the median school, in its summary evaluation of outcomes.28

CHAPTER IX

THE SCHOOL PLANT

The school plant is one of the important factors in a good school, as it has a direct influence upon the educational program. The plant may restrict or facilitate the program of the school because of its lack of, or provision for, desirable characteristics. The plant should fulfill the needs of the community, and should be a part of the community planning program.

Health and Safety of the School Population

The desirable qualities of a school site have been outlined by many school authorities, all of which are more or less standard. The criteria used in this study are based upon two provisions; namely, those affecting health and those affecting safety.

The following provisions affecting the health conditions have been studied:

(⇒) The site is free from environmental noises and confusion.

(⇒) It is free from environmental bad odors and contamination.

(⇒) It is free from environmental smoke and dust.

(⇒) An adequate supply of pure water for all purposes is readily available (on or near the site).

(⇒) Facilities for sewage disposal are adequate.
Elevation and drainage for grounds and buildings are good (no surface water; storm sewers if necessary).

No tall buildings, trees, hillsides, etc., are so near the school buildings as to obstruct light and air.

The site of the building so far as health is concerned is excellent. The grounds are from four to eight feet above the street level, and surrounded by a well constructed stone retaining wall. The drainage is very adequate for the grounds have a gradual slope, and two storm sewers are provided to take care of excess surplus water. There are no smoke, dust or bad odors in the vicinity. Running by the side of the school, however, is one of the arterial highways of the state which does result in some undesirable traffic noises. There are no tall trees, buildings or hillsides located closely enough to obstruct the light or air. There is a rather picturesque hill rising from the back of the school grounds, but it is rather a thing of beauty, and by no means would it be considered an obstruction to the proper ventilation and lighting.

Two evaluations have been made upon the health conditions of the site. First, how well do conditions on or near the site promote health? This is scored "excellent." Second, how extensively and effectively is the school improving undesirable conditions or maintaining satisfactory ones? This

is also scored "excellent."

The conditions affecting safety for the school population have been studied and judged upon the following criteria:

(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.

The site is rather poor in relation to traffic dangers, for the main east-west highway of the state passes over the street upon which the school faces. A traffic light and a policeman at the intersection during busy periods tend to eliminate a part of the hazard. The storm sewer curvings and some terracing on the campus are not very conducive to the safety of the children at play. There is always available parking space for the buses which transport pupils to and from the school, but no provision has been made for a drive-in station away from the traffic. There are no drives on the campus, and this makes the delivery of supplies rather

2 Ibid., p. 108.

difficult. One of the exits of the school has no walk leading from it to the walks surrounding the school campus, and in rainy weather this exit is practically of no use.

Evaluation has been made upon how well the school meets the requirements set forth by the following two questions: (1) How well do conditions on or near the site promote safety? This is scored 4. (2) How well is the school improving unsatisfactory conditions or maintaining satisfactory ones? This is scored 4, indicating that the maintenance is distinctly above the average.

The Building

Lighting.—The building, which was built in 1913, is of the closed type, and it is not sufficiently large to comfortably house the present school enrollment. It is of the two-story half-basement type. It is supposedly a fire-proof structure built of steel, concrete and brick. The first consideration for study is that of proper illumination, which has been judged upon the following criteria:

(+) Pupils when seated are not obliged to face direct light continuously.

(-) 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.

(+) Windows have shades adjustable at both top and bottom and in working order, or the panes are of diffusing glass.

\[\text{Ward G. Reeder, op. cit.}, \text{p. 132.}\]
(*) Window shades are translucent or of the Venetian type.

(*) Marked differences in illumination on any reading surface are guarded against.

(*) Blackboards and all reading surfaces have no glare.

(*) Walls, ceilings, and trim are tinted to reflect light but have no glare.

(*) Illumination of the auditorium and the stage is adequate and adjustable to varying needs; the audience does not face glaring lights.

(*) Illumination of rooms intended for special purposes—offices, workrooms, dining rooms, social rooms—is adequate and appropriate for their purpose.

(*) Stairways, corridors, building exits, toilet rooms, and other spaces are always adequately illuminated.

(*) Particular attention is given to proper illumination in the library reading, and study rooms and in other areas requiring special lighting.

(*) 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).  

The illumination of the school building is very poor, both as to the type of lights and the control system. The receiving offices must have artificial light even on the cleanest days. The basement halls are not properly illuminated, and it is hardly possible to distinguish one book from another in some of the remotely located lockers. All

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rooms are lighted by the old style, single, central, semi-direct lighting units, with the exception of the basement rooms, some of which have multiple individually controlled lighting units. No particular attention is given to the special needs of any particular room or type of work as to the illumination needed. The provision for artificial light in the auditorium is very poor.

In evaluating the illumination of the building, two criteria have been provided; namely, how adequate and efficient are provisions for illumination? and how well are pupils made to realize the importance of proper illumination? Both have been scored 3, indicating average results.

Ventilation and Air-conditioning.—The proper condition of the air in the building depends largely upon the climate and the immediate weather conditions. The heating plant is, of course, in operation during the cold months, but these do not constitute one-third of the school year. No provision, with the exception of windows, has been made to circulate fresh air through the building during the majority of the hot school days. The only fans to be found are in the administrative offices. The auditorium becomes almost unbearable when the entire school is assembled, due to the lack of proper ventilation and over-crowded conditions. The following provisions have been considered in studying the ventilation and air-conditioning of the school building:

(-) A temperature of 68 or 70 degrees Fahrenheit is maintained in class and reading rooms
when the temperature outside is low enough to require heating of the rooms.

(→) Ventilating facilities assure a proper supply of clean outside air and its circulation in all parts of the building.

(→) Provision is made to prevent direct drafts on pupils and staff members.

(4) Lockers and locker rooms are adequately vented and ventilated.

(→) 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.

(→) All general toilet and lavatory rooms and all shower rooms have moisture proof floors, walls, and ceilings.6

The school building is not provided with vents to insure proper ventilation in some rooms which especially need these devices. The four rooms on the west are very poorly ventilated during the afternoons of hot days, since it is necessary to keep the windows partially closed and the shades drawn to prevent direct sun-glare. No business in the town has such poor hot-weather ventilation as the school, and yet nothing is ever done about the existing conditions.

The evaluation of the air-conditioning of the school was made upon the following provisions: (1) How well has provision been made for proper conditioning of air? This is scored 2. (2) How well are the regulating facilities used to assure proper air conditions continuously? This has been

6Field, p. 106.
scored 3. (3) How attentive are teachers and pupils to proper conditions of air? This is scored 3.

**Toilet and Lavatory Facilities.**—The toilet and lavatory facilities of the school are in very poor condition; and many of the desirable conditions are not provided at all. The study has been made upon the following provisions:

(0) Toilet and lavatory facilities for boys and for girls on each floor of large buildings.

(0) Toilets and lavatories readily accessible to the stage dressing rooms.

(0) Toilets and lavatory facilities in the medical and health suite.

(0) Toilet and lavatory facilities for men and for women faculty members.

(0) Toilet and lavatory facilities conveniently accessible to the administrative suite.

(0) Toilet and lavatory facilities for the custodial and maintenance staffs.

(-) Lavatory facilities in laboratories, shops, art and crafts rooms.

(-) Lavatory facilities in the librarian's and teacher's work rooms.

(0) Servicing of lavatories with hot and cold water.

(-) Screening of entrances and windows of all toilet rooms so as to assure proper privacy.\(^7\)

The toilet and lavatory facilities are all on the basement floor, no provision is made for the teachers or the administrative staff in supplying them with separate facilities.
Such provisions were made when the building was constructed but they have subsequently been enclosed and are now used for storage space. The toilet and lavatory facilities are not sufficient to meet the accepted standards. 8

The evaluation of these facilities was made upon two provisions; first, how adequately do the toilet and lavatory facilities meet the above conditions, and second, how well do pupils discharge their responsibility for proper care of such facilities? The former was scored 1, indicating that the provision is very unsatisfactory, and the latter was scored 3, indicating that the pupils discharge their responsibilities in a fairly satisfactory manner.

Provision for Other Bodily Needs and Comforts.—Additional comforts for the staff and the pupils have not been supplied in a satisfactory manner. The criteria for judging this phase of the school building are as follows:

(0) Space and provision for cafeteria or lunch room facilities in a clean, light, well-ventilated room.

(6) Sanitary drinking fountains in sufficient number and easily accessible.

(6) Drinking fountains serviced with pure water.

(N) Showers with hot and cold water in the gymnasium suite.

(6) Rest rooms for staff members.

(0) Rest rooms or infirmary for pupils.9

Although there are over a hundred school pupils transported daily, there is no provision made for a lunch room or a cafeteria. There are only five single-unit drinking fountains in the building which houses over six hundred pupils, and with five minute intermission between classes for the trip to the lockers and the next class, it is impossible for more than a very few to obtain water. There is no gymnasium and no showers, even though the majority of the boys are required to take physical education. No provision is made for changing to gymnasium suits or for subsequent showers. Rest rooms for staff members would be useless in this school for no staff member has an opportunity to rest, since he is in class or study hall every period in the day. No rest room or infirmary is provided for the pupils, with the possible exception of the room used by the home nursing class, which is in the homemaking building located at the opposite end of the school grounds.

The evaluation made of the provision for other bodily needs and comforts includes: (1) how effectively provisions of this nature are made, which is scored as very unsatisfactory, and (2) how effectively are deficiencies being corrected, which is scored identically with the first.

Provision for Safety of Person and Property.—The build-

ing is fairly safe from the standpoint of construction and provision for rapid exit, but it was built to take care of one-third fewer pupils than the present enrollment. Fire drills, which are very infrequent, seldom meet the desired specifications of the State Department of Education of Texas. The following provisions have been considered in judging such provisions for safety:

(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 for 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.
Materials used in the building and the construction of the building are such as to promote and facilitate safety and sanitation.

Floor materials are not slippery and are as nearly dustless and noiseless as possible.\(^{10}\)

The stairways have the proper riser and tread dimensions but the non-skid treads have worn to the point where it is very easy to hang a heel and fall. There is not a classroom in the building that meets the safety provision of having two doors opening on the corridor,\(^{11}\) and the hardware is far from panic proof; in fact some of the doors are occasionally almost burglar proof. The auditorium is not provided with sufficient exits for the safety of the pupils in case of fire or explosion. A further hazard in the safety of the auditorium lies in the fact that it is immediately over the boiler-room and its twenty-five year old boiler. The cabinets containing the permanent records are made of thin sheet metal and are by no means fire proof. The floor materials are not in keeping with the modern trends in school construction.\(^{12}\)

The corridor floors are of cement and the classroom floors are of edge-grain pine, which are well oiled.

Evaluation has been made upon the following provisions:

(1) How well such conditions as the above are met. This is scored 2, or distinctly below the average. (2) How effect-

\(^{10}\) Ibid.

\(^{11}\) Bolton, Cole and Jessup, \textit{op. cit.}, p. 178.

ively deficiencies, if any, are being corrected; if provisions are good, how well they are being maintained. This, likewise, is scored 2. The building compared with the recommendations of Strayer and Engelhardt\textsuperscript{13} is woefully lacking in the characteristics of a well-planned and well-appointed school building.

**Equipment and Supplies**

The equipment and supplies used within the building are considered from two standpoints; namely, that of health and safety. Many of the items set forth by the Cooperative Study of Secondary School Standards do not apply to this school as it has no gymnasium nor cafeteria, hence the provisions that apply only to these items will be omitted.

**Health.**—The study of the provisions for supplies and equipment necessary or desirable for the health of the pupils was made upon the following criteria:

1. Soap dispensers, towel dispensers, waste paper containers in toilet and lavatory rooms.

2. Soap towels, toilet paper, etc., in toilet rooms.

3. Screens on windows and doors of cafeteria or lunch room and kitchen, clinic, restrooms, toilet rooms and ground floor rooms.

4. Adequate facilities for caring for and dispensing of garbage and waste.

\textsuperscript{13}G. D. Strayer and M. L. Engelhardt, *Standards for High School Buildings.*
(—) Seats and tables or other writing surfaces which encourage hygienic and comfortable posture. 14

No provision for soap and towel dispensers is made in the boys' lavatory and toilet room, and the supplies in the girls' toilet rooms are inadequate and poorly maintained. None of the rooms in the main building are provided with small-mesh screens. The seating equipment of the school is unbelievably poor for any twentieth century school. In the band and industrial arts rooms the seating consists of crude benches made from unfinished lumber by the industrial arts department. Four of the classrooms and the study hall are equipped with old style seats fixed to the floor, which are fairly comfortable and conducive to correct posture. The balance of the class rooms are furnished with lecture chairs with the writing arm rigidly attached.

The evaluation of the equipment and supplies as they affect the health has been made upon the following questions:

1. How well the above facilities are provided. This is, of course, scored 1. 2. How well these facilities are used or adjusted to assure health. This is scored 3. 3. How well pupils discharge their responsibility for proper care and use of these facilities. This is scored 3.

Safety.—A study of the safety provided for by the supplies and equipment provided was made upon the following pro-

visions:

(4) Properly maintained guards or screen on machinery and belts.

(3) Proper arrangement and installation of furniture and fixtures.

(0) Lockers and drinking fountains so located that they do not interfere with traffic.

(5) Proper and adequate storage and care of chemical and other dangerous laboratory material.

(3) Gongs, fire extinguishers, and other fire fighting equipment always in good working order.

(4) Adequate facilities for caring for combustible materials in storage.\(^\text{15}\)

All machinery used in the school is properly guarded by adequate screening for the protection of the pupils. The arrangement of the furniture is in keeping with that of other schools of the district, and is very satisfactory. The lockers are practically worn out, and of the type that stand against the wall, rather than recessed in it. They are a great hindrance to traffic, and so noisy that they are conducive to bedlam. The drinking fountains, which are inadequate in number, are further hazards to traffic for they are in the hallways and near a doorway or stairway in every instance. There are only about five hundred lockers to be used by the six hundred fifty students. All chemical and other laboratory supplies are stored in special locked cabinets which are fire very adequate for the purpose. Fire extinguishers have been let

\(^{15}\text{ibid.}\)
go for so long as three years without recharging, but at the present time they are being checked regularly.

The evaluation of the equipment from a safety standpoint was made upon the following questions: (1) How well such facilities are provided. The score is 3. (2) How well these facilities are used or adjusted to assure safety. This is scored 4. (3) How effectively undesirable conditions are being corrected. This is scored 1, for it is very unsatisfactory.

Economy and Efficiency

The Site.—For economy and efficiency the school site has been studied and scored upon the following provisions:

(*) The site is readily accessible to the school population.

(*) It is readily accessible over hard surfaced roads and adequate walks.

(*) It is sufficiently extensive for building and play needs, driveways, landscaping, etc.

(*) Play areas are readily accessible.

(*) The site has possibility of future expansion, extension, or adaptation without too great cost.

(*) It is as near the center of the school population as other pertinent factors make advisable.16

The school is accessible by hard-surfaced roads and adequate walks to almost the entire school population, only a very small per cent of the children have to traverse unpaved

16Ibid., p. 110.
roads or property not properly provided with side-walks. The grounds are extensive enough for present needs and for possible immediate future needs. The play areas are sufficient for present needs, but are not very well supplied with suitable equipment. The school is located as near the center of the school population as environmental conditions will allow.\footnote{E. Bolton, et al., \textit{op. cit.}, p. 168.}

The evaluation made of this factor was based upon how well the site promotes economy and efficiency. This has been scored 4, indicating a very satisfactory condition.

\textbf{Flexibility of the Building.---} A study of the possibility of making desired changes within the building, or additions to it, has been made upon the following provisions:

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.

(-) Provision is made for heating and lighting certain used rooms or areas without heating or lighting other parts of the building. 18

The building is not adapted to changes very readily, for when it was built some twenty-five years ago it was thought to be adequate in size for future growth. The growth of the town and the transportation of pupils from outlying districts have provided for a more rapid growth than usual. The library has been moved from room to room since its first institution, but now is located in the place where it originally was placed, using also an additional small adjoining classroom. The auditorium-study hall is terribly over-crowded but no available space for enlargement is available. There is plenty of room for any desired expansion of the heating plant. No provision is made for separating parts of the building, for once within the outer confines the building is all together; neither is there any provision for heating separate parts of the building, with the exception of the administrative offices.

The evaluation of the flexibility of the building has been made upon two points. First, how well the building provides for the desired flexibility. This is scored 2. Second, how effectively the available flexibility is used. This is scored 4.

Economy of Space in the Building.—The facilities for promoting the economy of space in the building have been studied and evaluated upon the following provisions:

(-) Administrative office space, well planned, centrally located, and easily accessible to the public.

(-) Well planned space for clerical and accounting staffs.

(*) Work room and dressing room space for the custodial staffs.

(-) Conveniently located service and supply closets with sinks and running water for the custodial staff.

(*) The major portion of the floor area devoted to instructional purposes.

(*) General storage space readily accessible to the rooms in which equipment and supplies are used.\textsuperscript{19}

In studying these provisions and in scoring them the Standards for High School Buildings\textsuperscript{20} was followed. The appointments of the administrative offices and their relation to each other are not in keeping with the above mentioned standards. The clerical and accounting staff is situated in the waiting room of the office and is therefore subject to frequent interruption. The custodial staff is supplied with a work room, but no sinks or running water is provided therein. Considerably more than fifty per cent of the school

\textsuperscript{19}Ibid.

\textsuperscript{20}Strayer and Engelhardt, \textit{op. cit.}, pp. 76-79.
building space is devoted to instructional purposes. Practically every room is in use every period of the day for instructional purposes, in fact there is hardly enough space that is not allotted to instructional purposes, for the efficient development of extra-curricular and conference activities.

In evaluating the economy of space the following two provisions have been considered and scored: (1) How well such provisions are met. This is scored 3. (2) How effectively deficiencies, if any, are being corrected or, if facilities are good, how well they are being maintained. This is scored 2. Certain deficiencies do exist and they are not being corrected.

Other Factors Affecting Efficiency and Economy.—Various factors not included in the previous studies were made to include such pertinent information as follows:

(+1) A plain effective roof with adequate gutters and downspouts.

(4) Freedom from such ornamentation and architectural features as tend to promote deterioration.

(-1) Arrangement of drive ways, doorways, and floor levels to facilitate truck deliveries.

(-) Provision for individual lockers on classroom floors so located as to be easily accessible and supervised.

(0) Sound-proofed or deadened floors and walls of halls, auditorium, cafeteria, and other rooms housing noise producing activities.

The roof of the building is of the flat type of construction and is covered with pitch and slag. This type of roof is more economically constructed and causes little expense for maintenance.\footnote{G. D. Strayer and W. L. Engelhardt, \textit{op. cit.}, p. 16.} The building is free from superficial features in ornamentation or architectural structure which tend to promote deterioration. No driveways have been provided for service trucks. None of the floors are sound-proofed and the resultant noises are often very confusing and nerve racking. The acoustic properties of the auditorium are exceedingly poor.

The evaluation of this feature of the school building has been made upon two provisions: (1) How well such provisions are met. This is scored 3. (2) How effectively undesirable conditions, if any, are being corrected or, if conditions are good, how well they are being maintained. This is scored 2, indicating that an unsatisfactory condition exists.

\textbf{Equipment and Supplies.}---The provisions for studying the economy and efficiency of equipment and supplies are as follows:

(-) Teaching and learning materials wherever needed.
(-) Working materials and facilities for the administrative and supervisory staffs.

(-) Working materials and facilities for the library staff.

(-) Working materials and facilities for the clerical and accounting staffs.

(-) Working materials and facilities for the custodial and maintenance staffs.

(0) Telephone and communication facilities, internal and external.

(0) Public address system.

(-) A signal system, centrally controlled.23

The school system is very lax in the furnishing of adequate materials for the working staffs, whether they be instructional, administrative, or custodial. No staff is furnished with sufficient materials to carry on its activities in keeping with the latest methods. In justification of this rather severe criticism, the following examples are offered:

(1) No standardized tests are furnished for making an appraisal of the results, (2) office machines are inadequate for the recording and calculation required, (3) modern and up-to-date cleaning equipment and aids are not supplied, and (4) playground equipment of sufficient quantity is not furnished. There is only one outside outlet for communication. This single telephone in the principal's office is used also by the superintendent's suite through an extension line. The

school has up to this time had no public address system, but the senior class of the past year made provision for one in their gift to the school. A signal system is provided but many of the bells are so old that they do not function properly, causing some rooms to be dismissed prior to others. The school auditorium is not provided with a radio, although this is now considered practically as "standard equipment." 24

Evaluation has been made upon: (1) How adequate such facilities are provided. This is scored 2. (2) How efficiently they are being used. This is scored 3, or average.

The Educational Program of the School

The educational program of the school has been studied from the standpoint of the site; the play areas; the building, as to aesthetic factors, adequate space, fixtures, library facilities; and equipment and supplies. All of these features are so closely allied to the program of the school that any survey which did not take them into consideration would be very inadequate. 25

The Site.—The study of the site in relation to the educational program of the school has been made upon the following criteria:

(*) The environment is socially and culturally wholesome.

The environment has definite elements of beauty and is free from ugliness.

The location does not oblige many of its pupils to pass through unwholesome areas in walking to and from school.

The site is sufficiently extensive and adaptable to accommodate all desirable educational activities.

Its layout prevents playground noises and games from interfering with study, classroom, and office activities.

Trees, shrubs, flowers, and lawns are placed so as to promote the beauty of the building and cultivate the appreciation of beauty.

The appearance of the grounds is such as to encourage pupil cooperation in their proper maintenance.26

The school plant is situated in one of the better residential parts of the town. The grounds are well landscaped and are free from ugliness. It is so located that only a small per cent of the pupils find it necessary to pass through unwholesome areas in walking to and from the school. The layout of the school does not prevent playground noises from interfering with classroom activities, especially is this true of the rooms on the west side of the building. The grounds are surrounded by beautiful arbor vitae set at ten feet intervals and several flower beds add to the natural beauty of the site. Pupil cooperation in the maintenance is not very satisfactory, but the appearance of the grounds is

not to blame for their attitude.

In evaluating the site two criteria have been followed: How well the site makes such provisions as those discussed. This is scored 4. How well conditions are being improved or, if good, are being maintained. This is also scored 4.

The Play Areas.—The relation of the play areas to the educational program of the school have been studied and scored upon the following criteria:

(-) The space available is carefully planned and utilized.

(*) Certain areas are surfaced and marked for specific sports and games.

(-) Facilities are provided for a large variety of sports and games.

(0) Screens or fences or provided wherever they are needed.

(-) Necessary supplies and equipment are available.

(0) Bleachers are provided for spectators.²⁷

A great amount of the space available is never used for playground activity although there is a great need for additional activity during the out-of-school periods. Definite places are marked for tennis, volley ball, and playground ball, but the areas are insufficient in number. No screening is provided around any play area. The equipment furnished by the school is very inadequate. Provision is not made for bleachers for spectators of games on the regular school area.

²⁷Ibid., p. 112.
but a huge concrete stadium is provided for the football games. The school's athletic plant is located about a mile and a fourth from the high school building.

Evaluation of the play areas provided by the school was made upon (1) How well such facilities are provided. This is scored 2. (2) How well the facilities which are provided are being used. This is scored 4. The facilities for play are generally in use before school, during the lunch hour, and immediately after school. During the fall and spring months the tennis courts located near the athletic stadium are in almost constant use.

The Aesthetic Factors, Influences, and Values of the Building.—Such factors have been studied and scored upon these criteria:

(•) The type of architecture harmonizes with such environmental factors as climate, city or open country, and other buildings.

(•) The materials and workmanship of the building both interior and exterior, are aesthetically satisfying.

(•) All architectural features such as columns, color, windows, doorways, decorations, etc., have aesthetic value and promote appreciation of beauty.

(•) The colors of the walls, ceilings, and trim harmonize and are appropriate, thus promoting beauty and the appreciation of beauty.

(•) The appearance of the building, both exterior and interior is such as to encourage pupil cooperation in its proper maintenance. 28

28 Ibid.
The provision for such aesthetic features cannot be overlooked by any superintendent whose philosophy of education is in keeping with the present day thought. This is borne out by the prominence of such features in the score cards for high school buildings. The age of the building, and the poor care that was taken of it during the depression years is largely responsible for the scorings in the evaluation which follows: (1) How great the aesthetic appeal or value of the building, considering material, architecture, and relation to environment, is. This is scored 2. (2) How great the aesthetic appeal and value of the interior of the building is. This is scored 2. (3) To what extent the building stimulates maintaining or improving beauty, both interior and exterior. This is scored 2.

**Adequate Space.**—The adequacy of the amount of space for classrooms, laboratories, offices, etc., has been studied and scored upon the following provisions:

1. English, social sciences, natural sciences, industrial arts, music, business education, health and physical education.
2. Foreign languages, mathematics, and homemaking.
3. Shower, locker, and dressing room needs
4. Reading and study activities of pupils, including library.
5. Auditorium and stage activities, including

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stage of ample dimensions, storage and dressing room space.

(-) Pupil activity program.

(-) Counselling, conferences, and related activities.

(-) Administrative activities.30

With only sixteen classrooms to take care of the greatly increased enrollment, only in those classes in which the enrollment is very light is there adequate room space. The study hall is so crowded that very little real study is possible, even for those actually desiring to do so. The library, which is housed in a separate suite of rooms is not adequate to take care of the demand. Neither the number nor the size of the classrooms is sufficient for the enrollment and class size according to accepted standards.31 The stage is so limited in size that it is very hard to adapt it to any sort of stage scenery or group activity. Conferences and counselling is limited to some extent by the lack of space. The administrative offices are so small that it is hardly possible to have strict privacy during the school day. This condition results in a group of student helpers knowing every administrative act that is discussed.

The evaluation of the adequacy of the space provided is made upon how satisfactory is the space for classrooms, labo-


ratories and special services. Each one of the three have been scored 2.

Suitable Library Facilities.—The physical facilities of the library suite have been studied and scored upon the following criteria:

(+) The space allocated to the library is definitely planned for library purposes; a workroom for the librarians is included.

(+) The library is centrally located.

(-) The library is easily accessible.

(-) The library is in a quiet location.

(+) The shelving space is adequate for present needs and future growth.

(0) Shelves are adjustable.

(-) Shelving and illumination are so arranged that all titles are readily legible.

(0) The floor covering is of battleship linoleum, linotile, or similar approved library floor covering.

(-) Wall tints, trim, and other decorative features harmonize with the spirit and purpose of the library.

(-) Conference rooms for librarian, pupils, and teachers are readily accessible.

(-) The following equipment is supplied: chairs and tables of suitable size and type, lean desk, cabinets and other filing equipment, table or stand for dictionaries and atlases, card catalog cabinet, newspaper and magazine racks.

(-) The following equipment is supplied: typewriter with suitable desk and chair, library supplies as needed, bulletin boards, and appropriate means of beautification. 32

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The library is located in the most advantageous suite of rooms in the building. The suite is centrally located on the upper floor and consists of three adjoining rooms, with the stack room in the center. While the shelving is adequate for both present and immediate future needs, the shelving is not of the adjustable type. The floor is of edge grain pine and is oiled. There are no conference rooms for the librarian, the pupils or the staff. Most of the equipment of the library is the product of the industrial arts classes during the past few years, and while it is structurally strong it is lacking in beauty.

The evaluation was made upon the following: (1) How adequately the above facilities are provided. This is scored 3. (2) How extensively they are used. This is scored 4. (3) How well pupils discharge their responsibility for the use and care of library facilities. This is scored 3. The greatest fault in the library facilities is its inaccessibility. These conditions could be adequately remedied by placing the library in an extension to the study hall, so that every pupil could have access to the library during his study.33 The provision for enclosed rooms for conference or group study would add greatly to the effectiveness of the library.

**Equipment and Supplies in Rooms Used for Instructional Purposes**.—In studying such factors care was taken to see

that all rooms used for instructional purposes have such facilities as:

(→) Equipment and supplies definitely planned for and adapted to the learning activities of each room.

(→) Equipment and supplies of good materials and construction.

(→) Equipment whose material, workmanship, and design have aesthetic qualities and values.

(→) Pupils' chairs, desks, and tables which are comfortable and encourage correct posture.

(→) Gloves, maps, and charts readily available whenever needed.

(→) Lanterns, slides, and screens readily available whenever needed.

(0) Silent or sound motion picture.

(0) Radio.

(→) Teacher's desk and chair.

(→) Dustless crayon and good erasers, rulers, pointers, etc., wherever needed.

(→) Adequate cabinet, shelving and filing facilities.

(0) Locks wherever needed.34

All of the equipment called for in the checklist in the items that are scored minus are provided to some extent, but it is not very satisfactory either from the standpoint of modernity or sufficiency. The problem of chairs in the school is one of the major affairs in the daily life of the teachers as it is often necessary to borrow from adjoining rooms to

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meet the need of particular periods. The school furnishings have just about reached the place where they must be replaced or suffer the fate of the legendary "One Hoss Shay." The school's only visual aid material for showing pictures is an old lantern, and it is provided with no slides for class room use. Since no money is available to secure these materials from regular agencies, they are very seldom used. A radio was purchased from residue science funds several years ago and presented to the school, but it has been in either the office of the superintendent or the principal ever since so that the pupil's learning is affected very little by it. Most of the teachers' desks were purchased at the time the building was originally furnished in 1913 and as a result are in very poor condition. There are no clocks in the building with the exception of the principal's office, and this tends to make prohibitive the budgeting of time which is one of the most valuable lessons learned in the schools.35

The evaluation has been based upon the adequacy of the facilities provided, which is scored 3. The effectiveness and extensiveness of their use, which is scored 4. The use and care of equipment and supplies by the pupils, which is scored 2.

Equipment and Supplies Used for Special Instructional Purposes.—The equipment and supplies in special instruction—

35 F. E. Bolton, et al., op. cit., p. 75.
al rooms has been studied and scored upon the adequacy of the equipment provided. These have been grouped according to the scorings indicated.

(a) Sciences laboratories, home making laboratories and social studies laboratories.

(b) Shops, business education, health and physical education rooms, and offices and conference.

(c) Music rooms, auditorium, and staff work rooms.36

Due to the insistent demand from the State Department inspectors the rooms scored plus have been given special attention within recent years, and are fairly adequately supplied with desirable equipment. In the rooms scored minus the equipment is largely out-of-date or in poor condition as well as inadequate to meet student demand. The provision for special equipment in the rooms marked zero is very poor, if it exists at all, and should be remedied at once. The acoustics of the music room are so poor that fine discrimination in tone quality is impossible. No staff work rooms are provided.

The evaluation of supplies and equipment for special instructional rooms was based upon the following provisions:
How adequately such rooms are equipped for their purpose.
This is scored 2. How effectively the equipment which is provided is being used. This is scored 3.

Relation of the School Plant to the Community

The school plant has not been used extensively by the community in the past. Probably one reason for this is the municipally owned convention hall, which is open to the public when auditorium or indoor court facilities are desired. The provision for an educational program for adults has been denied by the last three superintendents. This feature has been studied and scored upon the following provisions:

(0) The school plant is a part of an organized city planning program.

(1) 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.

(2) Class rooms and special rooms are made available for adult education.

(3) The auditorium is made available for community programs.

(4) The gymnasiuim is made available for community health and recreational activity.

(5) The club rooms and facilities are made available for social activities of the community.

(6) Use of play areas by the community is permitted.\(^{37}\)

While the superintendent and the mayor of the town do cooperate in many things there is no evidence of unity or organization in the community planning program with that of the schools. Some people from outlying local districts do move in to take advantage of the schools but the system is

\(^{37}\text{Ibid.}, p. 115.$
not so outstanding as to cause families to move into the
town on its account. No provision is made for adult educa-
tion. The auditorium has never been used by out of school
agencies, although it could no doubt be secured. There are
no gymnasium or club rooms in the school. The play areas are
used by the surrounding community, especially is this true
of the tennis courts owned by the school.

The evaluation of the relation of the school plant to
the community has been made upon the following provisions:
How adequately the facilities provided meet the need of the
community. This is scored 2. How extensively the facili-
ties which are made available are being used by the community.
This is scored 3. The school is not meeting its obligation
as the center of community learning, or as Douglass38 says,
"Auditoriums, classrooms, laboratories, swimming pools, and
gymnasium should be opened for any legitimate purpose to
which the patrons of the district wish to put them." The day
when the school building should be closed to everything but
class work has apparently passed.

After studying the school plant in its entirety a gen-
eral evaluation may be made. This evaluation is based upon
two provisions. First, how well does the school plant accord
with the philosophy of education as presented by the school
in Chapter I. This has been scored 3. Second, how well the

school plant meets the needs of the community and the pupil population as indicated by data in Chapter II. This likewise has been scored 3.

To portray all of the foregoing evaluations of the school plant in graphic form for a quicker and more comprehensive understanding, it is necessary to first summarize all evaluations, combining those dealing with related topics. Such a summary is shown in Table 14. The school score of each feature has been found by first adding the various evaluations and dividing by the number of evaluations made. By interpolation the scores were changed to percentile points for more accurate recording upon the Educational Temperature Thermometers, Figure 17. The percentile was then multiplied by the weight assigned to the Alpha scale to determine the weighted percentiles for each feature. The total of all the weighted percentiles was then divided by 100, and the quotient was used to determine the equivalent percentile from the Percentile Conversion Table. The equivalent percentile was then plotted on the summary thermometer as the school's score. The school score having been determined for each feature, it was plotted on the proper thermometer in Figure 17.

In comparing evaluations of this school with those of the Cooperative Study of Secondary School Standards from the information found upon the thermometers in Figure 17, only

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Totals: 100 3506

Summary score (Divide by 100) 35
Equivalent percentile (From percentile conversion table) 32
Fig. 17--The educational temperatures of the school plant.
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.
those classifications to which this school belongs have been used.

In the health and safety of its site the school is equal to eighty-five per cent of those studied. The school stands thirty-five points above the average large school, thirty-seven points above the public schools in general, thirty-three points above the accredited schools in general, and forty-four points above the average Southern school. It is considerably above the median school.\textsuperscript{40}

In the health and safety of its building the school is equal to only fourteen per cent of the schools studied. The school stands thirty-six points below the average large school, thirty-three points below the public schools in general, thirty-seven points below the accredited schools in general, and twenty-seven points below the average Southern school. It is considerably below the median school.\textsuperscript{41}

In the health and safety of the equipment the school is equal to twenty-three per cent of the schools studied. The school stands twenty-seven points below the average large school, twenty-four points below the public schools in general, twenty-eight points below the accredited schools in general, and sixteen points below the average Southern school. The school stands forty-nine points below the score of the

\textsuperscript{40} W. G. Bells, \textit{Educational Temperatures for Five Representative Secondary Schools}, p. 17.

\textsuperscript{41} Ibid.
median school.  

In the economy and efficiency of the site the school is equal to sixty-six per cent of the schools studied. It stands twenty-two points above the average large school, eighteen points above the public schools in general, fourteen points above the accredited schools in general, and twenty-three points above the average Southern school. It is sixty-six points above the median school.

In the economy and efficiency of the building the school is equal to thirty-two per cent of the schools studied. It stands eighteen points below the average large school, sixteen points below the public schools in general, nineteen points below the accredited schools in general, and fourteen points below the average Southern school. The school stands twenty-six points below the median school.

In the economy and efficiency of equipment the school is equal to or better than thirty per cent of the schools studied. It stands thirty-three points below the average large school, eighteen points below the public schools in general, twenty-three points below the accredited schools in general, and nine points below the average Southern school. It is sixteen points below the median school.

In the educational program the site is equal to or better than fifty-four per cent of the schools studied. It stands
five points above the average large school, eight points above the public schools in general, two points above the accredited schools in general, and twelve points above the average Southern school. The school is twenty-eight points above the median school in this particular factor.\(^{46}\)

In the educational program the building is equal to or better than twenty-five per cent of the schools studied. It stands twenty-eight points below the average large school, twenty-three points below the public schools in general, twenty-seven points below the accredited schools in general, and sixteen points below the average Southern school. The school is thirty points below the score of the median school.\(^ {47}\)

In the educational program the equipment is equal to or better than forty-three per cent of the schools studied. It stands fifteen points below the average large school, six points below the public schools in general, ten points below the accredited schools in general, and five points above the average Southern school. It is eleven points below the score of the median school.\(^ {48}\)

In its relation to the community the school is equal to or better than only six per cent of the schools studied. It stands fifty-five points below the average large school, forty-four points below the public schools in general, forty-seven points below the accredited schools in general, and it is

\(^{46}\)Ibid. \(^{47}\)Ibid. \(^{48}\)Ibid.
forty-two points below the average Southern school. The school stands thirty-nine points below the median school.49

The school plant as a whole is equal to or better than thirty-two per cent of the schools studied. It stands twenty-three points below the average large school, fifteen points below the public schools in general, twenty-one points below the accredited schools in general, and five points below the average Southern school. The school is nineteen points below the summary score for the median school.50

49Ibid. 50Ibid.
CHAPTER X

SCHOOL ADMINISTRATION

Administration is necessary in every large and complex organization, whether it be private or public in character and whether it is operated for educational, governmental or business purposes. This principle has long been recognized in the schools of the country and a board of control has been set up to serve in this administration function. Since such boards are, and should be, largely composed of laymen it is necessary to have a chief executive officer to administer the affairs of the school.¹

Organization

The school board has been studied upon the few selected criteria that follow, and each item has been carefully scored in accordance with the recommendations of the Cooperative Study of Secondary School Standards.

1. The board has rules and regulations for determining its policies, organization, and procedures.

2. The board holds regular meetings at stated times.

3. The board keeps accurate minutes of all its procedures.

4. The board acts as a judicial and policy determining body; it delegates all executive functions.

to the superintendent of the school system.

(4) The board elects school employees only on recommendation of the administrative head of the school system.

(5) The board authorizes the preparation and presentation of an annual budget, which it studies, publishes, modifies if desirable, and adopts.

(6) The board and superintendent of the schools, with the advice of the principal, formulates regulations regarding the use of the school plant and other school property.

(4) The board functions only when in official session; at other times its members have no authority regarding school matters, except as specifically authorized by the board.²

The school board holds regular meetings at stated times and it does keep a carefully recorded minute book of its proceedings. The board does not, however, delegate all executive functions to the superintendent of the school system, neither does it elect only those school employees recommended by the superintendent. In several instances in the past the daughter or son of some influential person has been employed by the board and turned over to the superintendent to place in the most satisfactory position. On one particular occasion such a person was employed when there was no vacancy at the time. The board meets the qualifications set forth for the preparation of the budget very adequately. Regulations regarding the use of all school property are formulated by the board of education. While the board actually functions

only when it is in official session, it has been known to formulate policies before or after sessions as individuals or minority groups, in much the same fashion as legislation is effected through lobbyists.

The evaluation has been made upon how well do such statements characterize the activities and relationships of the board. This is scored 3.

General Policies.—The general policies of the school have been studied upon the following criteria:

(+) All employees understand that their positions and all organizations in the school exist for the promotion of the educational program and the welfare of pupils and are therefore secondary in importance to these ends.

(+) Authority and responsibility are vested in certain officials who may delegate some of this authority to others. All relationships, however, are democratic and cooperative rather than authoritative and arbitrary.

(+) When responsibility is delegated, commensurate authority is delegated also, but supervision is exercised by the person delegating the authority.

(+) Units and individuals within the system understand their duties and interrelationships and function as parts of an integrated system.

(+) Pupils are helped to understand the aims and policies of the school and their relation to pupil interests and purposes.

(+) The school does not permit the exploitation of its staff members and pupils by any agency or for any purpose.

(+) Teachers teach only in those subject fields in which they have made adequate preparation.
Teachers have four or less different daily class preparations.

A complete audit of the school’s financial records and accounts is made at least annually by a competent authority.3

Delegated authority seldom carries with it the authority necessary to make effective decisions. All of the relationships are not strictly upon a democratic basis, for some decisions and actions are made in rather arbitrary fashion. Although individuals understand their duties and relationships, the program could provide for a better integration if there were better cooperation among the staff. Through orientation work in the class meetings the pupils are helped to understand the policies of the school. The policies of the school in regard to exploitation of its staff members could be improved upon, but conditions as they exist are not exceptionally bad. At the present time teachers are teaching only in the fields in which they have made special preparation, but such conditions have not always existed. While some teachers meet six classes daily none of them have more than four preparations. A yearly audit is made by a competent outside firm as one of the requirements of the board of education.

The evaluation of the general policies is made upon how well such provisions characterize the school’s general policies. This is scored 3.

3Ibid.
The Superintendent of Schools.—While the functions of the superintendent are varied, the scoring has been done on the basis of performance of the following functions as set up by the Cooperative Study of Secondary School Standards:

(+) The superintendent, through regular systematic reports, keeps the board of control informed regarding the school’s objectives, achievements, needs, and plans for the future.

(+) He is responsible for the annual preparation and presentation of an educational and of a financial program for the coming year.

(+) He recommends teachers and other employees for appointment only after careful consideration and solely on the basis of fitness for the specific position.

(+) He is responsible for the systematic supervision of all school employees and of their school activities.

(+) He is responsible for a continuous, efficient program of school and community relations.

(+) He is responsible for the efficient administration of the business affairs of the school system.

(+) He is responsible for taking an accurate school census at least annually and for the efficient organization and use of the resultant data.

(+) He is responsible for an efficient system of school and pupil records.

(+) He is responsible for systematic research investigation for use as a basis for long-time planning of the educational program.

(+) He delegates to other employees certain clearly defined responsibilities, grants them commensurate authority, and requires efficient performance.

(+) He consults co-workers freely and makes them feel that suggestions concerning themselves,
their tasks, or the general school welfare will be duly considered.

(-) He is the professional leader of his staff and the educational leader of the school community.4

The superintendent is very efficient in his reports to the board, and keeps them well informed of the desired items listed at all times. The preparation of the educational and financial program of the school is one of his regular duties. The co-workers of the superintendent, however, are not consulted in the preparation of the annual budget as is generally recommended by authorities on school administrative procedures.5 While the superintendent may be wholly or partly responsible for the supervision of school employees, he is not very active in this type of work, as a matter of fact, very little supervision is done in the school. The school and community relationships are furthered by the superintendent's active part in the parent teacher activities and through the local newspaper. The superintendent delegates the responsibility of taking the school census to a special deputy. The school and pupil records are among the responsibilities of the superintendent, but the blame for the insufficiency of such material must be shared by the board as they control the finances. The present superintendent consults his co-workers more freely and makes them feel that

4Ibid.

5W. G. Reeder, op. cit., p. 46.
their suggestions will be considered more than any previous administrator within recent years. While he is the professional leader of his staff, his position as educational leader of the community is not what it should be. The superintendent assumes the role of a kindly helper rather than that of the law giver, which naturally results in a higher degree of respect than would otherwise be secured.6

The Principal.—The principal administrator of the secondary school is generally designated by the title of high school principal. His duties should be executive, and in many respects he is an assistant—superintendent of schools. The practice of burdening the principal with routine clerical duties is not justified, as an efficient clerk can perform these tasks just as well and much cheaper.7 The principal has been checked upon the basis of performance of the following functions:

(+1) The principal is the delegated and responsible head and professional leader of the school but is always accountable to superior authorities.

(0) He participates in the selection of teachers for his staff.

(0) He consults with the professional, clerical, and custodial staffs, organizes them, assigns each member responsibility on the basis of fitness, and invests each with commensurate authority.

(+4) He invites all staff members to participate in plans for the improvement of the school pro-

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6F. E. Bolton, et al., The Beginning Superintendent, p. 52.

7Fred Engelhardt, Public School Organization and Administration, p. 284.
gram or procedures, particularly those phases which concern particular staff members.

(←) In consultation with his co-workers, he formulates school policies on a long-time basis.

(←) He equalizes, as far as feasible, the load assigned teachers and members of other staffs.

(→) He emphasizes proper care and the efficient use of supplies and all other school property.

(←) He is responsible for the regular inspection of the school plant in order that proper use, maintenance, and hygienic conditions may be assured.

(←) He systematically studies the school plant for greater utilization and more effective use.

(0) He formulates a time schedule that reduces routine matters to a minimum and allows maximum time for professional duties.

(←) He keeps regular office hours.

(←) He is responsible for the preparation of a good schedule of classes and of other school and pupil activities.

(←) He is responsible for an adequate health program.

(←) He is responsible for an adequate safety program—traffic control, fire drills, fire and accident prevention, etc.

(←) He is responsible for the proper operation of the pupil activity program and for faculty growth in the ability to sponsor pupil organizations.

(0) He is responsible for an adequate guidance.

(←) He is actively instrumental in the development and use of a good library.

(←) He is responsible for the public relations program of his school.

(0) He supervises all faculty members and other employees of the school and stimulates con-
stant improvement on their part.

(-) He gives special attention to the proper induction of new teachers into the school and community.

(3) He makes frequent reports to his superiors regarding the status and progress of the school.

(4) He reserves time for professional reading and professional contacts in order to promote his own improvement and that of the school.8

While the principal is the delegated and responsible head of the school his professional leadership is not properly respected by the staff. This may be accounted for by the following quotation, "A leader who persists in proclaiming the validity of his theory and techniques and condemning all plans not in accord is sure to lose faith with his staff not only in the particular ideas but in his entire philosophy."9

The part played by the principal in the selection of teachers is insignificant. If assignments are made upon the basis of fitness alone, some of the teachers should not have been employed, for they are not assigned any extra work while others have from one to four outside assignments. The participation of staff members is invited in making plans for the improvement of the school, but their suggestions are not of any significant weight when arriving at decisions. Equalization of the load of various teachers is not very satisfactory. In

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9W. E. Bolton, et. al., op. cit., p. 53.
emphasizing proper care of school property the appeal made is rather elementary and is resented by the students of senior high school level. The inspection of the school plant is not very carefully made, especially is this true in regard to hygienic conditions. The office hours of the principal are not regular or scheduled, although his daily program shows them to be. He is responsible for the preparation of a good schedule of classes and with the limited number of teachers on the staff evolves a very efficient program. The health program is determined by the superintendent and the health nurse, and has met at the same hour for class, and inspection for several years. The guidance program in the school is very poor, with practically no organization nor records provided to facilitate guidance activities. Reports to his superiors are made very frequently, especially to the board of education. Much of his time is spent in professional reading and professional contacts as is shown by his reading score and his allotment of time in his weekly schedule for professional contacts.

The evaluation of the principal has been made upon two provisions: (1) How well the person responsible for the above functions exemplifies leadership ability. This is scored 2. (2) How extensively he invites the cooperation of his staff and how well they respond. This is scored 2.

The organization of the administration has been evaluated upon two general provisions: (1) How well the organi-
zation accords with the philosophy of education as presented in Chapter II. This is scored 4. (3) How well the organization meets the needs of the community and the pupil population as indicated by data in Chapter II. This is scored 3.

Supervision of Instruction

Supervision is used here in its broader sense, and refers to the activities of all who supervise, whether they be superintendent, principal, or staff member.

Democracy and Cooperation in Organization and Operation.

Real supervision is assistance given by a person who, by virtue of superior training, professional understanding, and ability to work, is able to assume a place of leadership, which enables the one supervised to make the adjustments necessary to adequately and efficiently carry out the educational program of the school system for which he is responsible.10 The following criteria have been used in scoring this program:

(=) Supervisors and teachers understand their mutual relationships and responsibilities; sympathetic understanding and good will characterize their relations.

(+) Supervisors and teachers have arrived at an understanding of the educational philosophy of the school, of its purposes and objectives and of a philosophy of supervision.

(=) The teachers understand clearly to whom they are responsible for their various duties and are not victims of conflicting claims of priority among superiors.

Supervisors and teachers together formulate definite objectives for given time periods or undertakings and well organized plans of activities for attaining these objectives.\[11\]

Democracy and cooperation really has very little to do with the organization of the supervisory functions for there is very little supervision done. Certain definite procedures were pointed out, from time to time as beneficial, but visitations were scarcely ever made. Most of the staff is familiar with the purposes and objectives of supervision and scarcely any of the staff would resent supervision, which is characteristic of many teachers.

The evaluation of the above factors of supervision has been made upon the three following provisions: (1) How well teachers and supervisors understand their relationships with and responsibilities toward one another. This is scored 2. (2) How well they understand the various objectives which they together are to attain. This is scored 3. (3) How well they cooperate. This is scored 3.

Stimulation of Scientific Attitudes on the Part of Teachers and Supervisors.—The program in its working for proper stimulation of correct attitudes has been studied and scored upon the following criteria:

(-) The supervisory program seeks to determine the qualities, procedures, and outcomes, that characterize good supervision and those that characterize

poor supervision.

(-) It seeks to determine the qualities, procedures and outcomes that characterize good teaching and those that characterize poor teaching.

(0) Standardized tests and measurements are used freely and properly, their limitations being recognized.

(-) The construction and use of tests—both old and new types—is encouraged, their value and limitations being recognized.

(-) Well-planned experimentation and careful testing and evaluation of outcomes are provided for.

(-) Art products, handwork, written work, and similar objective evidence are used as bases for evaluation and further planning.

(-) Recorded data and other factual information are carefully studied for use in the educational program.

(-) Objective measurement and data and statistical study are supplemented by careful observation and judgment.

(-) The educational program is evaluated in the light of all pertinent factors.

(-) Available literature, particularly reports on experiments and research, are studied and used to improve the educational task, their limitations being carefully noted.13

The supervisory staff does very little to determine the desirable qualities of supervision for apparently it has already learned these things, and does not need to seek further. The principal functionary of the supervisory staff has very definite ideas on the qualities, procedures and outcomes of teaching, and those which do not accord with these ideas are

13 Ibid.
wrong and should be changed. Standardized tests and measurements are very seldom used. No one is encouraged to give tests of any kind, new or old; the testing program is left entirely with the individuals of the staff. Very little study is made of available data and other factual material for use in the educational program. About the only evaluation ever made of the educational program is that made of the outcomes of instruction as it affects college progress. Practically every teacher studies available material and literature and uses them to improve the quality of their instruction. None of the instructional staff is ready, however, to admit that one educational thinker has found the one and only way to better instruction and more satisfactory outcomes. A brief retrospective survey will reveal that many detours have been made upon the high road to learning, therefore the limitations of all procedures and methods must be recognized.

The evaluation of this phase of the supervisory program has been made upon the following criteria: (1) To what extent scientific attitudes on the part of teachers and supervisors are encouraged. This is scored 3. (2) To what extent improvement in scientific mindedness is being made by teachers and supervisors. This is scored 2.

Flexibility.—The flexibility of the supervisory program has been studied and scored upon the following criteria:

(-) Teachers are helped to make adaptations to the various and varying interests, abilities,
and plans of the pupils.

(→) The attitudes, training, experience, and abilities of teachers are studied and desirable adaptations are made.

(→) Particular consideration is given to the needs of the inexperienced teacher.

(→) Necessary adaptations are made because of the school plant and the available equipment and supplies.13

Very little consideration is given the varying interests, abilities, and plans of the pupils. Rather they are all required to fit the same mould, for at present some few have fared rather poorly at college; therefore, all must take the work most needed in such institutions. Regardless of the training and experience of teachers they are encouraged to follow certain predetermined, self-evaluated procedures. None of the three new teachers were able to point out any special services rendered them in order to make their adaptation to the system easier. Certain necessary adaptation must be made because of the inadequacy of the plant and supplies.

The flexibility of the supervisory program has been evaluated upon how well it is adapted to conditions. This is scored 3.

Effects on Teachers, Pupils, Supervisors, and Community.—In studying the supervision of instruction as to its effect on those involved the following provisions have been

13 Ibid.
considered and scored:

(-) The supervisory program encourages careful reading, study, experimentation, exploration, construction and evaluation.

(-) It eliminates unnecessary and deadening content and routine, it finds and organizes vitalizing materials of learning and methods of procedure.

(-) It motivates and encourages teachers, helps clarify their problems, and guides them to similar achievements in their pupils.

(-) It stimulates independence, originality, inventiveness, and initiative.

(-) It leads more and more to self-improvement and self-supervision.14

The supervision, or rather the lack of supervision, does not encourage careful study and experimentation in instructional procedures. It does demand that certain procedures be followed, but not because of previous study and experimentation so much as from dictum. In the field of mathematics and the social studies it does find and organize materials and methods for instructional procedure; but in so doing it tends to destroy originality and initiative. The supervision supplied is very limited in its motivation of teachers and pupils. For the majority of the teachers in the school about the only supervision they receive is self-supervision. Commendation or praise for excellent work done is very scarce, while criticism is quite common, regardless of the fact that encouragement and stimulation instead of discouragement should

14Ibid.
characterize the supervisory program.\textsuperscript{15}

The evaluation of the effect of the supervisory program upon those concerned has been made upon how well does the program promote such aims or ends? This is scored 2.

\textbf{Procedures and Activities.}—This phase of the supervisory program has been studied and scored upon the inclusion of such provisions as follow:

- 0 Classroom observation.
- (-) Cooperative planning.
- (+) Individual and group conferences.
- (+) Teacher committees working on problems.
- (+) Teachers' meetings—by grades, subject fields, or all teachers.
- 0 Demonstration teaching—by teacher or supervisor, for individual or for group.
- (-) Visiting other teachers, in the system or in other systems.
- (-) Interchange of assignment of teachers, temporarily or permanently.
- 0 Exchange of teachers by systems for semester or year.
- (+) Diagnostic rating plans of teachers.
- (-) Checklists of teacher activities in classroom.
- (-) Curriculum study and revision.
- (-) Suggestions for professional reading and study.

\textsuperscript{15} E. Bolton, et al., \textit{op. cit.}, p. 252.
(O) Bulletins. 16

Classroom observation is not practiced to any great extent as over three-fourths of the teachers revealed that they were not observed during the year. Cooperative planning was done in the fields of mathematics and the social studies, but in no other. Individual and group conferences were held with staff members previously mentioned and also with the English staff of the school. Teacher committees were not common, but were especially active in the field of English. With the exception of a few night sessions in which Morrison's 17 ideas on teaching procedures were reviewed by the principal, the majority of the teachers' meetings were held in regard to routine matters. The teachers' meetings lack the most important factor for successful teachers' meetings, i.e. in having the teachers themselves aid in selecting the topics to be discussed. 18 A program of meetings should be planned, and held in series, in this way benefits derived will be much more satisfactory. Often these meetings should be of the sectional type rather than for the whole group.

The evaluation of the procedures and activities has been made upon (1) How great is the variety and effectiveness of such procedures and activities used by the supervisory staff?


18F. E. Bolton, et. al., op. cit., p. 355.
This is scored 3. (2) How effectively such procedures and activities are used. This is scored 2.

**Objectives of Supervision.**—The supervisory program is effective as an instrument in promoting the development or acquisition of:

(•) Desirable habits and skills in pupils and teachers.

(•) Desirable attitudes, ideals, and appreciations in pupils and teachers.

(•) Desirable knowledge and understanding on the part of pupils and teachers.

(•) Greater respect for the personality of others and a more cooperative attitude toward them.

(•) Greater skill in the selection and use of educational materials by pupils and teachers.

(•) Greater ability in recognizing, analyzing, and solving of problems.

(•) Greater efficiency in the use of time and energy.

(•) Greater skill in decision and use of tests and in diagnosing and evaluating their results.

(•) Increased experimentation with methods and materials.

(•) Greater desire to use the various means of supervision and therefore of self-improvement.

(•) Better understanding of teachers and pupils and of their problems by the supervisor.

(•) Increasing and more effective cooperation by the supervisor.

(•) Increasing ability in the proper appraisal of the efforts of self and of others by the supervisor.
Zeal for self-improvement by the supervisor.

Long-term planning for systematic study by all concerned in the educational program.

Better health habits, physical and mental.

While the supervisory program does affect the skills and habits in pupils and teachers, the outcomes being what they are this factor can only be rated as fair. The development of desirable knowledge and understanding on the part of the pupil is secured more through the influence of the teachers than through the supervisors in this school. The supervisory program has done very little, if anything, to improve the understanding of human nature on the part of the teachers. The respect for the personality of others is not improved noticeably by the supervision offered. While great emphasis is put upon the understanding aims of education, in view of recent dismissals, this emphasis has been misplaced. The extensive supervision of the mathematics instruction has done very little in creating the ability to solve problems when these problems are met outside of the mathematics class. In view of the tremendous amount of wasted time and energy in handling routine matters any increase in efficiency upon such matters is negative. The supervision has not increased skill in devising and using tests, nor in diagnosing results. The supervision has brought about the use of experimentation.

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in methods and materials, but such materials have been largely determined by the supervisor and are not the product of the teaching staff. The supervision has not resulted in the desire for more supervision, which should be the result of highly satisfactory supervision. The supervisory program resulted in little, if any, increasing and more effective cooperation between the staff and supervisor. The zeal for self-improvement on the part of the supervisor in his supervisory function is doubtful. Long-term planning was not done for the staff is too busy meeting the problems of the present. Nothing could be found to indicate that better health habits, both physical and mental, had improved because of the supervision within the school; but quite the opposite is true of the activities of the health nurse in the school system as a unit.

The evaluation of the objectives of supervision has been made upon (1) How effectively the supervisory program promotes improvement in pupils. This is scored 2. (2) How effective the supervisory program is in promoting improvement in teachers and in teaching. This is scored 2. (3) The effectiveness of the supervisory program in improving supervisors and supervision. This is scored 2.

**Supervision of Non-Instructional Services**

The supervision of the non-instructional services has

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been studied and scored upon the following provisions:

(+) The purchase, care, and dispensing of school equipment and supplies.

(++) The method of accounting for school funds and supplies.

(--) The care of the school plant.

(++) The means of assuring the safety of pupils, school employees, and school property.

(++) The clerical staff and their services.21

In the purchase of school supplies the requisition system is used, and no purchases are made without due consideration as to quality of merchandise and character of dealer. The care taken of school property is quite satisfactory, as most supplies and equipment last their expected lifetime in good working order. A record is kept of all goods disposed of or taken from their accustomed place. The supervision of such items is delegated to the various staff members in direct charge of such equipment. The supervision of the school plant could be improved upon to remedy some of the undesirable features described in the consideration of the school plant. The supervision of the safety of the building, use of fire drills, and traffic hazards are given continuous attention.

The evaluation of the supervision of Non-Instructional services has been made upon: The efficiency with which

such factors and services are supervised. This is scored 3.

Business Management

The principles of good corporation organization should be applied to educational affairs with the board of education assuming the same role as the board of directors. As long as the schools function efficiently and economically the employment and management problems should be left to the superintendent. The business management of the school has been studied and scored upon the following provisions:

(*) The business management is under the direction and supervision of the superintendent of schools.

(*) The business management is responsible for the proper care of and the accounting for all school property.

(*) The business management is responsible for making all purchases for the school.

(*) All purchases are made on the basis of fitness of goods for the purpose intended.

(*) Members of the professional staff are consulted regarding materials and supplies intended for use by such staff members.

(*) The officials definitely responsible for the handling and accounting of school funds are adequately bonded.

(*) All school property, including equipment and supplies, is adequately insured.

(*) Records, deeds, and other valuable papers are kept in fireproof vaults or cabinets.

(*) The business management has satisfactory

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22E. P. Cubberley, *Public School Administration*, Chapter 23.
forms and procedures for making purchases and accounting for them.

(+) All procedures and forms used by the business management meet legal requirements.

(+) The business management uses forms, classifications and procedures which are approved by national school accounting organizations.

(+) The business system is economical of time, labor, and costs without sacrificing desirable completeness of information, accuracy, or reliability.

(+) The business management staff regularly makes accurate reports to the Board of Control and to other legal authorities through the proper administrative channels.

(+) The business management staff makes regular reports to each individual charged with the use of funds or supplies, indicating the status of his account.23

The board of education holds the superintendent in strict accountability for the business management of the school. The management is responsible for the proper care of all school property but has delegated responsibility to the staff members in direct charge of such material. All purchases are made through the central office with the approval of the superintendent, no favoritism is shown in the selection of the dealers, but all purchases are made upon merit alone. The articles purchased for use in the different departments of the school are selected by and with the advice of the staff of that department. All the school officials responsible for

the proper handling of school funds are adequately bonded to safeguard possible misappropriations. In the office of the board of education provision is made for fire-proof vaults and filing cabinets to safeguard valuable papers and records. The forms used by the business management are in keeping with those which are approved by national organizations, and well known authorities. 24 Regular reports of the business management of the school are required by the board of education. Much of the superintendent's time must be spent in supervising the activities of business management, and there are some authorities who hold that such work should not be placed upon the superintendent. 25

The evaluation of the business management from the standpoint of general duties and procedure has been scored upon: (1) The efficiency of the purchase and distribution of school materials. This is scored 4. (2) The adequacy of the provisions for caring for school property (including deeds, records and valuable papers) and their protection against loss. This is scored 4. (3) How satisfactory and accurate the reports of the business management staff to officials and to other staff members are. This is scored 4.

The Budget.—The budget is the most important of the fiscal statements made by the school system. 26 It should be

24 W. G. Reeder, op. cit., Chap. VI.
25 Fred Engelhardt, op. cit., p. 86.
26 F. E. Bolton, et al., p. 122
carefully prepared in view of the educational program by the superintendent; explained discussed and modified if necessary by and with the board of education. It has been studied and scored upon the following provisions:

(−) The superintendent and principal in conference with the supervisory, library, instructional, guidance, and health staffs outline the educational program of the secondary school.

(−) The superintendent and principal in conference with the business management staff outline the proposed expenditures to support the educational program.

(−) The budget is based on adequate consideration of the school program, as well as a study of the budgets of a number of preceding years.

(−) The budget is determined only after carefully considering a tentative desirable developmental program for a period of years.

(−) On memoranda forms, provided for the purpose, all employees report their supplies and needs for the coming year, together with suggested desirable changes.

(−) The budget indicates proposed expenditures classified under such captions as (a) capital outlay, (b) debt service, and (c) current expense, this last item being further classified under such headings as general control, instruction, plant, operation, plant maintenance, coordinate activities, auxiliary agencies, and fixed charges, unless otherwise specified by state law.37

The superintendent is responsible for the formulation of the budget and does not discuss in conference with the various the budgetary items, nor does he consult with the principal and staff upon the formulation of the school pro-

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gram. The budget is based more upon those of preceding years than it is upon the adequacy of the school program, which in part accounts for the size of the instructional staff remaining the same although the enrollment has increased over one-third in recent years. Each teacher fills in, yearly, a memorandum form showing needed supplies and equipment for the ensuing year; and is requested to make suggestions for desirable changes but many of the staff never make any contributions along this line. The budgets examined contained the provisions as specified for a standard budget. Computation of desirable unit cost can be determined from the information given in the budget. Provision is made in the budget to compare the data with that of previous years without referring directly to them. The checklist so closely follows the accepted standards for budget making that the scoring indicated gives a fairly detailed review of the schools budgetary procedure. The extra-curricular activities of the school are not budgeted as recommended by Engelhardt.28

The budget and its making have been evaluated upon (1) the extensiveness with which the various school staffs participated in the formulation of the budget. This is scored 2. (2) How closely the organization of the budget accords with such an approved form as suggested, modified as state laws may require. This is scored 3. (3) What provision for com-

28 Fred Engelhardt, op. cit., p. 490.
puting unit costs the budget makes. This is scored 4.

**Accounting.**—The responsibility for accounting and the procedures followed have been studied and scored upon the following:

**(0)** The principal is made responsible for keeping the school's accounts, or he receives regular and full reports from the central accounting office indicating the status of all accounts that relate to the secondary school or its staff.

**(*) Each teacher or other employee is accountable for all supplies, material, or equipment charged to him; a room, department, or building is accountable for materials charged to it.

**(4)** Regular inventories are made, at least annually, on forms devised for the purpose; these inventories indicate the quantity of each item, quality or state of preservation, and its location and the person, room or department against which it is charged, as well as the date of inventory.

**(5)** The school accounting system gives a complete record of all funds received and expended and the amount of each transaction.

**(6)** The accounting system provides for and requires the filing of all original supporting data of a transaction.

**(7)** The accounting system indicates the full history or record of each financial transaction.

**(8)** All equipment, supplies and other materials are carefully checked with the invoice both as to quantity and quality when received.

**(9)** The accounting department pays only for such materials and supplies as have been purchased in accordance with the required forms and procedures.

**(10)** The accounting system is so organized that the accounts are easily checked and audited.

**(11)** The accounting staff has devised forms and procedures which are used by the school's auxiliary agencies and the pupil activity program, and
supervises the financial activities and accounts of these agencies or organizations.29

The principal has no responsibility for the keeping of the school's financial accounts and he does not receive reports regarding the status of accounts that relate to the secondary school or its staff members. Every member of the staff is held in strict accountability for all supplies, materials and equipment charged to him. Regular inventories are made just prior to the close of the school year which show not only the quantity of each item but the condition which it is in. The accounting system shows the complete history of each transaction and provides for the filing of all supporting data filled out at the time for sale. With the exception of expenses incurred in the preparation for and execution of special entertainment programs, the accounting system pays only for materials which have been purchased in accordance with the required forms. Upon such occasions a general program chairman authorizes the expenditures and is in turn responsible to the accounting system for the presentation of all approved expenses, supported by the sales slips. The yearly audit of the school accounts takes from two to three days which shows the facility with which the accounts may be audited. The accounting staff has never devised forms or procedures to be used by the pupil activity program. How-

ever, these accounts are kept by the central office for most activities, and those accounts not handled through this office, must be audited by the staff at the close of each year. The school accounting system is adequate in that it serves the purposes for which it was formulated; i.e., it assists in formulating policies for the whole organization; it helps in ascertaining the efficiency of personnel, methods, materials, and equipment; and it guarantees the fidelity of individuals who have the custody of public funds. 30

The evaluation of the accounting system is made upon: The efficiency of the system for keeping accounts and the effectiveness with which it is used. This is scored 4.

**Maintenance and Operation.**—The administration's performance of maintenance and operation activities has been studied and scored upon provision for:

1. **Careful and periodic inspection** is made of all parts of the school plant and reports are made of necessary repairs or undesirable conditions.

2. **All equipment is carefully inspected at regular intervals,** the more fragile or used equipment being inspected more frequently than others; a report of any conditions needing attention is made.

3. **Repairs to plant or equipment** are made promptly without interfering unduly with the educational program.

4. **Particular attention** is given to the prevention of fires and other hazards and to the elimination of such hazards.

5. **The school grounds and play areas** are

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properly maintained at all times.

(0) Walls, windows, woodwork, light fixtures, pictures, statuary, shelving, furniture, toilet rooms and their fixtures, lavatories, and drinking fountains are cleaned in accordance with a regular schedule.

(4) Floors are appropriately treated at regular intervals to keep them in satisfactory condition.

(0) A vacuum cleaning system is provided.

(•) Proper cleansing agents for the various materials and items to be cleaned and the proper way of using these agents have been determined; they are used accordingly.

(•) Painting and varnishing, both interior and exterior, are done at regularly scheduled intervals, special attention being given to outside doors, window sills and frames, and other unusually exposed or vulnerable parts.

(-) The maintenance and custodial staffs and their work give evidence of such attention to cleanliness and orderliness and to the well-being of pupils and teachers that they merit and receive the cooperation of all. 31

Careful and periodic inspection of the school plant and its equipment is made by the superintendent, and the principal makes hurried inspections weekly. The necessary repairs to the plant and equipment are not made promptly and as a result slightly damaged materials and equipment is often rendered useless for the want of minor repairs at the proper time. The maintenance of the school grounds and play areas is excellent. The cleaning of the floors is about the only thing that the custodial staff does on regular schedule; windows,

walls, and woodwork are often unsightly. Pictures and shelving are not cleaned unless specific instructions to that effect are given. All classroom floors are regularly treated with oil to keep them dustless as well as to preserve them. Cleansing agents are not furnished in proper quantity nor variety for the many cleaning jobs around the school. The janitor often prepares his own floor sweep of sand, sawdust and oil. While the work of the maintenance and custodial staff do not serve as satisfactorily as could be expected, they do very well with the supplies furnished them. Lack of observance on the part of the custodial staff of cleaning tasks needing to be done is its main weakness. The administration could deter the rate of depreciation of the school building by having repairs made immediately upon the discovery that the need exists, for it is false economy to put off needed repairs until a regular scheduled time.\textsuperscript{32}

The maintenance and operation activities of the administration staff have been evaluated upon: (1) The carefulness with which the time and work of the maintenance and operation staff is planned. This is scored 3. (2) The thoroughness of the program for inspecting all school property and its effectiveness. This is scored 2. (3) The maintenance, repairing, and painting of the various forms of school property. This is scored 3. (4) The program for cleaning the building and equipment and how well the work is done. This is scored 2.

\textsuperscript{32}W. G. Reeder, \textit{op. cit.}, pp. 239-244.
School and Community Relations

The school has never sold itself completely to the community, it has not welcomed the community to use its building, nor has it set up a program of adult education to better the community life. In view of these facts it is no wonder that the school has to struggle along without sufficient funds to meet its needs, and to go without much desirable equipment to bring it up-to-date in both instructional and social activities. While the philosophy stresses the aim of training for a democracy and not simply training in the fundamentals of education, it does not provide the facilities for developing the attitudes and appreciations desirable for citizens in a democracy.

General Relationship.—The general school and community relations have been studied and scored upon:

(1) The principal establishes and maintains cordial relations with local editors and reporters.

(2) Staff members and pupils are alert to school activities that have good news value and report them promptly to the person or persons in charge of publicity.

(3) The public is kept adequately informed regarding the business affairs of the school.

(4) The school cooperates with other social and educational agencies of the community and helps to coordinate all efforts to promote the welfare of the community and its youth.

(5) Representatives of the community serve on committees for developing better school and community relations.

(6) The school has developed an organization of patrons and teachers as an important means of se-
curing matter cooperation between school and community.

(4) Home rooms, clubs, assembly programs, school publications, and school games and entertainments promote better understanding between school and community.

(5) The school has such special occasions as education week, book week, and father-son banquet for interpreting the school to the public.

(6) The school has one or more special visiting days or night sessions to which it invites all parents or pupils to observe the regular class work and pupil activities.

(7) The school uses various types of exhibits and demonstrations to interpret its work to the public.

(8) Programs and exercises connected with commencement are used as a means of interpreting the school, its program, and its need to the community.33

The principal and the editor of the local paper are not on very cordial relations but the paper accords the school any publicity it desires. The school activities that have good news value generally go unnoticed because of the indifference of the staff members and the students. If some designated person was appointed to handle such matters, there would undoubtedly be more desirable publicity for the school. The public is very seldom informed of any of the school's business affairs. There is close cooperation between the educational committees of the service clubs, the chamber of commerce, and the educational departments of the various churches of the community. Outside of the committees just

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mentioned there are no such groups organized for the purpose of developing better school and community relations. The parent teacher association is the most important and effectual means of securing better cooperation between the school and community that this school has ever had. The school publications, clubs and games are very influential in promoting better relations between the school and the community, they reach classes of people that would otherwise be very hard to contact. In neglecting such activities as education week, book week and father-son banquets, the school is overlooking agencies with much potential influence for better community relations. The school does not have special visiting days nor night sessions for the parents to see their children at work. School exhibits are quite commonly used to show the public the type and quality of work being done in the schools. The commencement program has been for several years conducted entirely by students, and in these programs the work of the school is interpreted, the program of the school is explained, and the needs for future development are pointed out. This, of course, necessitates very close cooperation between the one in charge of the program and the superintendent and principal of the school. In view of the lack of progress within recent years it would perhaps be desirable to include a discerning outside speaker on the commencement program, to help the community realize its own specific needs. Such desirable results have often been attained after an outside speaker
who has pointed out the concrete facts necessary to crystalize action.34

The general school and community relations have been evaluated upon: (1) How well the school uses the public and school press to promote better school and community relations. This is scored 4. (2) How effectively the school provides special exhibits, entertainments or similar special occasions to promote such relations. This is scored 3. (3) How well patrons cooperate with the school and support school projects. This is scored 3. (4) How well the school provides for the educational and recreational needs of its public. This is scored 1.

Information for the Home and Community.—The information furnished the home and community by the school has been studied and scored upon:

(-) The purposes and objectives of the school.

(-) The curricular offerings and their aims.

(-) The pupil activity program and its objectives.

(-) The school staff—its personnel and organization.

(-) The school plant and its equipment.

(0) The school guidance program.

(-) Community relations organizations.

(-) Rules and regulations regarding school attendance, home study, reports, etc.35

34F. E. Bolton, et. al., op. cit., p. 367.
The school activities in furnishing desirable information to the homes and the community are very poor and inadequate. Most of all the information scored above, that is furnished the homes, is transmitted indirectly through the students. Through conversation with several parents it was learned that the impression has been left that in many cases no study is expected of the students. Such an interpretation is ridiculous in view of the fact that no student has more than two periods of study at the school. While some schools are rather proud of the fact that they do not require home study, this school does plan the work so that a certain amount of the study must be done outside of the school. Many parents do not know the rules and regulations regarding absences, and as a result allow their children to be absent from school for trivial reasons, and then expect the teachers to allow the students to make up assignments missed. A knowledge of the school rules and regulations would save many words of criticism of the school and its staff.

The information furnished by the school to the home and community has been evaluated upon the quality and quantity of such information as the above. This is scored 3.

The Administrative Staff

General Preparation and Qualifications.—The success of the school depends largely upon the preparation and qualifications of its administrative staff. The philosophy of education held by the staff largely controls the aims and ob-
jectives of the educational program, hence it is very impor-
tant that its education be broad and general. It is recommend-
ed that no superintendent stop short of a master’s degree in
the matter of educational qualifications.\textsuperscript{36} The administra-
tive staff possesses such qualifications as:

\begin{itemize}
\item[(1)] A broad, general education in the subject
matter fields, including fine arts and practical
arts.
\item[(2)] Extensive preparation in professional
courses.
\item[(3)] A thorough understanding of supervisory
principles and activities.
\item[(4)] Successful teaching experience over a
term of years.
\item[(5)] A well formulated philosophy of education
consistent with the American concept of democracy.\textsuperscript{37}
\end{itemize}

The administrative officer possesses a broad, general
education in all fields but the fine arts and practical arts,
but in these fields, especially in fine arts it is lacking.
The professional education of the staff is very adequate,
both members holding master’s degrees and they have received
their training from at least two or more colleges or univer-
sities. The professional training and experience of the staff
is of sufficient length, each having over fifteen years of
teaching or administrative experience. The superintendent
is strongly inclined toward practicality in his philosophy.

\textsuperscript{36} F. Bolton, et al., \textit{op. cit.}, p. 21.

of education.

The preparation and qualifications of the administrative staff is evaluated upon: (1) The adequacy of the preparation in both content and professional fields. This is scored 4. (2) The adequacy of the staff's preparation in professional courses. This is scored 4. (3) The adequacy of the preparation and ability for educational leadership on the part of the administrative staff. This is scored 4.

Qualifications and Preparation Applying to the Specific School.—The administrative staff possess such qualifications as:

(+) A thorough understanding of the nature and needs of the school community and its school population.

(+) A thorough understanding of the school's purpose and of its educational program.

(+) The ability to supervise effectively but democratically the school's personnel and activities.

(+) The ability to select staff members well qualified for the tasks they are to perform.

(+) The ability to cooperate effectively with those superior in authority, with staff members, with pupils, and with the school public.

(+) The ability to provide proper educational leadership in the community.38

While there is a thorough understanding of the nature and the needs of the community the limited finances have led the school to follow largely the course of a preparatory
school, although it is seldom that one-third of the students seek further formal education. The supervision of the school is rather weak and more or less haphazard. A strong, popular, adequate supervisory program has never been developed. Cooperation between the staff itself is very poor, which necessarily results in poorer cooperation on the part of the pupils and teachers. There seems to be some disagreement among the members of the administrative staff as to the amount of cooperative endeavors with the public. The administrative staff's ability to provide proper leadership in the community is not all that could be expected, this is partly due to lack of harmony within the staff.

The evaluation of the administrative staff is made upon:
(1) The adequacy of the understanding by the administrative staff of the educational task and of the program to make it effective, as judged by the needs of the community and the school population and by a philosophy of education based on democratic principles. This is scored 4. (2) The adequacy of the ability of the administrative staff to organize and administer the educational affairs of the community, judged by bases as above, is scored 3. (3) The adequacy of the ability of the administrative staff to supervise the school personnel and activities democratically and effectively, is scored 3.

Improvement in Service.—The improvement in service of the administrative staff has been studied in regard to: Mem—
bership in professional and non-professional organizations, authorship, reading, travel, college credit, and research activities. The reading of professional magazines was found to be used more than any of the others, each staff member reading regularly at least four magazines each month. No college credit has been received by the staff since the awarding of their master's degree. There has been no authorship within the last three years. The superintendent has made two trips to the Pacific Coast within recent years, but the principal listed no travel since 1935. The research activities of either staff member were negligible.

The improvement in service has a composite rating on the various elements mentioned of 2.5. The general evaluation of the administrative staff was made upon how well their qualifications and activities: (1) accord with the philosophy of education of the school as expressed in Chapter II; and (2) meet the needs of the community and the pupil population as indicated in Chapter II. Both have been scored 3.

The general evaluation of the school administration as a whole was made upon: (1) How well the administration of the school accords with the philosophy of education as presented by the school in Chapter II. This is scored 3. (2) How well the administration of the school meets the needs of the community and the pupil population as indicated by the data in Chapter II. This is scored 3.

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Totals: 100 3330
Summary Score (Divide by 100) 33
Equivalent Percentile 23
(from percentile conversion table)
school administration has been grouped and put in composite form in Table 15. The totals of all the evaluations in each subdivision are then averaged to determine the school score. Those factors that have been designated by the Cooperative Study of Secondary School Standards\textsuperscript{39} as of specific importance have been treated for presentation on appropriate charts. The percentile has been determined from the school score by interpolation for a more accurate portrayal of the school scores. Each percentile was then weighted in order to arrive at a more accurate summary school score. The equivalent percentile derived from the summary score by use of the Percentile Conversion Table\textsuperscript{40} has then been determined. The designated school scores are shown in Figure 18.

By way of comparison with the schools studied by the Cooperative Study of Secondary School Standards it was found: In organization that the school is equal to or better than twenty-eight per cent of the schools studied. It stands nineteen points below the public schools in general, twenty-eight points below the large schools, twenty-five points below the accredited schools in general, and nine points below the average Southern school.

In the supervision of instruction the school is equal to or better than only eighteen per cent of the schools studied.

\textsuperscript{39}Ibid., p. 118.

\textsuperscript{40}Ibid.
### SCHOOL ADMINISTRATION

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**Weight**

- **ALPHA:** 24%
- **BETA:** 35%
- **GAMMA:** 45%

Fig. 18—The educational temperatures of the school administration.
It stands twenty-nine points below the public schools in general, thirty-two points below the average large school, thirty-three points below the accredited schools in general, and thirty points below the average Southern school.

In business management the school is equal to or better than forty-eight per cent of the schools studied. It stands one point below the public schools in general, nine points below the average large school, four points below the accredited schools in general, and fifteen points above the average Southern school.

In school and community relations the school is equal to or better than twenty-three per cent of the schools studied. It stands twenty-six points below the public schools in general, twenty-eight points below the accredited schools in general, thirty-one points below the average large school, and eleven points below the average Southern school.

In the administrative staff qualifications the school is equal to or better than thirty-four per cent of the schools studied. It stands thirteen points below the average public school, seventeen points below the large schools in general, seventeen points below the accredited schools in general, and five points below the average Southern school.

In improvement in service the administrative staff of the school is equal to or better than seventy-two per cent of the schools studied. It stands nineteen points above the large schools in general, twenty-points above the accredited
schools in general, twenty-two points above the public schools, and twenty-nine points above the average Southern school.

The summary thermometer which is plotted in red shows the school to be equal to or better than only twenty-three per cent of the schools studied. It is below every sectional average as well as the large, public and accredited schools in general.
CHAPTER XI

CONCLUSIONS AND RECOMMENDATIONS

To survey the school system as a unit it will be easier to more completely understand its excellencies and its shortcomings if a summary comparison is made with the schools involved in the study of the National Cooperative Study of Secondary Schools. Figure 19 shows the educational temperatures of the school based upon the summary scores major divisions of the school program.

The school in regard to its curriculum and courses of study is equal to or better than forty-five per cent of the schools studied by the Cooperative Study of Secondary School Standards. It is five points above the average school of the Southern Association. It is below the other average schools in the same class; i.e., thirteen points below the average large school, and six points below the public and accredited schools in general.

The pupil activity program of the school is equal to fifty-three per cent of the schools studied. It is thirteen points above the average school of the Southern Association and five points above the public schools in general. It stands at the same level with the accredited schools in general, but it is seven points below the average large school.

In library facilities and management the school is equal
SUMMARY OF EVALUATIVE CRITERIA

Fig. 19--The summary of evaluative criteria.
CURRICULUM AND COURSES OF STUDY (1)

General Statement
This is the first of two pages on the curriculum and courses of study of the school. This page contains three thermometers dealing with the curriculum in general and five thermometers dealing with curricular fields which ordinarily are represented in all or almost all secondary schools. All thermometers on this page are based upon Section D of the Evaluative Criteria, CURRICULUM AND COURSES OF STUDY. Sources for each thermometer are indicated below. All special scales are in terms of the regular five-point evalulative 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.
to fifty-one per cent of the schools studied. It is two points above the public schools in general and four points above the average school of the Southern Association. It is six points below the accredited schools in general and thirteen points below the average large school.

In the field of guidance the school is equal to or better than thirty-five per cent of the schools studied. It is one point below the average school of the Southern Association, which incidentally stands at the lowest of any of the regional associations. It is eleven points below the public schools in general, and seventeen and eighteen points below the accredited and large school averages, respectively.

The instructional program of the school is equal to or better than only twenty-seven per cent of the schools studied. The school is fourteen points below the average school of the Southern Association. It stands twenty-one, twenty-six and thirty-two points below the average public, accredited and large schools, respectively.

In the outcomes of the educational program the school is equal to only twenty-eight per cent of the schools studied. It stands twelve points below the average Southern school, seventeen points below the average public school, twenty-five points below the accredited schools in general, and thirty-two points below the average large school.

The instructional staff of the school is equal to or better than twenty-eight per cent of the schools studied.
It is six points below the average school of the Southern Association, twenty-one points below the public schools in general, twenty-four points below the accredited schools in general, and the average large school.

The school plant is equal to or better than thirty-two per cent of the schools studied. It stands five points below the average Southern school, fifteen points below the public schools in general, twenty-one points below the accredited schools, and twenty-three points below the average large school.

The administration of the school is equal to or better than twenty-three per cent of the schools studied. It stands fourteen points below the average school of the Southern Association, twenty-four points below the public schools in general, twenty-nine points below the accredited schools in general, and thirty-two points below the average large school.

The summary thermometer for the entire school program shows the composite rank of the secondary school in Mineral Wells to be equal to or better than twenty-seven per cent of the schools studied by the Cooperative Study of Secondary School Standards. It is nine points below the average of the schools in the Southern Association. It is twenty points below the average public school, twenty-six points below the accredited schools in general. It is thirty-two points below the large schools in general.
There is very little correlation between the offerings of the curriculum and the desires of the student body, at least the students have very little to do with the addition of new courses. No consultation has ever been made with representative groups of students in regard to the choice of subject matter offerings or the content of courses of study as is generally recommended. Changes in the courses of study are made without adequate study because of the lack of time, materials and poor working conditions. Provision should be made to provide an adequate professional library in the school for use by the teachers, and a thorough study of the educational principles involved should be made before any definite changes in the curriculum are attempted.\footnote{H. L. Caswell and D. S. Campbell, \textit{Curriculum Development}, p. 63.} The school makes no provision for courses in the fields of arts and crafts or agriculture. Agriculture has been added for the session of 1939-1940, but the need for arts and crafts still goes unheeded. The offerings in foreign language, music, business education, and health and physical education are inadequate and should be expanded. The physical education program should be expanded greatly, provision should be made for such a program for the girls of the school, and according to the recommendations of the standards advanced by Koos,\footnote{L. V. Koos, \textit{The American Secondary School}, p. 505.} two additional teachers should be employed in the health and
physical education program. To insure the adequate learning of the techniques requisite to business there is a definite need for courses in accounting and consumer education. The music program which at present consists almost entirely of training in instrumental music should be expanded. There is a definite need for glee club, chorus, and music appreciation activity in the educational program. The program of industrial arts, one of the most practical in the school for a large part of the boys has been dropped from the curriculum of the for 1949-1949. In view/need for such information by everyone around the home, to say nothing of the prevocational training, this course should be reinstated as soon as possible. The industrial arts program should be more diversified so that it will actually fill the needs of the youth of the community, rather than continue as specialized training in wood-working and drawing.

It is the aim of the activity program to develop desirable social traits and behavior patterns in an environment favorable to the students’ growth so that a maximum carry-over into life outside of the school may be realized. The program organization as in the school is not sufficient to meet the needs of the student body. A program of orientation is badly needed to acquaint the incoming students with the aim and content of such activity within the school. A more deliberate choice and training of the activity sponsors is highly desirable. It is recommended that the staff, or a
committee of the staff, make a careful study of the activity program and report its finding to the instructional body. By visitation in other schools, those in charge of the program could no doubt find much of value and interest to the school. The student participation in the school government is at present more or less puppetry, and it is felt that by the delegation of more authority to the organization that it would rise both in desirable influence and in esteem.

The school has no home-rooms. The home room program has a definite unifying influence on the school and is one of the best mediums through which the guidance program is carried out. The home room program should be reinstated in the school, but not without first providing an opportunity for the staff to study its aims and purposes, as well as the approved methods of procedures. Should such a program be organized in the school, responsibility for and leadership in it should be delegated to every staff member in order to keep the size of each unit small enough for efficient work to be done.

The assembly programs of the school are characterized by a lack of definite planning. The value of the programs to the school have not been as useful as they could and should be. Since the auditorium capacity is not sufficient to comfortably seat all of the students, the assemblies should be

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divided; one section for the freshmen and sophomores, and one for the junior and senior pupils. The assembly programs should not be turned into pep meetings, but when it is necessary to have such emotional outbursts they should be separate and apart from the regular assembly program. The assembly programs should be definitely the product of the student body and student organizations, and the number of outside lecturers and reformers should be greatly lessened, if not entirely eliminated.\(^4\) The audience habits of the student body are very poor, but considerable improvement should be derived if the two sections suggested above were organized to reduce the size and secure a more uniform age level and interest grouping. The seating arrangement in the auditorium by classes in alphabetical order is one of the least liked aspects of the school according to a survey of the junior class. Nothing is gained by this arrangement and much is lost in correct attitude and desire for cooperation with the school authorities. The procedure should be discontinued and the matter of attendance secured by supervision from all faculty members not definitely assigned to other tasks.

The school club program is about as adequate as is possible without the addition of several faculty members. There is a decided lack of program planning and execution on the

\(^4\)Ibid., p. 285.
part of most of the clubs, but there is little hope for a remedy to the situation with the present inadequate staff of sponsors. It has been suggested that the club program be shifted to the last period of the day so that only those actually interested will become members, but this would cause the loss of many worthy club members who must ride the busses to and from the school.

The physical activities of the school are far below standard. The emphasis is placed upon major sport activities between schools which have very little educational value, and no attention is paid to intra-school activity for recreational and health building values. What the school needs is a physical education program under the direction of a well-trained director, not a highly specialized coach who directs every activity in the light of possible benefit to future athletic prowess. The school has never had such a director, and as a result the physical education programs work with the well developed and show very slight interest in the un-fit or poorly developed boy.

The social life activity program of the school is very insufficient to meet the needs of the pupils. Although these items were scored unsatisfactory by the administrative staff, no provisions are made to sponsor such functions as will offer the training necessary to develop them. The school could be of great service in correcting these anti-social attitudes if it would but sponsor a series of
recreational nights, properly supervised by staff and cultured townspeople. Correct social habits cannot be obtained by criticism or refusal to recognize the activities indulged in by young people, simply because they do not meet with approval.

The library facilities of the school are below the average in all fields except history, literature, and fiction. Special emphasis should be given to improving the other divisions, especially in providing additional appropriate books, pamphlets, bulletins, and visual aid materials. The instruction in the use of the library is very poor, and should be improved by institution of a carefully planned and directed program. The service of the librarian for library direction is inadequate due to the fact that she is required to teach one-half of the time. Provision should be made to take care of a larger number of the pupils in the library. This would necessitate building alterations recommended in the discussion for the school plant. Closer cooperation between the instructional and library staffs would be highly desirable but it hardly would be possible with the present teacher load. The funds provided for the purchase of library equipment and supplies is entirely insufficient as only one-fourth of the minimum accepted standard is provided. The library appropriation should be increased to at

52. S. Campbell, Libraries in the High Schools of the Associations of Colleges and Secondary Schools of the Southern States, p. 16.
least seventy-five cents per pupil per year. The service rendered by the library could be greatly increased by active cooperation with other lending libraries, so that the available materials from such agencies could be cataloged and filed for reference.

The guidance service of the school is very poorly organized and the results are below those of the schools of the Southern Association, see Figure 10. The information furnished the sending schools in regard to much of the school program is very inadequate. Conferences should be held with the principals or head-teachers of these schools in order to properly correlate the work. The records provided for information concerning the home life of the pupils is entirely too lacking, if the guidance program is to achieve highly desirable results. 6 No achievement tests or personality ratings are recorded on the school files, although such information is helpful in the guidance program. A system of cumulative records should be instituted in the school to supply such information as: degree of socialization, occupational intentions, vocational aptitudes, intentions to remain in school, etc. These records should be housed so that they will be convenient to all who have use for them. The guidance program is very poorly organized and should be carefully studied and properly organized so

that it may function with maximum results. The guidance activities can never be carried on properly with the present shortage in the teaching force. Guidance activities must be carefully studied and formulated in order to serve the greatest number of students in the most effective way, yet no teacher in the system has had a specific course in such work. A step in the right direction was made in the designation of a dean for the boys and for the girls of the school, but their chief activity was the checking of attendance during the first period of the school day. The school needs two well-trained counsellors to spend their entire time as guidance agents. The library should have a shelf of suitable books for the students to make investigation into vocational and avocational matters. The school staff makes practically no calls into the homes of the pupils and in most cases do not know the conditions which might greatly affect the lives and study habits of the pupils. The weakness of the school in guidance activities is characteristic of schools in all parts of the nation.7 A series of faculty meetings could be profitably held for the purpose of studying accepted guidance procedures. Information of the post-school relations of the former pupils is highly desirable according to one authority8 as it is the obligation of the school to practice follow-up

7H. L. Altstetter, commenting on guidance at Decatur, Texas
8Ch. V. Kecs and G. H. Kafauer, op. cit., p. 128.
guidance for those who have finished the school. A collection of college catalogues should be made and pupils should be guided in the proper use of them.

The numerical adequacy of the staff was found to be below the average for schools of similar size in Texas. There are twelve other secondary schools in the state with an enrollment of from 575 to 675 scholars for which the average number of teachers was found to be twenty-four,\(^9\) while this school has only eighteen teachers. To properly handle the present student enrollment in a manner similar to that of other schools in Texas the school should add six teachers. The preparation of the staff compares favorably with that of other schools of similar size in Texas, both as to academic and professional preparation.\(^{10}\) There is not much evidence of improvement in service on the part of the faculty in any manner other than reading. Very little careful research has been done with the exception of the study of methods in social studies. In the selection of staff members it was found that the superintendent is the chief recommending agency and that there is very little cooperation with the school principal. The service rendered by the staff would probably be greatly improved if in their selection the advice of both principal and the superintendent were followed.


\(^{10}\) Ibid., p. 17.
The salary schedule of the school sets the beginning salary very low and the automatic increases are so small a life time must be spent before an adequate living may be assured. Exceptions are made to the salary schedule at any time the administration decides to do so, without regard to the others in the system. The salary schedule does not apply to the coach or his assistants. The average salary of the classroom teachers in the high school, the principal and athletic coach excepted because of the special consideration in salary received, is approximately $1,143 per year which is paid in twelve equal payments. The average annual salaries for teachers in Independent School Districts of Texas was $1,365 in 1936-1937 and $1,343 in 1937-1938.\textsuperscript{11} If the school would raise the salaries paid it could probably secure and keep better teachers, whereas at present the majority are ever seeking positions that pay better salaries. It was found that some teachers had been summarily dismissed without warning, or a period of probation. No effort was made to improve the service of these teachers, in fact they were not even aware that their work was not considered acceptable. The institution of indefinite tenure after a successful probationary period would tend to increase the feeling of security and naturally result in better work, provided, of course, that the supervision of instruction is adequate.

The school makes no provision for sick leave or leaves of absence for educational study. The school should allow the teachers the same privileges that are enjoyed by the administrative staff in regard to sick leave, or at least a definite number of days without loss of pay. Instead of refusing leaves of absence for study the school should encourage such activity in order to improve the educational qualifications of the instructional staff.

The school does not make use of standard tests and measurements to determine educational ability or attainment. It is recommended that intelligence and achievement tests be given at the beginning and close of each school year, and that the results be made a part of the cumulative records. Additional time should be allowed for the teachers to plan activities and conferences within the school day, and no teacher should be on active duty more than five periods daily. The teacher load was found to be very unsatisfactory, both as to number of classes taught and enrollment within the classes. Douglass states that the median number of sections taught daily in certain schools of the Southern Association was found to be 4.7 and that the average class size should be from twenty to twenty-five pupils.12 During the 1938-1939 session there were ten classes in the school with an enrollment in excess of forty pupils. Provision

should be made immediately to relieve this over-crowded condition, either by the employment of additional teachers or the shifting of teachers already on the system.

While the work of the English department is exceptionally good, the failure to demand correct English usage in the other classes prevents achievements of maximum results. Every class should be required to accept only approved usage in oral and written discourse. The development of better reading tastes among the pupils is neglected as there is little discussion of the selection of the proper current literature. The practical everyday use of the English language in letters, reports, and interviews is not given adequate attention.

The students' use of the mathematical processes is very poor. More emphasis should be placed upon the practical applications of the material studied. The instructions and learning in the field of science are far better than they have been in the past and seem to be steadily improving. More adequate supplies and equipment should be furnished.

The outcomes of the instruction in social studies are very satisfactory, but the classes are too large for the close contact necessary to the development of correct social habits and attitudes.

The school band is a source of pride to the school and the town, but the development of music appreciation on the part of the student body as a whole is decidedly lacking. More instruction in music is needed, and the students should
be provided with the opportunity of hearing more good music.

The industrial arts courses have offered splendid work in wood-working and mechanical drawing, but have not developed practical everyday mechanical ability needed in the home life of the pupils. Short unit courses should be organized for the study of everyday selected electrical and mechanical appliances, repair and maintenance/property, and the finishing or refinishing of furniture.

The work of the home-making courses is very satisfactory but the correlation of the work with home activities could be improved upon. Actual management projects in the home or the school would do much to vitalize the courses. It is recommended that a course be organized to meet the needs of the boys of the school.

The business education of the school is not well-rounded for it makes no provision for techniques of accounting and business record keeping. It is recommended that such courses be added to the curriculum and that a placement bureau be organized to aid the students in securing and holding desirable positions. No courses for adults or the pupils who have finished high school are provided. Vocational commercial work and classes for adults would be a valuable addition to the services of the department of business education.

The physical education program was found to be entirely inadequate for the present enrollment. It is recommended that a physical education program be organized with a view to
carrying out the approved purposes of such activities rather than serving as preparation for organized sports. A full program of physical education should be instituted for the girls of the school.

The safety conditions in regard to traffic hazards are exceedingly poor. Underpasses should be constructed for safety in crossing the arterial highway which runs alongside the school grounds, or provisions should be made for traffic direction before school, during the lunch hour, and after school. The drainage system of the grounds around the most used entrance is insufficient to carry off excess water, during rainy weather the steps and walk are submerged. Provision should be made to take care of this surplus water, which is a constant health hazard.

The illumination of the school building should be modernized and carefully checked to insure the proper amount of light in all parts of each room, suitable for the purpose for which the room is used. The basement rooms and corridors should have approximately twice the present amount of light. Venetian blinds should replace the present shades in rooms directly affected by sun glare so that proper ventilation could be secured when the sun's rays must be shut out. The auditorium should be equipped with appropriate exhaust fans to insure constant change of air.

\[224. V. Kocs, \textit{or. sita.}, p. 507.\]
The toilet and lavatory facilities of the school are very inadequate. Provision should be made for such facilities for the staff members, and hot water service should be provided for all lavatories. The ventilation of the toilet rooms is exceedingly poor and should be corrected by the installation of mechanical exhaust apparatus. Fumigating supplies should be furnished and used in sufficient quantity to properly deodorize such rooms.

The drinking fountains are too few in number to serve the increased enrollment and the water in warm weather is so hot that it is hardly fit for human consumption. A battery of fountains should be provided for each floor and some provision for cooling the water should be made if at all possible. Rest and work rooms should be provided for the instructional staff.

The stairs should be provided with handrails, probably a central hand rail would eliminate congestion by separating ascending and descending traffic. One-half of the outside doors are kept locked at all times which causes great congestion in entering and leaving the building. No classroom in the school has two exits as recommended by Strayer and Engelhardt and the auditorium exits are inadequate for rapid and safe exit in case of an emergency.

Soap and towel dispensers are not provided in lavatory

and toilet rooms adequately enough to supply the needs of the student body. There are no such supplies furnished the boys and such a condition should be immediately remedied. All ground floor rooms should be provided with screens. Instructional supplies are very poorly supplied, and many needed items, such as duplicating supplies and testing materials, are not furnished at all. The supplies necessary for the physical education program are also insufficient. All the supplies and equipment should be furnished and carefully stored.

Shower and dressing rooms should be provided for the use of the boys who participate in the limited physical education program offered by the school. The auditorium and stage facilities should be replaced with comfortable equipment. The music room should be provided with comfortable seats and equipped with better lighting facilities.

A series of programs of community interests held in the school auditorium would no doubt develop closer cooperation between the school and the homes. Adult educational classes in the school would greatly improve desirable community relationships.

The board should definitely place the executive functions in the hands of the superintendent and not purely as a judicial and policy determining body. The idea that untrained laymen can run a school has too long existed for the benefit of the school program. There is a great need for the setting
up of definite policies concerning school attendance and dismissal, and when these policies are formulated they should be applied to all alike regardless of family position or wealth. Closer cooperation should be secured between the members of the administrative staff even though it is necessary to change the personnel. The organization of the staff for achieving desirable educational outcomes is very insufficient.

The supervisory activities do not function in a manner that develop cooperative research toward better ways of teaching and counselling. New teachers in the system should receive special supervision and orientation, so that their tasks may be as easily and efficiently accomplished as possible. Major attention should be given to the conditions of service and the salaries of the teachers. Since the staff is six members short of the average school in the state of the same size, one might expect the teachers to receive higher salaries than in other schools, but the opposite is true as has previously been pointed out.

The school authorities should make a study of several outstanding schools in the state and then determine its own shortcomings. A carefully planned program of educational publicity should be carried on to enlighten the community of the needs as well as the accomplishments of the school. Once the people of the community are aware of the great need of improvements, it is only reasonable to expect that under
competent leadership the needed improvements will be made and there will result a school which will be a source of pride to the pupils, teachers, and community.
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