AN EVALUATION OF THE HENRIETTA HIGH SCHOOL,

HENRIETTA, TEXAS

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AN EVALUATION OF THE HENRIETTA HIGH SCHOOL,
HENRIETTA, TEXAS

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By

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CHAPTER I

INTRODUCTION

This study is an evaluation of the Henrietta High School of Henrietta, Texas. Its purpose is to measure this school by comparing it to the two hundred try-out schools which were used by the Cooperative Study of Secondary School Standards in setting up their criteria for determining the characteristics of a good secondary school.

The Henrietta High School was evaluated on the basis of criteria set up and published by the Cooperative Study of Secondary School Standards. All checklists, evaluations, computations, and graphic ratings were made in compliance with instructions found in Evaluative Criteria, How to Evaluate a Secondary School, and Educational Temperatures, publications of the Cooperative Study of Secondary School Standards.

The material for this study contains four main divisions: Basic Information, School Evaluation, Individual Evaluation, and Summary.

The basic information section calls for the philosophy and objectives of the school, and for the statistics concerning the pupil population and school community. The section devoted to school evaluation deals with the
educational program composed of the curriculum, pupil activity program, library service, guidance service, instruction, and outcomes of the educational program. The section on individual evaluation contains data for individual staff members of the school. The summary section contains forms for summarizing the information of the other sections, for computing scores, and for converting scores into percentiles based upon the median of the two hundred try-out schools of the Cooperative Study of Secondary School Standards.

Evaluation of the school was done on two score forms: checklists and evaluative questions. The following excerpt from Evaluative Criteria gives general instructions for the use of both checklists and evaluations:

The checklists consist of provisions, conditions or characteristics 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 the symbol (✓); (2) if the provision is only fairly well made or the conditions are only fairly well met, mark the item with the symbol (✓-); (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 the symbol (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 (♦). (Note: The figures are to be regarded merely as
convenient symbols, not mathematical terms.) In brief, mark items:

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

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

5.--Very superior; the provisions or conditions are present and functioning to the extent found in approximately the best 10\% of regionally-accredited schools

4.--Superior; the provisions or conditions are present and functioning to the extent found in approximately the next 20\% of regionally-accredited schools

3.--Average; the provisions or conditions are present and functioning to the extent found in approximately the middle 40\% of regionally-accredited schools

2.-- Inferior; the provisions or conditions are present and functioning to the extent found in approximately the next 20\% of regionally-accredited schools

1.-- Very inferior; the provisions or conditions are present and functioning to the extent found in approximately the lowest 10\% of regionally-accredited schools

N.--Does not apply.

The percentile scores worked out for the various activities and phases of this school were plotted in graphic form by the use of educational thermometers. The Alpha, or complete scale, was used in this evaluation. Instructions for

\[ \text{Cooperative Study of Secondary School Standards, Evaluative Criteria, p. 30.} \]
using the thermometers, together with two sample thermometers, are given here for the purpose of interpreting the thermometer graphs used in the summary chapters of this study.

The educational thermometer is basically nothing more than a percentile scale arranged in graphic form. The basic thermometer, as illustrated by the left-hand outline on the facing page, consists of an outline of an ordinary thermometer, with a numerical scale appearing on the left-hand side of it. This scale on the left-hand side of each thermometer is a percentile scale, graduated from 0 to 100. When the thermometer is used to report the results of an evaluation it is filled to the appropriate level as illustrated in Figure 1. A score on the percentile scale of 25, for example, means that a school is equal to or better than 25 per cent of the schools measured; a score of 87 means that a school is equal to or better than 87 per cent of the schools measured, and so forth. The national norm, of course, is the 50-percentile point.

On a few thermometers, which present quantitative data rather than qualitative evaluations, a second set of figures appears on the right-hand side of the thermometer. These are illustrated in the right-hand thermometer in Figure 1. In this case the scale on the right-hand side of the thermometer is an absolute one, in terms of the actual number of titles in the library, while the scale on the left-hand side of the thermometer is the usual percentile scale. The school illustrated had approximately 1950 different titles in the library (as read from the right-hand side of this scale); this was equivalent to a percentile ranking of 52 (as read from the left-hand side of the scale).

The horizontal lines across the page at the 100, 90, 70, 30, 10, and 0 percentile points, and the interpretative phrases in the right-hand margin of each page provide a convenient qualitative interpretation for the percentile rankings.

In cases in which data are missing for a particular feature, or this feature does not properly apply to the school, the corresponding thermometer should be marked "Not applicable" or "Data missing."
SAMPLE THERMOMETERS (I)

Fig. 1--First sample thermometer
EXPLANATION OF SECOND SAMPLE

The sample thermometer outlines on the preceding chart and their accompanying explanation were designed to show the basic nature of the thermometer device for reporting to a school. Certain supplementary information which is shown on the thermometers which make up the rest of this booklet is illustrated on the sample thermometer on the facing page. It will be seen that the basis of this thermometer is the same as that of the two on the preceding page. In addition, however, as indicated by the arrows, there appear a set of initials which indicate the position of norms for schools of different sizes, different types of control, different regions, and different status as to accreditation. The regional norms are always on the left-hand side. These norms enable each school to compare its standing with that of other groups of schools of the same type as itself.

Under the title of each thermometer, in parenthesis, is a figure indicating the number of schools upon which the norms on the thermometer scale are based. In the sample this figure is 196, indicating that four of the 200 schools were not included (because of lack of usable data). In some cases, the material which is now in Evaluative Criteria was not present when the try-out program in the 200 schools was carried out or was extensively revised and reorganized after the try-out program. In these cases, no norms for special groups of schools are available, and the word "New" is found in the parentheses usually enclosing the number of schools involved.
Further data which are presented by means of these thermometer scales are illustrated on the next chart.²

The sample thermometer outlines on the preceding chart and their accompanying explanations were designed to show the basic nature of the thermometer device for reporting to a school. Certain supplementary information which is shown on the thermometers is illustrated on the sample thermometer in Figure 2. It will be seen that the basis of this thermometer is the same as that of the two in Figure 1. In addition, however, as indicated by the arrows, there appear a set of initials which indicate the position of norms for schools of different sizes, different types of control, different regions, and different status as to accreditation. The regional norms are always on the left-hand side. These norms enable each school to compare its standing with that of other groups of schools of the same type as itself.

Under the title of each thermometer, in parenthesis, is a figure indicating the number of schools upon which the norms of the thermometer scale are based. In the sample this figure is 196, indicating that four of the 200 schools were not included (because of lack of usable data). In some cases, the material which is now in Evaluative Criteria was not present when the try-out program in the 200 schools was carried out or was extensively revised and reorganized after the try-out program. In these cases, no norms for special groups of schools are available, and the word "New" is found in the parentheses usually enclosing the number of schools involved.³

The philosophy and objectives of the school are not rated comparatively, but form a part of the basic information that composes the necessary groundwork for the study. Chapter II presents a discussion of the philosophy and objectives of the Henrietta High School.


³Ibid., p. 2.
SAMPLE THERMOMETERS (2)

**SCHOOL GOVERNMENT**

**TITLE:** Subject summarized

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

**PERCENTILE SCALE:**
- From 100 to 0 for all thermometers

**REGIONAL NORMS:**
- M.S. = Middle States
- W. = Western
- N.E. = New England
- N.W. = Northwest
- N.C. = North Central
- So. = Southern

**COUNTRY-WIDE NORM**
- For all schools
  - 50th percentile point on all thermometers

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

1. This school, in school government, is equal to or better than 45% of the 16 schools measured.
2. It stands considerably higher than the average Southern school (12 points).
3. It stands somewhat lower than large schools in general (4 points).
4. It stands somewhat lower than accredited schools in general (4 points).
5. It stands at the same level as the average public school.

**TYPE NORMS:**
- Pvt. = Private
- Pub. = Public

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

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

---

**Fig. 2.--Second sample thermometer**
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 charts.

1. Curriculum
   Based upon Section D of the Evalutative Criteria, CURRICULUM AND COURSES OF STUDY. For 13 component thermometers see charts 4, 5 and 6.

2. Pupil Activities
   Based upon Section E of the Evaluative Criteria, PUPIL ACTIVITY PROGRAM. For 18 component thermometers see charts 7 and 8.

3. Library
   Based upon Section F of the Evaluative Criteria, LIBRARY SERVICE. For 11 component thermometers see charts 9, 10 and 11.

4. Guidance
   Based upon Section G of the Evaluative Criteria, GUIDANCE SERVICE. For 7 component thermometers see chart 12.

5. Instruction
   Based upon Section H of the Evaluative Criteria, INSTRUCTION. For 6 component thermometers see chart 13.

6. Outcomes of the Educational Program
   Based upon Section I of the Evaluative Criteria, OUTCOMES OF THE EDUCATIONAL PROGRAM. For 13 component thermometers see charts 14, 15 and 16.

7. Staff
   Based upon Section J of the Evaluative Criteria, SCHOOL STAFF. For 18 component thermometers see charts 17, 18 and 19.

8. Plant
   Based upon Section K of the Evaluative Criteria, SCHOOL PLANT. For 11 component thermometers see charts 20 and 21.

9. Administration
   Based upon Section L of the Evaluative Criteria, SCHOOL ADMINISTRATION. For 7 component thermometers see chart 22.
Chapter III contains a statistical picture of the pupil population and school community. The basic data regarding pupils include information concerning graduates, stability of enrollment, withdrawals, age-grade distribution, mental ability, and educational and occupational intentions of seniors. The basic data regarding the community include population data; occupational status of adults; occupational status of youth of secondary school age; educational status of adults; financial resources and agencies, such as churches and libraries, which may affect education.

The curriculum and courses of study are evaluated in Chapter IV. Checklists and evaluations taken from Evaluative Criteria are included. Guiding principles, curriculum development, and organization and procedure of the curriculum are scored. The courses of study division includes amount of offerings and content of offerings.

Chapter V deals with the pupil activity program, some phases of which are nature of organization, pupil participation in school government, home rooms, the school assembly, school publications, music activities, dramatic and speech activities, physical activities, school clubs, and the finance of pupil activities.

The library service of the school is discussed in Chapter VI. Library staff, organization and administration, adequacy of materials, selection of library materials, and
teacher and pupil use of the library are treated of in this chapter. Both quantitative and qualitative scores are derived by comparison with the library service of the two hundred try-out schools of the Cooperative Study.

The evaluated school has no formal program of pupil guidance. This phase of school activity is, however, discussed in Chapter VII. No checklists or evaluations are included in the chapter, but standards for pupil guidance are set up and suggestions for developing this service in the school are made.

Chapter VIII deals with instruction in the educational program. Classroom activities, use of community and environment, textbooks and other instructional materials, and methods of appraisal are discussed.

The outcomes of the educational program are evaluated in Chapter IX. Outcomes in the various subject-matter fields are scored by means of checklists and evaluative questions.

The school staff is evaluated in Chapter X. The professional staff is studied from the standpoints of numerical adequacy, selection, qualifications, improvement in service, and conditions of service. The non-professional staff is considered from the standpoints of qualifications, improvement in service, and condition of service.

Chapter XI is a study of the school plant. The school
site, the building, and the equipment are studied in respect to health, safety, economy, efficiency, and influence on the educational program.

The school administration is dealt with in Chapter XII. The administrative staff, organization, supervision of instruction, business management, and school and community relations are sub-topics of this division.

Chapter XIII is a summary chapter. In this chapter conclusions are drawn and recommendations for improvement are made.
CHAPTER II

PHILOSOPHY AND OBJECTIVES

In a dynamic society a school, like an individual, needs a carefully formulated philosophy and a set of objectives to lend definiteness to its existence. The following excerpt from Evaluative Criteria is a good statement of this thought:

It is essential for each secondary school to have a carefully formulated educational philosophy. The school should be free to determine this philosophy for itself to the extent that it promotes the principles and spirit of American democracy. Each school should be able to justify any marked variation from generally accepted principles. The stated philosophy of education should be associated with and be made fundamental to the educational program of each school. This philosophy should be made specific in a statement of objectives. Without such a statement of objectives growing out of a sane educational philosophy, a school leads an aimless life.1

A well expressed philosophy for a school with democratic ideals is contained in this quotation from Sloan:

In a dynamic society . . . the purpose of the school is to lead the individual in the direction of the democratic way of life through the development of a reflectively integrated experience. To this end the school should provide in its program for the following five points:

1. The exploration and development of worthy practical interests, aptitudes and needs, such as health, fundamental skills, vocation, leisure time, and the like.

2. The development of a sensitivity to the major problems of present-day social living, which arise constantly in a world of confusion, and a disposition to solve these problems upon the basis of reflective thinking.

3. The discovery of personal, intellectual, and aesthetic interests and the development of these interests in the direction of logically organized knowledge.

4. An attempt to integrate and relate the various fields of logically organized knowledge to the extent that pupils use data from all fields of knowledge in solving the problems of life.

5. The provision for continuous participation, in carrying out programs of cooperative action among individuals and among groups in order to promote the democratic ideal.2

Thomas H. Briggs has this to say about school objectives as expressed by the curriculum:

The tendency is toward preparing youth to do better what they are likely to do, but the consequent changes in the curriculum and in the methods of its presentation are only in their beginning. They need to be vastly extended before secondary education gets into high gear.3

Samuel Everett says: "The curriculum should receive its social orientation from major problems and areas of community living."4

The faculty of the Henrietta High School by indicating their choices of statements of significant points of view


3 Thomas H. Briggs, Improving Instruction, p. 221.

set forth in **Evaluated Criteria** by means of thirty-two checklists, have expressed their viewpoints on various phases of the educational program; such as, the political and social organization most desirable, the most desirable type of curriculum for the school, the best pupil activity program, library and guidance service desired, instruction, outcomes, staff, plant, and administration methods.

Below are quoted the checklist items from the various groups which the teachers thought were nearest in accord with their philosophy of education.

1. The type of political organization most desirable for society is one in which the determination of policies is entrusted to specially trained personnel chosen by general election.
2. The economic organization most desirable is one in which individuals may obtain wealth but are restricted by requirements of conservation of natural resources.
3. The social organization most desirable is one in which all individuals have equal social status regardless of economic, cultural, or intellectual qualifications and regardless of race or nationality.
4. In a democracy the school should place most emphasis upon helping to prepare pupils to make adjustments to meet changing conditions.
5. In a democracy free secondary education should be provided for all adolescents.
6. In a democracy the financial support of secondary education is primarily the responsibility of the local district with the state participating on an equalization basis.
7. Education is an enterprise involving many community agencies. As the chief institution developed by society for education, the school should welcome suggestions from and opportunities for cooperation with community agencies in the interests of a better educational program for the community.
8. Attendance at a secondary school should be required by law for all pupils from the time they leave
elementary school until they complete a curriculum appropriate to their needs regardless of age.

9. The most desirable theory with respect to individual differences among pupils requires that the secondary school should study each pupil to discover his particular traits and abilities as a basis for his own curriculum.

10. Pupils should have some part in determining the content and activities which constitute their school experiences.

11. The offerings of the secondary school should be organized in terms of areas of pupil interest in terms of functional experiences, irrespective of conventional subject-matter classifications.

12. The offerings of the secondary school should be planned chiefly with a view to the discovered developmental and adjustment needs of its pupils regardless of their future academic plans.

13. The educational program of the secondary school should be concerned primarily with selected experiences which pupils find interesting but whose major value is in adult life.

14. The responsibility of the secondary school for assisting in the development of well-rounded pupil personalities requires exploration of pupil, revelation of social heritage, and guided differentiation.

15. In a well-organized pupil activity program pupils and sponsors should develop plans cooperatively.

16. In choosing leaders for the various pupil activities the school should establish minimum qualifications for leadership, but pupils should be free to make selection.

17. The principal and teachers of a secondary school should encourage pupil activities to supplement the curriculum and make definite provision for sympathetic supervision to insure desirable outcomes.

18. The secondary school library should be a place where trained personnel not only help pupils and teachers to find and use materials needed in their study but also feel a responsibility for stimulating leisure time and independent reading interests of pupils and teachers.

19. Library needs of secondary school pupils can be adequately met by a school library so planned and equipped as to serve both school and community needs.
20. In carrying out the guidance function of the secondary school it is desirable that the pupil and staff member discover cooperatively the characteristics and needs of the pupil and decide the specific experiences to be provided.

21. In relation to elementary and higher schools, the secondary school should make definite provision for effective articulation—this should involve not only information about the school but cooperative efforts toward mutual understanding and toward elimination of conditions which make pupil adjustment difficult.

22. The secondary school should assume responsibility for assisting pupils in all phases of personal adjustment—the school’s guidance function includes educational, vocational, social, recreational, and other phases.

23. Within the classroom the teacher should treat each pupil as an individual and assist him in achieving the maximum development of which he is capable in the given field.

24. Learning is promoted most effectively by participating in activities which require problem solving procedures, or reflective thinking, generalization, and application, with incidental direction of emotional responses.

25. The pupil should be taught to recognize what is worth thinking about as well as how to think.

26. Participation in the program of a secondary school should result in development of generalizations, appreciations, attitudes, and ideals in addition to the acquisition of knowledge, habits, and skills.

27. The final decision on the selection of teachers should be made by the responsible head of the school, after consultation with heads of departments concerned; the board of control should only officially confirm the selection.

28. In selecting the staff of a secondary school the primary consideration (assuming equivalent personal qualifications) should be given to candidates who have completed a comprehensive and coordinated program which included subject matter specialization as well as professional preparation.

29. The most desirable viewpoint concerning the school plant in its relation to its community is that the school plant should be planned to meet community needs, social as well as educational, and should therefore be fully used by the community.
30. The school plant should be used by the staff and pupils as an active agency to promote educational values.

31. In the administration of a secondary school, the board of control should pass upon policies formulated by the administrative head in cooperation with the staff.

32. The efficiency of the instructional processes of a secondary school is promoted best by a type of supervision in which programs and procedures are determined cooperatively; the supervisory head serves chiefly as an expert adviser and guide. 5

The following statement of philosophy and objectives for the Henrietta High School has been written by the author after a careful study of the faculty's viewpoints as expressed in the checklists of Evaluative Criteria.

General Statement of Philosophy

In a dynamic society the individual should be prepared to adjust himself to a constantly changing environment. Only partially can education be planned for future use. A major part of an individual's education must be acquired when some new situation shows a need of it. This means that education must be a continuous process throughout life and that problem solving and reflective thinking take precedence over mere factual knowledge.

The child should be treated as an individual. Subject matter should be a means rather than an end. The health, personality, and character of the child should not be neglected.

The curriculum should consist of tool subjects and activities which offer training in skills and provide for the vocational application of these skills. The classroom should provide a natural, friendly, and cooperative environment where children can live and experience life situations daily.

The teaching staff should consider education as a professional service. Each staff member should be constantly alive to the needs of society and more specifically of his local community. He should be an interested and constant student of human relationships.

The Objectives of This School

1. The school should aid the pupil in becoming a responsible citizen through the development of a constructive philosophy of life, a sense of social and civic responsibility, and his interest in upholding democratic ideals, a tolerant mind, and a critical judgment.

2. The school should equip the child for living by aiding him to acquire skill in the use of the English language both written and spoken, ability in problem solving, knowledge of scientific development, ability to work efficiently, and appreciation of good craftsmanship.

3. The school should aid the individual in determining his own abilities and aptitudes to the end of choosing his
vocation, in analyzing the vocational opportunities of his society, and in developing essential skills in his chosen vocation.

4. The school should provide an opportunity for training in art and music in order to develop the pupil's personality, encourage his creative ability, and develop interests that may prepare him for a wise use of his leisure time.

5. The school should teach health knowledge and provide practice in health habits that will not only protect the pupil's own health but will also protect the physical well-being of those who associate with him.

An examination of the philosophy and objectives of the evaluated school shows a commendable alertness to the needs of society and to the needs of children who are to become its guardians and defenders. One of the purposes of this evaluation has been to determine to what extent the school practices harmonize with the statements of its philosophy and objectives.
CHAPTER III

PUPIL POPULATION AND SCHOOL COMMUNITY

In order to evaluate a school understandingly a survey must be made of both pupil population and school community. The needs of the pupils and of the community and the adequacy of the school's practices in meeting these needs should be considered in the evaluation.

The following quotation from the Evaluative Criteria shows the interrelationship of the school and the community:

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

The enrollment in the Henrietta High School from the school year 1936-1937 to the school year 1939-1940 is shown

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in Table 1. The enrollment trend for the four-year period shows a slight increase. The total enrollment for 1940 is 334, an increase of seventeen per cent over the enrollment of 1937. This increase is probably not due altogether to an increase in population but, in part, to the transfer of high-school students from nine-grade rural schools to Henrietta for the completion of their secondary school work.

<table>
<thead>
<tr>
<th>Grade</th>
<th>1936-1937</th>
<th>1937-1938</th>
<th>1938-1939</th>
<th>1939-1940</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eleventh</td>
<td>57</td>
<td>53</td>
<td>79</td>
<td>65</td>
</tr>
<tr>
<td>Tenth</td>
<td>58</td>
<td>80</td>
<td>78</td>
<td>101</td>
</tr>
<tr>
<td>Ninth</td>
<td>86</td>
<td>93</td>
<td>90</td>
<td>71</td>
</tr>
<tr>
<td>Eighth</td>
<td>81</td>
<td>79</td>
<td>74</td>
<td>93</td>
</tr>
<tr>
<td>Post-graduate</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(part time)</td>
<td>4</td>
<td>7</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>286</strong></td>
<td><strong>312</strong></td>
<td><strong>325</strong></td>
<td><strong>334</strong></td>
</tr>
</tbody>
</table>

Table 2 shows the number of graduates from the Henrietta High School each year for the four-year period from 1936 to 1940.
TABLE 2

GRADUATES FROM THE HENRIETTA HIGH SCHOOL
FOR THE YEARS 1936-1940

<table>
<thead>
<tr>
<th>Year</th>
<th>Number of Graduates</th>
</tr>
</thead>
<tbody>
<tr>
<td>1936-1937</td>
<td>54</td>
</tr>
<tr>
<td>1937-1938</td>
<td>43</td>
</tr>
<tr>
<td>1938-1939</td>
<td>73</td>
</tr>
<tr>
<td>1939-1940</td>
<td>55</td>
</tr>
</tbody>
</table>

Table 3 shows the number of graduates that entered college or other schools the school year following graduation. In 1937 nineteen, or thirty-five per cent, of the fifty-four graduates entered college or other schools; in 1938 only nine, or twenty-one per cent, of the forty-three graduates continued in school. In 1939 nineteen, or twenty-six per cent, of the seventy-three graduates entered college or other schools. The figures are not comprehensive enough to show any definite trends.

TABLE 3

THE NUMBER OF HIGH SCHOOL GRADUATES THAT ENTERED COLLEGE OR OTHER SCHOOLS FOR THE PERIOD 1937-1939

<table>
<thead>
<tr>
<th>Year</th>
<th>Number of Graduates That Entered Colleges</th>
</tr>
</thead>
<tbody>
<tr>
<td>1936-1937</td>
<td>19</td>
</tr>
<tr>
<td>1937-1938</td>
<td>9</td>
</tr>
<tr>
<td>1938-1939</td>
<td>19</td>
</tr>
</tbody>
</table>

The stability of enrollment in the Henrietta High School is shown by Table 4. Six of a class of sixty-five had been
enrolled in the school for one year, five had been enrolled for two years, and four for three years. Fifty, or seventy-seven per cent of the total of the class, had done all of their secondary school work in the Henrietta High School.

TABLE 4

THE NUMBER OF SENIORS THAT HAD BEEN IN THE HENRIETTA HIGH SCHOOL EACH NUMBER OF YEARS

<table>
<thead>
<tr>
<th>Number of Years</th>
<th>Number of Seniors</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>6</td>
</tr>
<tr>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>4</td>
<td>42</td>
</tr>
<tr>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>6</td>
<td>2</td>
</tr>
<tr>
<td>Total</td>
<td>65</td>
</tr>
</tbody>
</table>

Lack of interest in school work is the most prevalent cause of withdrawals from the Henrietta High School, as is shown in Table 5.

TABLE 5

THE NUMBER OF WITHDRAWALS DUE TO EACH CAUSE BETWEEN SEPTEMBER, 1938, AND SEPTEMBER, 1939

<table>
<thead>
<tr>
<th>Reasons for Withdrawals</th>
<th>Number of Withdrawals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Poor scholarship</td>
<td>4</td>
</tr>
<tr>
<td>Lack of interest in school work</td>
<td>15</td>
</tr>
<tr>
<td>Family moved away</td>
<td>12</td>
</tr>
<tr>
<td>Pupil's help needed at home</td>
<td>2</td>
</tr>
<tr>
<td>Marriage</td>
<td>2</td>
</tr>
<tr>
<td>To go to work</td>
<td>2</td>
</tr>
<tr>
<td>Other reasons</td>
<td>2</td>
</tr>
<tr>
<td>Total</td>
<td>39</td>
</tr>
</tbody>
</table>
Table 6 shows the age-grade distribution of students of the evaluated school for the year based on the enrollment as of January 10, 1940. There were eighty-nine enrolled in the eighth grade and seventy in the ninth, which shows a decrease of nineteen. In the tenth grade there was an enrollment of ninety-five, and in the eleventh grade there were sixty-five.

**Table 6**

**THE AGE-GRADE DISTRIBUTION OF THE PUPILS IN THE HENRIETTA HIGH SCHOOL JANUARY 10, 1940**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Age 11</th>
<th>Age 12</th>
<th>Age 13</th>
<th>Age 14</th>
<th>Age 15</th>
<th>Age 16</th>
<th>Age 17</th>
<th>Age 18</th>
<th>Age 19</th>
<th>Age 20</th>
<th>21 and over</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eleventh</td>
<td>6</td>
<td>21</td>
<td>19</td>
<td>14</td>
<td>1</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>65</td>
</tr>
<tr>
<td>Tenth</td>
<td>8</td>
<td>34</td>
<td>33</td>
<td>15</td>
<td>4</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>95</td>
</tr>
<tr>
<td>Ninth</td>
<td>7</td>
<td>27</td>
<td>20</td>
<td>12</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>70</td>
</tr>
<tr>
<td>Eighth</td>
<td>1</td>
<td>8</td>
<td>29</td>
<td>22</td>
<td>18</td>
<td>6</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>89</td>
</tr>
<tr>
<td>Total</td>
<td>1</td>
<td>8</td>
<td>36</td>
<td>57</td>
<td>78</td>
<td>72</td>
<td>42</td>
<td>18</td>
<td>2</td>
<td>4</td>
<td>1</td>
<td>319</td>
</tr>
</tbody>
</table>

No intelligence tests have ever been given the pupils of the Henrietta High School. Intelligence quotients would be of value to teachers and administrators of the school in planning each pupil's curriculum on the basis of his mental capacity.
The educational intentions of the seniors of the school are shown in Table 7. Nine of the class of sixty-five seniors expressed intentions to attend four-year colleges. Twenty-two, or thirty-four per cent of the class, expressed intentions to continue their educational training in some kind of school.

### Table 7

**THE EDUCATIONAL INTENTIONS OF THE HENRIETTA HIGH SCHOOL SENIORS OF THE CLASS OF 1940**

<table>
<thead>
<tr>
<th>Intentions</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attend four-year college</td>
<td>9</td>
</tr>
<tr>
<td>Attend junior college</td>
<td>1</td>
</tr>
<tr>
<td>Attend other schools</td>
<td>8</td>
</tr>
<tr>
<td>Continue education but undecided on the type of school</td>
<td>4</td>
</tr>
<tr>
<td>Undecided</td>
<td>32</td>
</tr>
<tr>
<td>Unknown</td>
<td>10</td>
</tr>
<tr>
<td>Stop formal education</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>65</strong></td>
</tr>
</tbody>
</table>

The occupational intentions of seniors are shown in Table 8. Ten students have chosen the professions. Office work has been chosen by eight pupils. Thirty-three pupils, more than half of the enrollment, did not express their occupational intentions.
TABLE 8

THE NUMBER OF HENRIETTA HIGH SCHOOL SENIORS OF THE CLASS OF 1940 THAT INDICATED EACH OCCUPATIONAL INTENTION

<table>
<thead>
<tr>
<th>Occupation</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professions</td>
<td>10</td>
</tr>
<tr>
<td>Manager or proprietor</td>
<td>1</td>
</tr>
<tr>
<td>Agriculture</td>
<td>4</td>
</tr>
<tr>
<td>Homemaking</td>
<td>3</td>
</tr>
<tr>
<td>Sales work</td>
<td>1</td>
</tr>
<tr>
<td>Office work (secretarial and steno-graphic, bookkeeping and accounting, clerical)</td>
<td>8</td>
</tr>
<tr>
<td>Skilled labor</td>
<td>5</td>
</tr>
<tr>
<td>Undecided</td>
<td>23</td>
</tr>
<tr>
<td>Unknown</td>
<td>10</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>65</strong></td>
</tr>
</tbody>
</table>

The Henrietta Independent School District, of which the evaluated high school is a part, has a total population of 2394. The secondary school population, defined as the total number of youth of high school age, is estimated to be 650. The enrollment in the secondary grades of the school for the year of 1939-1940 was 334. The enrollment was only fifty-one per cent of the secondary school population, which is very low and a serious indictment of the school's service to the youth and to the community.

The occupational status of the adults of the school community is shown by Table 9. This information was secured by a survey of the community. The figures are based upon the parents of pupils enrolled in the evaluated school. Agriculture is seen to be the leading occupation of the
school community. Fifty-seven per cent of the men of the community are engaged in this occupation. Twenty-seven men, or about ten per cent of the total adult male population, are skilled laborers. Twenty-two men are managers or proprietors. Eighteen men are unemployed or on relief. Eleven men and one woman are members of professions. Only nine parents are listed as office workers.

TABLE 9
THE OCCUPATIONAL STATUS OF THE PARENTS OF THE PUPILS ENROLLED IN THE HENRIETTA HIGH SCHOOL FOR THE SCHOOL YEAR 1939-1940

<table>
<thead>
<tr>
<th>Occupations</th>
<th>Total</th>
<th>Men</th>
<th>Women</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professions</td>
<td>12</td>
<td>11</td>
<td>1</td>
</tr>
<tr>
<td>Manager or proprietor</td>
<td>22</td>
<td>22</td>
<td>..</td>
</tr>
<tr>
<td>Agriculture</td>
<td>143</td>
<td>143</td>
<td>..</td>
</tr>
<tr>
<td>Homemaking</td>
<td>232</td>
<td>..</td>
<td>232</td>
</tr>
<tr>
<td>Sales work</td>
<td>5</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>Office work (secretarial and</td>
<td>9</td>
<td>8</td>
<td>1</td>
</tr>
<tr>
<td>stenographic, bookkeeping</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>and accounting, clerical</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Skilled labor</td>
<td>27</td>
<td>27</td>
<td>..</td>
</tr>
<tr>
<td>Domestic service or housekeeper</td>
<td>2</td>
<td>..</td>
<td>2</td>
</tr>
<tr>
<td>Unskilled labor</td>
<td>18</td>
<td>18</td>
<td>..</td>
</tr>
<tr>
<td>Unemployed or on relief</td>
<td>15</td>
<td>15</td>
<td>..</td>
</tr>
<tr>
<td>Miscellaneous</td>
<td>2</td>
<td>2</td>
<td>..</td>
</tr>
<tr>
<td>Total</td>
<td>487</td>
<td>250</td>
<td>237</td>
</tr>
</tbody>
</table>

The Henrietta Independent School District, of which the evaluated secondary school is a part, has an assessed valuation of $1,465,194. There is a local tax rate of fifty-six
cents for maintenance and forty-four cents for bonds, making a total tax rate of $1.00. The current expenses, not including capital outlay, of the school, per pupil enrolled is $51.59. This is high as compared to an expenditure for maintenance per pupil of $33.81 for the independent school districts of the state as a whole. The taxable wealth per pupil enrolled in the Henrietta Independent School District is $1938.09, which is about average as compared to $2002.00 for the independent school districts of the state as a whole.  

The churches most generally attended, in the Henrietta High School community, by pupils and their parents, are the Methodist, the Baptist, the Christian, the Catholic, and the Church of Christ. These churches and their ministers cooperate very actively with the school program. Most of them sponsor some sort of youth program in addition to their regular services and Sunday Schools.

There is a county library located in Henrietta. Its records show that 124 high school students made use of its facilities during the school year of 1939-1940.

There is one motion picture theater in the community. Its offerings are thought to be about average in quality and its patronage is average.

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2 These data were secured from a financial survey of the public schools of Texas, made by Education Class 552 in the summer of 1941.
The community is lacking in recreational facilities such as swimming pools, parks, and playgrounds. The nearest supervised swimming pool is in Wichita Falls, a distance of eighteen miles from the Henrietta district.

The population of the community is predominantly white, and largely of native-born, English descent. There is a minority, perhaps ten per cent, of second-generation German families living in several of the rural communities which send students to the Henrietta High School by bus. Some of the families of German descent speak the German language in their homes; otherwise, English is spoken exclusively. The sanitary and health status of the school community is excellent. The interest in and attitude toward the school, as shown by the various neighborhood groups, is very commendable.
CHAPTER IV

CURRICULUM AND COURSES OF STUDY

Introduction

Before undertaking the evaluation of the curriculum and courses of study, it seems fitting to define these terms. Clear-cut definitions of both the curriculum and courses of study are found in the following excerpt from Evaluative Criteria:

The curriculum may be defined as all the experiences which pupils have while under the direction of the school; thus defined it includes both classroom and extra-classroom activities. All such activities should therefore promote the needs and welfare of the individual and of society. Courses of study may be defined as that part of the curriculum which is organized for classroom use. They suggest content, procedures, aids and materials for the use and guidance of teachers, pupils, and administrators. Thus considered they contain only part of the individual pupil's curriculum. The curriculum and courses of study should be chiefly concerned with the orientation, guidance, instruction, and participation of youth in those significant areas of living for which education should supplement the work of other social institutions.¹

The modern conception of the broader obligations of the school, home, and community to the child is expressed as follows by Bobbitt:

It is not possible properly to educate a child except as the entire twenty-four-hour course of his life is conditioned and guided. The curriculum—literally the "course that is run"—is then a twenty-four-hour affair.  

Caswell and Campbell have this to say about the place of the school's curriculum in a democracy: "The school program in a democracy must give major attention to development of the capacities of each individual for happy and successful living."  

The place of the activity program in the curriculum is explained by Bobbitt in the following excerpt:

When life is but activity, when the objective of education is the same activity, when the process or method of education can be nothing other than the guidance of this identical activity, it is impossible even to conceive any proper curriculum that consists of anything except that same continuity of activity.  

Caswell and Campbell give their views as to the school's duty as a social institution in these words:

The schools cannot sit by and wait for other agencies to discover and define democratic ideals in usable terms, but must undertake this task in cooperation with other social institutions. In fact, there is no other institution for which it is essential to have a careful analysis of social ideals. Without such a source of guidance, an

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3H. L. Caswell and D. S. Campbell, Curriculum Development, p. 36.  
4Bobbitt, op. cit., p. 20.
educational program is at loose ends; it is rudderless.\(^5\)

In checking and evaluating the various features of the Henrietta High School which pertain to the curriculum and courses of study, the philosophy and objectives of the school and the nature of the pupil population and the community which it serves have been kept constantly in mind. The two-fold nature of the purpose of the study, evaluation and stimulation to improvement, have also been kept constantly in mind. An effort has been made to make accurate evaluations rather than to show high scores; otherwise, there would be no stimulation for real improvement.

Curriculum Development

The sources, organization, and procedure of curriculum development in the evaluated school are rated by means of the following checklists:

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

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

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

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

\(^5\)Caswell and Campbell, \textit{op. cit.}, p. 29.
5. The selection of learning activities and materials which will best promote each pupil's interests and his plans for the future is emphasized rather than uniform group achievement.

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

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

8. Provision is made for promoting constant inter-relationship between the pupil activity program and the regular classroom program.

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

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

11. A study of the social and economic characteristics of the community is used as a source for curriculum development.

12. A careful, continuous study of what pupils leaving or graduating from the school do and where they go is used as a source for curriculum development.

13. A careful study of the social and economic changes in both the local and broader society in their relation to changes in educational theory is used as a source for curriculum development.

14. A study of courses of study of other schools is used as a source for curriculum development.

15. A study of curriculum material in educational literature is used as a source for curriculum development.

16. Carefully conducted and evaluated classroom experimentation in the local school or in other schools is used as a source for curriculum development.

17. A study of pupil interests and plans is used as a source for curriculum development.

18. Demands by the public for change are used as sources for curriculum development.

19. General plans for a program of curriculum development and adaptation are carefully and cooperatively formulated.
20. The principal or some other qualified official supervises the school's program of development and adaptation of the curriculum and courses of study.

21. 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.

22. Qualified laymen are consulted regarding the curriculum and courses of study.

23. The services of professional consultants are secured whenever needed.

24. The teachers are made aware of the need for probable changes in the curriculum and courses of study and are trained for the task of helping make changes as need arises.

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

26. 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 future needs.

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

28. 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.6

Of the twenty-eight items in the above checklist, ten are checked (†), indicating that the conditions or provisions are present or made to a very satisfactory degree; fifteen are checked (-), indicating that the conditions or provisions are present to some extent or only fairly well made; and

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three are checked (0), indicating that the conditions or provisions are not present or are not satisfactory. The checklist seems to indicate an average ranking for the school in the matter of curriculum development.

The following evaluations have been made for the above checklist:

(2) a. How satisfactory is the attention given to the development of the philosophy and objectives of the educational program?
(3) b. To what extent is administrative provision made for securing interrelationship of subject matter fields?
(3) c. To what extent is administrative provision made for meeting individual needs and abilities of pupils?
(3) d. How extensively have such sources as the above been made available?
(3) e. How extensively have such sources been used by the staff?
(2) f. To what extent is satisfactory leadership in curriculum development present or provided?
(2) g. How well is the staff organized for study and development of the curriculum and courses of study?
(3) h. How well are such procedures as the above followed?

The average rating for the eight evaluative questions given above is (2.6), which is slightly below the average score for the two hundred schools tested by the Cooperative Study of Secondary School standards.

Courses of Study

The amount of offerings of the courses of study of the evaluated school are shown in Table 10. The total number

7Ibid.
of units of work offered by the Henrietta High School is thirty-five, which seems to be fairly adequate for a school of its size. It is thought, however, that two additional units should be added, one in music, and one in business education.

**TABLE 10**

**THE AMOUNT OF OFFERINGS OF THE COURSES OF STUDY OF THE HENRIETTA HIGH SCHOOL**

<table>
<thead>
<tr>
<th>Items Considered</th>
<th>English</th>
<th>Ancient Languages</th>
<th>Modern Languages</th>
<th>Mathematics</th>
<th>Sciences</th>
<th>Social Studies</th>
<th>Music</th>
<th>Homemaking</th>
<th>Agriculture</th>
<th>Business Education</th>
<th>Speech</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of units</td>
<td>4</td>
<td>2</td>
<td>2</td>
<td>4 ½</td>
<td>4</td>
<td>4</td>
<td>2</td>
<td>4</td>
<td>4</td>
<td>3 ½</td>
<td>1</td>
</tr>
<tr>
<td>Enrollment in each field</td>
<td>316</td>
<td>34</td>
<td>20</td>
<td>244</td>
<td>142</td>
<td>247</td>
<td>23</td>
<td>91</td>
<td>63</td>
<td>67</td>
<td>23</td>
</tr>
</tbody>
</table>

Table 11 presents, by means of checklists, a scoring of the content of subject matter offerings in the Henrietta High School. The checklist symbols used in this table are not intended as mathematical terms, but merely as convenient symbols. It is found that fifty-eight of the items in the checklist have been checked (✓), forty-seven have been
TABLE 11
CHECKLISTS OF THE CONTENT OF SUBJECT MATTER OFFERINGS
OF THE HENRIETTA HIGH SCHOOL

<table>
<thead>
<tr>
<th>In each major field or area provision is made for:</th>
<th>English</th>
<th>Ancient languages</th>
<th>Modern languages</th>
<th>Mathematics</th>
<th>Sciences</th>
<th>Social studies</th>
<th>Music</th>
<th>Homemaking</th>
<th>Agriculture</th>
<th>Business Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stating the objectives to be attained ............</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Emphasizing significant contributions of our social heritage to present day life values ...............</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Promoting pupils' understanding of present day social problems ........................................</td>
<td>N</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Stimulating pupils' interests and satisfying their needs ................................................</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Modifying courses to meet individual differences ..........................................................</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Including materials and experiences of potential value in adult life ..............................</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Interrelating the work in different subject fields ..........................................................</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Suggesting methods to be used in attaining objectives ......................................................</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>
TABLE 11—Continued

<table>
<thead>
<tr>
<th>In each major field or area provision is made for:</th>
<th>English</th>
<th>Ancient languages</th>
<th>Modern languages</th>
<th>Mathematics</th>
<th>Sciences</th>
<th>Social studies</th>
<th>Music</th>
<th>Home making</th>
<th>Agriculture</th>
<th>Business education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Indicating materials to be used or activities to be carried out</td>
<td>✗</td>
<td>✗</td>
<td>-</td>
<td>-</td>
<td>✗</td>
<td>✗</td>
<td>✗</td>
<td>✗</td>
<td>✗</td>
<td>-</td>
</tr>
<tr>
<td>Solving appropriate problems requiring elementary research procedures</td>
<td>-</td>
<td>-</td>
<td>0</td>
<td>0</td>
<td>-</td>
<td>-</td>
<td>✗</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Formulating procedures for evaluating outcomes</td>
<td>✗</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>✗</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

checked (✗), two have been checked (0), and three have been checked (N), which means that the condition does not apply. It would seem that the school has been rated average or better in the content of subject matter offerings.

Table 12 gives the evaluations of the content of subject matter offerings. Forty scores are given. The average of these scores is (3), which is an average score as compared to the 200 schools studied by the Cooperative Study of Secondary School Standards.
### TABLE 12

**EVALUATIONS OF THE CONTENT OF SUBJECT MATTER OFFERINGS OF THE HENRIETTA HIGH SCHOOL**

<table>
<thead>
<tr>
<th>Evaluative questions</th>
<th>English</th>
<th>Ancient languages</th>
<th>Modern languages</th>
<th>Mathematics</th>
<th>Sciences</th>
<th>Social studies</th>
<th>Music</th>
<th>Homemaking</th>
<th>Agriculture</th>
<th>Business education</th>
</tr>
</thead>
<tbody>
<tr>
<td>How well does each course of study accord with the philosophy and objectives of the school? .....</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>How appropriate is the content of each course of study to meet the needs of the pupil population of the school? ........</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>4</td>
<td>3</td>
<td>3</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>How well is provision made in each course of study for correlation with other appropriate fields? ........</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>How well does each course of study provide for applications to out-of-school life? ........</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>5</td>
<td>5</td>
<td>4</td>
</tr>
</tbody>
</table>
Summary and Recommendations

Table 13 presents a summary of the evaluations of the curriculum and courses of study of the Henrietta High School. The primary scores were converted into percentiles by means of a conversion table furnished with the Evaluative Criteria. The percentiles were weighted, using the Alpha, or complete scale, and averaged. The resulting summary score for the curriculum and courses of study was converted into percentile form by a summary conversion table. The percentiles for the curriculum and courses of study were plotted on twenty educational thermometers as shown by Figures 3, 4, and 5.

In general principles, the curriculum and courses of study of the Henrietta High School rate as good or better than thirty-eight per cent of the schools of the nation. In curriculum development, this school is equal to or better than thirty-four per cent of the 200 schools measured, but is ten points below the average for Southern schools. In English, this school is equal to or better than thirty per cent of the 200 schools measured. It is nine points below the rating of non-accredited schools, and is in the lowest bracket of the measured schools that are called average. In mathematics, the school is equal to or better than sixty-two per cent of the 200 schools measured, and is twelve points above the nation-wide norm for all schools.
<table>
<thead>
<tr>
<th>Items</th>
<th>Computation of primary scores</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Evaluations</td>
</tr>
<tr>
<td>General principles ..........</td>
<td>a b c</td>
</tr>
<tr>
<td>Curriculum development .....</td>
<td>a b c d e</td>
</tr>
<tr>
<td>Amount of offerings .......</td>
<td>a b c</td>
</tr>
<tr>
<td>English ...........</td>
<td>a b c d</td>
</tr>
<tr>
<td>Ancient languages ......</td>
<td>a b c d</td>
</tr>
<tr>
<td>Modern languages ......</td>
<td>a b c d</td>
</tr>
<tr>
<td>Mathematics ....</td>
<td>a b c d</td>
</tr>
<tr>
<td>Sciences ......</td>
<td>a b c d</td>
</tr>
<tr>
<td>Social studies .............</td>
<td>a b c d</td>
</tr>
<tr>
<td>Music ...........</td>
<td>a b c d</td>
</tr>
<tr>
<td>Arts and crafts ............</td>
<td>a b c d</td>
</tr>
<tr>
<td>Industrial arts ............</td>
<td>a b c d</td>
</tr>
<tr>
<td>Percentile</td>
<td>Weights</td>
</tr>
<tr>
<td>------------</td>
<td>---------</td>
</tr>
<tr>
<td></td>
<td>Alpha</td>
</tr>
<tr>
<td>38</td>
<td>10</td>
</tr>
<tr>
<td>34</td>
<td>15</td>
</tr>
<tr>
<td>50</td>
<td>15</td>
</tr>
<tr>
<td>30</td>
<td>4</td>
</tr>
<tr>
<td>50</td>
<td>3</td>
</tr>
<tr>
<td>50</td>
<td>4</td>
</tr>
<tr>
<td>62</td>
<td>4</td>
</tr>
<tr>
<td>50</td>
<td>4</td>
</tr>
<tr>
<td>50</td>
<td>4</td>
</tr>
<tr>
<td>42</td>
<td>3</td>
</tr>
<tr>
<td>N</td>
<td>3</td>
</tr>
<tr>
<td>N</td>
<td>3</td>
</tr>
</tbody>
</table>
TABLE 13--Continued

<table>
<thead>
<tr>
<th>Items</th>
<th>Computations of primary scores</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Evaluations</td>
</tr>
<tr>
<td>Homemaking</td>
<td>a b c d</td>
</tr>
<tr>
<td>Agriculture</td>
<td>a b c d</td>
</tr>
<tr>
<td>Business education</td>
<td>a b c d</td>
</tr>
<tr>
<td>Health and physical education: boys</td>
<td>a b c d</td>
</tr>
<tr>
<td>Health and physical education: girls</td>
<td>a b c d</td>
</tr>
<tr>
<td>Vocational shop</td>
<td>a b c d</td>
</tr>
<tr>
<td>General evaluation</td>
<td>a b c</td>
</tr>
</tbody>
</table>
**TABLE 13—Continued**

<table>
<thead>
<tr>
<th>Percentile</th>
<th>Weights</th>
<th>Weighted Percentiles</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Alpha</td>
<td>Beta</td>
</tr>
<tr>
<td>70</td>
<td>3</td>
<td>..</td>
</tr>
<tr>
<td>70</td>
<td>3</td>
<td>..</td>
</tr>
<tr>
<td>62</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>N</td>
<td>3</td>
<td>..</td>
</tr>
<tr>
<td>N</td>
<td>3</td>
<td>15</td>
</tr>
<tr>
<td>N</td>
<td>3</td>
<td>..</td>
</tr>
<tr>
<td>38</td>
<td>10</td>
<td>..</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td>100</td>
<td>100</td>
</tr>
</tbody>
</table>

Summary score (Divide by 100, unless there are "N"'s in the "Percentile" column) .... 45

Equivalent percentile .................. 45
(From summary conversion table)
Fig. 3.--The educational temperatures showing the percentile scores of the curriculum and courses of study of the Henrietta High School. (1)
CURRICULUM AND COURSES OF STUDY (2)

General Statement

This is the second of three charts on the curriculum and courses of study of the school. All thermometers on this chart are based upon Section D of the Evaluative Criteria. CURRICULUM AND COURSES OF STUDY. Sources for each thermometer are indicated below. When a subject is not found in the curriculum but is judged to be needed a rating of O is assigned. When a subject is not found but is judged not to be needed the thermometer is marked "Not applicable."

1. Mathematics
   Based upon four evaluations in the fourth column of the table under III-B "Content of Offerings" (page 35).

2. Sciences
   Based upon four evaluations in the fifth column of the table under III-B "Content of Offerings" (page 35).

3. Social Studies
   Based upon four evaluations in the sixth column of the table under III-B "Content of Offerings" (page 35).

4. Music
   Based upon four evaluations in the seventh column of the table under III-B "Content of Offerings" (page 35).

5. Arts and Crafts
   Based upon the four evaluations in the eighth column of the table under III-B "Content of Offerings" (page 35).

6. Industrial Arts
   Based upon four evaluations in the ninth column of the table under III-B "Content of Offerings" (page 35).

7. Homemaking
   Based upon four evaluations in the tenth column of the table under III-B "Content of Offerings" (page 35).
In sciences and social studies, the evaluated school is equal to or better than fifty per cent of the schools measured and equal to the nation-wide norm for all schools. In music, the school is equal to or better than forty-two per cent of the 200 try-out schools measured, but is eight points below the nation-wide norm. The thermometers for arts and crafts and industrial arts are marked (N), which means that the school does not offer these courses. Home-making rates high with a score of 70. This is twenty points above the national norm and thirty-three points above the norm for non-accredited schools. In amount of offerings, the score is 50, which is equal to the nation's median. In ancient languages and modern languages, the school curriculum and courses of study have ratings of 50. These scores are equal to the median for all schools. Since the thermometer forms for these two subjects are new forms, no comparisons with schools of different classes can be made. In agriculture, the evaluated school's score is equal to or better than seventy per cent of the ninety-nine schools studied. It is twenty-five points above the norm for non-accredited schools. In business education, the school rates 62, which is twelve points above the country-wide norm for all schools and twenty-four points above the norm for Southern schools. The thermometers for health and physical education, boys and girls, and for vocational shop are marked (N). The school does not offer these courses.
Fig. 4. -- The educational temperatures showing the percentile scores of the curriculum and courses of study of the Henrietta High School. (2)
CURRICULUM AND COURSES OF STUDY (9)

General Statement

This is the last of three charts on the curriculum and courses of study of the school. All thermometers on this chart are based upon Section D of the Evaluative Criteria, CURRICULUM AND COURSES OF STUDY. Sources for each thermometer are indicated below. When a subject is not found in the curriculum but is judged to be needed a rating of 0 is assigned. When a subject is not found but is judged not to be needed the thermometer is marked "Not applicable."

1. Agriculture
   Based upon four evaluations in the eleventh column of the table under III-B "Content of Offerings" (page 35).

2. Business Education
   Based upon four evaluations in the twelfth column of the table under III-B "Content of Offerings" (page 35).

3. Health and Physical Education: Boys
   Based upon four evaluations in the thirteenth column of the table under III-B "Content of Offerings" (page 35).

4. Health and Physical Education: Girls
   Based upon four evaluations in the fourteenth column of the table under III-B "Content of Offerings" (page 35).

5. Vocational Shop
   Based upon four evaluations in the fifteenth column of the table under III-B "Content of Offerings" (page 35).

6. General Evaluation
   Based upon three evaluations under V "General Evaluation of the Curriculum and Courses of Study" (page 35).

7. SUMMARY
   Based upon the other nineteen thermometers on this chart and the two preceding charts, each weighted as indicated in Section X of Evaluative Criteria.
Fig. 5.—The educational temperatures showing the percentile scores of the curriculum and courses of study of the Henrietta High School. (3)
PUPIL ACTIVITY PROGRAM (1)

General Statement

This is the first of two charts on the pupil activity program of the school. All thermometers on this chart are based upon Section E of the Evaluative Criteria, PUPIL ACTIVITY PROGRAM. Sources for each thermometer are indicated below.

1. Nature and Organization
   Based upon five evaluations under I, "General Nature and Organization" (pages 39-40).

2. School Government
   Based upon three evaluations under II, "Pupil Participation in School Government" (page 40).

3. Home Rooms
   Based upon three evaluations under III, "Home Rooms" (page 41).

4. School Assembly
   Based upon four evaluations under IV, "The School Assembly" (page 42).

5. School Publications
   Based upon three evaluations under V, "School Publications" (page 43).

6. Music Activities
   Based upon four evaluations under VI, "Music Activities" (page 43).

7. Dramatics and Speech
   Based upon four evaluations under VII, "Dramatic and Speech Activities" (page 44).
The summary score for the school's curriculum and courses of study is equal to or better than forty-five per cent of the 200 schools scored. It is six points above the norm for non-accredited schools and five points above the median for Southern schools.

It is recommended that the school's amount of offerings be increased by the addition of: one unit in music, one unit in business education, two units in vocational shop, and two units in health and physical education for boys and girls.
CHAPTER V

PUPIL ACTIVITY PROGRAM

Introduction

This chapter deals with those phases of the school program commonly referred to as extra-curricular activities. The following activities are included in the study: pupil participation in school government, home rooms, the school assembly, school publications, music activities, dramatic and speech activities, social life and activities, physical activities for boys and girls, school clubs, and finances of pupil activities.

The Cooperative Study of Secondary School Standards gives the following statement of guiding principles for the pupil activity program:

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

John Dewey, more than forty years ago, conceived of the school as "an embryonic community life active with types of occupations that reflect the life of the larger society."\textsuperscript{2}

Koos, Hughes, Hutson, and Reavis have this to say concerning the pupil activity program:

The present tendency is to recognize positive educational values in the extra-curriculum, to promote pupil-initiated projects, and to capitalize for educational growth the natural creative and social propensities of youth. It can hardly be doubted that the present acceptance of extra-curriculum activities is rooted in the same educational theories which are slowly reshaping the curriculum, the aims, and the whole spirit of the school. The conception of the educational process as the accomplishment of learning through directed living, the conception of the school as "a miniature community, an embryonic society"\textsuperscript{3} in which pupils learn to live the civilized life of today by actual participation in social processes—these are ideals to the realization of which it is increasingly recognized the voluntary activities of pupils may be guided.\textsuperscript{4}

Bode says: "The school . . . is a special environment

\begin{flushleft}
\textsuperscript{1}Cooperative Study of Secondary School Standards, Evaluative Criteria, p. 39.
\textsuperscript{2}John Dewey, School and Society, p. 40.
\textsuperscript{3}John Dewey, op. cit., p. 40.
\textsuperscript{4}Leonard V. Koos, James M. Hughes, Percival M. Hutson, and William C. Reavis, Administering the Secondary School, pp. 130-131.
\end{flushleft}
for the facilitation of learning. The inevitable association of life and activity with the educative process is expressed by Bobbitt as follows:

The educative process is what the child or youth does in living the good life. The teaching process is what the parents and teachers do in getting him to live it.6

Bobbitt also has this to say about the continuity of the educative process:

In life's apprenticeship there are no special hours, days, or times when one is to get practice in the ways of right living. The process is to begin when life begins; and is to continue, each hour and each day, through infancy, childhood, youth, and adulthood, as long as life goes on. A person fully attains the life that is best for him only as he attains it all the time. He will get teacher-supervised practice at the school, parent-supervised practice at home, and self-supervised practice wherever he may be.7

Student participation in school government is now recognized by leading educators as a valuable means of providing life-like situations within the school environment. Koos, Hughes, Hutson, and Reavis have this to say on the subject:

Recognizing that we learn to do by doing, that the best modes of acquiring habits and attitudes of social cooperation is to be placed in situations which compel the exercise of such habits and attitudes, we have come to see that our most effective

5Boyd Henry Bode, How We Learn, p. 5.
7Ibid.
medium of education is life within the school as a social institution, the actual participation in the processes and the control of which characterize a true society.

The value of play, and physical activities for boys and girls is upheld by Bobbitt. He says:

Play appears to be the spontaneous functioning of the life processes as actuated by the pleasantness of the activity itself. It is the satisfaction of the hunger to function. This is the initial experience of any creature in learning to live. It is the fundamental portion of nature's educative process.\(^8\)

**Organization**

The pupil activity program in the Henrietta High School is merely incidental to and integrated with the classroom activities and is not considered as a distinct part of school life. The pupil activity program is not, as a rule, allowed to utilize time that has been scheduled for classroom work, and separate time is not, in all instances, provided for such activities. The school assembly, the music program, and speech activities have scheduled allotments of time. Home room periods are provided, but only for the purpose of checking the roll, making announcements, and other administrative functions. The following checklist, marked with the proper symbols, indicates the faculty's evaluations of

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\(^8\) Koos, Hughes, Hutson, and Reavis, *op. cit.*, p. 169.

the various phases of the pupil activity program as it functions in the Henrietta High School.

(/) 1. The pupil activity program is complementary to and integrated with classroom activities rather than a separate and distinct part of school life.

(/) 2. Encroachment of any organized pupil activity on the time assigned to the regular classroom work is permitted only when there is sufficient educational value to justify it.

(/) 3. The pupil activity program is characterized by pupil initiative, pupil participation, pupil management, and pupil evaluation of progress and outcomes.

(/) 4. It provides abundant opportunity for expansion and enrichment of pupil interests and appreciations.

(/) 5. It promotes better understanding and cooperation among school, home, and community.

(/) 6. It seeks to develop respect for and proper care of property, both public and private.

(/) 7. It seeks to keep pupils and organizations informed regarding school issues and problems and to stimulate interest in them.

(/) 8. It seeks to develop such traits and attitudes as loyalty, cooperativeness, and leadership, and other indications of good citizenship.

(/) 9. It fosters the development and perpetuation of desirable school traditions, such as codes of conduct, school festivals, and observance of historic events.

(/) 10. It seeks to make every pupil and teacher feel a responsibility for the welfare of the school.

(/) 11. It seeks to make each member of the school feel himself a part of the total school life.

(/) 12. Membership in each organization is on a definitely democratic basis, i. e., open to all who are qualified.

(/) 13. Membership and service in such organizations as Boy Scouts, Hi-Y, Girl Reserves, Camp Fire Girls, Junior Red Cross, 4-H Clubs, Boys' Clubs, and similar organizations are encouraged.

(/) 14. The faculty members are definitely interested in the pupil activity program and participate actively in its operation.
15. The nature of the pupil activity program is such as to win and merit the approval of parents and community.

16. A small school council or cabinet or a director of pupil activities participates in determining the general objectives of the pupil activity program.

17. Provision is made for the formation of new or discontinuance of old organizations, and for giving unity to the program as a whole.

18. Each organization has at least one carefully selected faculty sponsor whose function is intelligent, sympathetic, inspiring guidance and supervision without domination.

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

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

21. Over-participation or under-participation by some pupils is guarded against through pupil guidance, a point system, or other means.

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

23. Records of meetings and programs kept by each organization are made the basis of improvement and the development of better programs.

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

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

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

27. Provision is made for the cultivation of interests and activities which contribute to the objectives of the school.

28. All organizations and units within the school seek to promote the solidarity of the school as a whole.

29. The school administration has made definite provision for pupil participation in the government of the school through a council, association, or other type of organization.

30. The nature and degree of any authority with which each pupil organization is vested is clearly defined; it is clearly understood that any authority granted may, for proper reasons, be revoked by the administration.
31. Provision is made for enabling the staff, the various pupil organizations, and the pupil body in general to understand fully the nature, extent, and conditions of pupil participation in the government of the school.

32. Pupils recognize that they are jointly responsible with the faculty for the proper functioning of government and they accept this responsibility.

33. Pupil participation in the government of the school is largely concerned with the development of leadership in pupil organizations and school activities.

34. The school government enlists pupils in the support and development of health, thrift, beautification, recreational, and instructional programs.

35. Pupils share the responsibility for the direction of traffic, both within and without the building, and for promoting safety.

36. Pupil participation in the government of the school seeks to develop socially desirable attitudes and to correct anti-social attitudes.

37. All campaigns, elections, and counting of ballots in connection with pupil activities are properly supervised.

38. Administrative functions assigned to home rooms are made a means of learning how to assume and discharge responsibilities effectively.

39. Home rooms have a definite place and share in stimulating and developing a desirable school morale, thus reducing disciplinary difficulties and having a corrective influence on those who have offended.

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

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

42. In the home room, every member contributes to its activities and shares in its responsibilities.

43. Time is provided in the weekly schedule for at least one class period (or the equivalent) for group discussion or conference.
(✓) 44. A school assembly committee is in charge of the general development and organization of the school assembly activities.

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

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

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

(✓) 48. Assembly programs often provide for audience participation by such means as group singing or discussion.

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

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

(✓) 51. Assembly programs stimulate the creative ability of pupils by such means as encouraging them to write and produce plays or other performances, design scenery and costumes, and devise unusual exhibitions and entertainments.

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

(✓) 53. A definite period and adequate time are provided for the school's assemblies.

(-) 54. Provision is made for pupil evaluation of presentations.

(✓) 55. The assembly schedule provides for occasional programs utilizing great artists or leaders in various fields of activity.

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

(✓) 57. 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.

(✓) 58. Untruth and offensiveness are avoided in all publications.
59. 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.

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

61. Staffs are efficiently organized and responsibility is fixed; staff members are selected on the basis of fitness.

62. Publication activities are sufficiently diversified to enlist the interest and participation of a large number of pupils.

63. Publications promote better school and community relations, chiefly through interpretation of the school and its activities to the public.

64. School publications have a wide circulation and are extensively read in school and community.

65. Over-emphasis on expensive publications is avoided.

66. The school has one or more bands.

67. The school has one or more orchestras.

68. Provision is made for developing smaller instrumental units.

69. Opportunity to take part in a school chorus is available to every student.

70. Provision is made for developing glee clubs.

71. Provision is made for other vocal groups such as octets, quartets, duets and other small units.

72. Provision is made for separate organizations for pupils of limited experience or ability and those of greater experience and ability.

73. Over-emphasis on competitive musical performances is avoided.

74. Provision is made for developing the dramatic abilities of pupils.

75. Pupils are encouraged to write and present their own dramatic productions.

76. Provision is made for the practice of stage craft by pupils.

77. Provision is made for participation in formal or prepared presentations such as addresses, debates, and radio programs.

78. Provision is made for pupil participation in informal and extemporaneous presentations.
(0) 79. Pupils markedly lacking the ability or confidence to express themselves in conversation or discussion are encouraged to participate in speech activities, particularly those of an informal nature.

(0) 80. Provision is made for separate organizations for pupils of limited experience and ability and those of greater experience and ability.

(0) 81. Provision is made for rooms or space appropriately furnished or readily adaptable for social life and activities.

(0) 82. Informal games and recreation are included in the social program.

(0) 83. Teas, parties, receptions, dances, and similar social activities are a definite part of pupil life.

(0) 84. Pupils are instructed regarding appropriate dress and conduct at various social functions such as banquets, teas, receptions, dances, and picnics.

(-) 85. Opportunity is given for association of the two sexes.

(0) 86. Attention is given to developing the art of conversation by all pupils.

(0) 87. Attention is given to developing desirable social graces by all pupils.

(0) 88. Proper instruction is furnished in social dancing.

(7) 89. Fraternities or sororities or similar exclusive organizations are definitely discouraged.

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

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

(-) 92. Major attention is given to intra-school athletics or games.

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

(-) 94. Provision is made for activities involving team play.

(7) 95. In activities involving team play exploitation of individuals is discouraged.

(7) 96. The physical activities program encourages good sportsmanship on the part of all spectators toward contestants, particularly toward visiting contestants.
97. The athletic program is not overemphasized; it is simply one of many school activities and is so regarded by pupils.

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

99. Provision is made for boys and girls to play together in appropriate activities at designated times.

100. Provision is made for different levels of ability by having separate groups for beginners and for those more advanced.

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

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

110. Provision is made for different levels of ability by having separate groups for beginners and for those more advanced.

111. Provision is made for boys and girls to play together in appropriate activities at designated times.

112. School clubs under proper sponsorship are organized whenever there is sufficient pupil demand.

113. Membership in clubs is voluntary.
114. Pupils are encouraged to become active members in either school or community clubs.

115. Clubs are so conducted as to reveal and develop additional interests and abilities of pupils.

116. The school club program encourages self-expression in a variety of ways, such as musical, artistic, athletic, literary, forensic, inventive, and constructive.

117. Clubs seek to develop hobbies and other leisure or avocational interests.

118. Every club, through a school assembly program or other appropriate means, enables the school as a whole to know the nature of its activities.

119. Provision is made for different levels of ability by having separate groups or clubs for beginners and for those more advanced.

120. Both pupils and teachers regard the handling of money and money values and the proper accounting therefor as valuable business experience.

121. Both pupils and teachers regard the handling of money and money values for others as a responsibility involving personal honor.

122. 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 treasurer of pupil activity funds.

123. The treasurer of pupil activity funds and organization treasurers handling large amounts of money are properly bonded.

124. Officially approved forms and procedures for the accounting of all funds are used.

125. Every organization treasurer keeps a correct account with the treasurer of pupil activity funds of all pupil activity money or money values handled for his organization.

126. All money is deposited with the school treasurer of pupil activity funds.

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

128. 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.
(-) 129. All tickets offered for general sale, in school or in community, by or for pupil activity organizations, are printed by authorization of the treasurer of pupil activity funds, and are fully accounted for to him; duplication of such tickets is made difficult.

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

(-) 131. Provision is made by the administration, cooperating with pupil representatives, for an equitable apportionment of pupil activity funds to the various pupil activities on the basis of educational values.

(✓) 132. Means used for raising money are educationally justifiable. ¹⁰

It may be seen that of the 132 checklist items, sixty-four were checked (✓), forty-two were checked (-), and twenty-six were checked (0). These symbols are not intended as mathematical quantities; nevertheless, the approximate score can be seen to be slightly less than a (-), indicating that the conditions or provisions are present to some extent but only fairly well made.

There are forty-six evaluations for the various phases of the pupil activity program. These have been scored by the author with the assistance of the superintendent of the school. The average of these primary scores is (2.2), which is below the average score for accredited schools.

(3) 1. How well does the pupil activity program complement and enrich the usual classroom activities?

2. How well does it stimulate the development of attitudes and traits which are indicative of good citizenship?

3. How wholeheartedly do pupils endorse and support the pupil activity program?

4. How adequate is the general organization of the pupil activity program?

5. How effectively does the general organization function?

6. How adequate are provisions for pupil participation in school government?

7. How well do pupils understand and accept their responsibilities in the government of the school?

8. How effectively does pupil participation in school government develop pupil leadership and other socially desirable attitudes and abilities?

9. How adequate are the provisions for home-room functions or activities?

10. How actively and extensively do pupils participate in home-room activities?

11. How satisfactorily do home-room activities provide opportunities for development of desirable personal, social, and civic traits?

12. How adequate are the provisions for attaining conditions or results such as the above?

13. How effectively are these conditions or results attained?

14. How actively and extensively do pupils participate in the planning and presentation of programs?

15. Evaluate the quality of four successive assembly programs.

16. How adequate are the number and frequency of school publications?

17. How valuable educationally is the experience of pupils in preparing and issuing school publications?

18. Evaluate three successive issues of all publications.

19. How adequate are the instrumental musical organizations?

20. How adequate are the vocal musical organizations?

21. How satisfactorily do musical organizations contribute to community life?

22. How great is the interest and enthusiasm of pupils for musical activities?
(2) 23. How adequate are the provisions for developing dramatic interests and abilities of pupils?
(2) 24. How adequate are the provisions for developing speech interest and abilities of pupils?
(2) 25. How satisfactory is the quality of materials selected for dramatic and speech activities?
(2) 26. What is the quality of the dramatic and speech productions?
(1) 27. How adequate and appropriate are the facilities for social life and activities?
(1) 28. How extensively do pupils participate in such activities?
(1) 29. How adequate are the provisions for securing participation in the more formal social activities by pupils who lack social advantages?
(4) 30. How well do pupils conduct themselves at social functions?
(1) 31. How adequate are the provisions for voluntary, organized physical activities for boys?
(2) 32. How extensively do boys participate in voluntary physical activities?
(2) 33. How satisfactorily is the physical and emotional health of participants safeguarded, particularly in competitive sports?
(1) 34. How adequate are the provisions for voluntary, organized physical activities for girls?
(2) 35. How extensively do girls participate in voluntary physical activities?
(2) 36. How satisfactorily is the physical and emotional health of participants safeguarded, particularly in competitive sports?
(2) 37. How adequate are the provisions for attaining conditions or results such as the above?
(2) 38. How extensively do pupils participate in the club program?
(2) 39. How actively do pupils participate in the work of each of the various clubs?
(2) 40. How adequate is the organization for the proper handling and accounting of pupil activity finances?
(2) 41. How extensively do pupils participate in handling and accounting for pupil activity money or money values?
(2) 42. How well are the various methods used for raising money for pupil activities characterized by educational values?
(2) 43. How well does the handling and accounting of money for pupil activities contribute to the proper education of pupils?
(2) 44. How well does the pupil activity program accord with the philosophy and objectives as described in Section B?
(2) 45. How well does the pupil activity program meet the needs of the pupil population and of the community as indicated in Section C?
(2) 46. To what extent is the school identifying problems in the pupil activity program and seeking their solution? 11

Summary and Recommendations

The summary score for the pupil activity program of the Henrietta High School is calculated by means of the summary form given in Table 14. The primary scores, average of the evaluation scores, are converted into percentile form and the weighted scores are calculated from them. The weights of the Alpha, or complete scale, are used. The final summary score is seen to be 14, which is a very inferior rating for the entire program.

The ratings for the various phases of the pupil activity program have been plotted on fourteen thermometer graphs as shown by Figures 6 and 7. It is found that the school assembly and the music activities of the school have been scored 50, which is equal to the norm for all the schools of the nation. These scores are fifteen points above the average of the Southern schools. In all other phases of the pupil activity program, and in the final summary score, the Henrietta High School rated as inferior. None of the scores, 11

### Table 14

**Summary Form of the Pupil Activity Program of the Henrietta High School**

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</tr>
<tr>
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<td>1.7</td>
</tr>
<tr>
<td></td>
<td>1 2 2</td>
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<tr>
<td>School clubs</td>
<td>a b c</td>
<td>6</td>
<td>3</td>
<td>2.0</td>
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<td></td>
<td>2 2 2</td>
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<tr>
<td>Finances</td>
<td>a b c d</td>
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<td></td>
<td>2 2 2</td>
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</table>
### TABLE 14--Continued

Computation of summary score

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<th>Percentile</th>
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<td></td>
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<td>Totals.....</td>
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<td>100</td>
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</tbody>
</table>

Summary score (Divide by 100, unless there are "X"s in the "Percentile" column)..... 25

Equivalent percentile....................... 14

(From summary conversion table)
Fig. 6. -- The educational temperatures showing the percentile scores of the pupil activity program of the Henrietta High School. (1)
PUPIL ACTIVITY PROGRAM (2)

General Statement

This is the second of two charts on the pupil activity program of the school. All thermometers on this chart are based upon Section E of the Evaluative Criteria, PUPIL ACTIVITY PROGRAM. Sources for each thermometer are indicated below.

1. Social Life
   Based upon four evaluations under VIII, "Social Life and Activities" (page 44).

2. Physical Activities: Boys
   Based upon three evaluations under IX, "Physical Activities for Boys" (page 45).

3. Physical Activities: Girls
   Based upon three evaluations under X, "Physical Activities for Girls" (page 46).

4. School Clubs
   Based upon three evaluations under XI, "School Clubs" (page 46).

5. Finances
   Based upon four evaluations under XII, "Finances of Pupil Activities" (page 47).

6. General Evaluation
   Based upon three evaluations under XIV, "General Evaluation of the Pupil Activity Program" (page 48).

7. SUMMARY
   Based upon the other thirteen thermometers on this chart and the preceding chart, each weighted as indicated in Section X of Evaluative Criteria.
PUPIL ACTIVITY PROGRAM (2)

Fig. 7.—The educational temperatures showing the percentile scores of the pupil activity program of the Henrietta High School. (2)
LIBRARY SERVICE (1)

General Statement

This is the first of three charts on the library service of the school. All thermometers are based upon Section F of the Evaluative Criteria, LIBRARY SERVICE. Sources for each thermometer are indicated below.

1. Library Staff
   Based upon five evaluations under I, "Library Staff" (pages 51-53).

2. Organization and Administration
   Based upon seven evaluations under II, "Organization and Administration" (pages 53-55).

3. Book Collection: Number of Titles
   Based upon data from Column I of III-A, "Book Collection" (page 56). The special scale on the right-hand side of the thermometer 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), 32:157-58; also in Evaluation of Secondary Schools: Supplementary Reprints, No. 10.

4. Book Collection: Recency
   Based upon data from Column J of III-A, "Book Collection" (page 56). The special scale on the right-hand side of the thermometer 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), 32:157-58; also in Evaluation of Secondary Schools: Supplementary Reprints, No. 10.

5. Book Collection: General Adequacy
   Based upon 32 evaluations in Column (E) of III-A, "Book Collection" (page 56).

6. Periodicals
   Based upon data furnished under VII-B, "Periodicals" (page 57). The special scale on the right-hand side of the thermometer 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), 11:869-73; and "Evaluation of Periodical Collections of Secondary School Libraries" (October 1937), 12:150-53; also in Evaluation of Secondary Schools: Supplementary Reprints, Nos. 12 and 13.
except those of the school assembly and the music activities, is as high as the norm for Southern schools.

The following recommendations are made:

1. A more definite and comprehensive program of pupil activities should be offered the students of the Henrietta High School.

2. The pupils should be allowed to participate more fully in school government.

3. The home room periods should be so organized as to encourage self-expression through group activities.

4. The dramatic and speech activities should be increased in scope so as to include a larger percentage of the student body.

5. The program of physical activities for boys and girls should be put on a basis of complete participation.
CHAPTER VI

LIBRARY SERVICE

Introduction

In this chapter a record of the evaluation of the library service of the Henrietta High School is given. The library has been studied in respect to the following phases of its service: library staff, organization and administration, adequacy of library materials, selection of library materials, teachers and the library, and use of library by pupils.

The guiding principles for the school library service are stated as follows by the Cooperative Study of Secondary School Standards:

The library should be a center of the educational life of the school, not merely a collection of books. It should provide the reading and reference facilities necessary to make the educational program effective. Its books and other resources should therefore be chosen in the light of the specific aims and purposes of the school. Many pupils do not have access to good books and periodicals in their homes and therefore lack the background which acquaintance with such material would supply. By teaching pupils how and where to find library materials, how to select them, and how to use them effectively, the library should provide pupils with valuable means not only of extending their knowledge and understanding but also of developing desirable leisure habits. The library and its facilities not only should be readily and easily accessible but also should be so attractively equipped that aesthetic tastes will be developed.
Adequate provisions for the school library should include the following: (1) a well educated, efficient librarian; (2) books and periodicals to supply the needs for reference, research, and cultural and inspirational reading; (3) provision for keeping all materials fully catalogued and well organized; (4) a budget which provides adequately for the maintenance and improvement of the library; (5) encouragement of the pupils in the development of the habit of reading and enjoying books and periodicals of good quality and real value.¹

Engelhardt expresses the thought that the modern educational program of a school is dependent upon the library and is built around it as a core. He says:

The school library has arrived as an organization unit of a school system around which rotates much of the work carried on in the schools. In each instructional division, in the offices of the superintendent and his staff, and in the work-rooms of the teachers, one observes the library as a functioning service. The schools are being transferred through the increasing appreciation of the possibilities latent in the extended use of the library as a workshop and recreational center. The modern teacher no longer depends solely on one textbook; and the curricula of the schools make increasing demands upon the printed, the visual, and the display materials.²

The role of the library in the modern secondary school is expressed by Brink in the following excerpt:

One of the greatest influences upon public education in this country has been the rapid rise and development of school libraries. ... Moreover, in recent years a new conception of the role of the library has emerged. It is no longer regarded merely


²Fred Engelhardt, Public School Organization and Administration, p. 403.
as a place where books are kept, but has become a
great service department around which the life and
activities of the entire school centers. 3

The Library

A general picture of the library of the evaluated
school and of its services to the student body and staff
of the school is given here. The library staff consists
of one full-time librarian who has had no college training
in library practice, but has had two years of experience
and instruction under the educational department of the
Works Progress Administration.

The amount of money spent for purchasing and binding
books and periodicals during each of the last five years
is given in Table 15.

| TABLE 15 |
| THE AMOUNT OF MONEY SPENT FOR PURCHASING AND BINDING BOOKS AND PERIODICALS FOR A PERIOD OF FIVE YEARS |
| Year | Amount Spent |
| 1935-1936 | $ 50 |
| 1936-1937 | 60 |
| 1937-1938 | 125 |
| 1938-1939 | 80 |
| 1939-1940 | 50 |
| Average per year | 70 |

3William C. Brink, Directing Study Activities in Secondary Schools, p. 207.
The library space is a room at one end of a large study hall. Students check out books through a window in the partition between the library room and the study hall. Reference books and the card catalogue are not accessible to students because of the lack of space. The pupils should have the freedom of the shelves in a library because teaching pupils how and where to find library materials is one of the school's major objectives of library service. This thought is well expressed by Engelhardt in the following paragraph:

The library is one of the best environments for the process of self-discovery under the guidance of teachers. For this reason the high school library should be so arranged that the pupils may have the freedom of the shelves. It should be centrally located in a large, well-lighted, airy room; in fact, it should be the most attractive room in the school building.4

The average number of school library books circulated to pupils per month is 2010, which is about six books per pupil per month. These figures show an active pupil interest in the library's offerings. In addition to this, 124 high school pupils hold public library cards and read books from that source.

Evaluation of the Library

The library service of the Henrietta High School was studied under the following headings: library staff,

4Ibid., p. 413.
organization and administration, selection of library materials, and use of library by teachers and pupils.

Below is given a checklist with symbols showing how each item in the list was checked.

**Library staff.**

1. Some one staff member is definitely charged with responsibility for the library. 
2. The librarian is allowed adequate time for library duties. 
3. The librarian is adequately provided with library assistants. 
4. The librarian is adequately provided with clerical help. 
5. The library staff possesses a broad general education— the equivalent of at least the baccalaureate degree. 
6. The library staff possesses a good understanding of the school's philosophy of education and of its educational program. 
7. The library staff possesses successful experience as a teacher— at least a full year or the equivalent. 
8. The library staff possesses ability to organize and manage the library and its materials effectively. 
9. The library staff possesses ability to work effectively with teachers in finding and using suitable library materials and aids for teaching and learning. 
10. The library staff possesses ability to work agreeably and effectively with pupils and to teach them to find and use library material readily and effectively. 
11. The library staff possesses ability to make the library attractive and interesting to pupils and teachers. 
12. The library staff possesses ability to work effectively with the administrative officials of the school. 
13. The professional preparation of the library staff is characterized by thorough and extensive preparation and training in organization and management of the library.
14. The professional preparation of the library staff is characterized by thorough and extensive preparation and training in selecting, classifying, cataloging, and shelving books.

15. The professional preparation of the library staff is characterized by thorough acquaintance with magazines and periodicals and their appropriateness for secondary schools.

16. The professional preparation of the library staff is characterized by adequate preparation in collecting and organizing pamphlets, bulletins, visual aids, and other similar materials.

17. The professional preparation of the library staff is characterized by library training in a library school which requires the equivalent of the baccalaureate degree for admission and gives at least a year of library training for a graduate degree in library science.

18. The library staff has faculty status in all respects equal to that of other faculty members of equivalent education, experience, and responsibilities.

19. Salaries of the library staff are consistent with the salary schedule, consideration being given to post-baccalaureate work.

20. The library staff receives additional compensation for service required during regular vacation periods.

21. Provisions for leaves of absence and retirement apply to members of the library staff.\(^5\)

Of the above checklist items dealing with the library staff, nine were checked (\(^\checkmark\)), indicating that conditions or provisions were present or made to a very satisfactory degree; seven were checked (\(-\)), indicating that conditions or provisions were present to some extent or only fairly well made; four were checked (\((\quad)\)), indicating that conditions or

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provisions were not present or were not satisfactory; and one was checked (N), indicating that the condition or provision did not apply. An examination of the checklist will show that only nine of the twenty-one items are checked as satisfactory. The most unsatisfactory items concerning the library staff are those pertaining to preparation and training of the librarian.

**Organization and administration.**

1. Funds are provided for purchasing, binding, and repairing books, periodicals, and other library materials. (✓)
2. Funds are provided for necessary personnel service. (✓)
3. The annual school budget regularly allots an adequate sum to library purposes. (0)
4. All money, including fines, handled by the library is properly accounted for. (✓)
5. Library funds are properly apportioned to new books, periodicals, repairing, binding, etc. (✓)
6. Budget allotments for the library are available throughout the fiscal year. (-)
7. The library is arranged according to the Dewey decimal classification or other recognized standard system. (✓)
8. A card catalog is maintained, arranged alphabetically, with author, title, and subject card for each title. (0)
9. A shelf list and accession book are provided and kept up to date. (✓)
10. The library has an adequate loan system, e.g., Newark or Detroit system, adapted as necessary. (✓)
11. Books are properly shelved and frequently checked to prevent or correct misplacement. (✓)
12. Books are repaired and rebound as need requires and in accordance with the standards of the American Library Association. (✓)
13. The library is weeded periodically and proper disposition is made and a record kept of materials discarded or removed from their usual place.
14. All library materials purchased by the school are accessioned and cataloged by the librarian regardless of where they are housed.

15. The library is open for pupil use an adequate length of time before the opening of school.

16. The library is open for pupil use continuously throughout the day, including the lunch hour.

17. The library is kept open as long after the close of school as demand justifies.

18. Books are freely loaned to classrooms or study hall for such periods of time as are justifiable by results.

19. Use of library facilities is made as easy as possible.

20. Open shelves are used except for material of unusual value.

21. The library is centrally located.

22. Conference rooms for librarian, pupils, and teachers are readily accessible.

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

24. The librarian is responsible for organizing and managing the library.

25. The librarian is responsible for supervising the library at all times.

26. The librarian is responsible for selecting new books and other materials.

27. The librarian is responsible for making an annual inventory of the library.

28. The librarian is responsible for giving attention to the proper ventilation and illumination of the library.

29. The librarian is responsible for requiring the proper use of the library and proper conduct while in it.

30. The librarian is responsible for making the library attractive.

31. The librarian is responsible for studying the improvement of the library and its services.

32. The librarian is responsible for cooperating with other library agencies.

33. The librarian is responsible for making an annual report of the status and needs of the library.

34. The librarian is responsible for reporting the accomplishments and services of the library.

35. The librarian is responsible for understanding the school's philosophy, aims, and program of education.
36. The librarian is responsible for cooperating with other staff members and stimulating their cooperation and interest in the library.

37. The librarian is responsible for attending faculty and other professional meetings.

38. The librarian is responsible for holding conferences with teachers to learn their plans and library needs.

39. The librarian is responsible for systematically acquainting the pupils and other users of the library with its proper and effective use.

40. The librarian is responsible for calling the attention of teachers and pupils to articles, new books, or book reviews in which they may be interested.

41. The librarian is responsible for helping pupils and other users of the library to find desired materials.

42. The librarian is responsible for giving objective tests to determine the ability of pupils to use bibliographic tools—catalog, indexes, etc.

43. The librarian is responsible for providing materials for guidance and exploration and making them readily accessible to pupils.

44. The librarian is responsible for collecting and organizing for use such bulletins, pamphlets, leaflets, etc., as are of value in the educational program.

45. The librarian is responsible for 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.

46. The librarian is responsible for arranging exhibits of books and other reading material and using other means of attracting attention to the library's facilities.

47. The librarian is responsible for regularly informing teachers of new supplementary materials added to the library.

48. The librarian is responsible for cooperating with members of a library committee designated to facilitate the integration of the library with other school activities.

Ibid., pp. 53-55.
Pertaining to the organization and administration of the school library, twenty-six items were checked (✓), indicating that conditions or provisions were present or made to a very satisfactory degree; thirteen items were checked ( ), indicating that conditions or provisions were present to some extent or only fairly well made; and nine items were checked ( ), indicating that conditions or provisions were not present or were not satisfactory. The weakest points of library organization and administration seem to be the amount of money spent for the library and the accessibility of the library to the pupils.

Selection of library materials.--

(-) 1. An adequate collection of pamphlets, bulletins, clippings, and other vertical file material is available.

(0) 2. The school regularly subscribes to a vertical file service.

( ) 3. Adequate provision is made for keeping vertical file material up to date.

(0) 4. Slides, films, pictures, models, maps, and other illustrative materials are adequate for the needs of the educational program.

(✓) 5. Illustrative materials are organized and indexed.

(0) 6. Provision is made for scheduling the use of projecting apparatus.

(0) 7. Phonograph recordings of significance to the educational program are provided.

(✓) 8. Provision is made for informing teachers of appropriate radio programs.

(-) 9. Content and aims of the curriculum receive proper consideration in the selection of books, periodicals, and other library materials.

(f) 11. Writers or authors and the value and desirability of their products receive proper consideration in the selection of books, periodicals, and other library materials.

(f) 12. Book and periodical format—binding, print, paper, appearance, and durability—receive proper consideration in the selection of books, periodicals, and other library materials.

(f) 13. Probable gifts of books, periodicals or other library material receive proper consideration in the selection of books, periodicals, and other library materials.

(0) 14. Availability of loans from other libraries, governmental agencies, individuals or other sources receives proper consideration in the selection of books, periodicals, and other library materials.

(0) 15. Proximity and availability of other library materials in the community receive proper consideration in the selection of books, periodicals, and other library materials.

(0) 16. Library circulation data—materials and types of materials used—receive proper consideration in the selection of books, periodicals, and other library materials.

(0) 17. Inquiry data—materials and types of materials called for, and extent of the demand—receive proper consideration in the selection of books, periodicals, and other library materials.

(0) 18. Study and reading interests of the pupils and suggestions by the pupils receive proper consideration in the selection of books, periodicals, and other library materials.

(0) 19. Plans and needs of the teaching staff and suggestions by the teaching staff receive proper consideration in the selection of books, periodicals, and other library materials.

(0) 20. Relative permanence of the reading interests and consequent demands of the clientele receive proper consideration in the selection of books, periodicals, and other library materials.

(f) 21. Present distribution of titles as to classification, departmental needs, and desirable interests of the clientele and need for duplicate books receive proper consideration in the selection of books, periodicals, and other library materials.
(✓) 22. 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 receive proper consideration in the selection of books, periodicals, and other library materials.

(✓) 23. Caution in purchase of subscription books and sets of books receive proper consideration in the selection of books, periodicals, and other library materials.


(✓) 25. Standard lists of approved or recommended books receive proper consideration in the selection of books, periodicals, and other library materials.  

Of the twenty-five items pertaining to library materials and selection of library materials, ten were checked (✓), indicating that the provisions or conditions were present or were made to a very satisfactory degree; ten were checked (-), indicating that the conditions or provisions were present to some extent or only fairly well made; and five were checked (0), indicating that the conditions or provisions were not present or were not satisfactory.

Vertical file material, visual aid material, and auditory material seem to be inadequate to the needs of the library.

Use of the library by teachers and pupils.--

(-) 1. Teachers use school and public libraries extensively to promote their own personal and professional growth.

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7Ibid., p. 58.
2. Teachers and supervisors use the library as a stimulus to curriculum development and enrichment.

3. Teachers keep the librarian informed regarding prospective classroom demands on the library and librarian.

4. Teachers use the library extensively in their classroom planning and teaching.

5. Teachers stimulate pupils to use the library, individually or in groups, to find and organize materials on selected subjects or class projects.

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

7. Teachers encourage pupils to use the library for recreational and leisure reading.

8. Teachers, with the help of the librarian, use the library as a means of cultivating good study habits in pupils.

9. Teachers and classes borrow library books and other library materials for use in the classroom.

10. Each teacher keeps a record of the voluntary reading done by the pupil in his own field.

11. Selected pupils act as assistants in the library as a means of education and exploration in library work.

12. Pupils, individually and in groups, commonly find the library a profitable center for classroom preparations.

13. Pupils use libraries extensively for leisure reading and for developing other leisure interests.

14. Pupils help collect useful vertical file material for the library.

15. Pupil activity organizations use the library extensively in promotion of their projects.

16. Pupils are learning to respect public property and to help care for it.

17. Pupils are learning to use other libraries in the community.

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

19. Pupils use the dormitory reading room if available.

Sibid., p. 59.
Eleven of the checklist items pertaining to the use of the library by teachers and pupils have been checked (✓), indicating that the conditions or provisions were present or made to a very satisfactory degree; seven were checked (−), indicating that the conditions or provisions were present to some extent or only fairly well made; and one was checked (N), indicating that the condition or provision does not apply. This seems a satisfactory rating. Apparently both teachers and pupils use those library facilities that they have to a satisfactory degree.

The total number of checklist items scored for the various phases of the library service was 113. Of these, fifty-five were checked (✓), thirty-eight (−), eighteen (0), and two (N). These ratings indicate that the library service of the school is below the average for standard schools of the country.

The following evaluative questions on the library service of the Henrietta High School were checked by the librarian, some of the teachers, and the author:

(2) 1. How adequate are the provisions for the library staff?
(2) 2. How adequate are the general preparation and qualifications of the library staff?
(2) 3. How adequate is the professional preparation of the library staff?
(2) 4. How extensive and effective are the efforts of the library staff to improve in service?
(2) 5. How satisfactory are the conditions of service of the library staff?
(4) 6. How effectively are library funds expended and accounted for?
7. How adequately are library materials organized for service?
8. How well are library materials cared for?
9. How adequate are the provisions for making the library readily accessible to pupils?
10. How effectively does the librarian discharge her duties with respect to the operation of the library?
11. How adequately are pupils aided in the effective use of the library?
12. How adequately is the school staff aided in the effective use of the library?
13. How adequate is the supply of pamphlets, bulletins, clippings, and other vertical file materials?
14. How adequate is the supply of visual aid materials?
15. How adequate is the supply of auditory materials?
16. How well are such materials kept up to date?
17. How well are they organized and indexed?
18. How satisfactorily are library materials selected in relation to the needs of the educational program?
19. How satisfactorily are auditory materials selected in relation to the needs of the educational program?
20. To what extent do members of the staff assist in the selection of library materials?
21. How extensively do teachers use libraries in classroom planning?
22. How extensively do teachers use libraries for their leisure reading?
23. How effectively do teachers stimulate pupils to use library materials?
24. How extensively do pupils use library books?
25. How extensively do pupils use periodicals?
26. How extensively do pupils use supplementary materials?
27. How well does the library service accord with the philosophy of educational objectives as expressed for the schools?
28. How well does the library service meet the needs of the school population and of the school community?
29. To what extent is the school identifying problems in library service and seeking their solution?  

Ibid., pp. 51-60.
### TABLE 16

THE ADEQUACY OF THE BOOK COLLECTION OF THE HENRIETTA HIGH SCHOOL LIBRARY

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<th>Classification</th>
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<th>Number of duplicate copies</th>
<th>Number of titles copyrighted within last ten years</th>
<th>EVALUATION How adequate is each classification in relation to need?</th>
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<td>(B)</td>
<td>(C)</td>
<td>(D)</td>
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<td>XXX</td>
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<td>4</td>
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<td>Religion.................</td>
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<td>7</td>
<td>XXX</td>
<td>4</td>
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<td>..</td>
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<td>Agriculture............</td>
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<td>Home Economics.........</td>
<td>119</td>
<td>43</td>
<td>XXX</td>
<td>3</td>
</tr>
<tr>
<td>Business..............</td>
<td>15</td>
<td>..</td>
<td>XXX</td>
<td>2</td>
</tr>
<tr>
<td>Other useful arts.....</td>
<td>25</td>
<td>..</td>
<td>XXX</td>
<td>3</td>
</tr>
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</table>
### Table 16—Continued

<table>
<thead>
<tr>
<th>Average evaluation of each group</th>
<th>Weight to be given to each group</th>
<th>Weighted evaluation (product of columns E &amp; F)</th>
<th>Number of different titles (Summarized from column A)</th>
<th>Recency, Copyrighted within last ten years (Summarized from column C)</th>
</tr>
</thead>
<tbody>
<tr>
<td>(E)</td>
<td>(F)</td>
<td>(G)</td>
<td>(H)</td>
<td>(I)</td>
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<td>14</td>
<td>XXX</td>
</tr>
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<td>2</td>
<td>8.0</td>
<td>21</td>
<td>XXX</td>
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<td>6.0</td>
<td>67</td>
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<td>2.6</td>
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<td>219</td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Classification</td>
<td>Number of different titles</td>
<td>Number of duplicate copies</td>
<td>Number of titles copyrighted within last ten years</td>
<td>EVALUATION How adequate is each classification in relation to need?</td>
</tr>
<tr>
<td>-------------------------------------</td>
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<td>-----------------------------</td>
<td>--------------------------------------------------</td>
<td>---------------------------------------------------------------</td>
</tr>
<tr>
<td></td>
<td>(A)</td>
<td>(B)</td>
<td>(C)</td>
<td>(D)</td>
</tr>
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<td>Music</td>
<td>5</td>
<td>..</td>
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<td>Art</td>
<td>2</td>
<td>..</td>
<td>XXX</td>
<td>2</td>
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<td>Other fine arts</td>
<td>..</td>
<td>..</td>
<td>..</td>
<td>..</td>
</tr>
<tr>
<td>English and American literature.....</td>
<td>195</td>
<td>280</td>
<td>XXX</td>
<td>3</td>
</tr>
<tr>
<td>German literature</td>
<td>..</td>
<td>..</td>
<td>XXX</td>
<td>N</td>
</tr>
<tr>
<td>French literature</td>
<td>..</td>
<td>..</td>
<td>XXX</td>
<td>N</td>
</tr>
<tr>
<td>Spanish literature</td>
<td>17</td>
<td>6</td>
<td>XXX</td>
<td>2</td>
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<tr>
<td>Latin literature</td>
<td>15</td>
<td>3</td>
<td>XXX</td>
<td>2</td>
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<tr>
<td>Other literature</td>
<td>16</td>
<td>9</td>
<td>XXX</td>
<td>2</td>
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<td>History, travel, biography..........</td>
<td>93</td>
<td>18</td>
<td>XXX</td>
<td>3</td>
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<tr>
<td>Fiction</td>
<td>140</td>
<td>25</td>
<td>XXX</td>
<td>2</td>
</tr>
<tr>
<td>Average evaluation of each group</td>
<td>Weight to be given to each group</td>
<td>Weighted evaluation (product of columns E &amp; F)</td>
<td>Number of different titles (Summarized from column A)</td>
<td>Recency, Copyrighted within last ten years (Summarized from column C)</td>
</tr>
<tr>
<td>---------------------------------</td>
<td>---------------------------------</td>
<td>-----------------------------------------------</td>
<td>-----------------------------------------------------</td>
<td>---------------------------------------------------------------------</td>
</tr>
<tr>
<td>(E)</td>
<td>(F)</td>
<td>(G)</td>
<td>(H)</td>
<td>(I)</td>
</tr>
<tr>
<td>2.0</td>
<td>5</td>
<td>10.0</td>
<td>7</td>
<td>XXX</td>
</tr>
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<td>XXX</td>
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<td>15</td>
<td>34.5</td>
<td>243</td>
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<td></td>
<td></td>
<td></td>
<td>XXX</td>
</tr>
<tr>
<td>2.0</td>
<td>20</td>
<td>40.0</td>
<td>93</td>
<td>XXX</td>
</tr>
<tr>
<td>2.0</td>
<td>10</td>
<td>20.0</td>
<td>140</td>
<td>XXX</td>
</tr>
<tr>
<td>Totals</td>
<td>246.5</td>
<td>1088</td>
<td>18</td>
<td></td>
</tr>
<tr>
<td>Divisors</td>
<td>100</td>
<td>School Score</td>
<td>240</td>
<td>.08</td>
</tr>
<tr>
<td>Quotients</td>
<td>2.5</td>
<td>School Score</td>
<td></td>
<td>8%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>School Score</td>
<td></td>
<td>School score</td>
</tr>
</tbody>
</table>
The average score for the evaluations listed above is (2.4), which is below the median for the 200 schools of the experimental group studied by the Cooperative Study of Secondary School Standards. It is found that the lowest rating received was in the preparation and training of the library staff, financial support of the library, the accessibility of the library to the pupils, and in the selection and use of supplementary materials for the library. The strongest points seem to be the use of the library by the teachers and pupils.

The adequacy of the book collection of the Henrietta High School Library is shown in Table 16. After the evaluations are averaged by groups for each general classification of books, the average, or primary scores are weighted and summarized.

Table 17 presents the results of an inventory of the periodicals and newspapers found in the Henrietta High School library and the quality score of each periodical or newspaper.

<table>
<thead>
<tr>
<th>Score Points</th>
<th>Periodicals</th>
</tr>
</thead>
<tbody>
<tr>
<td>(6)</td>
<td>American Home</td>
</tr>
<tr>
<td>(1)</td>
<td>Colliers</td>
</tr>
<tr>
<td>(9)</td>
<td>Daily Newspaper</td>
</tr>
<tr>
<td>(6)</td>
<td>Forecast</td>
</tr>
<tr>
<td>(6)</td>
<td>Good Housekeeping</td>
</tr>
</tbody>
</table>
TABLE 17--Continued

<table>
<thead>
<tr>
<th>Score Points</th>
<th>Periodicals</th>
</tr>
</thead>
<tbody>
<tr>
<td>(8)</td>
<td>Hygeia</td>
</tr>
<tr>
<td>(3)</td>
<td>Ladies Home Journal</td>
</tr>
<tr>
<td>(7)</td>
<td>News-Week</td>
</tr>
<tr>
<td>(4)</td>
<td>Parents Magazine</td>
</tr>
<tr>
<td>(9)</td>
<td>Readers Digest</td>
</tr>
<tr>
<td>(3)</td>
<td>Saturday Evening Post</td>
</tr>
<tr>
<td>(7)</td>
<td>Time</td>
</tr>
<tr>
<td>(6)</td>
<td>United States News</td>
</tr>
<tr>
<td>(5)</td>
<td>Vogue</td>
</tr>
<tr>
<td>(3)</td>
<td>Womans Home Companion</td>
</tr>
<tr>
<td>(1)</td>
<td>Pictorial Review</td>
</tr>
<tr>
<td>(1)</td>
<td>Farm and Ranch</td>
</tr>
<tr>
<td>(1)</td>
<td>Progressive Farmer</td>
</tr>
<tr>
<td>(1)</td>
<td>Farm Journal</td>
</tr>
<tr>
<td>(1)</td>
<td>American Farm Youth</td>
</tr>
<tr>
<td>(1)</td>
<td>Consumers Guide</td>
</tr>
<tr>
<td>(1)</td>
<td>Aberdeen Angus Journal</td>
</tr>
<tr>
<td>(1)</td>
<td>Better Crops</td>
</tr>
<tr>
<td>(1)</td>
<td>Agricultural Readers Digest</td>
</tr>
<tr>
<td>(1)</td>
<td>Rural Electrification</td>
</tr>
</tbody>
</table>

93 .................... Total points

Summary and Recommendations

Table 18 presents an evaluation of the library service of the school in summary form. This summary form gives the averages of the evaluations of the following phases of library service: library staff, organization and administration, supplementary materials, selection of materials, use of the library by teachers, use of the library by pupils, and general evaluations. These are qualitative scores. The following phases of library service were given quantitative scores based upon the book and periodical lists given in Tables 16 and 17: number of titles, recency, general
<table>
<thead>
<tr>
<th>Items</th>
<th>Evaluations</th>
<th>Total</th>
<th>Divisor</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Library staff...</td>
<td>a b c d e</td>
<td>12</td>
<td>5</td>
<td>2.4</td>
</tr>
<tr>
<td>Organization and administration...</td>
<td>f g</td>
<td>19</td>
<td>7</td>
<td>2.7</td>
</tr>
<tr>
<td>Book collection: number of titles.</td>
<td></td>
<td></td>
<td></td>
<td>1088</td>
</tr>
<tr>
<td>Book collection: recency</td>
<td></td>
<td></td>
<td></td>
<td>.08</td>
</tr>
<tr>
<td>Book collection: general adequacy.</td>
<td></td>
<td></td>
<td></td>
<td>2.8</td>
</tr>
<tr>
<td>Periodicals.....</td>
<td></td>
<td></td>
<td></td>
<td>93</td>
</tr>
<tr>
<td>Supplementary materials........</td>
<td>a b c d e</td>
<td>6</td>
<td>5</td>
<td>1.2</td>
</tr>
<tr>
<td>Selection of materials....................</td>
<td>a b c</td>
<td>8</td>
<td>3</td>
<td>2.7</td>
</tr>
<tr>
<td>Teachers and the library..................</td>
<td>a b c</td>
<td>8</td>
<td>3</td>
<td>2.7</td>
</tr>
<tr>
<td>Use by pupils....</td>
<td>a b c</td>
<td>9</td>
<td>3</td>
<td>3.0</td>
</tr>
<tr>
<td>General evaluation.........................</td>
<td>a b c</td>
<td>7</td>
<td>3</td>
<td>2.3</td>
</tr>
</tbody>
</table>
### TABLE 18—Continued

#### Computation of summary score

<table>
<thead>
<tr>
<th>Percentile</th>
<th>Weighted Percentile</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Alpha</td>
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<td>28</td>
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<tr>
<td>38</td>
<td>15</td>
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<td>24</td>
<td>6</td>
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<td>5</td>
<td>4</td>
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<td>42</td>
<td>15</td>
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<td>15</td>
<td>8</td>
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<tr>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>38</td>
<td>4</td>
</tr>
<tr>
<td>38</td>
<td>5</td>
</tr>
<tr>
<td>50</td>
<td>8</td>
</tr>
<tr>
<td>26</td>
<td>10</td>
</tr>
</tbody>
</table>

| Totals...... | 100 | 100 | 100 | 3066 |

Summary score (Divide by 100, unless there are "N"'s in the "Percentile" column)..... 31

Equivalent percentile.........................
(From summary conversion table) 20
adequacy, and periodicals. The primary scores mentioned above were converted into percentile form and plotted on educational thermometers. The final score for library service was arrived at by weighting the different percentiles and averaging them.

The percentile scores were plotted on twelve educational thermometers including the general summary score. These scores are shown by Figures 8 and 9. An examination of the thermometers shows that there is only one high score for the library service in the evaluated school. Use of the library by pupils is rated 50, which is equal to the country-wide norm for all schools. The library staff rates 28, which is an inferior score. The book collection, number of titles, rates 24, which is fourteen points below the average for small schools. On periodicals found in the library, the school rates 15, a very low score. The lowest scores are those of recency of publication and use of supplementary material. These scores of 5 and 4 respectively are very inferior ratings. The general summary score for the library service of the school is 20. This is thirty points below the median for all schools, twenty-five points below the median for Southern schools, and twenty-seven points below the median for small public high schools.

Figure 10 shows eleven thermometers dealing with the numbers of titles in each of the main classes of the Dewey
**LIBRARY SERVICE (I)**

<table>
<thead>
<tr>
<th>LIBRARY STAFF</th>
<th>ORGANIZATION AND ADMINISTRATION</th>
<th>BOOK COLLECTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>(NEW)</td>
<td>(200)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(199)</td>
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<tr>
<td></td>
<td>(191)</td>
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<tr>
<td></td>
<td>(177)</td>
<td></td>
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<tr>
<td></td>
<td>(157)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(135)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(113)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(200)</td>
<td></td>
</tr>
</tbody>
</table>

**NUMBER OF TITLES**
- (199): 19750
- (157): 19000
- (135): 18000
- (113): 17000

**REGENCY**
- (199): 100%
- (157): 95%
- (135): 90%
- (113): 85%

**GENERAL ADEQUACY**
- (199): 90%
- (157): 85%
- (135): 80%
- (113): 75%

**PERIODICALS**
- (199): 424
- (157): 350
- (135): 300
- (113): 250

---

Fig. 8.—The educational temperatures showing the percentile scores of the library service in the Henrietta High School. (1)
General Statement

This is the second of three charts on the library service of the school. This chart contains eleven thermometers dealing with the number of titles in each of the main classes of the Dewey decimal classification. All thermometers on this chart are based upon data furnished in Column I of III-A, "Book Collection" (page 56), in Section F of the Evaluative Criteria, LIBRARY SERVICE. All special scales on the right side of the thermometers are in terms of the number of titles in the library. Scores on the thermometers on this chart are not used in computing the score for the Summary thermometer for Library Service.
Fig. 9.—The educational temperatures showing the percentile scores of the library service in the Henrietta High School.
GUIDANCE SERVICE

General Statement

All thermometers on this chart are based upon Section G of the Evaluative Criteria, GUIDANCE SERVICE. Sources for each thermometer are indicated below.

1. Nature and Organization
   Based upon three evaluations under I, "General Nature and Organization" (page 63).

2. Guidance Staff
   Based upon nine evaluations under II, "Guidance Staff" (page 67).

3. Information about Pupils
   Based upon ten evaluations under III, "Basic Information About Pupils" (pages 67-69).

4. Guidance Procedures
   Based upon five evaluations under IV, "Procedures in Guidance" (pages 70-71).

5. Phases of Guidance
   Based upon eight evaluations under V, "Phases of Guidance" (pages 71-74).

6. Results
   Based upon three evaluations under VI, "Results of Guidance" (page 75).

7. General Evaluation
   Based upon three evaluations under VIII, "General Evaluation of the Guidance Service" (page 76).

8. SUMMARY
   Based upon the other seven thermometers on this page, each weighted as indicated in Section A of Evaluative Criteria.
decimal classification. These are quantitative scores based on the numbers of titles only. The school's collection of reference books is seen to be adequate. The score is 50, which is equal to the country-wide norm for all schools. The school's collection of titles in philosophy gives it a score of 45, which is only five points below the national norm, but is seven points above the norm for non-accredited schools. On religion, the school's book collection scores 58, which is above average, being equal to or better than fifty-eight per cent of the 196 schools measured. In social science, the school stands somewhat lower, nine points, than the median of the nation's schools. In philosophy, the school scores considerably higher in number of titles, thirty-six points, than the national norm. In natural science the school scores 47, which is only slightly below the nation-wide norm, but is five points above the average for Southern schools. In the useful arts, the school library scores 70, which is a superior rating. In the fine arts, the rating of 18 is inferior. The number of titles in literature scores 36, which is equal to the norm of non-accredited schools, but is fourteen points below the national norm for all schools. In history, travel, and biography, the school scores 8 on its number of titles. This is a very inferior rating. In fiction, the collection of titles is inadequate. The score of 18 is inferior, being seventeen points below the norm for non-accredited schools.
Fig. 10.--The educational temperatures showing the percentile scores of the library service in the Henrietta High School. (3)
General Statement

This is the last of three charts on the library service of the school. All thermometers are based upon Section F of the Evaluative Criteria, LIBRARY SERVICE. Sources for each thermometer are indicated below.

1. Supplementary Materials
   Based upon five evaluations under III-C, "Supplementary Materials" (page 58).

2. Selection of Materials
   Based upon three evaluations under IV, "Selection of Library Materials" (page 58).

3. Teachers and the Library
   Based upon three evaluations under V, "Teachers and Libraries" (page 59).

4. Use by Pupils
   Based upon three evaluations under VI, "Use of Libraries by Pupils" (page 59).

5. General Evaluation
   Based upon three evaluations under VIII, "General Evaluation of Library Service" (page 60).

6. SUMMARY
   Based upon the other eleven thermometers on this chart and chart 9, each weighted as indicated in Section X of Evaluative Criteria.
It is recommended that a trained librarian be employed by the school; that more money be spent for library books annually; that the library shelves, card catalogue, and reference material be made more accessible to the pupils; and that the magazine subscriptions be increased by at least fifty per cent. It is further recommended that the library's book collection be improved in number of titles and in recency of titles. The supply of history-travel-biography titles should be increased. The amount of fiction material should be increased. The library's supply and use of supplementary materials is entirely inadequate. It is, therefore, recommended that more pamphlets, bulletins, clippings, vertical-file materials, visual-aid materials, and auditory materials be supplied and used by the library.
CHAPTER VII

GUIDANCE SERVICE

The Henrietta High School has no formal program of pupil guidance. Therefore, no evaluations have been included in this chapter. An attempt has been made, however, to show a need for such a program in the school, and to make suggestions and recommendations for developing the service.

A statement of guiding principles for guidance service in the secondary schools is given here.

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

Guidance, as applied to the secondary school, should be thought of as an organized service designed to give systematic aid to pupils in making adjustments to various types of problems which they must meet—educational, vocational, health, moral, social, 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. Such objectives should be achieved through a better understanding among the school, the home,
and the community; through a closer coordination of the work of the secondary school and the school or schools from which its pupils are received; through adequate and specific data on the individual pupil secured at or prior to his entrance to the school; through a system of cumulative records and reports; through a comprehensive and effective system of counseling and guidance; and through definite provisions for articulating the work of the school with whatever activity the individual engages in after he leaves it.

Every staff member should realize that he has some responsibility for guidance and that he can do much to meet some pupil needs. Although every teacher and administrative officer should be encouraged to prepare himself for guidance work, the services of competent counselors should also be available. As an aid in the guidance task, measurements and tests of various types, standardized or locally devised, should always be available, but should be used with full knowledge of their values and limitations.

These guiding principles from the *Evaluative Criteria* of the Cooperative Study of Secondary School Standards clearly establish a need for pupil guidance in the school. It can be seen that the only essential difference between a school with a guidance service program and one without the benefits of such a program is in the matter of organization for the work. The general nature of the organization for carrying out a program for guidance will depend upon the size of the school and its administrative provisions for the work. The criteria listed below will give some idea of the standards necessary for such an organization.

---

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

2. Guidance is conceived as a continuous, unitary process which gives appropriate emphasis to such phases as educational, vocational, recreational, and social guidance.

3. Guidance is considered as a continuous function, and is available throughout the secondary school and after the pupil has left school.

4. The guidance service is coordinated with similar services in the elementary school, colleges, trade schools, and industry.

5. Individuals and organizations in the community are consulted and their cooperation is sought in promoting the school's guidance service.

6. Cooperation of the home is sought in dealing with pupil problems.

7. The guidance service is concerned with helping pupils to determine appropriate goals.

8. The guidance service is informational and advisory in nature; final decisions are increasingly to be made by the pupil, the goal being development of a self-reliant yet cooperative personality.

9. Causes of maladjustment are sought and efforts made toward their elimination.

10. Methods of counseling and their results are constantly studied.

11. Care is exercised by all who are concerned with the guidance service to recognize their limitations and to secure assistance in cases too difficult for them from people more skilled or better trained.  

The sincere belief "that in every child there is a flame, or else an ember that can be nursed into a flame, and that it is the teacher who will kindle this flame and pile on fuel"  

is the motive that causes teachers and administrators to work toward a guidance service in the school that will really function.

---

2Ibid.

3Philip W. L. Cox and John Carr Duff, *Guidance by the Classroom Teacher*, p. 74.
"The guidance role is found in some form and is necessary on all levels of education. It must continue from earlier grades through life."4 A further definition of guidance is contained in the following quotation:

Whenever assistance is given in learning, guidance is present. Guidance deals with choices, with adjustments, with interpretations. Guidance seems identical with the process of teaching when teaching is directed toward helping the child to learn; when the child learns without assistance, there is less guidance.5

More specifically, it may be said that guidance services are all intended to help the individual live intelligently in a changing environment. The following excerpt expresses this thought forcibly:

Guidance helps . . . the individual to live in a changing society and to meet these changes intelligently. In order to do this, guidance must continue through adulthood because social changes are constantly taking place during adult years. Always true, this fact has particular meaning in these times when sudden economic and social adjustments are demanded.6

A strong argument for the inclusion of guidance service in the school program is found in this excerpt from the Twelfth Yearbook of the Department of Superintendence:

A personnel program makes for economy in the long run whether the social order is experiencing prosperity or economic difficulties. A guidance program is a part of an efficient school system.

5Ibid.
6Ibid., 76.
It saves many pupils from leaving school at an early age, it avoids the misuse of school opportunities, it prevents failures in school, and it alleviates many social and individual maladjustments. Cox and Langfitt have this to say as to the scope and nature of guidance:

Guidance consists in helping boys and girls to set up for themselves objectives that are dynamic, reasonable, and worth while, and in helping them, as far as possible, to achieve these objectives. Such objectives are found not only in the field of intelligent choice of a future curriculum, college, or vocation, but also, and more significantly, in the fields of health, of associational living, and recreation—both in the present and in the future.

The question of what type of guidance is best for the pupil is answered by Reeder. He says: "That guidance is best which helps the pupil to secure the proper information on which he will make his own decisions." Reeder, in speaking of the kinds of guidance, and of the opportunity that exists in all phases of the school organization, says:

In its broadest sense, guidance is concerned with every phase of the life of the individual. It must, therefore, be as broad as education, and must consider every aspect of the life of the individual. In every contact which school officials and employees have with pupils there is an opportunity for guidance; this opportunity exists in the classroom and in all

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7 Twelfth Yearbook of the Department of Superintendence, Critical Problems in School Administration, p. 33.

8 Philip W. L. Cox and R. Emerson Langfitt, High School Administration and Supervision, p. 422.

extra-class activities, and it exists in all the special services of the school such as health and attendance. ¹⁰

In a well-organized guidance program there should be a guidance staff, since leadership is essential to any undertaking. In the Henrietta High School, one guidance leader should be adequate for the work. Such a leader might be designated as director of guidance, counselor, or chairman of the guidance committee. The qualifications of such a leader cannot be measured by college courses or by years of teaching experience. The Department of Secondary School Principals gives the following qualifications for such a leader:

The duties of each counselor demand a high standard in personality, in vision, and in training. ... The counselor should have a broad comprehensive knowledge of occupational possibilities and requirements through first-hand contacts. The diagnoses and recommendations must be based upon accurate knowledge, both of the individual whose case is under consideration and of the condition affecting the individual's decision. ¹¹

Although the Henrietta High School has no formal program for pupil guidance, the underlying essentials for such a service are present. There is a staff of well-trained teachers and administrators who have, although not calling it by


name, been doing guidance work consistently day by day. Whenever they have assisted a child in learning, guidance has been present. When they have given advice which aided the pupil to choose his curriculum, guidance has been present. When advice and direction have been given in the matter of investigating and choosing a vocation, guidance has been present. A shortcoming in the school's functioning in guidance service, however, is in its lack of organization and planning for the work.

It is recommended, therefore, that a formal program of guidance service be included with the school's other activities. To institute and carry out this program, it is recommended that: (1) definite objectives for a guidance program be formulated; (2) a comprehensive system of cumulative pupil-accounting records be worked out and installed; (3) a guidance leader or a guidance committee with a chairman be chosen for the school, and (4) special consultants, such as physicians, nurses, psychiatrists, and individuals with special knowledge of various vocations, be enrolled for the service from time to time, in so far as it is possible.
CHAPTER VIII

INSTRUCTION

The program of instruction in the Henrietta High School was studied with respect to classroom activities, use of community and environment, textbooks and other instructional materials, and methods of appraisal. The items in the following checklist covering the phases of instruction mentioned above, were rated for each of the ten full-time teachers in the school:

1. In the classroom the teacher has definite procedures and objectives for a whole unit of learning and for each day's activities.
2. In the classroom the teacher calls for desirable activity—mental, emotional, or physical—on the part of pupils.
3. In the classroom the teacher has new educational activities begin with and develop from the interests, purposes, and former experiences of pupils.
4. In the classroom the teacher provides for developing desirable attitudes and appreciations as well as knowledge, skill, and understanding.
5. In the classroom the teacher makes use of problem solving, analysis, comparison, association, reflective thinking, and generalizing.
6. In the classroom the teacher helps the pupils discover specific applications of new information, skills, abilities, habits, and other learnings.
7. In the classroom the teacher helps pupils learn how to study—how to plan, execute, and evaluate.
8. In the classroom the teacher provides opportunities for pupils to use a desired type of behavior or reaction in a variety of situations that approximate life conditions.

*Individual ratings are given in Table 38, p. 255.

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9. In the classroom the teacher makes use of drill largely for developing skills and habits of memorizing; this is done in meaningful situations to satisfy felt needs on the part of the learners.

10. In the classroom the teacher is alert to reading difficulties on the part of pupils and seeks correction thereof.

11. In the classroom the teacher makes flexible or differential assignments to provide for different abilities and interests of pupils.

12. In the classroom the teacher makes the pupil responsible for some work done independently in order to develop power and self-direction.

13. In the classroom the teacher makes pupils responsible for some work done in groups where all group members contribute and cooperate.

14. In the classroom the teacher helps pupils learn how to use the library effectively.

15. In the classroom the teacher helps pupils learn how and where to find supplementary material outside the library.

16. In the classroom the teacher seeks to make pupils increasingly independent of teacher guidance.

17. In the classroom the teacher reveals enthusiasm for and enjoyment of his work and his pupils.

18. The pupils and the teacher cooperatively enter upon their work promptly and show an active and sustained interest in it.

19. The pupils and the teacher cooperatively keep the room orderly and attractive and attend to routine matters quickly and efficiently.

20. The pupils and the teacher cooperatively cultivate desirable social usage in their relations with one another.

21. The pupils and the teacher cooperatively make readily available for classroom use desirable equipment, supplies, and other educational materials.

22. The pupils and the teacher cooperatively plan and develop units of work or learning projects.

23. The pupils and the teacher cooperatively modify plans when evaluation and progress suggest the need for change.

24. The pupils and the teacher cooperatively seek to integrate their learning with their own past experience and with the total educational program.

25. The pupils and the teacher cooperatively evaluate outcomes.

26. The teacher and pupils study the community and environment as means of enriching teaching and...
learning experiences in such respects as characteristic mores, customs, and language peculiarities.

27. The teacher and pupils study the community and environment as means of enriching teaching and learning experiences in such respects as economic resources and their relation to living conditions.

28. The teacher and pupils study the community and environment as means of enriching teaching and learning experiences in such respects as historical incidents, places, and individuals of note.

29. The teacher and pupils study the community and environment as means of enriching teaching and learning experiences in such respects as elements of beauty; means of improving aesthetically undesirable conditions.

30. The teacher and pupils study the community and environment as means of enriching teaching and learning experiences in such respects as health conditions and means of improving them.

31. The teacher and pupils study the community and environment as means of enriching teaching and learning experiences in such respects as recreational facilities; use of leisure; enrichment of leisure activities.

32. The teacher and pupils study the community and environment as means of enriching teaching and learning experiences in such respects as sociological conditions and problems.

33. The teacher and pupils study the community and environment as means of enriching teaching and learning experiences in such respects as political institutions and their services.

34. The teacher and pupils study the community and environment as means of enriching teaching and learning experiences in such respects as religious life and activities.

35. The teacher and pupils study the community and environment as means of enriching teaching and learning experiences in such respects as museums, art galleries, industrial establishments, etc., as profitable field trips.

36. Textbooks are sufficiently recent in publication to assure that their content is up to date.

37. Textbooks contain adequate study aids and suggestions.

38. Appropriate illustrations or other graphic representations in adequate amount are provided.
39. The content of texts is well organized and adapted to the needs and degree of development of the pupils.

40. Textbooks contain extensive but well selected reference for supplementary study.

41. Textbooks are satisfactory as to appearance, quality of paper, and typography.

42. A textbook is not regarded as full authority in its field; its contents are understood to be limited and incomplete.

43. Assignments are designed to assist pupils in using textbooks intelligently.

44. Textbooks are considered as providing materials for use in the solution of problems rather than as sources of information to be memorized.

45. A textbook constitutes only a part of the material to be studied in a given course; extensive supplementary material is used.

46. If workbooks are used, the limited educational value of such books is recognized and provision is made for supplementing them adequately.

47. Mimeographed (or similar) material is provided in adequate amount and effectively used in the classroom.

48. Work materials needed in the various classrooms, shops, and laboratories are readily available and are satisfactory in quality.

49. Pictures, models, and other illustrative materials are always available for use and are adequate in amount and variety.

50. Notebooks are used as an effective aid to learning.

51. Notebooks show evidence of adequate instruction in their preparation and use.

52. Bulletin boards are effectively used as an aid to learning; pupils assist in selection and arrangement of materials.

53. Appropriate educational films and other visual aids are used to enrich the instructional program.

54. Phonograph records, radio programs, speech recording devices, and similar instructional aids are used where appropriate.

55. Periodicals, pamphlets, and vertical file materials are used where appropriate.

56. Supplementary references are provided and pupils guided in their use.

57. The teacher understands the proper use, the advantages, and the limitations of various types of tests and uses them accordingly.
58. The complete testing program provides for many short tests and a few relatively long ones.
59. Standardized achievement tests are used as well as tests of the teacher's own construction.
60. 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.
61. Testing and measuring is an integral part of the teaching and learning program rather than an activity set apart for certain days.
62. The testing and measuring program emphasizes pupil progress rather than comparison.
63. The teacher uses tests to stimulate and evaluate progress and achievement in the development of desirable habits, skills, and knowledge.
64. The teacher uses tests to stimulate and evaluate pupils' understanding and ability to make applications of knowledge.
65. The teacher uses tests to stimulate and evaluate pupils' appreciations, attitudes, and ideals.
66. Pupils use tests to evaluate their own progress both in terms of educational aims and of their own purposes.
67. Diagnostic testing is a regular part of the teaching procedure and is followed by appropriate remedial activities.
68. Other methods of appraisal such as observations of behavior, analysis of reading interests, and rating of personality traits are used.
69. Results of tests are made the basis for further instruction.\(^1\)

The thirteen evaluations listed below were filled in by the teachers and revised by the author with the advice of the superintendent and principal of the school. Since there was no visiting committee to review the evaluations, most of them were left as they were checked by the teachers themselves.*


*Individual scores are given in Table 39, p. 257.
1. How adequately does the teacher prepare for classroom activities?
2. How stimulating are the instructional procedures which the teacher uses?
3. How adequately are desirable outcomes—knowledge, skills, understandings, judgments, appreciations, and attitudes—provided for?
4. How effectively do teachers and pupils cooperate in carrying on classroom activities?
5. How extensively are environmental factors used to enrich classroom experiences?
6. How effectively are the activities thus pursued used in furthering the pupils' educational experiences and in promoting a better understanding of the relation of classroom learning and out-of-school life?
7. How satisfactorily are the textbooks used?
8. How well does the teacher direct pupils in the proper and effective use of such books?
9. How adequately are instructional materials provided for classroom work?
10. How well are methods of appraisal adapted to the purposes intended?
11. How well do pupils use methods of appraisal to measure their progress?
12. How well do teachers use methods of appraisal for determining desirable educational outcomes?
13. How satisfactory is the work carried on by this teacher?²

Table 19 presents a summary of the evaluations of classroom activities for the teachers of the evaluated school. The section of criteria upon which this is based has four evaluations for each teacher; therefore the total number of evaluations for the school is four times the number of teachers on the staff. Column A of this table shows the weights of the evaluations and column B shows the number of evaluations. The products of columns A and B, when totaled and divided by forty, the total number of evaluations,

²Ibid.
give the average score, which is (2.7), a rating lower than
the median for the schools of the country.

**TABLE 19**

A SUMMARY OF EVALUATIONS OF CLASSROOM ACTIVITIES
OF THE HENRIETTA HIGH SCHOOL

<table>
<thead>
<tr>
<th>Evaluations (A)</th>
<th>Number of Evaluations (B)</th>
<th>Products of A and B (C)</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>4</td>
<td>7</td>
<td>28</td>
</tr>
<tr>
<td>3</td>
<td>23</td>
<td>69</td>
</tr>
<tr>
<td>2</td>
<td>9</td>
<td>18</td>
</tr>
<tr>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>40</td>
<td>120</td>
</tr>
<tr>
<td>School score</td>
<td></td>
<td>3.2</td>
</tr>
</tbody>
</table>

Table 20 shows the summary of the evaluations of use
of community and environment as checked for all teachers
of the school. The average of the school for this phase
of instruction is (1.9), which is one and one tenth points
below the nation-wide median.
Table 20 is a summary of the evaluations of textbooks and other instructional materials as checked by all the teachers of the school. Four evaluations were checked by each teacher for this phase of instruction. The average rating for textbooks and other instructional materials is seen to be (2.7), which is three tenths of a point below an average score.
Table 21 presents a summary of evaluations of methods of appraisal as teachers of the school understand them and employ their use. The average score for all the teachers of the evaluated school is (2.6), which is slightly below the average of schools studied by the Cooperative Study of Secondary School Standards.
<table>
<thead>
<tr>
<th>Evaluations (A)</th>
<th>Number of Evaluations (B)</th>
<th>Products of A and B (C)</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>..</td>
<td>..</td>
</tr>
<tr>
<td>4</td>
<td>2</td>
<td>8</td>
</tr>
<tr>
<td>3</td>
<td>14</td>
<td>42</td>
</tr>
<tr>
<td>2</td>
<td>13</td>
<td>26</td>
</tr>
<tr>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total .......</strong></td>
<td><strong>30</strong></td>
<td><strong>77</strong></td>
</tr>
<tr>
<td><strong>School score ....</strong></td>
<td></td>
<td><strong>2.6</strong></td>
</tr>
</tbody>
</table>

Table 22 presents a summary of evaluations, one for each teacher, made by the author with the advice of the superintendent of schools in lieu of a special committee as such a committee was not available. The evaluations average (2.7), which is three tenths of a point below average for the nation's schools.
TABLE 23
A SUMMARY OF EVALUATIONS OF INSTRUCTIONAL WORK CARRIED ON BY THE TEACHERS OF THE HENRIETTA HIGH SCHOOL

<table>
<thead>
<tr>
<th>Evaluations</th>
<th>Number of Evaluations</th>
<th>Products of A and B</th>
</tr>
</thead>
<tbody>
<tr>
<td>(A)</td>
<td>(B)</td>
<td>(C)</td>
</tr>
<tr>
<td>5</td>
<td>..</td>
<td>..</td>
</tr>
<tr>
<td>4</td>
<td>..</td>
<td>..</td>
</tr>
<tr>
<td>3</td>
<td>7</td>
<td>21</td>
</tr>
<tr>
<td>2</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>1</td>
<td>..</td>
<td>..</td>
</tr>
<tr>
<td>Total ......</td>
<td>10</td>
<td>27</td>
</tr>
</tbody>
</table>

School score .... 2.7

The Cooperative Study of Secondary School Standards gives the following statement of guiding principles for instructional work in the secondary schools:

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

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

Instruction in a dynamic program of education reaches beyond classroom activities involving teacher-pupil relationships. It goes out into the community as a medium for enriching the pupil's learning experiences. Spears says: "Academic subjects cannot free themselves from the environment." 4

Spears, also, has this to say as to the "tie-up" between instruction and environment:

The child is citizen, adolescent, and learner, all in one. The one who diagnoses his case and administers to him must understand the individual as well as the social environment of which he is a part. The task is philosophical as well as scientific. 5

3Ibid., p. 157.
4Harold Spears, The Emerging High School Curriculum, p. 32.
5Ibid., p. 25.
Reavis, Pierce, and Stullken have this to say as to the tendency toward individualizing instruction in the schools:

The individual pupil and his learning must be the object of study in each classroom unit as a means of improving the teaching and raising the standards of learning.\(^6\)

The following quotation from Reavis, Pierce, and Stullken is a plea for the recognition of individual differences of pupils in the program of instruction:

The individual pupil should . . . become the unit of administration. Mass instruction should be looked upon as a "hit-and-miss" process unless the individual, and his differences are taken into consideration.\(^7\)

Stone, in referring to the necessity of making the school's instructional program function in character education, says: "The acquiring of knowledge and the development of skills, although important, should be regarded as a means to higher ultimate ends."\(^8\)

The Henrietta High School staff members have definite procedures and objectives for a whole unit of learning and for each day's work. Problem solving methods are made use of by teachers in their classroom procedures. The teachers

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\(^8\) Clarence R. Stone, *Supervision of the Elementary School*, p. 532.
help pupils learn how to study and seek to make pupils increasingly independent of teacher guidance. Briggs says:

"For every recitation unit a teacher should have a purpose that is worthy, definite, and so far as possible specific."\(^9\)

In most instances, the teachers of the evaluated school have enthusiasm for their work. Briggs has this to say about "the divine spark":

> Enthusiasm for what he teaches is highly desirable in every teacher. Without it he can become at best a skillful technician, clear in exposition and vigorous in drill, but lacking that divine spark which influences others to emulation and persisting activity.\(^10\)

Table 24 is a summary form showing the primary scores for the following phases of the school's instructional program: classroom activities, use of community, textbooks, and methods of appraisal. The special committee score and the average of the general evaluation scores are also included in the table. These primary scores are, by means of a conversion table, converted into percentile form. For computing the final equivalent percentile, or summary score, for the entire instructional program of the school, the percentile scores are weighted, using the Alpha scale. These weighted percentiles are averaged to compute the summary score. The percentile scores and the final summary


\(^{10}\)Ibid., p. 236.
<table>
<thead>
<tr>
<th>Item</th>
<th>Evaluations</th>
<th>Total</th>
<th>Divisor</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom activities</td>
<td></td>
<td></td>
<td></td>
<td>3.0</td>
</tr>
<tr>
<td>Use of community</td>
<td></td>
<td></td>
<td></td>
<td>1.9</td>
</tr>
<tr>
<td>Textbooks</td>
<td></td>
<td></td>
<td></td>
<td>2.7</td>
</tr>
<tr>
<td>Methods of appraisal</td>
<td></td>
<td></td>
<td></td>
<td>2.6</td>
</tr>
<tr>
<td>Special committee judgment</td>
<td></td>
<td></td>
<td></td>
<td>2.7</td>
</tr>
<tr>
<td>General evaluation</td>
<td>a 2 b 3 c 3</td>
<td>8</td>
<td>3</td>
<td>2.7</td>
</tr>
</tbody>
</table>
**TABLE 24--Continued**

**Computation of summary score**

<table>
<thead>
<tr>
<th>Percentile</th>
<th>Weights</th>
<th>Weighted Percentile</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Alpha</td>
<td>Beta</td>
</tr>
<tr>
<td>50</td>
<td>25</td>
<td>25</td>
</tr>
<tr>
<td>18</td>
<td>10</td>
<td>..</td>
</tr>
<tr>
<td>38</td>
<td>10</td>
<td>..</td>
</tr>
<tr>
<td>34</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>38</td>
<td>35</td>
<td>65</td>
</tr>
<tr>
<td>38</td>
<td>10</td>
<td>..</td>
</tr>
<tr>
<td>Totals</td>
<td>100</td>
<td>100</td>
</tr>
</tbody>
</table>

Summary score (Divide by 100, unless there are "N"s in the "Percentile" column) .... 39

Equivalent percentile ..................
(From summary conversion table) 31
score are plotted on educational thermometers shown in Figure 11.

The high point of the instructional program of the Henrietta High School is in classroom activities. This is a new form and no comparisons can be made to the norms of other schools, but the rating of 50 is equal to the median percentile. In use of community, the instructional program of the evaluated school rates 18, which is an inferior score. The teachers of the school have scored their textbooks and other instructional materials 38, which is below the median for regionally accredited schools. The methods of appraisal, the testing program of the teachers of the school, score 34, which is sixteen points below the nationwide norm. The special committee judgment of instructional work carried on by the teachers is 38, which is nine points above the median for non-accredited schools. The general evaluation of the instructional program scores 38, which is twelve points below the median score. The summary score for the entire instructional program of the Henrietta High School is 31. This is only one point below the norm for non-accredited schools. It is nineteen points below the nationwide norm for all schools.

It is recommended that the staff of the school make a more complete "tie-up" between the classroom and the community. It is thought that the teachers and pupils should
INSTRUCTION

Fig. 11.--The educational temperatures showing the percentile scores of instruction in the Henrietta High School.
OUTCOMES (1)

General Statement

This is the first of three charts on the outcomes of the educational program of the
school. All thermometers on this chart are based upon Section I of the Evaluative Cri-
teria, OUTCOMES OF THE EDUCATIONAL PROGRAM. Sources for each thermometer are indicated
below.

1. Evaluation Procedures
   Based upon three evaluations under II, "The School's Procedures for Evaluating Out-
   comes" (page 83).

2. English
   Based upon five evaluations under II-A, "English" (pages 84-85).

3. Ancient Languages
   Based upon four evaluations under II-B, "Ancient Languages" (page 85).

4. Modern Languages
   Based upon five evaluations under II-C, "Modern Languages" (page 86).

5. Mathematics
   Based upon three evaluations under II-D, "Mathematics" (page 86).

6. Sciences
   Based upon four evaluations under II-E, "Sciences" (page 87).

7. Social Studies
   Based upon five evaluations under II-F, "Social Studies" (page 88).
study environmental factors to enrich classroom experiences and to further the pupils' educational experiences by bringing about a better understanding of the relation existing between classroom learning and out-of-school life.

Since the instructional program of the Henrietta High School scores low on methods of appraisal used by the staff, it is recommended that the teachers of the school prepare themselves to understand and employ in their work, a more comprehensive testing program. Standardized achievement tests should be used as well as tests of the teachers' own construction. It is thought that tests should emphasize pupil progress rather than comparison to other pupils of a group. It is recommended that an effort be made to have pupils use tests to evaluate their own progress. It is recommended further that diagnostic tests be given and that these tests be made the bases of appropriate remedial activities.
CHAPTER IX
OUTCOMES OF THE EDUCATIONAL PROGRAM

Introduction

Attention to evaluation of the outcomes of instruction has been characteristic of education in every epoch. The necessity of checking the results accomplished against the work undertaken has usually been accepted as a matter of course.\(^1\)

An accepted concept of outcomes is expressed in this excerpt from Caswell and Campbell:

Outcomes . . . are the result—not necessarily the result desired or expected—but the actual result as represented in the changes brought about in the behavior of pupils. Ideally, the outcomes of instruction should be in accord with or should approximate the aims of education. The means of identifying and of evaluating them should, therefore, be in accord with the nature of the aims and the manner in which they function.\(^2\)

Langfitt, Cyr, and Newsom say: "If the outcomes of education are to be measured scientifically, there must be some systematic follow-up work to determine just what success the pupil is making after he is out of school.\(^3\)

Measuring outcomes of the educational program is a very


\(^2\)Ibid., p. 363.

worthwhile procedure, but, at the same time, a very difficult process because of the intangible qualities of the things measured. Wrinkle says: "Society should not be expected to support an educational program unless the program is so planned that desirable outcomes are very evident."  

This statement of guiding principles for the evaluation of outcomes of the educational program was made by the Cooperative Study of Secondary School Standards:

In the educational program of a good secondary school, major concern should be given to attaining desirable outcomes and to the various kinds of evidence indicating that such outcomes are being realized. It may be necessary to test some outcomes by departments or in class groups. This, however, should not be construed as limiting the responsibilities of all phases of the educational program, including the instructional activities of teachers, pupil activity program, guidance service, library service, school plant, and school administration, for the attainment of desirable outcomes. There should be evidence that teachers and pupils are happily and harmoniously cooperating in the stimulation of a wholesome curiosity about themselves and their environment. Evidence should be sought to show that pupils are securing knowledge and developing worthwhile skills, attitudes, tastes, appreciations, and habits. There should be evidence that pupils are able to make desirable choices or to exercise good judgment in the selection of friends, vocations, leisure activities, goods and services, and in other important matters which confront youth today. Evaluation of such activities involves more than determining the amount of knowledge possessed, measuring the degree of skill, and testing the scope of understanding, important and necessary as all these

are. Among others, intangible qualities such as cooperativeness, tolerance, open-mindedness, reverence, respect for law, and self-reliance are highly desirable outcomes. Evaluation of such outcomes is by no means easy; for most of them there is no standard measure and therefore evaluation of them necessarily will be largely a matter of judgment. The difficulty of the task is no reason for avoiding it, and the importance and universality of the problems involved make it imperative that attention should be directed to the attainment of such outcomes and to their proper evaluation.\(^5\)

In evaluating the outcomes of the educational program of the Henrietta High School, the philosophy and objectives of the school have been kept in mind. The nature of the pupil population and of the school community have also been considered. The two-fold nature of the work—evaluation and stimulation to improvement—has been kept constantly in mind also. Careful, discriminating judgment has been attempted.\(^6\)

The outcomes of the school's educational program have been studied with respect to procedures used for evaluating outcomes, outcomes in principal subject matter fields, and outcomes in attitudes and appreciations.

The School's Procedures for Evaluating Outcomes

The following checklist shows how the school's procedures for evaluating outcomes have been rated.

(-) 1. Procedures for evaluating outcomes are being constantly improved.


\(^6\) Ibid., p. 82.
2. Responsibility is placed upon the supervisory staff for studying new evaluation techniques.
3. Activities of pupils during out-of-school hours are studied.
4. Systematic appraisal is made of the college achievements of former pupils.
5. Systematic appraisal is made of the achievements of former pupils who did not go to college.
6. Appropriate tests and examinations are used.
7. Attitudes and appreciations are measured with the best instruments available.
8. Staff members are encouraged to consider the conduct of pupils in all school situations as revealing the nature and quality of outcomes of the educational program.
9. Cooperation of parents and other members of the school community in evaluating the outcomes of the educational program is systematically sought.
10. Informal observations of pupils are recorded in some form such as an anecdotal record.
11. Pupil appraisal of the outcomes of the educational program is encouraged.

Only two of the above items were checked (✓), five were checked (−), and four were checked (0). This indicates that the school's procedures for evaluating outcomes are unsatisfactory. It is noted that activities of pupils during out-of-school hours are not studied to any appreciable extent, and that attitudes and appreciations are not measured.

Millis and Millis say: "Tell us the kind of things your boy thinks fun and we will tell you the kind of man he is becoming."^8

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^7 Ibid., p. 83.

Outcomes in Principal Subject Matter Fields

The following checklist for evaluating the outcomes in the subject matter field of English is given as it was checked for the English department of the Henrietta High School:

The pupils are developing or have attained desirable skills, habits, knowledge, understandings, abilities, tastes, and appreciations in:

(-) 1. Reading and interpreting a variety of literary products.

(-) 2. Evaluating the quality of literary products.

(-) 3. Understanding the relation to their own lives of current social problems as revealed in literature.

(✓) 4. Enjoying and developing a taste for good literature.

(-) 5. Judging intelligently the values of the current products of the radio, screen, platform, and press and developing a taste for better products of these kinds.

(✓) 6. Reading contemporary and classical authors with increasing appreciation.

(-) 7. Understanding characteristic literary and social trends and movements.

(-) 8. Reading rapidly and effectively.

(✓) 9. Using English correctly and effectively in various types of written discourse.

(-) 10. Developing a speaking voice habitually characterized by clearness, distinctness, and good modulation.

(-) 11. Understanding the underlying principles of speech production.

(-) 12. Observing in ordinary conversation those speech forms sanctioned by correct usage.

(✓) 13. Participating in class discussion, public speaking, story telling, dramatics, and other forms of oral discourse.

(-) 14. Producing, where talent warrants it, work of a creative nature in written or spoken forms.9

Of the fourteen items of the above checklist, four were checked (✓), indicating that the conditions or provisions

9ibid., pp. 84-85.
were present to some extent or only fairly well made. A lower than average rating in outcomes is indicated for the English instruction. It seems that the English instruction in the school has not caused the pupils to develop skills in reading rapidly and effectively. There seems, also, to be evidence that the pupils are not developing satisfactorily, in ordinary conversation, those speech habits sanctioned by correct usage.

Nine checklist items have been checked for the outcomes of the ancient language instruction in the school.

There is definite evidence that pupils are developing or have attained desirable skills, habits, knowledge, understandings, abilities, tastes, and appreciations in such respects as the following:

(-) 1. Knowledge of vocabulary.
(-) 2. Knowledge of the structure of the language.
(-) 3. Reading the language extensively and understanding it readily.
(-) 4. Increased ability to read the language at sight.
(0) 5. Reading and interpreting different kinds of literature written by a variety of authors.
(✗) 6. Increased understanding and effective use of English.
(✗) 7. Understanding the civilization of the Greeks and Romans.
(✗) 8. Appreciating the contribution and relationship of Greek and Roman culture to modern life.
(0) 9. Understanding similarities, differences, and relationships among languages.10

Three of the items were checked (✗), four were checked (-), and two were checked (0). The rating for outcomes in instruction in ancient languages seems to be about average.

10Ibid., p. 35.
It appears that pupils have developed an increasing understanding of and a more effective use of English as a result of their study of ancient languages; they have developed an understanding of the civilization of the Greeks and Romans; but they have not developed ability to read the language readily.

Spanish is the only modern language taught in the Henrietta High School. In marking checklist items due consideration has been given to the differences of achievement which may be reasonably expected because different pupils have studied the language for different lengths of time. The following checklist has been checked to evaluate the outcomes of instruction in modern languages.

There is definite evidence that pupils are developing or have attained desirable skills, habits, knowledge, understandings, abilities, tastes, and appreciations in such respects as the following:

1. Knowledge of vocabulary. (✓)
2. Knowledge of the structure of the language. (-)
3. Reading the language extensively and understanding it readily. (✓)
4. Increased ability to read the language at sight. (-)
5. Increased understanding and effective use of English. (0)
6. Reading and interpreting different kinds of literature written by a variety of authors. (✓)
7. Understanding the culture of the people whose language is being studied. (✓)
8. Appreciating the contributions to our culture of the people whose language is being studied. (✓)
9. Understanding the similarities, differences, and relationships among languages. (✓)
10. Developing an interest in voluntary reading of literature in the language studied. (-)
(-) 11. Using the foreign language in oral and written discourse.
(✓) 12. Correct pronunciation as shown in reading and oral discourse. 11

Of the twelve items found in the above checklist, six were checked (✓), five were checked (-), and one was checked (0). This indicates a score slightly lower than average. The pupils, according to the checklist markings, have developed to a satisfactory degree in knowledge of vocabulary, in understanding the culture of the people whose language is studied, and in correct pronunciation; but have not attained desirable skills in using the language in oral and written discourse. McFarland offers the suggestion that foreign language instruction would be more effective if it were initiated in the lower grades.

It is feasible and desirable that the teaching of foreign languages, in a conversational way, be begun in the lower grades of our elementary schools. Teachers can do much to hasten the time when this will become the usual procedure, and the university can do much to lead prospective teachers to see this and be prepared for it. Certainly here is a field for much in the way of developing world appreciation. 12

The following checklist for evaluating outcomes of the educational program in mathematics contains nine items.

There is definite evidence that pupils are developing or have attained desirable skills, habits,

11Ibid., p. 86.

knowledge, understandings, abilities, tastes, and appreciations in such respects as the following:

1. Making computations and using measurements and symbols readily, especially those in common practice.

2. Habitually checking results; being accurate.

3. Analyzing and interpreting problems in out-of-school life, understanding principles and applying them to practical situations.

4. Estimating results, quantities, and values.

5. Developing clear, definite concepts of quantitative relationships.

6. Using and interpreting graphs and other means of visualizing relationships.

7. Developing appreciation of mathematical elements in such fields as art, music, architecture, astronomy, games, and industry.

8. Understanding the nature of proof.

9. Showing facility in the use of inductive and deductive reasoning.

Four of the above items were checked (✓) and five were checked (-), indicating that the outcomes of instruction in mathematics are about average. The pupils who have studied mathematics in the evaluated school seem to have acquired desired skills in using measurements and symbols, in using and interpreting graphs and other means of analyzing relationships, and in understanding the nature of proof. The checklist shows, however, that they have not developed desirable skills, habits, and knowledge in analyzing and interpreting problems in out-of-school life; in estimating results, quantities, and values; and in showing facility in the use of inductive and deductive reasoning.

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The checklist below has been checked to show the outcomes of various phases of instruction in science.

There is definite evidence that pupils are developing or have attained desirable skills, habits, knowledge, understanding, abilities, tastes, and appreciations in such respects as the following:

1. Recognizing the influence and dependence of all life forms on environmental factors such as heat, light, moisture, and food.
2. Recognizing the constant struggle for existence, involving reproduction, adaptation, dispersal, and migration.
3. Appreciating the influence of heredity on life forms.
4. Recognizing the development of the more complex forms of life from the simpler forms.
5. Recognizing the influence of micro-organisms in economic relations and in human life, past and present.
6. Recognizing man's dependence on natural resources, topography, and climate.
7. Recognizing man's increasing control over his environment and his ability to conserve and develop natural resources.
8. Recognizing the part played by chemical reaction in the human body and in nature.
9. Recognizing the part played by chemical reaction in medicines, cosmetics, clothing, and industrial processes.
10. Recognizing the use of heat, light, and moisture to promote man's plans, desires, and well-being.
11. Recognizing the use of electricity to promote man's plans, desires, and well-being.
12. Recognizing the use of sound to promote man's plans, desires, and well-being—speech, sound pictures, radio, music, telephone, etc.
13. Recognizing and applying natural laws or principles in tools and machines; recognizing the operation of these laws in plants, animals, and nature in general.
14. Learning to reason correctly from data to conclusions.
15. Demonstrating skill in the use of laboratory equipment.
(-) 16. Employing a critical attitude toward claims in advertisements of commercial products.\textsuperscript{14}

Of the sixteen items listed above, seven were checked (✓), eight were checked (−), and one was checked (0). The outcomes of instruction in science are seen to be rated as below average. Perhaps, the weakest point of the science program is that pupils have not developed an understanding of the part played by chemical reactions in medicines, cosmetics, clothing, and the industrial processes. The need for applied science in the schools is expressed in this excerpt from Pape:

Science is truly different from art, knowledge from application, thought from execution; and there are those who think this makes a poser for traditional education. It is felt that academic, formal, systematic courses, not devoted to the solution of particularized everyday problems, are relatively worthless. Systematic thought should give way to art, pure science to applied science, liberal arts to professional schools.\textsuperscript{15}

The following checklist items have been marked with appropriate symbols showing the evaluation of the outcomes of the educational program in the social studies:

There is definite evidence that pupils are developing, or have attained, an understanding of the significance in human relationships and welfare, past and present, of the following:

\begin{itemize}
\item[✓] 1. Interdependence of individuals and of groups.
\item[✓] 2. Dangers and difficulties of efforts to make states and nations self-sufficient.
\end{itemize}

\textsuperscript{14}Ibid., p. 87.

\textsuperscript{15}L. M. Pape, "Science, Art and Education," \textit{The Educational Forum}, III (May, 1939), 280.
3. Desirability and necessity of government and of law.
4. Interresponsibility of government and of the individual; necessity of taxes.
5. Transportation and communication; exchange of goods and ideas; exchange of credit.
6. Measures of goods and values.
7. Relation of density of population to natural resources.
8. Customs and mind sets; change and progress; relative value of the old and the new.
9. Religions and their relation to and influence on progress.
10. Relation of density of population to modes of living and culture; its effect on personal independence.
11. Man's increasing control over nature through increasing knowledge and inventions; effects of culture, comforts, and health.
12. Effects of man's desire to extend control in industrial, civic, and political life—master and servant; castes; graft and bossism.
13. Social and civic responsibilities and their discharge; leadership and cooperation.
14. Importance of being an intelligent producer and consumer; resistance to propaganda and pressure salesmanship.
15. Constant struggle for security, liberty, and equality.
16. Education and the school; preservation and transmission of culture; enrichment of culture.
17. Similarities and differences between races and cultures and their relation to form of government.
18. Democracy as a mode of living, thinking, understanding, cooperating, and sharing responsibility.
19. Nationalism and internationalism; humanitarianism; world peace.
20. Relationships between capital and labor.
21. Laissez-faire versus planned economy.
22. Formation of public opinion.
23. Conservation of human as well as natural resources.
24. Economic and social maladjustments.
(0) 25. Necessity for collection and use of data in the solution of problems.16

Nine of the above criteria for evaluating the outcomes of instruction in the social studies were checked (✓), nine were checked (−), and seven were checked (0). The checklist scores indicate a rating lower than average. There is evidence that the pupils have attained an understanding of the significance of interdependence of individuals and of groups, of the desirability and necessity of law, of man’s increasing control over nature, of the constant struggle for security, of the relationships between labor and capital, and of the conservation of natural resources. There seems to be evidence, from the checklists, that the pupils do not have an understanding of the significance of: measures of goods and values, of the relation of density of population to modes of living, and of the necessity for collection and use of data in the solution of problems.

The items below have been checked with the proper symbols showing the evaluation of the outcomes of the educational program in the field of music.

There is definite evidence that pupils are developing or have attained desirable skills, habits, knowledge, understandings, abilities, tastes, and appreciations in such respects as the following:

(✓) 1. Appreciating harmony and beauty of tone produced by the voice, and distinguishing the good from the poor.

(✓) 2. Appreciating harmony and beauty of tone produced by instruments, and distinguishing the good from the poor.

(✓) 3. Producing harmony and beauty of tone vocally, individually and in groups.

(✓) 4. Producing harmony and beauty of tone with instruments, individually and in groups.

(✗) 5. Producing musical work of a creative nature.

(-) 6. Understanding and appreciating the history of music and its contributions to our culture.

(0) 7. Understanding musical theory and harmony.

(0) 8. Understanding the form and structure of various types of musical composition.

(-) 9. Recognizing the principal works of the leading composers.\textsuperscript{17}

Four of the above items were checked (✓), two were checked (-), two were checked (0), and one was checked (✗). A rating of above average is indicated in outcomes of instruction in music in the Henrietta High School. The checklist indicates that the pupils have developed desirable tastes in appreciating harmony and beauty of tone produced by the voice or by musical instruments.

The checklist below has been checked to indicate the evaluation of the outcomes of the educational program of the school in homemaking.

There is definite evidence that pupils are developing or have attained desirable skills, habits, knowledge, understandings, abilities, tastes, and appreciations in such respects as the following:

(-) 1. Managing personal finances effectively--selecting and purchasing goods and services on the basis of value and appropriateness.

(-) 2. Assisting with family financial problems--accounting, budgeting, purchasing goods and services.

\textsuperscript{17}Ibid., p. 89.
3. Managing time and energy for self and assisting in planning for the division of activities among members of the family.


5. Buying, preparing, serving, and caring for food.

6. Selecting, making, caring for, repairing, and renovating clothing for self and family appropriate to person and occasion.

7. Selecting, using, and caring for efficient tools and equipment and household supplies appropriate to family needs and income.

8. Making the house and its surroundings attractive, comfortable, and convenient.

9. Assisting with the attainment and maintenance of desirable personal and family relationships.

10. Assisting in the development of desirable social relations between the family and the community, including the extension of hospitality and participation in community activities.

11. Assisting in the guidance of the physical, social, and educational development of children in the family and in the community.

12. Caring for health of self and members of the family, including the selection and eating of adequate meals, home safety, personal hygiene, and care in case of minor accidents and illnesses.

13. Understanding suitable procedures in infant and child care.\(^{18}\)

Five items of the above list were checked (✓), and eight were checked (−). The average is below the median for the homemaking program. The pupils have developed desirable skills in selecting, making, caring for, and repairing their own clothes or those of the members of their families. They have also developed desirable social relations between family and the community.

The following checklist has been checked to indicate

\(^{18}\)Ibid., p. 91.
the evaluation of the outcomes of the school's program of instruction in agriculture:

There is definite evidence that pupils are developing or have attained desirable skills, habits, knowledge, understandings, abilities, tastes, and appreciations in such respects as the following:

(·) 1. Effectively using or caring for farm tools or machines.
(·) 2. Estimating the worth of farm tools and machines and of their products.
(✗) 3. Propagating and caring for plants; recognizing and treating plant diseases.
(✗) 4. Breeding and caring for farm animals; recognizing and treating animal diseases.
(✗) 5. Maintaining, conserving, and fertilizing soil.
(·) 6. Budgeting and marketing.
(✗) 7. Managing a farm; planning farm activities.
(✗) 8. Recognizing the significance of farm life and its contribution to the welfare of society.
(·) 9. Appreciating aesthetic aspects of farm life and environment.
(✗) 10. Understanding farm groups and their activities.19

Six of the above items were checked (✗), and four were checked (·). The score is seen to be above average. There is definite evidence that the pupils in the course have developed desirable skills in propagating and caring for plants; in recognizing and treating both plant and animal diseases; in breeding and caring for farm animals; and in maintaining and conserving the soil.

The following checklist has been checked to indicate the evaluation of the outcomes of the school's educational program in business education.

19Ibid., p. 92.
There is definite evidence that pupils are developing or have attained desirable skills, habits, knowledge, understandings, abilities, tastes, and appreciations in such respects as the following:

1. Displaying knowledge of the language of business.

2. Having a general understanding of the economic nature of business and how it operates, including the intermingling of functions of management, finances, production, marketing, and accounting.

3. Developing efficiency in at least one type of business employment sufficient to permit a graduate to secure an initial position.

4. Developing the ability to adapt oneself to occupational changes brought about by inventions or other social or economic changes.

5. Knowing business practices and being proficient in those business skills needed by all intelligent consumers.

6. Developing a personality which will be welcomed in business and society alike.

7. Understanding ethical business standards.

One item of the above list was checked (✓), four were checked (−), and two were checked (0). The checklist indicates a lower than average rating for the outcomes of instruction in business education. Apparently the pupils have not developed satisfactory skills in displaying a knowledge of the language of business, and in vocational efficiency. The addition of another unit of work would make the department stronger.

Checklists for evaluating outcomes in arts and crafts, industrial arts, health and physical education, and vocational shop were not checked since the evaluated school does not offer such courses.

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20 Ibid.
Outcomes in Attitudes and Appreciations

The following checklist is designed to evaluate the school's educational program as to outcomes in attitudes and appreciations:

As a result of the entire educational program, pupils show evidence of definite progress in the development of such desirable attitudes and appreciations as the following:

(✓) 1. Open-mindedness—willingness to revise opinions and conclusions in the light of new evidence.

(✓) 2. Critical-mindedness—disposition to seek causes or explanations, to weigh evidence carefully, and to withhold judgments until sufficient evidence is available.

(✓) 3. Concentration—ability to give attention through a considerable period of time in spite of difficulties or distractions.

(✓) 4. Industriousness—disposition to use time and ability effectively and constructively.

(✓) 5. Responsibility—willingness to acknowledge responsibility for one's acts and obligations.

(✓) 6. Self-reliance—willingness to make decisions and carry out plans oneself instead of depending on others or the school.

(✓) 7. Self-control—ability to avoid display of temper or uncontrolled emotion.

(✓) 8. Creativeness—desire to do or say things in a new and better way.

(✓) 9. Enthusiasm—readiness to enjoy life and participate in its wholesome activities.

(✓) 10. Social-mindedness—willingness to subordinate personal advantage to the common welfare.

(✓) 11. Cooperation—desire to work harmoniously with others.

(✓) 12. Tolerance—good will toward individuals or groups of different race, customs, or opinions.

(✓) 13. Courtesy—considerateness in relations with others.

(✓) 14. Generosity—willingness to share opportunities or privileges.

(✓) 15. Honesty—integrity in handling money; straightforwardness; sincerity in personal relationships.

17. Loyalty—devotion to the interests of friends, school, home, community, and nation.

18. Appreciation of beauty in nature and art.

19. Appreciation of good workmanship.

20. Appreciation of home and family.

21. Appreciation of spiritual and religious values.

22. Appreciation of commendable conduct and qualities in others.

23. Appreciation of one's own ability and worth.

24. Appreciation of the value of law and constituted authority.21

Seventeen of the items listed above were checked (✓), and seven were checked (✓). Here, apparently, is one of the strong phases of the educational program of the Henrietta High School. Pupils show evidence of having made definite progress in the development of such desirable attitudes and traits as: open-mindedness, self-control, responsibility, enthusiasm, cooperation, tolerance, generosity, honesty, dependability, and loyalty. The pupils, also, show evidence of having developed desirable appreciations of beauty in nature and art, of craftsmanship, of the value of law and constituted authority, of home and family, and of spiritual values.

For the outcomes of the entire educational program of the Henrietta High School, the following evaluative questions have been scored:

(2) 1. How extensive are the procedures which have been developed to evaluate the various outcomes of the educational program?

21 Ibid., p. 95.
(2) 2. How adequately do members of the staff measure the outcomes of the educational program?
(3) 3. To what extent have evaluation procedures been used systematically in following the progress of individual pupils?
(3) 4. How extensively do pupils read literature voluntarily?
(2) 5. How well do pupils seem to understand literature and how it is related to life situations?
(3) 6. How well does the written work of the pupils conform to generally accepted standards?
(2) 7. How well do pupils pay attention to good speech habits in and around school?
(3) 8. To what extent do pupils have a functional knowledge of the vocabulary and structure of the language studied?
(1) 9. How well do pupils read the language studied with a minimum of translation?
(3) 10. How effectively is a better understanding of English developed?
(3) 11. How great is the appreciation of the contributions to modern life of the people whose language is being studied?
(2) 12. How well do pupils use the language studied in oral discourse?
(3) 13. How efficient are pupils in the use of mathematical concepts, processes, and symbols?
(3) 14. How effectively do pupils use and understand graphic methods?
(4) 15. How extensively do pupils use mathematics in other school subjects and in general school activities?
(3) 16. How well do pupils understand elementary science concepts?
(3) 17. How satisfactorily have pupils developed appropriate scientific attitudes?
(2) 18. How extensive is the recognition by pupils of the presence of physical, chemical, and biological factors in their daily environment?
(2) 19. How well do pupils give evidence of applying scientific principles to phenomena with which they come in contact?
(3) 20. How well do pupils understand contributions of the past to our present civilization?
(4) 21. How thoroughly do pupils understand the structure and function of local, state, and national governmental agencies?
(3) 22. To what extent are pupils interested in identifying and studying economic, political, and social problems?
23. How actively and intelligently do pupils discuss contemporary economic, political, and social problems?

24. How successfully are pupils solving economic, political, and social problems which exist in the school and community and which are appropriate for them to attack?

25. What degree of excellence is shown by pupils in ensemble work in music?

26. How great is the excellence shown by pupils who have definite musical ability when they perform individually?

27. To what extent do pupils show appreciation of good music?

28. To what degree do pupils show intelligence in the selection of goods (food, clothing, equipment, furnishings) and services on the basis of values?

29. How well have necessary skills for homemaking been developed?

30. To what extent do pupils demonstrate appreciation of beauty through making self and surroundings more attractive?

31. To what degree do they show understanding of children and child welfare?

32. To what extent are pupils intelligent in the selection and use of tools and machines?

33. To what extent are they intelligent in the care and breeding of farm animals?

34. To what extent do they show understanding and appreciation of farm life and agriculture?

35. To what extent is the work in agriculture improving farm practices and activities in the community?

36. How efficiently are pupils prepared for vocational service?

37. How well do pupils understand the importance of personal qualities in securing and holding a job?

38. How well do they appreciate the part business plays in the everyday life of the individual and of society?22

The average of the scores of the evaluative questions for the outcomes of the entire educational program of the

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school is (2.8), which is slightly below the median for all schools of the country.

Summary and Recommendations

Table 25 presents a summary of the evaluations of the outcomes of the educational program of the Henrietta High School. The percentile scores and the final summary percentile of outcomes of the educational program as computed on this summary form were plotted on educational thermometers as shown in Figures 12, 13, and 14. It can be seen that the school's procedures for evaluating outcomes score 38, which is twelve points below the nation-wide norm for accredited schools. In evaluating outcomes in the subject matter field of English, the school's percentile score is 28. This is twenty-two points below the national norm, and seven points below the median for non-accredited schools. In evaluating outcomes in ancient languages, the school's percentile score is 30. This score is only two points below the norm for non-accredited schools and ten points below the average of Southern schools. In modern language instruction, the evaluation of outcomes scores 34, which is only one point below the median of non-accredited schools. The percentile score in outcomes of mathematics instruction is high. The score of 62 is twelve points above the national norm. In science, the percentile score of 30 is six points below the norm for non-accredited schools and twelve points
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<td>250</td>
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</tr>
<tr>
<td>62</td>
<td>4</td>
<td>..</td>
<td>..</td>
<td>248</td>
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</tr>
<tr>
<td>N</td>
<td>4</td>
<td>10</td>
<td>..</td>
<td>N</td>
<td></td>
</tr>
<tr>
<td>N</td>
<td>4</td>
<td>20</td>
<td>..</td>
<td>N</td>
<td></td>
</tr>
<tr>
<td>38</td>
<td>4</td>
<td>10</td>
<td>..</td>
<td>152</td>
<td></td>
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### TABLE 25--Continued

<table>
<thead>
<tr>
<th>Item</th>
<th>Computation of primary scores</th>
</tr>
</thead>
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<tr>
<td></td>
<td>Evaluations</td>
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<tr>
<td>Agriculture</td>
<td>a b c d e</td>
</tr>
<tr>
<td>Business education</td>
<td>a b c</td>
</tr>
<tr>
<td>Physical education: boys</td>
<td></td>
</tr>
<tr>
<td>Physical education: girls</td>
<td></td>
</tr>
<tr>
<td>Vocational shop</td>
<td></td>
</tr>
<tr>
<td>Attitudes and appreciations ...</td>
<td>a b c</td>
</tr>
<tr>
<td>General evaluation</td>
<td>a b c</td>
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TABLE 25--Continued

Computation of summary score

<table>
<thead>
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<th>Percentile</th>
<th>Weights</th>
<th>Weighted Percentile</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Alpha</td>
<td>Beta</td>
</tr>
<tr>
<td>58</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>26</td>
<td>4</td>
<td>..</td>
</tr>
<tr>
<td>..</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>..</td>
<td>4</td>
<td>..</td>
</tr>
<tr>
<td>..</td>
<td>4</td>
<td>..</td>
</tr>
<tr>
<td>74</td>
<td>20</td>
<td>30</td>
</tr>
<tr>
<td>38</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Totals</td>
<td>100</td>
<td>100</td>
</tr>
</tbody>
</table>

Summary score (Divide by 100, unless there are "N"'s in the "Percentile" column) ....... 46

Equivalent percentile ..................... 42
(From summary conversion table)
Fig. 12. -- The educational temperatures showing the percentile scores of the outcomes of the educational program of the Henrietta High School. (1)
OUTCOMES (2)

General Statement

This is the second of three charts on the outcomes of the educational program of the school. All thermometers on this chart are based upon Section I of the Evaluative Criteria, OUTCOMES OF THE EDUCATIONAL PROGRAM. Sources for each thermometer are indicated below.

1. Music
   Based upon three evaluations under II-G, "Music" (page 99).

2. Arts and Crafts
   Based upon three evaluations under II-H, "Arts and Crafts" (page 90).

3. Industrial Arts
   Based upon three evaluations under II-J, "Industrial Arts" (page 90).

4. Homemaking
   Based upon four evaluations under II-K, "Homemaking" (page 91).

5. Agriculture
   Based upon five evaluations under II-L, "Agriculture" (page 92).

6. Business Education
   Based upon three evaluations under II-M, "Business Education" (page 92).
Fig. 13.--The educational temperatures showing the percentile scores of the outcomes of the educational program of the Henrietta High School. (2)
OUTCOMES (3)

General Statement

This is the last of three charts on the outcomes of the educational program of the school. All thermometers on this chart are based upon Section I of the Evaluative Criteria, OUTCOMES OF THE EDUCATIONAL PROGRAM. Sources for each thermometer are indicated below.

1. Health and Physical Education: Boys
   Based upon three evaluations under II-N, "Health and Physical Education for Boys" (page 93).

2. Health and Physical Education: Girls
   Based upon three evaluations under II-O, "Health and Physical Education for Girls" (page 93).

3. Vocational Shop
   Based upon three evaluations under II-F, "Vocational Shop and Related Work" (page 94).

4. Attitudes and Appreciations
   Based upon three evaluations under III, "Outcomes in Attitudes and Appreciations" (page 95).

5. General Evaluation
   Based upon three evaluations under V, "General Evaluation of Outcomes of the Educational Program" (page 96).

6. SUMMARY
   Based upon the other eighteen thermometers on this chart and the two preceding charts, each weighted as indicated in Section X of Evaluative Criteria.
below the median for Southern schools. In social studies, the outcomes of the educational program are equal to or better than fifty per cent of the 200 schools studied by the Cooperative Study of Secondary School Standards and are equal to the nation-wide norm for all schools. The outcomes of the music instruction in the school are rated 62, which is twelve points above the national norm for all schools. In homemaking, the outcomes of the educational program rate 38, which is twelve points below the nation-wide norm.

The score for outcomes of the educational program in agriculture is 58. This is eight points above the median for the nation and is twelve points above the norm for Southern schools. In business education, the score of 26 is an inferior rating. It is four points below the norm for non-accredited schools and fourteen points below the nation-wide norm. The high point of the outcomes of the educational program in the school seems to be in outcomes in attitudes and appreciations developed or attained by the pupils. The score is 74. This is a superior rating, being twenty-four points above the nation-wide norm and thirty-seven points above the norm for non-accredited schools.

The general evaluations of the outcomes of the educational program score 38. This is an average score, but is sixteen points below the national norm for all schools.
Fig. 14.--The educational temperatures showing the percentile scores of the outcomes of the educational program of the Henrietta High School. (3)
SCHOOL STAFF (1)

General Statement

This is the first of three charts on the school staff. The first two thermometers on this chart are based upon Section J of the Evaluative Criteria, SCHOOL STAFF. The last four thermometers are based upon Section M, DATA FOR INDIVIDUAL STAFF MEMBERS, as summarized in Section J, SCHOOL STAFF. Sources for each thermometer are indicated below.

1. Numerical Adequacy
   Based upon five evaluations under I, "Numerical Adequacy" (page 99), in Section J, SCHOOL STAFF.

2. Selection
   Based upon three evaluations under II-A, "Selection of Staff Members" (page 100), in Section J, SCHOOL STAFF.

3. Personal Qualifications
   Based upon one evaluation for each staff member under I-B, "Personal Qualifications" (page 153) in Section M, DATA FOR INDIVIDUAL STAFF MEMBERS.

4. Instructional Qualifications
   Based upon three evaluations for each teacher under I-C, "Instructional Qualifications" (page 153) in Section M, DATA FOR INDIVIDUAL STAFF MEMBERS.

5. Adequacy of Preparation; Academic
   Based upon I-A-3, "Academic Preparation" (page 152) in Section M, DATA FOR INDIVIDUAL STAFF MEMBERS. The special scale on the right-hand side of the thermometer 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; also in Evaluation of Secondary Schools: Supplementary Reprints, No. 20.

6. Adequacy of Preparation; Professional
   Based upon I-A-4, "Professional Preparation" (page 152) in Section M, DATA FOR INDIVIDUAL STAFF MEMBERS. The special scale on the right-hand side of the thermometer 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; also in Evaluation of Secondary Schools: Supplementary Reprints, No. 20.
The final summary score of the outcomes of the educational program in the evaluated school is 42. This is an average score, being only eight points below the nation-wide norm. It is nine points above the norm for the non-accredited schools.

Since the school's procedures and techniques for evaluating the outcomes of the educational program are not satisfactory, and since the activities of pupils during out-of-school hours are not studied to any appreciable extent, and attitudes and appreciations of pupils are not measured, the following recommendations are made:

1. The school's procedures for evaluating outcomes of the educational program should be strengthened.

2. The activities of pupils during out-of-school hours should be studied and recorded in the form of anecdotal records.

3. Appropriate tests should be given to measure the attitudes and appreciations of the pupils.
CHAPTER X

THE SCHOOL STAFF

The Professional Staff

This section deals with the evaluation of the method of selection, qualifications, improvement in service, and conditions of service of the professional staff members of the Henrietta High School. In checking and evaluating the various features included in this section, the underlying philosophy and expressed purposes of the school and nature of the pupil population and the community which it serves have been kept constantly in mind. The checklist given below has been used with appropriate symbols to show how each item was scored.

(✓) 1. The superintendent of schools, the principal, assistants, and supervisors confer with each other regarding the selection of the professional staff.

(✓) 2. Candidates are selected on the basis of their fitness for the particular position they are to fill.

(✓) 3. Only candidates who meet the legal requirements and have a valid standard certificate for the position concerned or meet the qualifications for such certificates are considered for positions.

(✓) 4. Candidates are selected in the light of full personal, family, and health records of all candidates and in the light of their records of education and experience.
5. Confidential recommendations from reliable persons who are well acquainted with the candidate are secured; such recommendations are specific in terms and apply to a definite position.

6. The principal or superintendent, or both, have a personal interview with the candidate, or observe him at work, if he is seriously considered for a position.

7. Faculty and staff meetings are concerned chiefly with educational problems, principles, and progress rather than with announcements, discipline, and routine.

8. Faculty and staff meetings are characterized by general teacher planning and participation rather than by monopolization by one or a few individuals.

9. The staffs constantly study the school's aims and philosophy of education.

10. They are definitely studying the improvement of teaching.

11. They are definitely studying the improvement of the library and its service.

12. They are definitely studying the problems of guidance and the improvement of guidance service.

13. They are definitely studying the pupil activity program and seeking to improve it.

14. They are definitely studying how to promote health and health conditions of pupils and school.

15. They are actively studying the curriculum and how to improve it.

16. They are actively cooperating in other phases of school improvement, such as better use of English, respect for property, beautification of the school plant, and better school and community relations.

17. The school has a definite salary schedule for professional staff members.

18. The maximum, minimum, and average salaries for professional staff members are related to appropriate standards of living and economic and social conditions in the community.

19. The initial salary in the schedule is determined chiefly by the amount of training and experience of the candidate.

20. Regular increments in salary are spread over a large proportion of the potential service career.
21. 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.

22. Persons of the same type or rank of position receive equal salaries for equivalent training and experience (except as provided for in 5).

23. The maximum salary for any position is approximately twice as much as the minimum salary for the same position.

24. Tenure of employees is probationary for a period of at least two years.

25. Indefinite tenure is provided for after a successful probationary period of not over three years and continues as long as the employee's work and conduct merit it.

26. 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.

27. Employees who do not desire to continue in their positions give reasonable notice of their intention to leave.

28. Provision is made for employees to leave their regular school duties a limited number of days each year to attend professional meetings or for other professional purposes; no reduction in pay is made for such absences.

29. Provision is made for employees to have a limited number of days of absence from school duties because of personal sickness on annual cumulative basis and without loss of pay.

30. 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.

31. Provision is made for sabbatical leave of absence on full or half pay.

32. Adequate provision is made for the proper care of the school's disabled or over-age employees.

33. Employees are retired when old age or disability prevents further efficient service.

34. All those employed since the introduction of the retirement system are contributors to the retirement fund and share in its benefits.
35. Periodic actuarial investigations of the retirement system are made to insure its financial soundness.

36. Individual retirement deposits of each employee are returnable upon withdrawal from educational service or upon death prior to retirement.¹

Of the above checklist of thirty-six items, twelve were checked (✓), nine were checked (-), and fifteen were checked (0). The checklist ratings indicate an inferior score for the professional staff of the evaluated school in respect to manner of selection, qualifications, improvement in service, and conditions of service.

The following evaluative questions have been scored for the above checklist:

4. a. To what extent is consideration given to the preparation of prospective staff members?
4. b. To what extent is consideration given to the nature and amount of experience of prospective staff members?
4. c. To what extent is consideration given to the personal qualifications of prospective staff members?
2. d. How well is the entire professional staff organized for improvement in service?
3. e. How extensive are the efforts of these staffs, as groups, to effect improvements?
3. f. How well has the work of improvement been done?
1. g. How well does the salary schedule of the school meet the provisions set forth above?
1. h. How carefully is the school's salary schedule being observed?
2. i. How adequate are the salaries paid professional staff members?
4. j. How satisfactory are conditions relating to tenure?

(3) k. How well are provisions made for leaves of absence?
(N) 1. How adequate is the retirement system which applies to the professional staff members of this school? 

Of the twelve evaluative questions listed above, four were rated (4), three were rated (3), two were rated (2), two were rated (1), and one was rated (N). The average rating is (2.8), which is slightly below average for the school staff as to selection, qualifications, improvement in service, and conditions of service.

The checklist dealing with the personal and instructional qualifications was checked for each of the ten full-time teachers of the Henrietta High School. As a separate checklist was used for each teacher, the symbols indicating the way each item was checked are not shown here.*

1. The staff member possesses such qualifications as cooperation—gets along with others; adapts plans or procedures to their needs or convenience when desirable or necessary.
2. The staff member possesses such qualifications as sincerity and loyalty—associates accord him respect and confidence and he accords them support.
3. The staff member possesses such qualifications as intelligence—resourcefulness, adaptability, and judgment enable the attainment of desirable results.
4. The staff member possesses such qualifications as self-control—calm, well poised, and temperate in conduct and speech; well modulated voice.
5. The staff member possesses such qualifications as general culture—broad interests, refined tastes, interesting conversation, commendable personal habits, care in dress and personal appearance.

*Ibid.  *Individual ratings are given in Table 40, p. 258.
6. The staff member possesses such qualifications as interest in current problems—studies them and participates in activities or organizations seeking their solution.

7. The staff member possesses such qualifications as good physical health—has good health habits; is energetic and physically fit; enjoys physical activity.

8. The staff member possesses such qualifications as good mental health—friendly, cheerful, and sanely optimistic.

9. The staff member possesses such qualifications as enjoyment and understanding of adolescents; pupils are cordially friendly toward him.

10. The staff member possesses such qualifications as understanding of educative value of environmental factors—careful as to appearance and hygienic conditions of his classroom.

11. The teacher is thoroughly prepared in his field or fields of instruction.

12. The teacher is adequately informed in those fields which relate closely to his field of instruction.

13. The teacher’s preparation includes study of fundamental aspects of our culture, such as problems of social, economic, and political life.

14. The teacher has made extensive study of the nature of pupil growth and development.

15. The teacher has had experience in or contact with non-school activities which enable him to make practical applications in his field of instruction.

16. The teacher is able to stimulate pupils to purposeful and effective study.

17. The teacher keeps up with developments and findings in his teaching fields.

18. The teacher keeps up with new theories and practices in teaching procedures.3

The following evaluative questions for the above checklist were rated for each of the full-time teachers of the school.*

a. How satisfactory are the personal qualifications of this staff member?

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3Ibid., p. 153.

*Individual scores are given in Table 41, p. 259.
b. How comprehensive is this teacher's preparation as it bears on his understanding of relationships of his teaching fields with other fields and with life activities out of school?

c. How up-to-date is this teacher's preparation in his teaching field and teaching procedures?

d. How adequate is this teacher's ability to stimulate pupils to desirable learning activities?  

Of the forty evaluations made for the ten teachers, four for each teacher, two were rated (5); thirteen were rated (4); nineteen were rated (3); and six were rated (2). The average rating of the evaluations of personal and instructional qualifications of the teachers is (3.3), which is a good score.

The following excerpt from McGAughy sets a standard for personal qualifications of teachers:

The teacher will be an independent, self-respecting member of the total community in which she lives and works. She will recognize her own limitations and welcome the apt assistance of those who have different backgrounds and fields of specialization. She will not be a person who is dominated and given a feeling of inferiority by silly rules and laws which would make teachers seem to be a sort of third sex—persons who are not really human. . . . She will accept her position as a highly specialized social function and will carry on her work with dignity and intelligence, accepting the development of desirable child personalities as her principal function in life—personalities that are not only good for the children as individuals but also good for them as members of a society which is deliberately and consciously improving itself.  

The place of the staff and the functions of the staff in the school are set forth in the following excerpt:

4 Ibid.

A competent staff is one of the indispensable elements of a good school. Such a staff should not be merely a collection of individually competent persons. It should be a cooperating group having common purposes and motivated by common ideals. Each member of such a staff should give evidence of awareness and understanding of educational problems and of continuous professional growth. Before election to the staff each member should produce evidence of thorough preparation for his particular task and of possession of such personal traits as are requisite to teaching and to associating with youth. Diversity of preparation and viewpoints are desirable for a well-rounded staff, but its members should have the ability and the desire to work together cheerfully, harmoniously, and efficiently for the good of the school and its pupils.  

The professional staff of the Henrietta High School consists of nine full-time instructional members, a superintendent who teaches one period each day, a principal who teaches three periods, a music and Latin teacher who teaches two periods a day, a band teacher who teaches one period a day, and a Spanish teacher who teaches one period a day in the high school and devotes the remainder of the school day to elementary school instruction. The total equivalent full-time of all members of the instructional staff is ten. This number of instructional staff members is not adequate numerically. This condition is reflected in the teacher-load situation. The administrative staff seems to be adequate numerically. The superintendent devotes seven eighths of his time to administrative and supervisory work, and the

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principal devotes five eighths of his school day to administrative and supervisory work.

The desirability of having an adequate number of staff members is expressed in this quotation:

"The number of staff members should be adequate for the curriculum offered, the school's enrollment, and the special needs of the pupils. The teaching load and the total working load should be such as not to endanger educational efficiency." 7

"The selection of teachers is primarily the duty of the superintendent of schools who recommends candidates to the Board of Education for election." 8 The above procedure is carried out in the evaluated school. Consideration is given to the academic and professional preparation, the nature and amount of experience, and the personal qualifications of the candidates for teaching positions.

Table 26 presents a summary of the evaluations of personal qualifications of all professional staff members of the evaluated school. The average of the evaluations is (3.3), which is three tenths of a point above the average for the nation's schools.

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7Ibid.

8G. D. Strayer, N. L. Engelhardt, and others, Problems in Educational Administration, p. 683.
TABLE 26
A SUMMARY OF THE EVALUATIONS OF PERSONAL QUALIFICATIONS OF THE PROFESSIONAL STAFF MEMBERS OF THE HENRIETTA HIGH SCHOOL

<table>
<thead>
<tr>
<th>Rating (A)</th>
<th>Number of Ratings (B)</th>
<th>Product of A and B (C)</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>..</td>
<td>..</td>
</tr>
<tr>
<td>4</td>
<td>4</td>
<td>16</td>
</tr>
<tr>
<td>3</td>
<td>5</td>
<td>15</td>
</tr>
<tr>
<td>2</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>1</td>
<td>..</td>
<td>..</td>
</tr>
<tr>
<td>Total .....</td>
<td>10</td>
<td>33</td>
</tr>
<tr>
<td>School score ....</td>
<td></td>
<td>3.3</td>
</tr>
</tbody>
</table>

Table 27 presents a summary of the evaluations of the instructional qualifications of all the professional staff members of the evaluated school. The average score for all of the ten full-time teachers of the school is (3.3), which is better than the median for the schools of the nation.
TABLE 27
A SUMMARY OF THE EVALUATIONS OF THE INSTRUCTIONAL QUALIFICATIONS OF THE PROFESSIONAL STAFF MEMBERS OF THE HENRIETTA HIGH SCHOOL

<table>
<thead>
<tr>
<th>Rating (A)</th>
<th>Number of Ratings (B)</th>
<th>Product of A and B (C)</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>2</td>
<td>10</td>
</tr>
<tr>
<td>4</td>
<td>9</td>
<td>36</td>
</tr>
<tr>
<td>3</td>
<td>14</td>
<td>42</td>
</tr>
<tr>
<td>2</td>
<td>5</td>
<td>10</td>
</tr>
<tr>
<td>1</td>
<td>..</td>
<td>..</td>
</tr>
<tr>
<td>Total ....</td>
<td>30</td>
<td>98</td>
</tr>
<tr>
<td>School score ....</td>
<td>3.3</td>
<td></td>
</tr>
</tbody>
</table>

The adequacy of the academic preparation of the professional staff of the evaluated school is shown in Table 26. One of the teachers was rated (5) in academic preparation for the field in which he is teaching; four teachers were rated (4); two were rated (3); two were rated (2); and one was rated (1). The average for academic preparation for all professional staff members of the school is (3.2), which is above the norm. Each teacher of the school system holds a
bachelor's degree. The low score, in some instances is due to the fact that those teachers are not teaching in their major fields. This condition is difficult to correct in a small school system. However, in all fairness to the pupils and to the teachers concerned, a definite attempt should be made to assign all teachers to work in their major or minor fields of academic preparation.

TABLE 28

<table>
<thead>
<tr>
<th>Rating (A)</th>
<th>Number of Ratings (B)</th>
<th>Product of A and B (C)</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>4</td>
<td>4</td>
<td>16</td>
</tr>
<tr>
<td>3</td>
<td>2</td>
<td>6</td>
</tr>
<tr>
<td>2</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

Total ........... 10 32

School score ........... 3.2
Table 29 presents a summary of the evaluations of the professional staff in adequacy of professional preparation. Two teachers were rated (4) in professional preparation, six were rated (3), and two were rated (2). The average score is (3), which is equal to the median for all schools studied by the Cooperative Study of Secondary School Standards.

**TABLE 29**

A SUMMARY OF THE EVALUATIONS OF THE ADEQUACY OF PROFESSIONAL PREPARATION OF THE PROFESSIONAL STAFF MEMBERS OF THE HENRIETTA HIGH SCHOOL

<table>
<thead>
<tr>
<th>Ratings (A)</th>
<th>Number of Ratings (B)</th>
<th>Product of A and B (C)</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>..</td>
<td>..</td>
</tr>
<tr>
<td>4</td>
<td>2</td>
<td>8</td>
</tr>
<tr>
<td>3</td>
<td>6</td>
<td>18</td>
</tr>
<tr>
<td>2</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>1</td>
<td>..</td>
<td>..</td>
</tr>
<tr>
<td>Total .......</td>
<td>10</td>
<td>30</td>
</tr>
<tr>
<td>School score .......</td>
<td></td>
<td>3.0</td>
</tr>
</tbody>
</table>
Table 30 presents a scale for evaluating the adequacy of the professional preparation of staff members.

**TABLE 30**

A SCALE FOR EVALUATING THE ADEQUACY OF PROFESSIONAL PREPARATION OF TEACHERS

<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>

The number of semester hours of professional preparation, which is shown in the left-hand column, is the total of all graduate and undergraduate work listed by each teacher on his individual form. Two teachers of the school have had fewer than eighteen semester hours of professional preparation, four teachers have had an average of twenty-four semester hours of professional preparation, and two teachers have had an average of thirty-nine semester hours of professional preparation.*

Table 31 shows the educational experience and service in the school of each of the full-time teachers in the system. The professional staff of the Henrietta High School ranks rather high in school experience and tenure in the

*Number of semester hours of professional preparation of each teacher is shown in Table 42, p. 260.
present school. One teacher has taught more than twenty-five years and has served twenty-five years in the present school. Another teacher has taught twenty-five years, twenty of which have been in the present position. One teacher has taught eighteen years, eleven of which have been in the present position. One has taught seven years, four of which have been in the present school. Another has taught six years, with three years in the present school.

TABLE 31

THE EDUCATIONAL EXPERIENCE AND SERVICE IN THE HENRIETTA HIGH SCHOOL OF THE HIGH SCHOOL STAFF

<table>
<thead>
<tr>
<th>Number of years</th>
<th>Educational experience</th>
<th>Service in present school</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number of staff members</td>
<td>Products of columns A and B</td>
</tr>
<tr>
<td>(A)</td>
<td>(B)</td>
<td>(C)</td>
</tr>
<tr>
<td>25</td>
<td>2</td>
<td>50</td>
</tr>
<tr>
<td>20</td>
<td>..</td>
<td>..</td>
</tr>
<tr>
<td>18</td>
<td>1</td>
<td>18</td>
</tr>
<tr>
<td>11</td>
<td>..</td>
<td>..</td>
</tr>
<tr>
<td>7</td>
<td>1</td>
<td>7</td>
</tr>
<tr>
<td>6</td>
<td>1</td>
<td>6</td>
</tr>
<tr>
<td>4</td>
<td>..</td>
<td>..</td>
</tr>
<tr>
<td>3</td>
<td>2</td>
<td>6</td>
</tr>
<tr>
<td>2</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Total ...</td>
<td>10</td>
<td>92</td>
</tr>
<tr>
<td>Average...</td>
<td>9.2</td>
<td></td>
</tr>
</tbody>
</table>
Five teachers have had three years or less of teaching experience.

The ten teachers of the evaluated school have taught a total of ninety-two years, an average of 9.2 years per teacher. They have taught in the present school a total of seventy years, an average of seven years per teacher.

In the membership of the staff should be found both experience gained by years of service and the vigor and enthusiasm characteristic of youth. Provision should be made for proper induction and adjustment of new and inexperienced members.  

Table 32 presents a summary of the evaluations given the teachers on individual improvement. Individual improvement of the teachers was rated on such items as membership in national or professional organizations; reading, both professional and non-professional; travel; visits to other schools; and college credit secured in the last three years, in education and in subject matter fields. The average for evaluations of individual improvement of professional staff members is (3.2), which is better than average in this respect. The teachers of the evaluated school are professional in their attitudes toward the improvement of their professional and educational preparation.

---

TABLE 32
A SUMMARY OF THE EVALUATIONS OF THE INDIVIDUAL IMPROVEMENT OF PROFESSIONAL STAFF MEMBERS OF THE HENRIETTA HIGH SCHOOL

<table>
<thead>
<tr>
<th>Ratings (A)</th>
<th>Number of Ratings (B)</th>
<th>Product of A and B (C)</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>..</td>
<td>..</td>
</tr>
<tr>
<td>4</td>
<td>4</td>
<td>16</td>
</tr>
<tr>
<td>3</td>
<td>16</td>
<td>48</td>
</tr>
<tr>
<td>2</td>
<td>..</td>
<td>..</td>
</tr>
<tr>
<td>1</td>
<td>..</td>
<td>..</td>
</tr>
<tr>
<td>Total ......</td>
<td>20</td>
<td>64</td>
</tr>
<tr>
<td>School Score ....</td>
<td></td>
<td>3.2</td>
</tr>
</tbody>
</table>

Table 33 shows the salaries received by the instructional and the administrative staff members of the Henrietta High School. Part-time teachers are not included in this table. It is seen that five teachers receive salaries of less than $1200 per year, and two teachers receive salaries of less than $1000 per year. The evaluated school has no salary schedule, and the salaries of teachers, low to begin with, are not increased in proportion to the service rendered.
TABLE 33

THE SALARIES OF THE PROFESSIONAL STAFF MEMBERS OF
THE HENRIETTA HIGH SCHOOL

<table>
<thead>
<tr>
<th>Salary</th>
<th>Staff Members</th>
</tr>
</thead>
<tbody>
<tr>
<td>$2800 - 2999</td>
<td>1</td>
</tr>
<tr>
<td>1800 - 1999</td>
<td>1</td>
</tr>
<tr>
<td>1600 - 1799</td>
<td>1</td>
</tr>
<tr>
<td>1200 - 1399</td>
<td>1</td>
</tr>
<tr>
<td>1000 - 1199</td>
<td>5</td>
</tr>
<tr>
<td>800 - 999</td>
<td>2</td>
</tr>
</tbody>
</table>

"Salaries should be such as to assure a living comparable
with the social demands on the profession and the worth of
service rendered as well as to provide security for old
age." 10

The advantages of a salary schedule are explained in
the following excerpt:

Such a [salary] schedule is advantageous both
to the administration and to the teacher. For the
administration it is a salary plan. In particular,
it aids in budget making, because it indicates with
a high degree of accuracy how much money will be
needed during each year of the next few years to
meet by far the largest item in the school budget,
namely, teachers' salaries; without such a forecast
the budget estimate for this item of expense must
be chiefly a guess, and it will seldom be an "edu-
cated guess." 11

McGaughey has this to say as to the value of experience
and the desirability of a salary schedule:

10 Cooperative Study of Secondary School Standards,
op. cit., p. 99.

11 Ward G. Reeder, The Fundamentals of Public School
Administration, 1941, p. 208.
Boards of education have almost universally recognized the value of actual experience in working with children. Nearly every community has a salary schedule which provides automatic increments in salary for each successive year of teaching. . . . There are certain social and economic reasons for increasing salaries of teachers as they grow in experience, but the belief that teachers grow in their effectiveness as they have experience in actual work with children is undoubtedly the fundamental reason for providing automatic increments in salary from year to year.12

Table 34 shows the non-school experience of professional staff members of the Henrietta High School. The aggregate number of years of non-school experience of the teachers of the school is eleven. The average number of years is (1.1), which is considerably above the average of non-school experience for teachers.

TABLE 34

THE NON-SCHOOL EXPERIENCE OF THE PROFESSIONAL STAFF MEMBERS OF THE HENRIETTA HIGH SCHOOL

<table>
<thead>
<tr>
<th>Aggregate number of years</th>
<th>11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of staff members</td>
<td>10</td>
</tr>
<tr>
<td>Average</td>
<td>1.1</td>
</tr>
</tbody>
</table>

The method of computing the teacher load of each teacher is based upon the Douglas formula. This formula takes into consideration not only the number of pupils in the teacher's class, but also the subject taught, the number of class periods taught, the amount of duplicate preparation for different sections of the same class, the amount of non-teaching activities, and the length of the class period. The unit in which teacher load is expressed is the total

work required for teaching a class of twenty pupils in a foreign language or mathematics for one class period of forty-five minutes.¹³

The teacher load was computed for the full-time teachers of the Henrietta High School. The aggregate number of teacher-load points for all teachers is 346. The number of staff members included in this computation is ten. The average load is found to be thirty-five teacher-load points for each teacher. According to the criteria, this teacher-load score is very inferior. The numerical inadequacy of the instructional staff and the size of the classes, an average of thirty pupils each, are the reasons for the low score.

Non-Professional Staff

The non-professional staff of the Henrietta High School consists of one clerk who works in the superintendent's office; a non-professional librarian, who has had no college training for library work; and one janitor. The following checklist for evaluating the non-professional staff was checked with appropriate symbols:

(-) 1. All members of the clerical and accounting staffs are adequately trained for their positions.

(✓) 2. All such members are efficient—work is done properly and in a reasonable length of time.

3. All such members are reliable—they do properly what is supposed to be done at the time it should be done.

4. They are trustworthy—they protect school interests and property and keep certain information confidential.

5. They are resourceful—they readily adapt themselves to different kinds of work and changed conditions and find better ways of doing things.

6. They are cooperative—they get along well with others and adapt their plans and procedures to the needs and conveniences of others whenever desirable or necessary.

7. They are courteous and agreeable to associates and to visitors.

8. They are neat and orderly with respect to themselves, their work, and their surroundings.

9. Their health and habits are such as to assure fitness for service and to safeguard the health of others.

10. The staff members are improving office procedures such as correspondence—prompt and accurate replies—and filing.

11. The staff members are improving office procedures such as office and school forms—permits, record cards, requisitions, and forms.

12. The staff members are improving office procedures such as filing system for office and school records.

13. The staff members are improving office procedures such as understanding of their relationship to the total school program and how they may improve and better promote it.

14. Candidates are selected on the basis of fitness for the particular positions they are to fill.

15. Candidates are selected only after full inquiry into their personal and health records and their records of training and experience.

16. The school has a salary schedule for the clerical and accounting staffs.

17. Maximum, minimum, and average salaries of these groups are related to appropriate standards of living and economic conditions in the community.

18. Regular increments in salaries are spread over proportion of the potential service career.

19. After a probationary period of from one to two years, tenure continues as long as the employee's service and conduct merit it.
20. Provision is made for employees to have a limited number of days of absence from duties because of personal sickness without loss of pay and on a cumulative basis.

21. Adequate provision is made for the proper care of the school's disabled or over-age employees.

22. Employees are retired when old age or disability prevents efficient service.

23. All members of the custodial and maintenance staffs are adequately trained for their positions.

24. All such members are efficient—work is done properly and in a reasonable length of time.

25. All such members are reliable—they do properly what is supposed to be done.

26. Custodians are trustworthy—they protect school interests and property and keep certain information confidential.

27. Custodians are resourceful—they readily adapt themselves to different kinds of work and changed conditions.

28. Custodians are cooperative—they get along well with others.

29. Custodians are courteous and agreeable to associates and to visitors.

30. Custodians are neat and orderly with respect to themselves, their work, and their surroundings.

31. Custodians' health and habits are such as to assure fitness for service and to safeguard the health of others.

32. These staff members are seeking improvement along such lines as time schedules for the performance of regular and occasional tasks.

33. These staff members are seeking improvement along such lines as selection and proper use of cleansing agents.

34. These staff members are seeking improvement along such lines as proper use of supplies and other forms of school property.

35. These staffs are seeking improvement along such lines as proper heating and ventilation of the buildings and rooms.

36. These staffs are seeking improvement along such lines as understanding their relationship to the total school program and how they may better promote it.

37. Candidates are selected on the basis of fitness for the custodial positions.

38. Candidates are selected only after full inquiry into their personal health records.
(N) 39. The school has a salary schedule for custodial and maintenance staffs.

(N) 40. Salaries of the custodial staffs are related to appropriate standards of living and economic conditions in the community.

(0) 41. Regular increments of salaries for the custodial staffs are spread over a large proportion of the potential service career.\textsuperscript{14}

The checklist sets up criteria for scoring the non-professional staff on qualifications, improvement in service, and conditions of service. Out of forty-one items listed, twenty-six were checked (✓), six were checked (–), two were checked (0), and seven were checked (N). These ratings indicate a score of about average for the non-professional staff.

The following evaluative questions were scored for the above checklist. The average score is (3), which is equal to the median for the schools of the nation in respect to non-professional staff.

\( (3) \ a. \) How satisfactory are the technical qualifications of the clerical and accounting staffs?

\( (3) \ b. \) How satisfactory are the personal qualifications of the clerical and accounting staff members?

\( (3) \ c. \) How extensive are the efforts of the clerical and accounting staffs to effect improvement?

\( (3) \ d. \) How well has the work of improvement been done?

\( (3) \ e. \) How carefully are clerical and accounting staff members selected?

\( (2) \ f. \) How adequate are provisions for leave of absence?

\( (1) \ g. \) How adequate are provisions for retirement of disabled or over-age employees of the clerical staff?

(4) h. How satisfactory are provisions and conditions of tenure?
(3) i. How satisfactory are the technical qualifications of the custodial and maintenance staffs?
(3) j. How satisfactory are the personal qualifications of the custodial staff members?
(4) k. How extensive are the efforts of the custodial staffs to effect improvement?
(4) l. How effective have been these efforts to improvement?
(3) m. How carefully are custodial staff members selected?
(1) n. How adequate are provisions and conditions for leave of absence of custodial staffs?
(N) o. How adequate are provisions for retirement of custodial staff members?
(3) p. How satisfactory are the salary schedules of the custodial staff members?
(4) q. How satisfactory are the provisions and conditions of tenure of custodial staff members?15

The school does not operate a bus service; therefore, no checklist was scored for bus drivers and their conditions of service. Several buses bring pupils to the Henrietta High School, but they are operating under a county program. The Henrietta High School receives the pupils by contract on the tuition basis and has no actual responsibility for the bus drivers.

Summary and Recommendations

Table 35 presents an evaluation of the staff of the Henrietta High School in summary form. The summary form shows the averages of the evaluations of the various phases of the service of the school staff. These averages, or primary scores, were converted into percentile scores by

15Ibid.
### TABLE 35
A SUMMARY OF THE EVALUATIONS OF THE STAFF OF
THE HENRIETTA HIGH SCHOOL

<table>
<thead>
<tr>
<th>Item</th>
<th>Evaluations</th>
<th>Total</th>
<th>Divisor</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Numerical adequacy</td>
<td>a b c d e</td>
<td>12</td>
<td>5</td>
<td>2.4</td>
</tr>
<tr>
<td>Selection</td>
<td>a b c</td>
<td>12</td>
<td>3</td>
<td>4.0</td>
</tr>
<tr>
<td>Personal qualifications</td>
<td>4 4 4</td>
<td>12</td>
<td></td>
<td>3.3</td>
</tr>
<tr>
<td>Instructional qualifications</td>
<td></td>
<td></td>
<td></td>
<td>3.3</td>
</tr>
<tr>
<td>Adequacy of preparation: academic</td>
<td></td>
<td></td>
<td></td>
<td>3.2</td>
</tr>
<tr>
<td>Adequacy of preparation: professional</td>
<td></td>
<td></td>
<td></td>
<td>3.0</td>
</tr>
<tr>
<td>School experience</td>
<td></td>
<td></td>
<td></td>
<td>9.2</td>
</tr>
<tr>
<td>Service in school</td>
<td></td>
<td></td>
<td></td>
<td>7.0</td>
</tr>
<tr>
<td>Non-school experience</td>
<td></td>
<td></td>
<td></td>
<td>1.1</td>
</tr>
<tr>
<td>Group improvement</td>
<td>a b c</td>
<td>8</td>
<td>3</td>
<td>2.7</td>
</tr>
<tr>
<td>Individual improvement</td>
<td>2 3 3</td>
<td>8</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Salaries</td>
<td>a b c</td>
<td>4</td>
<td>3</td>
<td>1.3</td>
</tr>
<tr>
<td></td>
<td>1 1 2</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### TABLE 35—Continued

**Computation of summary score**

<table>
<thead>
<tr>
<th>Percentile</th>
<th>Weights</th>
<th>Weighted Percentile</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>Alpha</td>
<td>Beta</td>
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<tr>
<td>28</td>
<td>5</td>
<td>..</td>
</tr>
<tr>
<td>80</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>62</td>
<td>3</td>
<td>..</td>
</tr>
<tr>
<td>62</td>
<td>3</td>
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</tr>
<tr>
<td>68</td>
<td>7</td>
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<tr>
<td>45</td>
<td>5</td>
<td>..</td>
</tr>
<tr>
<td>35</td>
<td>4</td>
<td>..</td>
</tr>
<tr>
<td>59</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>70</td>
<td>3</td>
<td>..</td>
</tr>
<tr>
<td>38</td>
<td>3</td>
<td>15</td>
</tr>
<tr>
<td>58</td>
<td>15</td>
<td>25</td>
</tr>
<tr>
<td>6</td>
<td>8</td>
<td>10</td>
</tr>
<tr>
<td>Item</td>
<td>Evaluations</td>
<td>Total</td>
</tr>
<tr>
<td>------------------------------</td>
<td>-------------</td>
<td>-------</td>
</tr>
<tr>
<td>Teacher load</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tenure, leave, and retirement</td>
<td>a b c</td>
<td>4 3 0</td>
</tr>
<tr>
<td>Clerical and accounting</td>
<td>a b c d e</td>
<td>3 3 3 3 3</td>
</tr>
<tr>
<td></td>
<td>f g h i</td>
<td>2 1 1 4</td>
</tr>
<tr>
<td>Custodial and maintenance</td>
<td>a b c d e</td>
<td>3 3 4 4 3</td>
</tr>
<tr>
<td></td>
<td>f g h i</td>
<td>1 0 3 4</td>
</tr>
<tr>
<td>Bus drivers</td>
<td></td>
<td>N</td>
</tr>
<tr>
<td>General evaluation</td>
<td>a b c</td>
<td>3 3 3</td>
</tr>
<tr>
<td>Percentile</td>
<td>Weights</td>
<td>Weighted percentile</td>
</tr>
<tr>
<td>-----------</td>
<td>---------</td>
<td>---------------------</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Alpha</td>
</tr>
<tr>
<td>10</td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>26</td>
<td></td>
<td>10</td>
</tr>
<tr>
<td>38</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>42</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>N</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>50</td>
<td></td>
<td>10</td>
</tr>
<tr>
<td>Totals</td>
<td></td>
<td>100</td>
</tr>
</tbody>
</table>

Summary score (Divide by 100, unless there are "N"'s in the "Percentile" column) ....... 45

Equivalent percentile ..................... 39
(From summary conversion table)
the use of a conversion table prepared by the Cooperative Study of Secondary School Standards. The percentile scores were weighted, using the Alpha or complete scale, and then averaged to compute the final summary score, which was in turn converted into an equivalent percentile by the use of a summary conversion table.

The percentile scores and the final summary score for the school staff were plotted in graphic form on nineteen educational thermometers as shown in Figures 15, 16, and 17.

In numerical adequacy, the staff of the Henrietta High School rates 28, which is twelve points below the nation-wide norm for all schools. In method of selection of the staff members, the school score is 80, which is eighteen points above the norm for very large schools of the nation and thirty points above the nation-wide norm for all schools.

In personal qualifications, the teachers of the school rank very high. The score of 62 is seven points above the norm for private and very large schools and twelve points above the national norm. In adequacy of academic preparation, the professional staff members rate very high. The score of 68 is three points above the norm for very large schools and is eighteen points above the nation-wide norm. In adequacy of professional preparation, the staff rates 45, which is five points below the national median. In school experience, the professional staff members score 35, which is two points
Fig. 15.--The educational temperatures showing the percentile scores of the school staff of the Henrietta High School. (1)
SCHOOL STAFF (2)

General Statement

This is the second of three charts on the school staff. Thermometers numbered 1, 4, and 6 on this page are based upon Section J of the Evaluative Criteria, SCHOOL STAFF. Thermometers numbered 2, 3, and 5 are based upon Section M, DATA FOR INDIVIDUAL STAFF MEMBERS, as summarized in Section J, SCHOOL STAFF. Sources for each thermometer are indicated below.

1. School Experience
   Based upon II-B-5, "Educational Experience and Service in the School" (page 101) in Section J, THE SCHOOL STAFF. The special scale on the right-hand side of the thermometer is the average number of years of educational experience for all the members of the staff.

2. Service in the School
   Based upon II-B-5, "Educational Experience and Service in the School" (page 101) in Section J, THE SCHOOL STAFF. The special scale on the right-hand side of the thermometer is the average number of years of service in the school for all staff members.

3. Non-School Experience
   Based upon I-A-2-b, "Non-School Experience" (page 151) in Section M, DATA FOR INDIVIDUAL STAFF MEMBERS. The special scale on the right-hand side of the thermometer is the average number of years of non-educational experience for all the members of the staff.

4. Group Improvement
   Based upon three evaluations under II-C-1, "Group Improvement" (page 102) in Section J, THE SCHOOL STAFF.

5. Individual Improvement
   Based upon two evaluations for each staff member under I-D, "Improvement in Service" (pages 154-55) in Section M, DATA FOR INDIVIDUAL STAFF MEMBERS.

6. Salaries
   Based upon three evaluations under II-D-1, "Salaries and Salary Schedules" (page 103).
below the norm for the non-accredited schools of the nation. In service in the present school, the professional staff scores 59, which is nine points above the national median. In non-school experience, the professional staff has a very high rank. The score of 70 is seven points above the norm for very large schools and is twenty points above the nation-wide norm for the 199 schools measured. In group improvement, the staff score is 38, twelve points below the national norm, but still above the norm for Southern schools. In individual improvement, the staff rates 58, which is better than the nation-wide norm in this respect. In school salaries, the staff rates 6. This is a very inferior score. The final score for salaries, as shown here, is a summary of the scores on adequacy of the amounts of the salaries and of the salary schedule. The school rates deplorably low in both phases of staff salary. Another very low rating for the professional staff of the Henrietta High School is on teacher load. The score of 10 is a very inferior rating. In tenure, leave, and retirement the school's staff rates 26, which is twenty-four points below the nation-wide norm. The clerical and accounting staff of the evaluated school rates 38, which is twelve points below the median for all schools. The custodial staff rates 42, eight points below the national norm. The thermometer for bus drivers was marked (N), as the school does
Fig. 16.—The educational temperatures showing the percentile scores of the school staff of the Henrietta High School. (2)
General Statement

This is the last of three charts on the school staff. All thermometers, on this chart, except No. 1, are based upon Section J of the Evaluative Criteria, THE SCHOOL STAFF. Sources for each thermometer are indicated below.

1. Teacher Load
   Based upon I-E, "Teacher Load" (page 156), in Section M, DATA FOR INDIVIDUAL STAFF MEMBERS, as summarized in Section J, SCHOOL STAFF. The special scale on the right-hand side of the thermometer 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 72-74, and Karl R. Douglass, Organization and Administration of Secondary Schools, Ginn & Co., 1932, pp. 114-21.

2. Tenure, Leave, and Retirement

3. Clerical and Accounting
   Based upon nine evaluations under III-A, "Clerical and Accounting Staffs" (pages 108-109).

4. Custodial and Maintenance
   Based upon nine evaluations under III-B, "Custodial and Maintenance Staffs" (pages 108-109).

5. Bus Drivers
   Based upon nine evaluations under III-C, "Bus Drivers" (pages 110-111).

6. General Evaluation
   Based upon three evaluations under V, "General Evaluation of the School Staff" (page 112).

7. SUMMARY
   Based upon the other eighteen thermometers on this chart and the two preceding charts, each weighted as indicated in Section X of Evaluative Criteria.
Fig. 17.--The educational temperatures showing the percentile scores of the school staff of the Henrietta High School. (3)
SCHOOL PLANT (1)

General Statement

This is the first of two charts on the school plant. All thermometers on this chart are based upon Section K of the Evaluative Criteria, SCHOOL PLANT. Sources for each thermometer are indicated below.

1. Site: Health and Safety
   Based upon four evaluations under I-A, "Health and Safety" (pages 115-116).

2. Site: Economy and Efficiency
   Based upon three evaluations under I-B, "Economy and Efficiency" (page 116).

3. Site: Educational Program
   Based upon four evaluations under I-C, "Influence on the Educational Program" (page 116).

4. Building: Health and Safety
   Based upon ten evaluations under II-A, "Health and Safety" (pages 117-119).

5. Building: Economy and Efficiency
   Based upon six evaluations under II-B, "Economy and Efficiency" (pages 119-120).

6. Building: Educational Program
   Based upon twelve evaluations under II-C, "Influence on the Educational Program" (pages 120-122).
not operate a bus service. The general evaluation for the school staff is exactly equal to the nation-wide norm. The final summary score for the school staff is 39. This rating is three points above the norm for non-accredited schools, five points above the norm for Southern schools, and eleven points below the nation-wide norm for all schools.

In qualifications, both personal and academic, the staff members of the Henrietta High School have a very satisfactory score; but in conditions of service, there are several deplorably low ratings. With this in mind, it is recommended that the following improvements be made in the school's policy toward conditions of service of its instructional staff:

1. At least one additional teacher should be employed. This would correct the bad feature of having teachers overloaded in their instructional and non-instructional work.

2. Teachers' salaries should be increased and a definite, functioning salary schedule should be put into operation.

Both of these recommendations are made with the view to giving the teachers a greater feeling of self-respect and security and thereby increasing their efficiency in service to the pupils of the school and to the community.
CHAPTER XI

SCHOOL PLANT

Introduction

The term "school plant" includes the school site, the school building, and the school equipment. Unless school buildings are properly planned, constructed, and financed, unless the equipment for them is well selected and economically purchased, and unless the sites are properly selected and purchased, there will be waste. Someone has well said that planning, constructing, and financing a school building requires the combined talent of an educator, an artist, an engineer, a hygiene expert, and an economist.1

A well-chosen school site should be free from environmental noises and the confusion of industry. The site should be well drained, adequate as to area, accessible to the school population, and, if possible, be beautiful. If it is not beautiful, it should be made beautiful by landscaping. Reeder says:

For a given expenditure nothing adds as much to the exterior appearance of a building as proper landscaping. An ugly school building may be transformed into a beautiful building, and a beautiful building may be made still more beautiful, by means of trees, shrubbery, flowers, grass, proper grading of the site, appropriate barriers, and other landscaping effects.2

The school building should meet the needs of the pupil


2Ibid., p. 344.

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population in adequacy of space; in illumination, condition of air, toilet and lavatory facilities, and in other provisions for safety and health. A school building should not only meet the needs of the pupil population, but should also meet the needs of the community, and it should be used as a community center.

All straws point to a continued increase in leisure time and to a growing need for adult-education programs. Community use of school buildings will, therefore, continue to develop, and school officials must plan for it more than they have in the past. They must plan for it especially when they are erecting new buildings and making additions to old ones. Modern buildings should be planned in such a manner that they can be used not only for the regular day school but also for community activities.\(^3\)

In choosing school equipment, provisions should be made for general health requirements, for safety, for economy and efficiency, and for influence on the educational program. Cox and Langfitt say that "... economy in the use of all school materials must finally be determined by the educational effect which different procedures promote."\(^4\)

The following statement of guiding principles has been considered in checking and evaluating the various features of the school plant:

The plant is one of the major conditioning factors in a good school, but its intimate relation to and

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\(^3\)Ibid., p. 305.

\(^4\)Philip W. L. Cox and R. E. Langfitt, High School Administration and Supervision, p. 160.
influence on the educational program and its outcomes are not always appreciated or understood. The school program may be seriously restricted and impeded or it may be considerably facilitated and enriched with little or no difference in the cost of the plant. The building as planned and equipped is not merely a place of instruction; it is also a functioning part of the educational program itself.

Because of the increasing and varied demands being made on the secondary school, the school program has become more and more complex. Adequate provision should be made for these additional functions. Provisions for classroom instruction, while still a major consideration, are far from sufficient.

When a new plant is being planned or an existing building is to be enlarged or remodeled, certain principles generally regarded as fundamental should be given full consideration. Plans should contemplate meeting not only present needs but also needs of the future, in so far as these may be foreseen. The school plant should be made flexible. The effort should be made to attain more efficient schools at a minimum cost. Wasteful expenditures can never be justified. The building should be attractive and appropriate in design so that beauty may be evident both within and without; it should assure the safety of its occupants, even in emergencies; and the grounds about the building should have well kept lawns and shrubbery. While provisions such as those mentioned very probably will result in a plant that is economical to maintain and easy to keep sanitary, those responsible for planning must regard such conditions as highly important. The site as well as the building should assure healthful conditions. The entire plant should, whenever possible, be an integral part of a community planning program.5

School Site

The checklist below was marked with appropriate symbols showing how the school site of the Henrietta High School was evaluated as to conditions affecting health and safety,

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economy and efficiency, and influence on the educational
program.

1. The site is free from environmental noises and
confusion.
2. It is free from environmental bad odors and
contamination.
3. It is free from environmental smoke and dust.
4. An adequate supply of pure water (on or near
the site) is readily available.
5. Facilities for sewage disposal are adequate.
6. Elevation and drainage for grounds and build-
ings are good (no surface water; storm sewers
if necessary).
7. No tall buildings, trees, hillsides, etc., are
so near the school buildings as to obstruct
light and air.
8. The site is free from traffic and transporta-
tion dangers.
9. Play areas are free from hazardous obstructions
(rocks, trees, ditches, gullies, etc.).
10. Facilities for fire protection are readily
available and kept in working order.
11. Facilities for parking are adequate.
12. Facilities for receiving and discharging pupils
transported in school buses are adequate.
13. Drives or walks lead from all building exits.
14. The site is readily accessible to the school
population.
15. It is accessible over hard surfaced roads and
adequate walks.
16. It is sufficiently extensive for building and
play needs, driveways, and landscaping.
17. Play areas are readily accessible.
18. The site has possibility of future expansion,
extension, or adaptation without too great
cost.
19. It is as near the center of the school popula-
tion as environmental conditions make ad-
visable.
20. The environment is socially and culturally
wholesome.
21. The environment has definite elements of beauty
and is free from ugliness.
22. The location does not oblige many of its pupils
to pass through unwholesome areas in walking
to and from school.
(--) 23. The site is sufficiently extensive and adaptable to accommodate all desirable educational activities.

(✓) 24. Its layout prevents playground noises and games from interfering with study, classroom, and office activities.

(--) 25. Trees, shrubs, flowers, and lawns are placed so as to promote the beauty of the building and cultivate the appreciation of beauty.

(✓) 26. The appearance of the grounds is such as to encourage pupil cooperation in their proper maintenance.

(--) 27. The play areas are carefully planned and utilized.

(--) 28. Facilities are provided for a large variety of sports and games.

(0) 29. Certain areas are surfaced and marked for specific sports and games.

(--) 30. Screens or fences are provided wherever needed.

(0) 31. Bleachers are provided for spectators.\(^6\)

Nineteen of the thirty-one items of the above checklist were checked (✓), nine were checked (--), and three were checked (0). The checklist seems to indicate a score of better than average for the school site.

The following evaluative questions were rated for the school site of the Henrietta High School:

(4) a. To what extent do conditions on or near the site promote health?

(4) b. How well is the school improving unsatisfactory conditions?

(4) c. To what extent do conditions on or near the site promote safety?

(4) d. To what extent is the school improving satisfactory conditions?

(5) e. How accessible is the site?

(2) f. How extensive is the site?

(2) g. How well adapted is the site for future expansion?

\(^6\)Ibid., pp. 115-116.
(4) h. How satisfactory is the educational or cultural influence of the environment?
(3) i. How adequately does the site provide for educational activities?
(2) j. How well are the play areas planned, equipped, and kept in condition?
(3) k. How satisfactory is the aesthetic quality of the school grounds?  

The above list of eleven evaluative questions contains one which was marked (5), five which were marked (4), two which were marked (3), and three which were marked (2). The average evaluation for the school site is (3.3).

The site of the Henrietta High School is accessible to the school population. It is near the center of the town, but is not on a highway, and it is free from traffic and transportation dangers. It is accessible over fairly good roads, paved streets, and adequate walks. The facilities for parking and the facilities for receiving and discharging pupils transported in school buses are both adequate. Play areas are inadequate and not readily accessible to the pupils. Some of the playgrounds, the tennis courts, and the athletic field are located at a distance from the school building. The site is not sufficiently extensive to accommodate all the educational activities of the school. The grounds immediately surrounding the school building are attractively sodded and landscaped.

Ibid.
The Building

The building of the Henrietta High School was checked for conditions affecting health and safety, economy and efficiency, and the educational program. The checklist, marked with symbols showing how each item was checked, is given below.

($) 1. Pupils when seated are not obliged to face direct light continuously.
($) 2. Enclosed (indirect or semi-direct) artificial light supplements natural light so that all reading and study surfaces have adequate light intensity at all times.
($) 3. Windows have shades adjustable at both top and bottom and in working order, or the panes are of diffusing glass.
($) 4. Window shades are translucent or of the Venetian type.
($) 5. Marked differences in illumination on any reading surface are guarded against.
($) 6. Blackboards and all reading surfaces have no glare.
($) 7. Walls, ceilings, and trim are tinted to reflect light but have no glare.
($) 8. Illumination of the auditorium and the stage is adequate and adjustable to varying needs; the audience does not face glaring lights.
($) 9. Illumination of the gymnasium is adequate and adjustable to varying needs.
($) 10. Illumination of rooms intended for special purposes--office, workrooms, dining rooms, social rooms--is adequate and appropriate for their purpose.
($) 11. Stairways, corridors, building exits, toilet rooms, and other spaces are always adequately illuminated.
($) 12. Particular attention is given to proper illumination in the library, reading, and study rooms, and in other areas requiring special lighting.
($) 13. Provision is made for the safe and easy regulation of lighting (sufficient number of outlets well distributed; lights on the dark side of the room may be turned on or off without affecting those on the other side).
14. Illumination surveys of all rooms are made several times each year; teachers participate in these surveys.

15. Pupils are made to realize the importance of proper illumination.

16. A temperature of 68 to 70 degrees Fahrenheit is maintained in class and reading rooms when the temperature outside is low enough to require heating of rooms.

17. Ventilating facilities assure a proper supply of clean outside air and its circulation in all parts of the building.

18. Provision is made to prevent direct drafts on pupils and staff members.

19. In the gymnasium, ventilation makes it possible to approximately attain out-of-door conditions (but without strong drafts or too low temperatures).

20. Lockers and locker rooms are adequately vented and ventilated.

21. All rooms having floors at or below ground level have moisture proof floors and walls and no floor is more than three feet below ground level (fuel and boiler rooms excepted).

22. All general toilet and lavatory rooms and all shower rooms have moisture proof floors, walls, and ceilings.

23. Provision is made for controlling humidity in school rooms.

24. Toilets and lavatory facilities for boys and for girls are provided on each floor of large buildings.

25. Toilets and lavatory facilities readily accessible to the stage dressing rooms are provided.

26. Toilets and lavatory facilities are provided in connection with gymnasium and dressing-rooms.

27. Toilet and lavatory facilities are provided in the medical and health suite.

28. Toilet and lavatory facilities for men and for women faculty members are provided.

29. Toilet and lavatory facilities conveniently accessible to the administrative suite are provided.

30. Toilet and lavatory facilities are provided for the custodial and maintenance staffs.

31. Lavatory facilities are provided in laboratories, shops, and art and crafts rooms.

32. Lavatory facilities are provided in the librarian's and teachers' work rooms.
33. Lavatory facilities are provided in or immediately adjoining the cafeteria.
34. Provision is made for servicing of lavatory facilities with hot and cold water.
35. Provision is made for proper ventilation and venting of all toilet rooms.
36. Provision is made for screening of entrances and windows of all toilet rooms so as to provide and assure proper privacy.
37. Provision is made for sanitary drinking fountains in sufficient number and easily accessible.
38. Provision is made for servicing of drinking fountains with pure water.
39. Provision is made for showers with hot and cold water in the gymnasium suite.
40. Rest rooms for staff members are provided.
41. Rest rooms (or infirmary) for pupils are provided.
42. Stairways, corridors, and exits are sufficient in number and width to assure safety from congestion at all times.
43. Stairways are provided with continuous handrails within reach of all pupils using them.
44. Stairs have proper riser and tread dimensions and non-slip treads and landings.
45. Stairways lead directly to outside exits from the building.
46. All rooms used for class or study purposes have adequate exits to safety.
47. The gymnasium and auditorium have adequate exits to safety, clearly marked.
48. All outside doors open outward and are equipped with safety or panic-proof hardware.
49. The furnace is fire-proofed.
50. The safe condition of high-pressure boilers is assured at all times; they are periodically inspected by a qualified official.
51. Vaults or cabinets for storing permanent records are fireproof.
52. Fumes from laboratories, stoves, etc., are properly vented.
53. The building is regularly inspected to prevent possibility of explosion from gas leaks.
54. All electric conduits and wiring are properly insulated and have been inspected and certified by a public inspector.
55. Materials used in the building and the construction of the building are such as to promote and facilitate safety and sanitation.
56. Floor materials are not slippery and are as nearly noiseless as possible.

57. In case school activities are housed in several buildings, provision is made for the protection of pupils against inclement weather or dangerous traffic conditions.

58. The building is so planned that it may be expanded to meet future demands because of increased attendance needs without too great cost.

59. It has non-bearing classroom partitions so that change in dimensions and arrangement of rooms may be readily effected.

60. It is so planned that the library and study hall space can be readily adapted to changing library and instructional needs.

61. Provision is made for expansion of the heating plant.

62. Rooms designed primarily for one purpose are so planned as to serve other purposes also.

63. A few classrooms are smaller and a few others are larger than the normal sized rooms.

64. 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.

65. Provision is made for heating and lighting certain used rooms or areas without heating or lighting other parts of the building.

66. Administrative office space, well planned, centrally located, and easily accessible to the public promotes economy and efficiency.

67. Well planned space for the clerical and accounting staffs promotes economy and efficiency.

68. Work rooms and dressing-room space for the custodial staff promote economy and efficiency.

69. Conveniently located service and supply closets with sinks and running water for the custodial staff promote economy and efficiency.

70. The major portion of the floor area is devoted to instructional purposes.

71. General storage space is readily accessible to the rooms in which equipment and supplies are used.

72. A plain, effective roof with adequate gutters and downspouts promotes economy and efficiency.
73. Freedom is provided from such ornamentation and architectural features as tend to promote deterioration.

74. Arrangement of driveways, doorways, and floor levels facilitates truck deliveries.

75. Provision is made for individual lockers on classroom floors so located as to be easily accessible and supervised.

76. Sound-proofed or deadened floors, walls, and ceilings, of halls, auditorium, cafeteria, and other rooms housing noise producing activities promote efficiency and economy.

77. Good acoustic properties in the auditorium promote economy and efficiency.

78. In case school activities are housed in several buildings these are so arranged as to economize the time of pupils and facilitate the educational program.

79. The type of architecture harmonizes with such environmental factors as climate, city or open country, and other buildings.

80. The materials and workmanship of the building, both interior and exterior, are aesthetically satisfying.

81. All architectural features such as columns, color, windows, doorways, and decorations have aesthetic value and promote appreciation of beauty.

82. The colors of the walls, ceilings, and trim harmonize and are appropriate, thus promoting beauty and the appreciation of beauty.

83. The appearance of the building, both exterior and interior, is such as to encourage pupil cooperation in the proper maintenance.

84. An adequate amount of space is provided for English.

85. An adequate amount of space is provided for foreign languages.

86. An adequate amount of space is provided for mathematics.

87. An adequate amount of space is provided for the social studies.

88. An adequate amount of space is provided for music.

89. An adequate amount of space is provided for business education.

90. An adequate amount of space is provided for science.

91. An adequate amount of space is provided for homemaking.
(✓) 92. An adequate amount of space is provided for agriculture.
(N) 93. An adequate amount of space is provided for arts and craft.
(N) 94. An adequate amount of space is provided for industrial arts.
(✓) 95. An adequate amount of space is provided for health and physical education.
(✓) 96. An adequate amount of space is provided for showers.
(✓) 97. An adequate amount of space is provided for locker and dressing rooms.
(✓) 98. An adequate amount of space is provided for clinics.
(0) 99. An adequate amount of space is provided for reading and study.
(✓) 100. An adequate amount of space is provided for the auditorium.
(✓) 101. An adequate amount of space is provided for the pupil activity program.
(✓) 102. An adequate amount of space is provided for conferences.
(0) 103. An adequate amount of space is provided for administration.
(0) 104. An adequate amount of space is provided for the cafeteria.
(✓) 105. Electrical outlets, including wall and floor plugs, are provided wherever needed.
(✓) 106. Good blackboards, well mounted at the proper height, are provided in all rooms used for instructional purposes.
(✓) 107. Bulletins and mounting boards for educational or communication purposes are provided in offices, corridors, study hall, or wherever needed.
(✓) 108. Display cases, cabinets, and other means of exhibiting products and materials, are provided.
(✓) 109. Gas outlets, conveniently located, are provided wherever needed.
(✓) 110. Sinks and lavatories are provided with hot and cold water wherever needed.
(✓) 111. Comfortable, noiseless seats are provided in the auditorium.
(✓) 112. Good curtain and stage properties are provided.
(✓) 113. A gymnasium floor so marked as to facilitate games is provided.
114. Permanent equipment to facilitate a modern physical education program is provided.
115. Facilities for locking certain cabinets, drawers, rooms, etc., are provided.  

Of the 115 items in the above checklist on the school building, sixty-one were checked (✓), thirty-four were checked (-), fifteen were checked (0), and five were checked (N). A rating of better than average is indicated for the school building.

Below are listed the evaluations for the above checklist.

(4) a. How adequate are provisions for illumination?
(4) b. How effectively are they used to assure proper illumination?
(4) c. How well has provision been made for maintaining proper condition of air?
(4) d. How attentive are teachers and pupils to maintaining proper condition of air?
(3) e. How adequately do the toilet and lavatory facilities meet the above conditions?
(3) f. How well do pupils discharge their responsibility for proper care of such facilities?
(3) g. How adequate are provisions for drinking fountains, showers, and rest rooms?
(3) h. How effectively are deficiencies being corrected?
(3) i. How well are provisions for safety of person and property made?
(3) j. How effectively are deficiencies being corrected?
(3) k. How well does the building provide for flexibility?
(3) l. How effectively is the available flexibility used?
(3) m. How well are such provisions as those for economy and efficiency met?
(3) n. How effectively are deficiencies being corrected?
(4) o. How great is the aesthetic quality of the exterior of the building?
(4) p. How great is the aesthetic quality of the interior of the building?

Ibid., pp. 117-121.
(4) q. To what extent does the building stimulate maintaining or improving beauty, both interior and exterior?
(3) r. How adequate is the space provided for classrooms?
(1) s. How adequate is the space provided for special services?
(2) t. How adequately are fixtures which facilitate the educational program provided?
(3) u. How effectively are they used?
(4) v. How well do pupils accept the responsibility for proper use of these facilities? 9

Eight of the evaluation questions were rated (4), twelve were rated (3), one was rated (2), and one was rated (1). The average rating for the evaluations of the building is (3.2), which is above the median for the schools studied by the Cooperative Study of Secondary School Standards.

The building of the Henrietta High School is a well-constructed brick structure with a tile roof. It is attractive both as to exterior and interior. The heating, ventilation, and toilet and lavatory facilities are satisfactory. The provisions for safety and economy and efficiency are satisfactory; but it does not provide the amount of space needed for classrooms, laboratories, and shops. It is inadequate for the present enrollment of the school. The crowded condition has been met, in part, by using space on the ground floor of the elementary school building across the street from the high school building.

9Ibid.
Equipment

The equipment in the Henrietta High School was evaluated as to conditions affecting health and safety, economy and efficiency, and the educational program. Below is given a checklist marked with appropriate symbols showing how each item was checked.

(-) 1. Provision is made for soap dispensers, towel dispensers, waste paper containers in toilet and lavatory rooms.

(-) 2. Provision is made for soap, towels (or electric dryers), and toilet paper in toilet rooms.

(-) 3. Provision is made for soap in shower rooms and clean towels in dressing rooms.

(-) 4. Provision is made for proper facilities for caring for and drying clothing in the dressing rooms.

(-) 5. Antiseptic basins are provided in shower and gymnasium locker rooms.

(-) 6. Gymnasium mats are kept in sanitary condition.

(N) 7. Provision is made for the special facilities needed in the medical and health suite.

(N) 8. Screens on windows and doors of cafeteria or lunch room and kitchen, clinic, rest rooms, toilet rooms, and ground floor rooms, are provided.

(-) 9. Adequate facilities for caring for and disposing of garbage and waste are provided.

(-) 10. Seats and tables or other writing surfaces encourage hygienic and comfortable postures.

(N) 11. Properly maintained guards or screens are provided on machinery and belts.

(✓) 12. Heavy protective screens are provided on windows and light fixtures of the gymnasium.

(-) 13. Provision is made for mats, padding on sharp corners, screening on radiators, and other precautions against accidents in the gymnasium.

(✓) 14. Provision is made for proper arrangement and installation of furniture and fixtures.

(✓) 15. Lockers and drinking fountains are so located that they do not interfere with traffic.

(✓) 16. Provision is made for proper and adequate storage and care of chemical and other dangerous laboratory materials.
17. Provision is made for gongs, fire extinguishers, and other fire fighting equipment always in good working order.

18. Adequate facilities for caring for combustible materials in storage are provided.

19. All bus bodies are large enough to provide adequate seating space and high enough to assure safety of exit and entrance.

20. All school buses have steel bodies.

21. All chassis are well constructed and built for use as school buses.

22. All buses are clearly marked by name and color to assure identification as school buses.

23. All tires are of such weight and size and are in such condition as to assure the safety of passengers at all times; a spare tire is always carried in each bus.

24. All buses have adequate braking equipment--two sets, each of adequate effectiveness and always kept in good condition.

25. Exhaust pipes do not leak; they extend beyond the rear of the bodies.

26. Only safety or shatter-proof glass is used in windows, doors, and windshields.

27. The service door of each bus which is operated by the driver, is of adequate height and width and equipped with such safety appliances as will facilitate safe exit and entrance.

28. An emergency door with proper fastening devices opens from aisle of sufficient width to assure safe exit from each bus.

29. Adequate provision is made for heating and ventilation.

30. Adequate provision is made for proper illumination of buses, including illumination of steps.

31. Riser and tread dimensions of steps are such as to assure safety of exit; treads are non-slip.

32. All buses are equipped with good windshield wipers, sun shields, and rear view mirrors.

33. All buses are equipped with substantial bumpers and window guards.

34. All buses are equipped with semaphores or similar signaling devices.

35. Each bus carries such emergency equipment as a full kit of tools, ax and shovel, and a first-aid kit.

36. Teaching and learning materials are provided wherever needed.
37. Working materials and facilities for the administrative and supervisory staffs are provided.

38. Working materials and facilities for the library staff are provided.

39. Working materials and facilities for the clerical and accounting staffs are provided.

40. Working materials and facilities for the custodial and maintenance staffs are provided.

41. Telephone and communication facilities, internal and external, are provided.

42. A signal system, centrally controlled, is provided.

43. Equipment and supplies definitely planned for and adapted to the learning activities of each room are provided in all classrooms.

44. Equipment and supplies of good materials and construction are provided in all classrooms.

45. Equipment whose material, workmanship, and design have aesthetic qualities and values is provided.

46. Pupils' chairs, desks, and tables are comfortable and encourage correct posture.

47. Globes, maps, and charts are readily available whenever needed.

48. Lanterns, slides, and screens are readily available whenever needed.

49. Silent motion pictures are provided.

50. Motion pictures with sound effects are provided.

51. Radios are provided.

52. Teachers' desks and chairs are provided in all classrooms.

53. Dustless crayon and good erasers, rulers, and pointers are provided whenever needed.

54. Adequate cabinet, shelving, and filing facilities are provided.

55. Clocks are provided whenever needed.

56. A public address system is provided.

57. Phonographs are provided.

58. Chairs and tables of suitable size and type are provided for the library.

59. A loan desk is supplied for the library.

60. Cabinets and other filing equipment including equipment for filing visual aid and vertical file materials are provided for the library.

61. Table or stand for dictionaries and atlases is provided for the library.
(--) 62. Newspaper and magazine racks or other means of making periodicals accessible are provided for the library.
(--) 63. Typewriter with suitable desk and chair is provided for the library.
(--) 64. Library supplies are provided.
(0) 65. Bulletin boards are supplied for the library.
(0) 66. Appropriate means of beautification are supplied for the library.
(0) 67. Conveniently accessible card catalog cabinet is provided for the library.
(--) 68. Science laboratories are adequately equipped for their purpose.
(--) 69. Social studies classrooms and conference rooms are adequately equipped for their purpose.
(0) 70. Homemaking laboratories and other facilities are adequately equipped for their purpose.
(0) 71. Agricultural laboratories and other facilities are adequately equipped for their purpose.
(N) 72. Shops are adequately equipped for their purpose.
(0) 73. Business education rooms are adequately equipped for their purpose.
(--) 74. Music rooms are adequately equipped for their purpose.
(N) 75. Arts and crafts rooms are adequately equipped for their purpose.
(0) 76. Health and physical education rooms are adequately equipped for their purpose.
(0) 77. The auditorium is adequately equipped.
(--) 78. Offices and conference rooms are adequately equipped for their purpose.
(0) 79. Staff work rooms are adequately equipped for their purpose.
(0) 80. The speech laboratory is adequately equipped.
(0) 81. The reading clinic is adequately equipped.10

Of the eighty-one items of the above checklist, twenty-seven were checked (0), thirty-three were checked (0), sixteen were checked (0), and five were checked (N). The checked list indicates that the school is above average in the matter of equipment.

10Ibid., pp. 122-125.
The following evaluations were made for the equipment of the school:

(2) a. How well are general provisions for health made?
(4) b. How well are these facilities used or adjusted to assure health?
(4) c. How well do pupils discharge their responsibility for proper care and use of these facilities?
(3) d. How well are general provisions for safety made?
(4) e. How well are these facilities used or adjusted to assure safety?
(3) f. How effectively are undesirable conditions being corrected?
(3) g. How well do bus chassis and bodies assure safety of passengers?
(3) h. How well does the interior equipment assure safety and health of passengers?
(4) i. How well does the exterior equipment assure safety of passengers?
(3) j. How carefully are buses, their equipment, etc. cleaned, inspected, and kept in repair?
(3) k. How adequately are instructional facilities provided?
(3) l. How effectively are they being used?
(3) m. How adequately are non-instructional facilities provided?
(4) n. How efficiently are they being used?
(2) o. How adequately are facilities influencing the educational program provided?
(4) p. How effectively and extensively are they used?
(4) q. How well do pupils care for and use equipment and supplies?
(2) r. How adequate is the library equipment?
(3) s. How effectively is the equipment being used?
(4) t. How well do pupils care for and use equipment and supplies?
(2) u. How adequately are the above rooms equipped for their purposes?
(3) v. How effectively is the equipment which is provided being used?
(4) w. How well do pupils care for and use equipment and supplies?

The above list of twenty-three evaluations contains

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11 Ibid.
nine which were rated (4), ten which were rated (3), and four which were rated (2). The average rating for the evaluations of equipment is (3.2), which is above the median for the schools of the country.

The equipment of the school seems to be fairly satisfactory in meeting the general provisions for the health and safety of the pupils. The library equipment, however, is inadequate. There are not enough chairs, tables, stands for dictionaries, magazine racks, and bulletin boards to meet the needs of the pupils.

Summary and Recommendations

Table 36 presents a summary of the evaluations of the school plant of the Henrietta High School. Percentiles are computed for the primary scores by the use of a conversion table. The percentiles were plotted in graphic form on educational thermometers as shown in Figures 18 and 19.

In health and safety, the school site, according to the educational thermometers, is equal to or better than eighty per cent of the schools of the nation. In economy and efficiency, the site of the evaluated school rates 50, which is eleven points above the norm for the very large schools of the country and is equal to the nation-wide norm of the 200 schools studied by the Cooperative Study of Secondary School Standards. In influence on the educational
### Table 36
A Summary of the Evaluations of the Plant of the Henrietta High School

<table>
<thead>
<tr>
<th>Item</th>
<th>Evaluations</th>
<th>Total</th>
<th>Divisor</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Site: health and safety ....</td>
<td>a b c d</td>
<td>4 4 4 4</td>
<td>16</td>
<td>4</td>
</tr>
<tr>
<td>Site: economy and efficiency.</td>
<td>a b c</td>
<td>5 2 2</td>
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TABLE 36--Continued

Computation of summary score

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<td>f g h i</td>
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### TABLE 36—Continued

#### Computation of summary score

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<th>Weighted Percentile</th>
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Summary score (Divide by 100, unless there are "N"'s in the "Percentile" column)...

Equivalent percentile...

(From summary conversion table)
**SCHOOL PLANT (I)**

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<th>EDUCATIONAL PROGRAM</th>
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**BUILDING**

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**Fig. 18.** -- The educational temperatures showing the percentile scores of the school plant of the Henrietta High School. (1)
SCHOOL PLANT (2)

General Statement.
This is the second of two charts on the school plant. All thermometers on this chart are based upon Section K of the Evaluative Criteria, SCHOOL PLANT. Sources for each thermometer are indicated below.

1. Equipment: Health and Safety
   Based upon ten evaluations under III-A, "Health and Safety" (pages 122-123).

2. Equipment: Economy and Efficiency
   Based upon four evaluations under III-B, "Economy and Efficiency" (page 124).

3. Equipment: Educational Program
   Based upon nine evaluations under III-C, "Influence on the Educational Program" (pages 124-125).

4. Special Services
   Based upon seven evaluations under IV, "Special Services" (pages 128-127).

5. General Evaluation
   Based upon three evaluations under VI, "General Evaluation of the School Plant" (page 128).

6. SUMMARY
   Based upon the other eleven thermometers on this chart and the preceding chart, each weighted as indicated in Section X of Evaluative Criteria.
program, the school site rates 50, which is equal to the nation-wide norm and is fourteen points above the median for non-accredited schools. In health and safety, the school building rates 70. This is twenty points above the nation-wide norm and is a superior score. In economy and efficiency, the school building rates 50, which is equal to the national norm for all schools. In influence on the educational program, the school building rates 50, which is fourteen points above the median for non-accredited schools and is equal to the nation-wide norm. In health and safety, the equipment of the Henrietta High School rates 62, which is eleven points above the median for accredited schools and twenty-one points above the non-accredited schools. In economy and efficiency, the equipment of the school rates 62, which is above an average score. In influence on the educational program, the equipment of the school rates 50, which is equal to the median for the 200 schools. In special services, the school plant rates 10, which is an inferior rating. The general evaluations of the school plant rate 50, which is equal to the median for all schools rated. The final summary score for the school plant is 56. This is sixteen points above the norm for Southern schools and is six points above the nation-wide norm for all schools.
SCHOOL PLANT (2)

Fig. 19. — The educational temperatures showing the percentile scores of the school plant of the Henrietta High School. (2)
SCHOOL ADMINISTRATION

General Statement
All thermometers on this chart are based upon Section I of the Evaluative Criteria. 
SCHOOL ADMINISTRATION. Scores for each thermometer are indicated below.

1. Administrative Staff
   Based upon seven evaluations under I, "Administrative Staff" (pages 132-133).

2. Organization
   Based upon four evaluations under II, "Organization" (pages 134-136).

3. Supervision of Instruction
   Based upon ten evaluations under III, "Supervision of Instruction" (pages 137-139).

4. Supervision of Special Services
   Based upon seven evaluations under IV, "Supervision of Special Services" (pages 140-141).

5. Business Management
   Based upon twelve evaluations under V, "Business Management" (pages 141-144).

6. School and Community Relations
   Based upon ten evaluations under VI, "School and Community Relations" (pages 145-147).

7. General Evaluation
   Based upon three evaluations under VIII, "General Evaluation of the School Administra-
   tion" (page 148).

8. SUMMARY
   Based upon the other seven thermometers on this page, each weighted as indicated 
in Section X of Evaluative Criteria.
A study of the various features of the plant of the Henrietta High School shows that, in most respects, the site, the building, and the equipment are adequate and satisfactory to meet the needs of the school. The playground space and library equipment are, however, inadequate. It is recommended, therefore, that an effort be made to secure areas near the school building for playground use. It is recommended also that additional equipment; such as chairs, tables, cabinets, vertical files, visual aid equipment, and bulletin boards be provided for the library.
CHAPTER XII

SCHOOL ADMINISTRATION

The importance of education, the necessity for school administration, and the function of school administration are concisely stated by Reeder in the following excerpt:

Regarding the size of education, it must be described as gigantic. Compared with other pupil businesses, far more money is spent on education, far more people are employed in it, and far more people are affected, either directly or indirectly, by it.

To conduct this immense business more than one million teachers, janitors, and other employees are required. This huge army of employees has under its tutelage, administration, and supervision more than twenty-six million pupils. Approximately one person in every four of the population now gives his working hours to study, teaching, administration, supervision, or some other phase of schoolwork, and there are few homes which do not have at least one representative regularly in school either as a pupil or as an employee.

The important, gigantic, and complex business which has just been described cannot run itself. Every business, whether public or private, must be properly administered if it is to pay dividends in money or in service. Stockholders of industrial concerns have historically been aware of the need for proper administration of such concerns, and for almost as long the public has been cognizant of the necessity for—though unfortunately not so insistent upon—proper administration of its institutions. Although the people are the stockholders of the school enterprise, both they and the school officials frequently forget the fact and permit waste and other inefficiency to become rampant. Wherever civic slackers predominate, good schools are not found.

There are hundreds of details incident to the running of an efficient school or a school system for which someone must be responsible. Plans must be made
and policies adopted; the plans and policies must be properly executed; and information must be collected which will show how efficiently the plans and policies are operating, and which will also become the basis for new and better plans and policies. This is a general statement of the function of school administration.\footnote{1}

The viewpoint that school administration is only a means to coordinate the instructional work and the pupil activity is expressed as follows by Reeder:

School administration \ldots exists only for the pupil, and its efficacy can be measured by the extent to which it contributes to teaching and learning; to teaching and learning it must always be a servant. It makes the largest contributions by providing efficient teachers and by furnishing them and their pupils with the proper tools and environment with which to work.\footnote{2}

Organization

This section deals with the general organization of the administration of the Henrietta High School. The functions of the school board, general policies of organization, and the superintendent and his duties and responsibilities are considered. In checking and evaluating the various features included in this section, the underlying philosophy and objectives of the school have been kept in mind. Stimulation to improvement has been considered as of greater importance than evaluation, and the purpose has been to

\footnote{1}{Ward G. Reeder, The Fundamentals of Public School Administration, 1941, pp. 3-5.}
\footnote{2}{Ibid., p. 7.}
determine whether the practices in the evaluated school harmonize with the philosophy and objectives of the school and whether they meet the needs of the pupils and the community as well or better than the administrative practices of other schools. Below is given a checklist for evaluating the organization of the school administration. Each item is checked with appropriate symbol to show to what extent the conditions are present and functioning.

($) 1. The board of control has rules and regulations for determining its policies, organization, and procedures.
($) 2. The board holds regular meetings at stated times.
($) 3. The board keeps accurate minutes of all its proceedings.
($) 4. The board acts as a judicial and policy determining body; it delegates all executive functions to the administrative head of the school system.
($) 5. The board elects school employees only on recommendation of the administrative head of the school system.
(-) 6. The board authorizes the preparation and presentation of an annual budget, which it studies, publishes, modifies if desirable, and adopts.
($) 7. The board and superintendent of schools, with the advice of the principal, formulate regulations regarding the use of the school plant and other school property.
($) 8. The board functions only when in official session; at other times its members have no authority regarding school matters, except as specifically authorized by the board.
($) 9. The board accepts fully its responsibility for adequate financing of the educational program.
($) 10. All employees understand that their positions and all organizations in the school exist for the promotion of the educational program and the welfare of pupils and are therefore secondary in importance to those ends.
11. 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.

12. When responsibility is delegated, commensurate authority is delegated also, but supervision is exercised by the person delegating the authority.

13. Units and individuals within the system understand their duties and interrelationships and function as parts of an integrated system.

14. Pupils are helped to understand the school aims and policies which are approved by the administrative officers of the school and their relation to pupil interests and purposes.

15. The school does not permit the exploitation of its staff members and pupils by any agency or for any purpose.

16. Teachers teach only in those subject fields in which they have made adequate preparation.

17. All income intended for school purposes is collected and made available for the schools; there is no diversion of school funds to other purposes.

18. A complete audit of the school's financial records and accounts is made at least annually by a competent authority.

19. The superintendent, through regular systematic reports, keeps the board of control informed regarding the school's objectives, achievements, needs, and plans for the future.

20. He plans and presents annually an educational and financial program for the coming year.

21. He recommends teachers and other employees for appointment only after careful consideration and solely on the basis of their fitness for specific services.

22. He systematically supervises all school employees and their school activities.

23. He promotes a continuous, efficient program of school and community relations.

24. He administers efficiently the business affairs of the school system.

25. He takes an accurate school census at least annually and organizes the resultant data and uses it effectively.

26. He uses an efficient system of school and pupil records.
27. He makes systematic research investigations and uses them as a basis for long-time planning of the educational program.

28. He delegates to other employees certain clearly defined responsibilities, grants them commensurate authority, and requires efficient performance.

29. He consults co-workers freely, making them feel that suggestions concerning themselves, their tasks, or the general school welfare will be fully considered.

30. He is the educational leader of the school community.

31. The principal is the delegated and responsible head and professional leader of the school but is always accountable to superior authorities.

32. He participates in the selection of teachers for his staff.

33. He consults with the professional and custodial staffs, organizes them, assigns each member responsibility on the basis of fitness, and invests each with commensurate authority.

34. He invites all staff members to participate in plans for the improvement of the school program or procedures, particularly those phases which concern particular staff members.

35. In consultation with his co-workers, he formulates school policies on a long-time basis.

36. He equalizes, as far as feasible, both the teaching and non-teaching load assigned teachers and members of other staffs.

37. He emphasizes proper care and the efficient use of supplies and all other school property.

38. He inspects the school plant regularly in order that proper use, maintenance, and hygienic conditions may be assured.

39. He systematically studies the school plant for greater utilization and more effective use.

40. He makes such careful plans that administrative routine procedures, such as checking attendance against the school census, scheduling teachers and pupils and scheduling special facilities, are carried out smoothly.

41. He formulates a time schedule that reduces routine matters to a minimum and allows maximum time for professional duties.

42. He prepares a good schedule of classes and of other scholastic and pupil activities.

43. He provides for an adequate health program.
(-) 44. He provides for an adequate safety program—traffic control, fire drills, fire and accident prevention, and instruction in safety measures.

(-) 45. He directs the proper operations of the pupil activity program and stimulates faculty growth in the ability to sponsor pupil organizations.

(✓) 46. He is actively instrumental in the development and use of a good library.

(✓) 47. He directs the public relations program of his school.

(-) 48. He supervises all faculty members and other employees of the school and stimulates constant improvement on their part.

(✓) 49. He gives special attention to the proper induction of new teachers into the school and community.

(✓) 50. He makes frequent reports to his superiors regarding status and progress of the school.

(✓) 51. He checks school membership and attendance regularly against the school census record.

(✓) 52. He reserves time for professional reading and professional contacts in order to promote his own improvement and that of the school.

(✓) 53. He plans or approves and supervises all aspects of the transportation service.

Of the above checklist of fifty-three items, thirty-eight were checked (✓), fourteen were checked (-), and one was checked (N). The checks indicate that the school rates above average in the organization of its administrative functions.

The following evaluative questions were scored to determine how well the organization of administration is functioning:

(4) a. How well do such statements as the above characterize the activities and relationships of the board of control?

(4) b. How well do such provisions as the above characterize the school's general policies?
(3) c. How effectively are such functions as the above performed by the superintendent? 4

The average score for organization was (3.7), which rates the school as above average in this respect.

The superintendent of schools is responsible for the administration of the evaluated school. He recommends teachers and other employees for appointment, supervises all school employees and their school activities, promotes an efficient program of school and community relations, and administers the business affairs of the school system. The superintendent is assisted by the high school principal, who supervises the instructional activities of the teachers, inspects the school plant and supervises its maintenance, prepares a schedule of classes and other pupil activities, checks the school attendance, and makes frequent reports to his superiors regarding the status and progress of the school. The school board regulates policies, organization, and procedures of the school. It holds regular meetings at stated intervals, and acts as a judicial policy determining body. It delegates all executive functions to the superintendent of the school. The following excerpt from the Cooperative Study of Secondary School Standards shows the necessity for the delegation of administrative functions to the superintendent:

4Ibid.
Education is one of the largest business enterprises in every community and directly influences the daily lives of the great majority of the inhabitants. The head superintendent of an enterprise so extensive, complex, and influential should have marked administrative ability and should be especially prepared for the task. The board of control should delegate administrative functions and authority to an individual qualified for the work. The board should retain the determination of general policies and some judicial functions.

The administrative head is then the chief executive officer of the board of control. He should be responsible for the selection and assignment of all school employees (the board confirming his selections), for the business management of the school, including school plant and equipment, and for the administration of the educational program, including supervision of instruction. This should require organization of resources, both material and personal; delegation of duties and authority; and supervision of all delegated tasks and of all individuals to whom authority and responsibility are assigned. The better the administrative personnel, the more efficient will be the organization and management and the greater the probability of the successful attainment of the school's objectives, provided the personnel is always mindful of the primary function of the school—the development of its pupils. Success should be measured in terms of results, not of machinery. 5

5Ibid., p. 131.

Supervision of Instruction

The supervision of instruction in the Henrietta High School was evaluated from the standpoint of its objectives, procedures and activities, principles of supervision, and results of supervision. The following checklist has been checked to show the extent to which the conditions of supervision of instruction are present and functioning:
1. The supervisory procedures are designed to promote the development or acquisition of desirable habits and skills in pupils and teachers.

2. The supervisory procedures are designed to promote the development or acquisition of desirable attitudes, ideals, and appreciations in pupils and teachers.

3. The supervisory procedures are designed to promote the development or acquisition of desirable knowledge and understanding on the part of pupils and teachers.

4. The supervisory procedures are designed to promote the development or acquisition of better understanding by teachers of the varying backgrounds, abilities, and needs of individual pupils.

5. The supervisory procedures are designed to promote the development or acquisition of better understanding by teachers of the nature of pupil growth and development.

6. The supervisory procedures are designed to promote the development or acquisition of better understanding by teachers and pupils of the aims of education.

7. The supervisory procedures are designed to promote the development or acquisition of greater skill in the selection and use of educational materials by pupils and teachers.

8. The supervisory procedures are designed to promote the development or acquisition of increasing efficiency in the selection and use of satisfactory instructional procedures by teachers.

9. The supervisory procedures are designed to promote the development or acquisition of greater skill in devising and using tests and in diagnosing and evaluating their results.

10. The supervisory procedures are designed to promote the development or acquisition of greater ability in identifying and evaluating the outcomes of instruction through other means than classroom tests.

11. The supervisory procedures are designed to promote the development or acquisition of increased experimentation with methods and materials.

12. The supervisory procedures are designed to promote the development or acquisition of increasing desire for self-improvement, leading
to freer use of supervisory assistance by the teachers.

(†) 13. The supervisory procedures are designed to promote the development or acquisition of better understanding of teachers and pupils and of their problems by the supervisor.

(†) 14. The supervisory procedures are designed to promote the development or acquisition of more extensive and effective cooperation between teachers and between supervisors and teachers.

(†) 15. The supervisory procedures are designed to promote the development or acquisition of increasing ability in the proper appraisal of the efforts of self and of others by the supervisor.

(†) 16. The supervisory procedures are designed to promote the development or acquisition of zeal for self-improvement by the supervisor.

(−) 17. The supervisory procedures are designed to promote the development or acquisition of long-term planning for systematic study by all concerned in the educational program.

(−) 18. The supervisory procedures include such activities as determining the needs of individual pupils.

(−) 19. The supervisory procedures include such activities as defining the objectives of instruction in various subjects.

(−) 20. The supervisory procedures include such activities as evaluating and improving the courses of study in various fields.

(−) 21. The supervisory procedures include such activities as studying and improving the equipment and supplies used in instruction.

(−) 22. The supervisory procedures include such activities as studying activities of the teachers in the classroom.

(−) 23. The supervisory procedures include such activities as studying activities of pupils in the classroom.

(†) 24. The supervisory procedures include such activities as evaluating the outcomes of instruction.

(−) 25. The supervisory procedures include such activities as conferring with teachers individually and in groups regarding problems of instruction.
26. The supervisory procedures include such activities as organizing teacher committees for work on school problems such as curriculum improvement.

27. The supervisory procedures include such activities as holding teachers' meetings—by grades, subject fields, or all teachers—for professional study.

28. The supervisory procedures include such activities as providing for demonstration teaching—by teacher or supervisor—for individuals or groups.

29. The supervisory procedures include such activities as arranging for visitation by teachers of other teachers in the system or in other systems.

30. The supervisory procedures include such activities as changing teacher assignments, temporarily or permanently, in order to extend the range of teachers' experience.

31. The supervisory procedures include such activities as exchanging of teachers by systems for semester or year.

32. The supervisory procedures include such activities as making suggestions for professional reading.

33. The supervisory procedures include such activities as helping teachers to plan further professional study.

34. Supervisors and teachers understand their mutual relationships and responsibilities; sympathetic understanding and good will characterize their relations.

35. Supervisors and teachers have arrived cooperatively at an understanding of the educational philosophy of the school, of its purposes and objectives, and of a philosophy of supervision.

36. Supervisors and teachers together formulate definite objectives for given time periods or undertakings and well organized plans of activities for attaining these objectives.

37. The teachers understand clearly to whom they are responsible for their various duties and are not the victims of conflicting claims of authority among supervisors.

38. The supervisory program seeks to determine the qualities, procedures, and outcomes that characterize good supervision and those that characterize poor supervision.
39. It seeks to determine the qualities, procedures, and outcomes that characterize good teaching and those that characterize poor teaching.

40. Standardized tests and measurements are used freely and properly, their limitations being recognized.

41. The construction and use of tests—both old and new types—is encouraged, their value and limitations being recognized.

42. Well-planned experimentation and careful testing and evaluation of outcomes are provided for.

43. Art products, handwork, written work, and similar objective evidence are used as bases for evaluation and further planning.

44. Recorded data and other factual information are carefully studied for use in the educational program.

45. Objective measurement and data and statistical study are supplemented by careful observation and judgment.

46. The educational program is evaluated in the light of all pertinent factors.

47. Available literature, particularly reports on experiments and research, are studied and used to improve the educational processes, their limitations being carefully noted.

48. The training, experience, and abilities of teachers are studied, and desirable adaptations in supervisory procedures are made accordingly.

49. Particular attention is given to the needs of inexperienced teachers.

50. The varying backgrounds, interests, and abilities of pupil groups are considered in appraising the work of individual teachers.

51. The limitations of plant, equipment, and supplies are recognized in planning and in evaluating instructional procedures.

52. The results of supervision are apparent in progressive efforts at formulating a philosophy of education.

53. The results of supervision are apparent in the understanding of pupil and community needs.

54. The results of supervision are apparent in clear statements of objectives.

55. The results of supervision are apparent in well planned courses.
(✓) 56. The results of supervision are apparent in effective classroom procedures.

(✓) 57. The results of supervision are apparent in careful evaluation of results of instructions.

(✓) 58. The results of supervision are apparent in reliance upon scientific principles and objective methods in solving school problems.

(✓) 59. The results of supervision are apparent in extensive and effective cooperation among teachers, pupils, and supervisors.

(✓) 60. The results of supervision are apparent in initiative, originality, and independence of teachers.

(✓) 61. The results of supervision are apparent in efforts at continuous self-improvement by teachers.

(✓) 62. The results of supervision are apparent in careful evaluation of the supervisory program.  

Of the above checklist of sixty-two items, thirty-four were checked (✓), and twenty-eight were checked (✓). This indicates a rating of satisfactory for the school in its supervision of instruction.

The following evaluation questions were scored to determine how well the supervision of instruction is done:

(3) a. How satisfactorily are such objectives as the above recognized in the supervisory program?

(2) b. How great a variety of such procedures and activities does the supervisory staff use?

(4) c. How well do teachers and supervisors understand their relationships with and responsibilities toward one another?

(4) d. How well do they understand the various objectives which they together are to attain?

(4) e. How well do they cooperate?

(e) f. How extensively are scientific attitudes on the part of teachers and supervisors encouraged?

(3) g. How well do teachers and supervisors exemplify scientific-mindedness in their work?

6Ibid., pp. 137-139.
(4) h. How flexible are the supervisory procedures?
(5) i. How effective is the supervisory program in improving the teaching-learning situations?
(3) j. How effective is the supervisory program in the professional improvement of teachers?  

Of the ten evaluation questions listed above, four were scored (4), five were scored (3), and one was scored (2). The average score for supervision of instruction was (3.3), which is above the median score for the schools studied by the Cooperative Study of Secondary School Standards.

Supervision of instruction is one of the most important duties of an administrator. The following excerpt from the Cooperative Study of Secondary School Standards expresses this thought clearly:

The activity most neglected by administrators is supervision, particularly supervision of instruction. This involves not only the organization of programs of studies and of instructional activities but also revision of curricula, pupil activities, non-instructional school activities of staff members, and every other phase of the educational program. Alert and sympathetic supervision makes management and organization effective. Whatever is educationally desirable and attainable should be made available and effective through able administration.  

Umstattt suggests that the purpose of education is to improve instruction:

The supervisor, if well qualified, is of great assistance to the beginning teacher. Although he will frequently be forced to offer constructive criticism, his function is not to criticize teachers but to improve instruction in the school. The most cordial

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7Ibid.  
8Ibid., p. 131.
relations must prevail between supervision and teachers before the instruction can be greatly improved.\footnote{J. G. Umstattrd, \textit{Secondary School Teaching}, p. 422.}

The supervisory staff of the Henrietta High School consists of the superintendent of schools and the high school principal. It has sought to determine the qualities, procedures, and outcomes that characterize good teaching. The supervisory staff has studied the training, experience, and abilities of the teachers and has given particular attention to the needs of inexperienced teachers. The function of the supervisory staff in respect to developing a professional spirit in a group of teachers is expressed in this manner by Bolton, Cole, and Jessup:

\begin{quote}
In every school, whether the personnel is large or small, will be found teachers of varying amounts of experience. Young teachers just graduated from normal school or university, and those grown old in the service will be teaching in adjoining rooms. It is the task of the superintendent to develop in this heterogeneous group of workers a corps of skillful and efficient teachers, professionally minded and vitally interested in the common problems of community education.\footnote{F. E. Bolton, T. R. Cole, and J. H. Jessup, \textit{The Beginning Superintendent}, p. 309.}
\end{quote}

\textbf{Business Management}

The business management of the Henrietta High School was evaluated with respect to the general duties and procedure, the budget, the accounting, and the maintenance and operation of the school plant. The checklist below was
checked with symbols showing how each item of the criteria for measuring the business management of the school was scored.

(✓) 1. The business management is under the supervision of the administrative head of the school system.

(✓) 2. The business management gives proper attention to the care of and the accounting for all school property.

(✗) 3. The business management supervises the accounts of the school cafeteria.

(✓) 4. The business management exercises proper control over the care and distribution of supplies and equipment.

(✓) 5. All purchases are made on the basis of fitness of goods for the purpose intended.

(✓) 6. Members of the professional staff are consulted regarding materials and supplies intended for use by such staff members.

(✗) 7. The business management purchases school buses and keeps them in proper condition or makes suitable arrangements for bus service.

(✗) 8. The officials definitely responsible for the handling and accounting of school funds are adequately bonded.

(-) 9. All school property, including equipment and supplies, is adequately insured.

(-) 10. Records, deeds, and other valuable papers are kept in fireproof vaults or cabinets.

(-) 11. The business management has satisfactory forms and procedures for making purchases and accounting for them.

(✓) 12. The business management uses forms, classifications, and procedures which are approved by national school accounting organizations.

(✓) 13. The business system is economical of time, labor, and costs without sacrificing desirable completeness of information, accuracy, or reliability.

(✓) 14. The business management regularly makes accurate reports to the board of control and to other legal authorities through the proper administrative channels.

(-) 15. The business management makes regular reports to each individual charged with the use of funds or supplies, indicating the status of his account.
16. The superintendent and principal in conference with the supervisory, library, instructional, guidance, and health staffs outline the educational program for the secondary school.

17. The superintendent and principal in conference with the business management staff outline the proposed expenditures to support the educational program.

18. 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.

19. The budget is determined only after carefully considering a tentative desirable developmental program for a period of years.

20. On appropriate forms, all employees report their supplies and equipment for the current year and their needs for the coming year, together with suggested desirable changes.

21. 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.

22. Reallocation of funds approved in the budget is made only after careful consideration of the other needs of the educational program.

23. The budget indicates estimated receipts from all available sources.

24. The budget presents comparative data on all its important sections over a period of several years.

25. The superintendent is made responsible for keeping the school's accounts and full reports from the central accounting office indicating the status of all accounts that relate to the school or its staff.

26. 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.

27. 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.

(✓) 28. The school accounting system gives a complete record of all funds received and expended and the amount of the transaction.

(✓) 29. The accounting system is organized in sufficient detail to make possible computation of important unit costs.

(✓) 30. The accounting system provides for and requires the filing of all original supporting data of a transaction.

(✓) 31. The accounting system indicates the full history or record of each financial transaction.

(✓) 32. All equipment, supplies, and other materials are carefully checked with the invoice both as to quantity and quality when received.

(✓) 33. The accounting department pays only for such materials and supplies as have been purchased in accordance with the required forms and procedures.

(✓) 34. The accounting system is so organized that the accounts are easily checked and audited.

(✓) 35. 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 of these agencies or organizations.

(✓) 36. Careful and periodic inspection is made of all parts of the school plant and reports are made of necessary repairs or undesirable conditions.

(✓) 37. All equipment, including school buses, 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.

(✓) 38. Repairs to plant or repairs to equipment are made promptly, without interfering unduly with the educational program.

(✓) 39. Particular attention is given to the prevention of fires and other hazards and to the elimination of such hazards.

(-) 40. The school grounds and play areas are properly maintained at all times.

(-) 41. 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.
(✓) 42. Floors are appropriately treated at regular intervals to keep them in satisfactory condition (preservation, dustlessness, etc.).

(✓) 43. A vacuum cleaning system is provided.

(✓) 44. 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.

(✓) 45. 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.

(✓) 46. 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.11

Thirty-one items of the above checklist were checked (✓), eleven were checked (✓), and four were checked (✓). On the basis of the checks it is seen that the business management of the evaluated school is very satisfactory.

The following evaluations were made for the checklist on business management:

(4) a. How efficiently is the purchase and distribution of school materials handled?

(4) b. How adequate are the provisions for caring for deeds, records, and valuable papers?

(4) c. How satisfactory are the reports made by the business management?

(4) d. How satisfactory are general procedures such as the above followed in formulating the budget?

(4) e. How extensively do the members of the school staff provide data on educational needs as a basis for the budget?

(4) f. How satisfactorily are the provisions of the budget being followed in making expenditures?

(4) g. How efficient is the system for keeping accounts and how effectively is it used?

(4) h. How well does it provide for computing unit costs?
(4) i. How comprehensive is the plan for inspecting all school property?
(4) j. How well are the various forms of school property maintained, repaired, and painted?
(4) k. How good is the program for cleaning and caring for the building and equipment?
(4) l. How well is the program carried out?  

All of the twelve evaluative questions listed above were rated (4), which is a superior rating.

"The superintendent of schools is the only executive whom small systems can afford. There he must administer, without assistance, the whole system, including both its educational and its business aspects."  

The superintendent is responsible for the business management of the Henrietta High School. He gives proper attention to the care and accounting for all school property and to the care and distribution of supplies and equipment. The superintendent is responsible for the making of the school budget, which is based on adequate consideration of the school program, as well as a study of the budget of preceding years. The superintendent is responsible for keeping the school's accounts and the filing of all original supporting data of each business transaction. These functions are satisfactorily executed by the business management of the evaluated school.

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12Ibid.

The function of business management of the school is expressed by Reeder as follows:

The efficiency of the schools is determined largely by the amount of school revenue and by the wisdom with which the revenue is expended. The size of classes, the adequacy of the school plant, the type of curriculum, the quality and amount of textbooks and of all other materials, and the qualifications of school employees—in fact, all phases of the school program—are affected by the amount of money and the efficiency with which it is expended. If there were no financial support, there would be no schools; if the funds were inadequate or unwisely expended, the schools would not realize their potentialities.14

School and Community Relations

The program of school and community relations includes the furnishing of information about the school to the parents and to the community and furnishing certain community services; such as, making available the services of the school library, making the school auditorium available for community programs, and making the school play areas and gymnasium available for community health and recreational programs. Below is given the complete checklist for evaluating the school and community relations. The checklist has been checked with appropriate symbols showing to what extent the proper conditions are present and functioning.

($) 1. The school furnishes the parents and community with information about the purposes and objectives of the school.

2. The school furnishes the parents and community with information about the curricular offerings and their aims.

3. The school furnishes the parents and community with information about the pupil activity program and its objectives.

4. The school furnishes the parents and community with information about the library service and its objectives.

5. The school furnishes the parents and community with information about the school staff—its personnel and organization.

6. The school furnishes the parents and community with information about the school plant and its equipment.

7. The school furnishes the parents and community with information about financial needs.

8. The school furnishes the parents and community with information about business management.

9. The school furnishes the parents and community with information about the school guidance program.

10. The school furnishes the parents and community with information about community relations organizations.

11. The school furnishes the parents and community with information about rules and regulations regarding school attendance, home study, reports, etc.

12. The community frequently calls upon the school for assistance in activities which contribute to community improvements.

13. Members of the school staff are active in community organizations such as churches, service clubs, and other agencies, but not to such an extent as to interfere with school efficiency.

14. The school play areas are available at scheduled hours for community health education and recreation.

15. The school library and its services are made available to the public at such times and under such conditions as will not interfere with the school program.

16. The school encourages the holding of public forums for the discussion of educational, social, economic, or other problems that may promote community welfare.

17. The school encourages the organization of classes for the education of adults and permits the use of school facilities by such classes.
18. The auditorium is made available for community programs.
19. Clubrooms and facilities are made available for social activities of the community.
20. Whenever school facilities are made available to the public, school officials assume responsibility for their proper use.
21. The superintendent establishes and maintains cordial relations with local editors and reporters.
22. Staff members and pupils are alert to school activities that have news value and report them promptly to the person in charge of publicity.
23. 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.
24. Patrons and pupils are brought to realize that society and its ways are constantly changing and that, therefore, the school and its program must also change.
25. Representative citizens of the community serve on committees for developing better school and community relations.
26. The school has developed an organization of patrons and teachers as an important means of securing better cooperation between school and community.
27. Home rooms, clubs, assembly programs, school publications, and school games and entertainments promote better understanding between school and community.
28. The school has such special occasions as education week, book week, and father-son banquet for interpreting the school to the public.
29. 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.
30. The school uses various types of exhibits and demonstrations to interpret its work to the public.
31. School entertainments of various kinds are given and are open to the public; these entertainments are largely planned and given by pupils and many pupils participate in them.
32. Programs and exercises connected with commencement are used as a means of interpreting the school, its program, and its needs to the community.
33. The financial status and resources of the school are such as to assure the offerings and other conditions set forth in the school's literature.

34. Whatever other purpose the school may have, the education and welfare of its pupils is always made the matter of first importance.

35. Only those prospective pupils are solicited whose present and prospective plans and needs may be adequately promoted or met by the school and its offerings.

36. Pupils not solicited but wishing to enroll in the school are clearly informed regarding the nature and extent of the school's offerings and regarding its purposes and objectives.

37. In the awarding of scholarships, only those pupils or prospective pupils are considered whose primary interest and objective is further education in the regular curricular offerings of the school.

38. Interschool relationships are restricted to such schools and activities as will promote the educational welfare of the pupils.15

Twenty-seven items of the above checklist on school and community relations were checked (✓), ten were checked (-), and one was checked (0). A satisfactory rating on school and community relations is indicated by the checks.

The following evaluation questions were scored to show how well the school and community relations program is effected:

(4) a. How well is information about the school provided to the parents and community?
(3) b. How extensive is the participation of staff members in community life and activities?
(3) c. How well does the school provide for the educational needs of its public?
(2) d. How well does the school provide for the recreational needs of its public?

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(4) e. How well does the school use the public and school press to promote better school and community relations?
(4) f. How effectively does the school provide special exhibits, entertainments, or similar special occasions to promote such relations?
(5) g. How well does the community cooperate with the school and support school projects?

Of the above list of seven evaluation questions, one was scored (5), three were scored (4), two were scored (3), and one was scored (2). The average score on the questions was (3.6), which is a satisfactory rating on school and community relations.

Summary

Table 37 presents in summary form all the evaluations made for the school administration of the Henrietta High School. The average evaluations, or primary scores, were converted into percentiles by the use of a conversion table. These percentiles were weighted, using the Alpha, or complete scale, and averaged to compute the final summary score, which was, in turn, converted to percentile form by the use of a summary conversion table. The percentile scores were plotted in graphic form on eight educational thermometers as shown by Figure 20. The percentile rating of the administrative staff is seen to be 72. Since this is a new form, no comparisons can be made with the medians of different classes of schools. In organization of school

Ibid.
### TABLE 37

A SUMMARY OF THE EVALUATIONS OF THE SCHOOL ADMINISTRATION OF THE HENRIETTA HIGH SCHOOL

<table>
<thead>
<tr>
<th>Item</th>
<th>Evaluations</th>
<th>Total</th>
<th>Divisor</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administrative staff ........</td>
<td>a b c d e f g 3 4 3 4 3 4 4 4</td>
<td>25</td>
<td>7</td>
<td>3.6</td>
</tr>
<tr>
<td>Organization.</td>
<td>a b c d       4 4 3 3</td>
<td>14</td>
<td>4</td>
<td>3.5</td>
</tr>
<tr>
<td>Supervision of instruction...</td>
<td>a b c d e f g 3 2 4 4 4</td>
<td>33</td>
<td>10</td>
<td>3.3</td>
</tr>
<tr>
<td>Supervision of special services...</td>
<td>N N N N N N N N N N N N N N N N</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Business management ...</td>
<td>a b c d e f g 4 4 4 4 4 4</td>
<td>48</td>
<td>12</td>
<td>4.0</td>
</tr>
<tr>
<td>School and community relations ...</td>
<td>a b c d e f g 4 3 3 2 4</td>
<td>33</td>
<td>9</td>
<td>3.7</td>
</tr>
<tr>
<td>General evaluation ...</td>
<td>a b c d e f g 3 4 3 4 4</td>
<td>13</td>
<td>3</td>
<td>3.7</td>
</tr>
</tbody>
</table>
### TABLE 37—Continued

**Computation of summary score**

<table>
<thead>
<tr>
<th>Percentile</th>
<th>Weights</th>
<th>Weighted Percentile</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Alpha</td>
<td>Beta</td>
</tr>
<tr>
<td>72</td>
<td>20</td>
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<td>70</td>
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<td>62</td>
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<td>74</td>
<td>9</td>
<td>10</td>
</tr>
<tr>
<td>74</td>
<td>10</td>
<td>..</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td>100</td>
<td>100</td>
</tr>
</tbody>
</table>

Summary score (Divide by 100, unless there are "N"s in the "Percentile" column) ........................................ 60

Equivalent percentile ........................................ 64

(From summary conversion table)
Fig. 20. -- The educational temperatures showing the percentile scores of the school administration of the Henrietta High School.
PUPIL JUDGMENT

General Statement

All thermometers in this section are based upon a special study of the judgments of 17,246 pupils in 126 schools. Information was furnished by each pupil on a separate blank. For a copy of the blank used see E. D. Grizzell, "The Cooperative Study of Secondary School Standards," North Central Association Quarterly (July 1937), 12: 42; also in Evaluation of Secondary Schools: Supplementary Reprints, No. 2.

1. Guidance

Based upon: Question 4. The special scale on the right-hand side of the thermometer is "percentage of possible score," the different responses being given the following weights: "a great deal," 6; "some," 2; "very little," 1; "none," 0. Each of the six subdivisions is given equal weight in computing a school score. For further explanation and discussion see W. C. Ellis, "Pupil Judgment on Value of Guidance Received," School Review (April 1938), 46: 265-276; also in Evaluation of Secondary Schools: Supplementary Reprints, No. 15.

2. Pupil Activities

Based upon Questions 7, 8, and 9. The special scale on the right-hand side of the thermometer is "percentage of possible score," the different responses being given the following weights: Question 7: "about right number," 6; "too many," 2; "not enough," 1; Question 8: "about right amount," 6; "too much," 2; "not enough," 1; "none at all," 0; Question 9: "very valuable," 6; "some value," 2; "very little value," 1; "no value," 0. The three questions were given the following weights in combining them for the weighted scores of the thermometer: Question 7, 20%; Question 8, 20%; Question 9, 60%. For further explanation and discussion see W. C. Ellis, "What Secondary School Pupils Think of Pupil Activities," The Clearing House (April 1938), 12: 469-476; also in Evaluation of Secondary Schools: Supplementary Reprints, No. 5.

3. Best and Least Liked Features


4. Total Experience

Based upon Question 13. The special scale on the right-hand side of the thermometer is the average of the different responses when given weights varying from 7 for "most satisfactory experience I have ever had" to 1 for "most unsatisfactory experience I have ever had."

NON-COLLEGE SUCCESS

General Statement

All thermometers in this section are based upon a special study of the success of 5,924 pupils, graduates and non-graduates of 72 secondary schools, who did not enter any higher educational institution; and upon judgments expressed by these pupils concerning their secondary schools. Information was furnished on a separate blank for each pupil. For a copy of the blank used see E. D. Grizzell, "The Cooperative Study of Secondary School Standards," North Central Association Quarterly (July 1937), 12: 38-39; also in Evaluation of Secondary Schools: Supplementary Reprints, No. 2.

1. Reason for Leaving School

Based upon 5,924 answers to Question K. The special scale on the right-hand side of the thermometer is percentage of total number of pupils who left school for any of the first three reasons.

2. Value for Present Position

Based upon 5,128 answers to Question N. The special scale on the right-hand side of the thermometer is the average of the different responses when they are given weights varying from 5 for "indispensable," to 0 for "no help."

3. Value for Life

Based upon 5,310 answers to Question O. The special scale on the right-hand side of the thermometer is the average of the different responses when they are given weights varying from 5 for "very much" to 0 for "none."

4. Best and Least Liked Features


5. Total Experience

Based upon 3,555 answers to Question P. The special scale on the right-hand side of the thermometer is the average of the different responses when they are given weights varying from 7 for "most satisfactory experience I have ever had" to 1 for "most unsatisfactory experience I have ever had."
administration, the percentile score is 70, which is seventeen points above the median for accredited schools and is twenty-seven points above the median for non-accredited schools. In supervision of instruction, the percentile score is 62, which is eight points above the median for very large schools and is twelve points above the nation-wide norm for all schools. The thermometer for supervision of special services is marked (N), since the school has no cafeteria, dormitory, or school bus service. In business management, the school administration ranks very high. The percentile rating of 80 is thirty-eight points above the norm for accredited schools. In school and community relations, the percentile score of 74 is twenty-four points above the nation-wide norm for all schools. The final summary percentile score for the administration of the Henrietta High School is 64. This score is equal to the median for very large public schools and of private schools of the group of 200 schools studied by the Cooperative Study of Secondary School Standards and is twelve points above the median for accredited schools.

Altogether, the rating of the school in all phases of administration is very satisfactory.
CHAPTER XIII

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

A study of the data secured in making this evaluation of the Henrietta High School has shown that the school staff needs to correlate more closely its educational philosophy and objectives with its procedures, both instructional and non-instructional.

A study of the pupil population and school community has revealed that lack of interest in school work was the cause of nearly half of the withdrawals from school during the school year of 1938-1939, and that the community is lacking in recreational facilities such as swimming pools and playgrounds.

Figure 21 presents nine educational thermometers which are duplicates of the "Summary" scales found at the end of each of the main areas of the evaluative study.

The first summary thermometer is based upon the scales shown on nineteen component thermometers of the curriculum and courses of study area. This thermometer shows that in curriculum and courses of study the evaluated school ranks as high or higher than forty-five per cent of the schools studied by the committee of the Cooperative Study of
SUMMARY
OF EVALUATIVE CRITERIA

EDUCATIONAL PROGRAM

CURRICULUM
PUPIL ACTIVITIES
LIBRARY
GUIDANCE
INSTRUCTION
OUTCOMES

STAFF
PLANT
ADMINISTRATION

Very Superior
Superior
Average
 Inferior
Very Inferior

Fig. 21.—Summary thermometers showing the percentile scores of the educational program of the Henrietta High School.
CURRICULUM AND COURSES OF STUDY (1)

General Statement

This is the first of three charts on the curriculum and courses of study of the school. All thermometers on this chart are based upon Section D of the Evaluative Criteria, CURRICULUM AND COURSES OF STUDY. Sources for each thermometer are indicated below. When a subject is not found in the curriculum but is judged to be needed a rating of 0 is assigned. When a subject is not found but is judged not to be needed the thermometer is marked "Not applicable."

1. General Principles
   Based upon three evaluations under I, "General Principles" (page 31).

2. Curriculum Development
   Based upon five evaluations under II, "Curriculum Development" (pages 32-33).

3. Amount of Offerings
   Based upon three evaluations under III-A, "Amount of Offerings" (page 34).

4. English
   Based upon four evaluations in the first column of the tables under III-B, "Content of Offerings" (page 35).

5. Ancient Languages
   Based upon four evaluations in the second column of the table under III-B, "Content of Offerings" (page 35).

6. Modern Languages
   Based upon four evaluations in the third column of the table under III-B, "Content of Offerings" (page 35).
Secondary School Standards. It ranks six points above the median for the non-accredited schools of the nation, but seven points below the norm for accredited schools. The rating is five points below the nation-wide norm for all schools.

The rank of the school's pupil activity program, as shown by the second summary thermometer, is very low, being twenty-one points below the median for non-accredited schools.

The third summary thermometer shows that the school's rank for library service is very low. It is thirty points below the nation-wide norm for all schools and is thirteen points below the median for non-accredited schools.

It is seen that the summary thermometer for guidance service is marked (N), indicating that the data is missing, since the school has no organized guidance program.

In instruction, the evaluated school has a percentile score of 31, which is one point below the median of non-accredited schools, but is twenty-two points below the norm for accredited schools.

In outcomes of the educational program, the Henrietta High School has a percentile score as good as or better than forty-two per cent of the 200 schools studied. It ranks nine points above the median for non-accredited
schools, and three points below the nation-wide norm for all schools.

The school staff's rating is as good as or better than thirty-nine per cent of the schools of the nation. It ranks three points above the median for non-accredited schools, five points above the norm for Southern schools, and only eleven points below the nation-wide norm for all schools.

The summary percentile rating of the school plant is 56, which is sixteen points above the average for Southern schools, twenty-two points above the median for non-accredited schools, and is six points higher than the nation-wide norm for all schools.

In school administration, the summary thermometer shows a percentile rating of 64 for the Henrietta High School. This is a very satisfactory rating, being fourteen points above the national median, thirty points higher than the median for non-accredited schools, and only four points below the norm for very large public schools.

Recommendations

In view of the findings and conclusions made as a result of this evaluative study of the Henrietta High School, the following recommendations for the improvement of the school are made:

1. A constantly revised educational philosophy and set of specific objectives for the school should be
formulated and the school's educational program should be made to harmonize with them.

2. A survey of the causes of withdrawals from school should be made in an effort to determine pupil interests and needs. An effort should be made to provide suitable recreational facilities, such as swimming pools and playgrounds, for the youth of the community.

3. In order to increase the adequacy of the curriculum and courses of study, two additional units of instruction should be added in music and one in business education.

4. A more definite and comprehensive program of pupil activities; such as, student participation in school government, well-organized home room periods, dramatic and speech activities, and physical activities should be offered the pupils of the school.

5. It is recommended that the school's library service be improved by the employment of a trained librarian and by the spending of more money annually for books, magazines, visual aid materials, and auditory materials.

6. A definite guidance service program should be instituted and carried out in the school.

7. The instructional staff of the school should make a more complete correlation between the classroom and the community, and should employ in this work a more comprehensive testing program. These procedures would, when
coupled with a very satisfactory program of classroom activities which already exists, materially improve the entire program of instruction in the school.

8. A well-balanced program of health and physical education for boys and girls should be offered by the school.

9. It is recommended that a salary schedule for teachers be put into operation in the school; and, if it be at all possible, that teachers' salaries be increased from the present level.

10. More playground space should be provided for the Henrietta High School and additional equipment; such as, cabinets, bulletin boards, vertical files, and visual aid equipment should be provided for the school library.
APPENDIX

TABLE 38

THE RATING GIVEN EACH TEACHER OF THE HENRIETTA HIGH SCHOOL ON EACH ITEM OF THE CHECKLIST ON INSTRUCTION*

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*Items are listed on pp. 162-163.
TABLE 41

THE SCORE GIVEN EACH TEACHER OF THE HENRIETTA HIGH SCHOOL ON EACH EVALUATIVE QUESTION ON PERSONAL AND INSTRUCTIONAL QUALIFICATIONS OF TEACHERS*

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BIBLIOGRAPHY


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