

AN EVALUATION OF THE COMMON SCHOOLS
OF HARDEMAN COUNTY, TEXAS

Copy²

APPROVED:

L. A. Sharp
Major Professor

James F. Webb
Minor Professor

G. A. Odam.
Director of the Department of Education

L. A. Sharp
Chairman of the Graduate Council

AN EVALUATION OF THE COMMON SCHOOLS
OF HARDEMAN COUNTY, TEXAS

THESIS

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

For the Degree of

MASTER OF SCIENCE

By

Marvin M. Sweatmon, B. S.

Quanah, Texas

August, 1941

92032

TABLE OF CONTENTS

	Page
LIST OF TABLES	iv
LIST OF ILLUSTRATIONS	v
Chapter	
I. INTRODUCTION	1
II. PHILOSOPHY AND OBJECTIVES	4
III. PUPIL POPULATION AND SCHOOL COMMUNITY	13
IV. CURRICULUM AND COURSES OF STUDY	20
V. PUPIL ACTIVITY PROGRAM, LIBRARY SERVICE, AND GUIDANCE PROGRAM	35
VI. OUTCOMES	54
VII. SCHOOL STAFF AND INSTRUCTION	73
VIII. SCHOOL PLANTS	90
IX. SCHOOL ADMINISTRATION	111
X. CONCLUSIONS AND RECOMMENDATIONS	134
BIBLIOGRAPHY	137

LIST OF TABLES

Table	Page
1. The Population Trend of Hardeman County	15
2. Enrollment for the Years 1937-1941	16
3. Withdrawals between September, 1940, and September, 1941	17
4. Age-Grade Distribution, 1940-1941	17
5. The Percentage of Accelerated, Normal, and Retarded Pupils in Each of the Grades	18
6. Amount of Curriculum Offerings and Enrollment in Each Field	28
7. An Evaluation of Certain Provisions of the Content of Offerings in the Common Schools of Hardeman County	29
8. An Evaluation of Certain Provisions of the Content of Offerings in the Common Schools of Hardeman County	32

LIST OF ILLUSTRATIONS

Figure	Page
1. School District Map of Hardeman County, Taken from a County Map of Hardeman County	14

CHAPTER I

INTRODUCTION

Statement of Problem

The problem set forth for this study is to evaluate the common schools of Hardeman County, Texas.

Purpose of Study

The purpose of the study is to determine the weak points and the strong points of the schools, and to offer suggestions for improvement.

Criteria for Evaluation

The schools were evaluated on the basis of the Evaluative Criteria and its companion volume, How to Evaluate a Secondary School, 1940 edition. Both books are too well known to require further comment. Since the Evaluative Criteria were originally produced for use in high schools, it was necessary to make certain modifications and adaptations in order to use them in evaluating the schools in this study, which are a combination of elementary and high schools.

Evaluations were made by the use of symbols. An explanation of the symbols and scorings used in this study can best be made by quoting instructions and definitions directly

from the volume of survey material prepared by the Cooperative Study of Secondary School Standards.

Evaluations are to be made, wherever called for, on the basis of personal observation and judgment, in the light of the checklist, using a five point rating scale, as follows:

- 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. (When this symbol is used, explanation as to the reason the section does not apply should be given under comments.)¹

The results of this study are presented in ten chapters. Chapter I states the problem, gives the purpose of the study, and makes all necessary explanations. In Chapter II the philosophy and objectives of the schools are given and compared with those formulated by authorities in the field of education. The basic data regarding the schools, the pupils, and the community are given in Chapter III. Chapter IV discusses the curriculum and the course of study and presents

¹Cooperative Study of Secondary School Standards, Evaluative Criteria, 1940 edition, p. 30. (Hereafter this volume will be referred to in the footnotes merely as Evaluative Criteria.)

relevant evaluations. The pupil activity program, the library service, and the guidance program are discussed in Chapter V. The three topics are treated in one chapter because there is no organized pupil activity program in the schools. The schools are served by a recently organized county library, and there is no guidance service as such in the common schools of Hardeman County. Each subject is therefore treated briefly. Chapter VI deals with the school staff and instruction. Outcomes are evaluated and discussed in Chapter VII. School plants are discussed and evaluated as to their economy and efficiency, their relations to health and safety, and their relations to the community in Chapter VIII. The study of the different phases of administration of the schools is dealt with in Chapter IX. Chapter X is devoted to conclusions and recommendations for the improvement of the common schools of Hardeman County.

CHAPTER II

PHILOSOPHY AND OBJECTIVES

The necessity of every school's having a well-stated philosophy and set of objectives is definitely set forth in the following excerpt:

It is essential for each 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

The philosophy of a school should be determined in the light of the needs at the time that it is in progress.

"Schools are good or bad according to the effectiveness with which they assist in meeting the social needs of their time."²

The teachers and school administrators of the Hardeman County Common Schools have not been unmindful of the necessity of having a philosophy of education. They are also

¹Evaluative Criteria, p. 6.

²Joint Commission on the Emergency in Education, Evaluating the Public Schools, p. 29.

aware that changes are necessary because of changing conditions in the community and in world situations. As a contribution to this study, the superintendents of the secondary schools stated their own school philosophy. From these statements, the philosophy of the schools as a unit has been formulated.

The schools should be for all the students. The schools should be not only for the purpose of preparing students to live, but also should consider that they are part of life itself. The school is a part of the community and owes an obligation to the part of the community that is not enrolled in the school.

The philosophy of the elementary schools of the county was formulated by the county superintendent for the elementary schools of Hardeman County after many conferences with the members of the elementary school faculties.

The welfare of the child must come first in the educational program. His immediate and future needs should determine the policies of the school. The curriculum exists for the child, and not the child for the curriculum. It should satisfy, stimulate, and sustain his interests as well as his needs. The child's degree of ability, maturity, and educational background should determine the educational method to be chosen. In all things the staff should leave its personal interest in the background and consider the welfare of the child.

This philosophy is certainly in accordance with that stated by Briggs when he said, "The first duty of the school is to teach pupils to do better the desirable things that they will do anyway."³

John Dewey summed up the same philosophy in these words:

It is a prime obligation upon educators today to design the life and program of the new school directly from the life of the children and adults of the community.⁴

The staffs of the evaluated schools believe that the type of political organization most desirable for society is one in which all individuals have equal voice in the determination of policies. The economic organization most desirable is one in which no restrictions are placed upon the right of the individual to amass wealth. The social organization most desirable is one in which all individuals have equal status regardless of economic, cultural, or intellectual qualifications and regardless of race or nationality. In a democracy, the school should place most emphasis upon helping to prepare pupils to make adjustments to meet changing conditions. Free elementary and secondary education should be provided for all children who are not mentally or physically defective to such an extent that they cannot be educated with normal children. In a democracy, the financial support of education is primarily the responsibility of the

³Thomas H. Briggs, Improving Instruction, p. 219.

⁴Democracy and the Curriculum, Third Yearbook of the John Dewey Society, 1939, p. 5.

federal or national government. Education is an enterprise involving many community agencies. As the chief institution developed by society for education, the school should actively seek the advice and cooperation of community agencies in planning and carrying on the educational program of the community. School attendance should be required by law for all pupils until they graduate, regardless of age.⁵

As to the curriculum, the staffs believe that the most desirable theory, with respect to individual differences among pupils, requires that the school study each pupil to discover his particular traits and abilities as a basis for his own curriculum. Pupils should have some part in determining the content and activities which constitute their school experiences. The offerings of the school should be organized in terms of conventional subject classifications with definitely planned correlation of subjects so as to insure consideration of the total experience of each pupil. The offerings of the school should be planned chiefly with a view to the discovered developmental and adjustment needs of its pupils regardless of their future academic plans. The educational program of the school should be concerned primarily with experiences which are valuable to pupils at the time they experience them. The responsibility of the school for assisting in the development of well-rounded pupil personalities requires exploration

⁵Evaluative Criteria, pp. 8-9.

of the pupil's abilities together with social integration and some differentiation.⁶

In regard to the pupil activity program, it is the belief of the staffs that in a well-organized pupil activity program pupils should be free to initiate plans, subject to a sponsor's approval. In choosing leaders for the various pupil activities, pupils should be unrestricted in their selection. The principal and teachers of the school should encourage pupil activities to supplement the curriculum and make definite provision for sympathetic supervision to insure desirable outcomes.⁷

The 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. Library needs of the pupils can be adequately met by a school library so planned and equipped as to serve both school and community needs.⁸

In carrying out the guidance function of the school, it is desirable that the pupil and staff members discover cooperatively the characteristics and needs of the pupil and decide the specific experiences to be provided. The school should assume responsibility for assisting pupils in all phases of personal adjustment. The school's guidance function includes educational, vocational, social, recreational,

⁶Ibid., pp. 9-10.

⁷Ibid., p. 10.

⁸Ibid., p. 11.

and various other types of curricular and extra-curricular activities.⁹

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. Learning is promoted most effectively by participation in activities which require problem-solving procedures, or reflective thinking, generalization, and application, with incidental direction of emotional responses.¹⁰

With reference to outcomes, the staffs believe that the pupil should be taught how to think rather than what to think. Participation in the program of a school should result in development of generalizations, appreciations, proper attitudes, and proper ideals in addition to the acquisition of knowledge, good habits, and skills.¹¹

The final decision on the selection of teachers should be made by the board of education, accepting or rejecting the nominations of the responsible head of the school. In selecting the staff of a school, the primary consideration (assuming equivalent personal qualifications) should be given to candidates who have completed a comprehensive and coordinated program which includes subject-matter specialization as well as professional preparation.¹²

⁹Ibid., pp. 11-12.

¹⁰Ibid., p. 12.

¹¹Ibid.

¹²Ibid., pp. 12-13.

The most desirable viewpoint concerning the school plant in its relation to its community is that the school plant and all its facilities should be available for community use whenever such use does not interfere with school activities. The school plant should be used by the staff and pupils as an active agency to promote educational values. It should be looked upon as susceptible to some modification and adjustment to meet school needs.¹³

In the administration of the school, the board of education should pass upon policies formulated by the administrative head in cooperation with the staff. The efficiency of the instructional processes of a 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.¹⁴

The philosophy of any school should be made specific in a statement of its specific aims, or objectives. Three characteristics are found in all good educational aims. These aims are founded on the activities and needs of the pupils; they enlist the cooperation of the pupils; and they are specific and immediate, not general and ultimate.

In speaking of the objectives of the school, Everett says:

We believe that the school should provide experiences, which will help each child individually to develop to the fullest and finest extent for useful, happy

¹³Ibid., p. 13.

¹⁴Ibid.

living now as well as in the future. This requires the development of not only mental and physical skills, but of desirable social, moral, and spiritual attitudes, habits, appreciations, and ideals. In fact, our aim is to bring about the finest possible well-rounded, continuous development of the personality of each individual child.¹⁵

The specific objectives for the Hardeman County Common Schools have been formulated as follows:

1. To benefit physically, socially, and culturally every pupil in the school.
2. To determine and use methods that have the highest productivity of satisfactory results.
3. To develop a desire for personal cleanliness and neatness.
4. To develop initiative, confidence, and self-control.
5. To develop a desire and ability to cooperate with other pupils in the schoolroom and on the playground.
6. To give the pupil an appreciation of values.
7. To give each pupil as nearly as possible a command of the fundamental processes: reading, writing, arithmetic, and English, both written and oral.
8. To develop in each child the meaning and appreciation of Americanism.
9. To train each child to make worthy use of his leisure time.

On the surface the philosophy and objectives of the

¹⁵Marcia Everett, "Progress Toward Integration in a Rural Community," Educational Method, XV (January, 1936), 180.

Hardeman County Common Schools seem to be adequate, but in reality it is the actual practice and not the theory that brings the best results. Shelby very aptly provides an additional thought:

It is not what you know but what you can do with what you know in cooperation with others that lifts humanity from the mire of poverty and sordidness and places it on its feet on the solid rock of economic independence and self-realization and happiness.¹⁶

¹⁶T. H. Shelby, "Socializing Influences," Texas Outlook, XIII (October, 1929), 9.

CHAPTER III

PUPIL POPULATION AND SCHOOL COMMUNITY

Since this is an evaluation of all of the common schools of Hardeman County, it is necessary to give the basic data regarding the pupils and the school districts taken as a unit. There were twenty organized school districts in Hardeman County. Three of them were independent districts, seventeen of them were common schools. Ten of the common school districts maintained schools. The other seven were contracted to schools of higher rank; four were contracted to the Quannah Independent District, two to the Chillicothe Independent District, and one to the Medicine Mound Common School District. All of these schools, their location, their type of school, and size are shown on the School District Map of Hardeman County (Fig. 1).

Table 1 shows the population trend of Hardeman County. The county steadily increased in population until the last decade. The 1940 census shows a loss of three thousand persons from the previous counting in 1930. Since the common schools serve only the rural areas, the parents are nearly all farmers and depend upon the land for their means of livelihood.

School District Map Of Hardeman County

Taken from a County Map
of Hardeman County

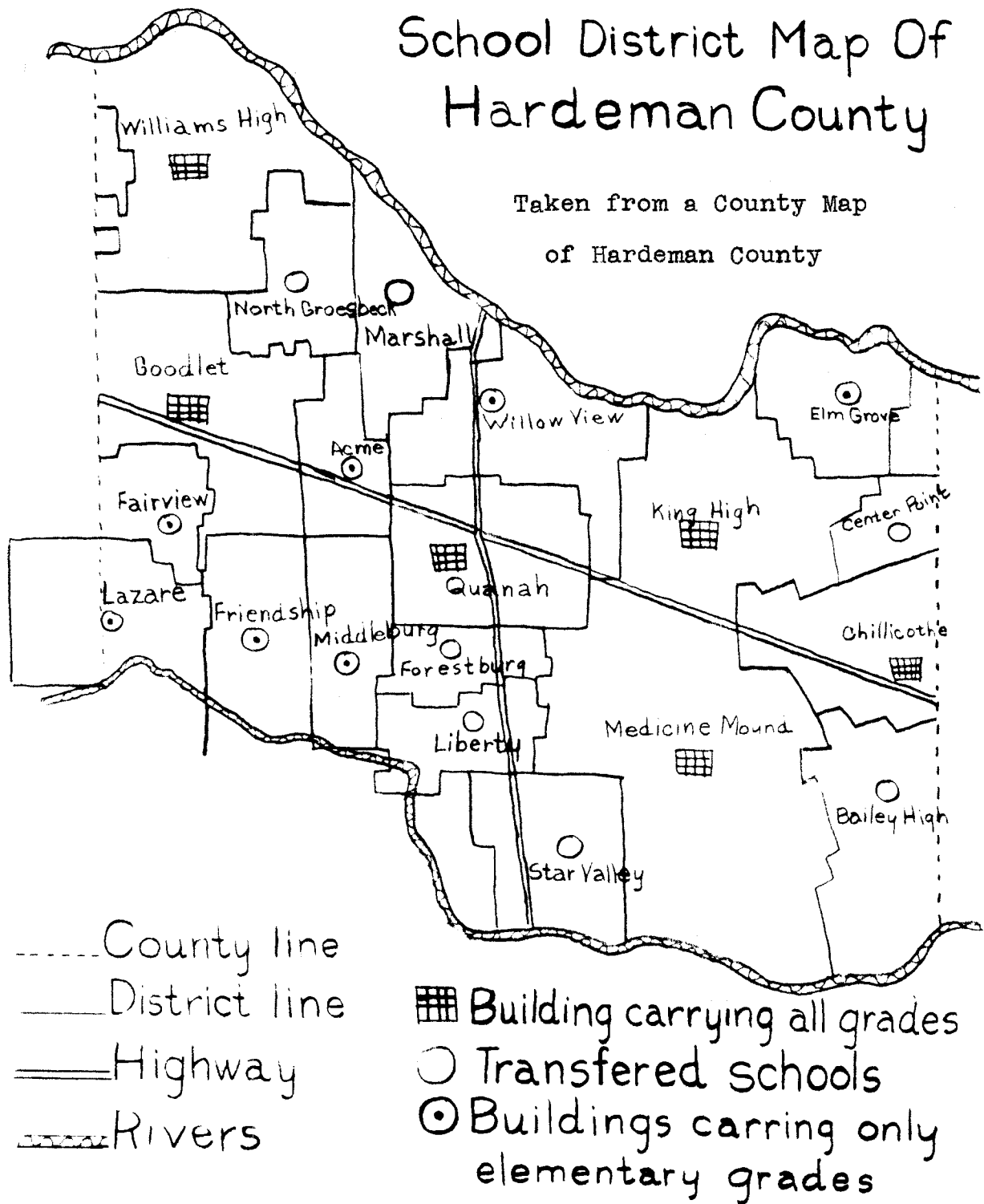


Figure I.

TABLE 1
THE POPULATION TREND OF HARDEMAN COUNTY

Year:	1900	1910	1920	1930	1940
Population:	3,634	11,213	12,487	14,532	11,073

There are four religious denominations, in the area under study, which have regular church services. These are the Baptist, Methodist, Church of Christ, and the Nazarene. They rank in the order named as to their membership.

The main recreational agencies in the community are square dances, picnics, and community parties. None of the entertainment takes place in the school buildings. There are no picture shows in the communities, and no commercialized entertainment. The general ethical or moral tone of the neighborhoods is high. The people are ambitious; they are proud of their young people; and they support and attend the churches.

The racial status of the community is white, with the race being predominantly American. English is the native language of the school communities and is spoken almost exclusively.

The current expense (not including capital outlay) of the schools per pupil is \$71.20, which is high in comparison with the state expense, which is \$55.15, and with the national,

which is \$64.76. The taxable wealth per youth of school age in the school communities is \$2,999.00. The taxable wealth per pupil enrolled is \$4,241.00. This per capita wealth is low, when compared with the per capita wealth of \$5,880.00 for the state and \$9,335.00 for the nation.

The enrollment in the common schools of Hardeman County from the scholastic year 1937-1938 to the scholastic year 1940-1941 is shown in Table 2. The enrollment trend for the four-year period is seen to be a steady decrease. The decrease in enrollment from 1,127 in 1937 to 914 in 1941 is significant, for the census population shown in Table 1 shows a decrease of population in this decade. This downward enrollment trend is attributed to a shift in the occupation of the people of the community, and a tendency for them to give up farming for other types of work which necessitate their moving to other locations.

TABLE 2
ENROLLMENT FOR THE YEARS 1937-1941

Year	Enrollment
1937-1938	1,127
1938-1939	1,079
1939-1940	964
1940-1941	914

During the twelve-months' period from September, 1940, to September, 1941, 163 pupils withdrew from the evaluated schools. Table 3 shows that removal from the community and other reasons were the most prevalent causes of withdrawals.

TABLE 3

WITHDRAWALS BETWEEN SEPTEMBER, 1940, AND SEPTEMBER, 1941

Reasons for withdrawal	Number of withdrawals
Disciplinary difficulties	2
Family moved away	83
Illness of pupils	3
Marriage	3
To go to work	8
Other reasons	40
Unknown	24
<hr/>	
Total	163

The age-grade distribution of students in the evaluated schools is shown in Table 4. This table shows how rapidly the pupils were progressing through the grades.

TABLE 4

AGE-GRADE DISTRIBUTION, 1940-1941

Age	Grades										
	1st.	2nd.	3rd.	4th.	5th.	6th.	7th.	8th.	9th.	10th.	11th.
6	65	5									
7	15	42									
8		15	54	2							
9	1	5	11	53	6						
10	1	1	7	23	48	10					
11			2	5	23	44	2				
12		1	1	1	11	14	21	6	4		
13				1	4	14	13	32	15	13	
14					1	5	6	18	28	22	9
15						1	3	11	27	27	35
16							5	4	27	26	31
17								1	18	22	35
18								1	5	3	22
19											7
20											13
T.	82	68	75	85	93	87	59	73	124	114	143

Table 5 shows the percentage of accelerated, normal, and retarded students in each grade. This table shows that fourteen per cent of the total enrollment is accelerated, the tenth and eleventh grades having the greatest percentage of accelerated students. The number of students retarded is shown to be twenty-three per cent, with the ninth and eleventh grades having the greatest percentage of retarded pupils. This leaves a total of sixty-three per cent of the total enrollment at age.

TABLE 5

THE PERCENTAGE OF ACCELERATED, NORMAL, AND
RETARDED PUPILS IN EACH OF THE GRADES

Grade	Total Number	Percentage Accelerated	Percentage at Normal	Percentage Retarded
1st...	82	0	98	2
2nd...	68	7	84	9
3rd...	75	0	88	12
4th...	85	3	89	8
5th...	93	6	77	17
6th...	87	11	66	23
7th...	59	3	73	24
8th...	73	8	68	24
9th...	124	15	45	40
10th...	114	30	48	22
11th...	143	30	40	30
Total.	914	14	63	23

No intelligence tests have been given the pupils of these schools. The general mental ability of the pupils seems to be average.

Considered as a whole, the administrative staffs of the evaluated schools have a fairly efficient working knowledge of the pupil population, the community, and the economic conditions of the district. Thus the schools do to some degree meet the guiding principle set up by the Cooperative Study of Secondary School Standards: "The school should know the distinctive characteristics and needs of the people and groups of people of the school community, particularly those of the children."²

²Evaluative Criteria, p. 18.

CHAPTER IV

CURRICULUM AND COURSES OF STUDY

The curriculum should be so well planned that it meets all experiences of the pupils while they are in school. The welfare of the individual will then be promoted through classroom and extra-curricular activities.¹

The Cooperative Study of Secondary School Standards gives the following guiding principles when speaking of the curriculum and courses of study:

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

The results of the learning process should include (1) factual information or knowledge; (2) meaning and understanding; (3) abilities to do -- knowledge and understanding combined with skill; (4) desirable attitudes -- scientific, social, moral, and others; (5) worthy ideals, purposes, appreciations, and

¹J. L. Meriam, Child Life and the Curriculum, p. 137.

interests; and (6) resultant intelligent participation in general life activities.

Because change is universal, constant adaptation and development of the curriculum is necessary. This should be a cooperative enterprise engaging all staff members, carried on under competent leadership, and using all available resources. Carefully conducted and supervised experimentation for curriculum development is particularly valuable. Pupils should be prepared not only to understand the culture of the past; they should also be prepared for participation and leadership in present and future situations and activities.²

Curriculum

A curriculum, then, should be planned to "have as its aims the productive means of citizens who understand the society in which we have lived"³ and who will be able to live successfully in this society and in their individual communities.

Curriculum development in the evaluated schools is studied for sources, procedure, and organization. It has been checked on the following checklist. The symbols show how each item of the checklist was scored.

- (-) 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.

²Evaluative Criteria, p. 31.

³Joint Commission on the Emergency in Education, Evaluating the Public School, p. 5.

- (O) 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.
- (/) 12. A careful, continuous study of what pupils leaving or graduating from the school do and where they go.
- (-) 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.
- (-) 14. A study of courses of other schools.
- (-) 15. A study of curriculum material in educational literature.
- (O) 16. Carefully conducted and evaluated classroom experimentation in the local school or in other schools.
- (O) 17. A study of pupil interests and plans.
- (O) 18. Demands by the public for change.
- (-) 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.

- (N) 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.⁴

Of the twenty-eight items in the above checklist, seventeen were checked (-), indicating that the conditions or provisions are present to some extent or only fairly well made; four were checked (O), indicating that the conditions or provisions are not present or are not satisfactory; and one was checked (N), indicating that the conditions or provisions do not apply, and only six were checked (/), indicating that the conditions or provisions are present to a satisfactory degree. On the whole, the checks seem to indicate an inferior ranking for the evaluated schools in the matter of curriculum development.

The following evaluation questions were scored to determine how well the provisions for curriculum development are met.

⁴Evaluative Criteria, pp. 31-33.

- (3) a. How satisfactory is the attention given to the development of the philosophy and objectives of the educational program?
- (4) b. To what extent is administrative provision made for securing interrelationship of subject matter fields?
- (2) c. To what extent is administrative provision made for meeting individual needs and abilities of pupils?
- (2) d. How extensively have such sources as the above been made available?
- (2) e. How extensively have such sources been used by the staff?
- (3) f. To what extent is satisfactory leadership in curriculum development present or provided?
- (1) g. How well is the staff organized for study and development of the curriculum and courses of study?
- (1) h. How well are such procedures as the above followed?⁵

Four of the eight evaluation questions above were given the score of (3), indicating that the conditions were average. Two were scored (2), indicating that the conditions were inferior, while one was scored (1), indicating that the condition was very inferior. One was scored (4), indicating that the condition was superior. The average score for the eight questions was (2.5).

The Hardeman County Common Schools do not satisfactorily emphasize the development of the philosophy and objectives of their educational program. It is essential for each school to have a carefully formulated educational philosophy, and to see that the philosophy is associated with and made fundamental to the educational program of the school. That this is not done in the Hardeman County Common Schools is clearly shown by the evaluations of the checklist.

⁵Ibid.

The development of an enlarged and enriched scope of interests on the part of the pupil is not encouraged in the curricular program. "The school program in a democracy must give major attention to the development of the capacities of each individual for happy and successful living."⁶

Curriculum development should be a cooperative enterprise engaging all staff members, carried on under competent leadership, and using all available resources.

It can be accomplished only through assistance from many workers and many fields of study. . . . The entire teacher group within the system must become sensitized to the need for the improvement of instruction. Provision should be made for the stimulation and guidance of the professional reading and study of the teachers.⁷

Since the curriculum is the whole program of activities carried on by the school, it should have its source in the interests of children. Gregg says:

One of the major problems the school must face if it is to accomplish its social purpose of educating a large selected group of children for efficient social living in a rapidly changing socio-economic world, is the development of a curriculum which has a meaningful relation to present-day issues of an industrial socio-economic order.⁸

Since the same conditions are found in the Hardeman County Common Schools that seem to be prevalent over a large part of the state, the same criticisms could be applied here as were made for the state curriculum. These criticisms,

⁶H. L. Caswell and D. S. Campbell, Curriculum Development, p. 36.

⁷Ibid., p. 69.

⁸Russell T. Gregg, "The Secondary School and Social Changes," The School Review, XLV (September, 1937), 502.

as formulated by the Texas State Department of Education,
are as follows:

1. Modern social life has been changing much more rapidly than the curriculum which, theoretically at least, attempts to reflect social changes. This gap must be gradually bridged. Not only must the school catch up with present day educational needs, but if our democratic civilization is to be conserved, it must anticipate and prepare for whatever changes in social, economic, and civic conditions lie ahead.
2. No longer the select few, but the children of all the people now attend school. They represent all levels of mental ability, social background, human aspirations. The curriculum must be adjusted to abilities of all types; it must carry all types of higher levels of cooperative living. The larger percentage of failure and the slow progress of pupils which characterize Texas schools must be greatly reduced.
3. The curriculum has not kept pace with practices which scientific experimentation has shown to be most fruitful in bringing about desired outcomes. Antiquated objectives, materials, and procedures have too large a place in the modern classroom. These outworn curriculum practices must yield to better subject-matter and improved educational psychology.⁹

The curriculum of today fails in the following ways to prepare the citizens of tomorrow to better their own society:

1. Lack of attention to principles of handling money, investments, etc.
2. Insufficient emphasis on current political and economic issues.
3. Lack of interest in controversial topics of the day.
4. Over-emphasis upon formal drill.
5. Too much emphasis upon mere facts to the exclusion of using facts in reasoning.

⁹Handbook for Curriculum Development, Bulletin of the Texas State Department of Education, p. 11.

6. Lack of attention to social and industrial problems.
7. Lack of provision for actual pupil participation in community activities.¹⁰

Courses of Study

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.¹¹

The schools evaluated offered a definite course of study for the pupils. Offerings which are a regular part of the course of study in the common schools of Hardeman County are shown in Table 6 to include five years of English; seven years of reading; two years of phonics; seven years of mathematics; five years of social sciences; seven years of music; seven years of art; seven years of health and physical education; seven years of spelling; and seven years of writing. The offerings are judged to be average on the basis of their adequacy for meeting present pupil needs, and on the basis of balance given the program of studies to avoid too much or too little offering in any one field as compared with the other fields.

¹⁰Ibid., p. 15.

¹¹Evaluative Criteria, p. 31.

TABLE 6

AMOUNT OF CURRICULUM OFFERINGS AND ENROLLMENT IN EACH FIELD

Items Considered	Eng-lish	Spell-ing	Read-ing	Mathe-matics	Writ-ing	Social Studies	Phon-ics	Art	Health
Total num-ber of years offered in each field...	5	7	7	7	7	5	2	7	7
Enrollment of pu-pils in each field...	379	529	529	529	529	379	150	351	483

The subject-matter offerings of the schools are checked in Table 7 on the basis of the adequacy of their provision for certain activities in content fields. The checklist in the table, which contains ninety-nine items, contains twenty-eight items which are checked (/), fifty which are checked (-), and twenty which are checked (0). This seems to indicate that the content of the course of study is below average.

TABLE 7

AN EVALUATION OF CERTAIN PROVISIONS OF THE CONTENT OF
OFFERINGS IN THE COMMON SCHOOLS OF HARDEMAN COUNTY

In each major field or area provision is made for:	Eng-lish	Spell-ing	Read-ing	Mathe-matics	Writ-ing	Social Studies	Phon-ics	Art	Health
Stating the objectives to be attained.....	0	0	0	0	0	0	0	0	0
Emphasizing significant contributions of our social heritage to present-day values.....	-	-	/	-	-	/	-	-	-
Promoting pupils' understanding of present-day social problems...	-		/	/	0	/	0	0	-
Stimulating pupils' interests and satisfying their needs.....	-	-	-	-	-	-	-	-	/
Modifying course to meet individual differences.....	-	-	-	-	/	-	/	/	-

TABLE 7 -- Continued

In each major field or area provision is made for:	Eng-lish	Spell-ing	Read-ing	Mathe-matics	Writ-ing	Social Studies	Phon-ics	Art	Health
Including materials and experiences of potential value in adult life.....	-	+	+	+	+	-	-	-	-
Interrelating the work in different subject fields.....	+	+	+	-	+	-	-	-	0
Indicating materials to be used or activities to be carried out	+	+	+	+	+	+	0	+	+
Suggesting methods to be used in attaining objectives.	-	-	-	+	-	-	0	0	0
Solving appropriate problems requiring elementary research procedures.	-	-	-	+	-	-	0	-	-
Formulating procedures for evaluating outcomes.....	-	-	-	+	-	-	0	-	-

Table 8 shows the evaluations made for the content of offerings. Of the thirty-six evaluations, four are rated (3), twenty-seven are rated (2), and five are rated (1). The average score is (1.9), which rates the schools as inferior in their content of offerings.

The English courses make no provision for meeting individual differences; including materials and experiences of potential value to adults; or for solving appropriate problems requiring research procedures. They do little toward promoting a pupil's understanding of present-day social problems.

In the field of mathematics, the following factors are found to be present to a limited extent: stimulating the pupil's interests and satisfying his needs; modifying courses to meet individual differences; interrelating the work in different subject matter fields; and formulating procedures for evaluating outcomes.

The social science courses attempt to emphasize significant contributions of our social heritage to present-day life values; to promote the pupil's understanding of present-day social problems; and to include materials and experiences of potential value in adult life. Factors not present in the social studies courses include provision for individual differences, interrelating the work in different subject-matter fields, stating the objectives to be attained, and stimulating the pupil's interests and satisfying his needs.

TABLE 8

AN EVALUATION OF CERTAIN PROVISIONS OF THE CONTENT OF
OFFERINGS IN THE COMMON SCHOOLS OF HARDEMAN COUNTY

[illegible]

The courses in art, health and physical education, reading, writing, spelling, and phonics are inferior. The objectives to be obtained are not stated; the pupil's interests are not stimulated nor his needs satisfied; the courses do not make provision for individual differences; and the work is not interrelated in different subject-matter fields to the extent that it could be.

Summary

The summary score for curriculum and courses of study in the schools is found to be (2.2), which indicates that the schools are inferior in curriculum and courses of study.

In speaking of curriculum development, John Dewey says:

It is a stupendous task, indeed, that is laid upon the educator who designs the life and program of the school. Not only must he be sociologist and statesman, philosopher, and educational technician; he must also be a competent student of individual physiology and psychology.¹¹

We are firmly convinced that teacher growth through greater participation in curriculum development is the only road to real curriculum improvement.¹²

This lack of development in curriculum and courses of study is largely due to the failure to provide for such conditions as time, material, and working conditions. From conferences and personal observations, the writer concluded that most of the teachers are aware of the need of improving and enlarging the curriculum.

¹¹John Dewey, Democracy and the Curriculum, Third Year-book of the John Dewey Society, p. 12.

¹²Ibid., p. 437.

This lack of curriculum development might be improved by eliminating those schools that are unable to maintain satisfactory schools, and by enabling larger school units to provide more time, material, and better working conditions for the teachers.

CHAPTER V

PUPIL ACTIVITY PROGRAM, LIBRARY SERVICE, AND GUIDANCE PROGRAM *

Pupil Activity Program

By the term, "activity program," is meant a school curriculum which provides a series of well-selected activities for different levels of growth; that offers opportunities for pupils to engage in worthwhile, satisfying experiences while carrying out their most worthy and most challenging purposes. It provides an environment in which pupils continually purpose and act in situations of meaning to them; in which they live fully, richly, and happily, now; and so have the best possible preparation for living successfully after they leave school.¹

The activity program makes it feasible to learn something of the pupil's background, interests, and abilities. In addition to meeting the natural needs of pupils, the activity program provides many opportunities for social and intellectual development. Training is provided for leadership, initiative, and self-expression. The pupil learns to assume responsibility, to make decisions, to acquire practice

¹Harry C. McKown, Extra-Curricular Activities, pp. 1-12.

and skill as well as information, to formulate ideals and standards, to cooperate with adults on a democratic basis, and to find new interests both vocational and avocational. Provisions are made in pupil activities for individual differences, equality of opportunities, and preparation for life by living.²

In the Evaluative Criteria is found 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 are 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.³

The items in the checklist designed to measure the general nature and organization of the pupil activity program were marked with the proper symbols to indicate to what

²R. E. Langfitt, F. W. Cyr, and N. W. Newsom, The Small High School at Work, p. 308.

³Evaluative Criteria, p. 39.

extent the conditions or provisions were met by these schools.

- (-) 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 keep pupils and organizations informed regarding school issues and problems and to stimulate interest in them.
- (0) 7. It seeks to keep and develop respect for and proper care of property, both public and private.
- (-) 8. It seeks to develop such traits and attitudes as loyalty, cooperativeness, and leadership, and other indications of good citizenship.
- (0) 9. It fosters the development and perpetuation of desirable school traditions, such as codes of conduct, school festivals, and observance of historic events.
- (0) 10. It seeks to make every pupil and teacher feel himself a part of the total school life.
- (0) 11. It seeks to make each member of the school feel a responsibility for the welfare of the school.
- (/) 12. Membership in each organization is on a definite 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.⁴

⁴Ibid.

Seven items were marked (/); four were marked (-); and four were marked (0), indicating that the provisions or conditions were only fairly well met.

The evaluation questions designed to measure the conditions relating to the general nature of the activity program were given the proper scores to indicate how well the conditions or provisions had been met.

- (1) x. How well does the pupil activity program complement and enrich the usual classroom activities?
- (3) y. How well does it stimulate the development of attitudes and traits which are indicative of good citizenship?
- (4) z. How wholeheartedly do pupils endorse and support the pupil activity program?⁵

One evaluation was given the score of (1), indicating that the conditions were present and functioning to a very inferior extent. One evaluation was given the score of (3), indicating the conditions existed to an average degree. One evaluation was given the score of (4), indicating that the conditions existed to a superior degree. The average score for all the schools was (2.6), indicating that they have inferior pupil activity programs.

This study shows that there is very little pupil activity included in the educational program of the Hardeman County Common Schools. The only clubs are those sponsored by the county agent and the county home demonstration agent, and they are not in any way supervised by the school authorities. No attempt is made to foster pupil participation in

⁵Ibid.

school government, and this is a very serious mistake. According to the criteria set up by McKown,⁶ the schools are missing a splendid opportunity to aid the students in acquiring some very great values. There is no such thing in reality as "student government," and there never will be. Students lack the good judgment which must go along with executive, legislative, or judicial power. Judgment comes only with experience, and the students lack that experience. This does not mean, however, that they cannot participate in the handling of many school affairs. With wise and sympathetic guidance from those who are more experienced, they will be able to do many useful things. The schools are run without any home-room organization. Routine matters of attendance are handled through the central office. It would seem that in not using the home-room program the schools are missing a great educational opportunity, which could be a means of unifying the school and providing needed guidance.

The school assembly is a valuable means of cultivating school spirit. A good assembly should supplement classroom work; develop self-expression; widen the interests of both students and teachers; correlate the interests of the school and community; and be a place for the recognition of worthy achievements.⁷

The items in the checklist that measure conditions relating to the school assembly were marked with the proper

⁶Harry C. McKown, Extra-Curricular Activities, pp. 40-67.

⁷Ibid., pp. 69-70.

symbols to indicate to what extent the provisions existed in the schools.

- (-) 1. A school assembly committee is in charge of the general development and organization of the school assembly activities.
- (-) 2. School assembly programs are in large part given by pupils and by pupil organizations with pupils presiding.
- (-) 3. Assembly programs are planned so as to secure participation and contributions of many, not simply of the few.
- (-) 4. Assembly programs have definite entertainment, instructional, cultural, and inspirational values.
- (/) 5. Assembly programs often provide for audience singing or discussion or other means of participation.
- (/) 6. Assembly programs are free from coarse and objectionable elements.
- (/) 7. Assembly programs are characterized by a variety of presentation, such as music, speaking, devotional exercises, dramatization, demonstration, and exhibits.
- (0) 8. 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.
- (0) 9. Correct audience habits are developed -- no late-comers or early-leavers; reasonable applause; courteous attention to performers; no disturbances.
- (-) 10. A definite period and adequate time are provided for the school's assemblies.
- (0) 11. Provision is made for pupil evaluation of presentations.
- (0) 12. The assembly schedule provides for occasional programs utilizing great artists or leaders in various fields of activity.⁸

Three items were marked (/); five items were marked (-); and four items were marked (0), indicating that the provisions or conditions are fairly well met.

The evaluation questions designed to measure the conditions

⁸Evaluative Criteria, p. 42.

relating to the school assembly were given the proper scores to indicate how well the conditions or provisions had been met.

- (3) w. How adequate are the provisions for attaining conditions or results such as the above?
- (3) x. How effectively are these conditions or results attained?
- (2) y. How actively and extensively do pupils participate in the planning and presentation of programs?
- (2) z. Evaluate the quality of four successive assembly programs.⁹

Two evaluations were given the score of (3), indicating that the conditions were present and functioning to an average degree; two evaluations were given the score of (2), indicating that the conditions existed in an inferior degree. The average score of the schools for school assembly was (2.5), indicating that the schools are inferior in this activity.

To be successful, the assembly must be interesting, instructive, and inspiring, not from the teacher's point of view, but from that of the pupil. It is very easy to give pupils something which ought to interest them, instruct them, and inspire them.¹⁰

The main purpose of the assembly period should be educational. Most of the programs should represent the school in its work. . . . Competition between groups of students can help to improve the program.¹¹

The common schools of Hardeman County do not have any

⁹Ibid.

¹⁰Aubry A. Douglass, Secondary Education, p. 623.

¹¹McKown, op. cit., p. 91.

school publications. At the time this survey was made, their only publications consisted of space in the town newspapers. This news was usually limited to brief accounts of the school's activities. The schools are missing a great opportunity to bring the schools and communities closer together and at the same time give the pupils valuable experiences in financing, budgeting, and managing real-life situations through the publication of their own newspapers. The professional newspaper is a business proposition, and the school paper is similarly a business proposition, for it must be financed if it is to be published. It is believed that through a paper published and edited by the school more participation on the part of the students can be obtained, more news of the school can be given, and consequently more interest can be readily aroused.¹²

The items in the checklist that measured conditions relating to the music activities were marked with the proper symbols to indicate to what extent the principles and provisions existed in the schools.

- (0) 1. The school has one or more bands.
- (0) 2. The school has one or more orchestras.
- (/) 3. Provision is made for developing smaller instrumental units.
- (/) 4. Opportunity to take part in a school chorus is available to every student.
- (0) 5. Provision is made for developing glee clubs.
- (-) 6. Provision is made for other vocal groups such as octets, quartets, duets and other small units.

¹²Ibid., pp. 347-361.

- (-) 7. Provision is made for separate organizations for pupils of limited experience or ability and those of greater experience and ability.
- (/) 8. Overemphasis on competitive musical performances is avoided.¹³

Three items were checked (/); two items were checked (-); and three items were checked (0), indicating that the conditions were not met in a satisfactory manner.

The evaluations designed to measure the conditions relating to the music activities were given the proper scores to indicate how well the conditions or provisions had been met.

- (1) w. How adequate are the instrumental musical organizations?
- (2) x. How adequate are the vocal musical organizations?
- (1) y. How satisfactorily do musical organizations contribute to community life?
- (3) z. How great is the interest and enthusiasm of pupils for musical activities?¹⁴

One of the evaluations was given the score of (3), indicating that the conditions were present and functioning to an average degree. One of the evaluations was given the score of (2), indicating that the condition was present and functioning to an inferior degree. Two of the evaluations were given the score of (1), indicating that the conditions were present and functioning to a very inferior degree. The average score for the music activities was (1.7), indicating that the schools were very inferior in their music programs.

The only music activities that the common schools of Hardeman County participate in are choral clubs and rhythm

¹³Evaluative Criteria, p. 43.

¹⁴Ibid.

bands. These schools are missing a great opportunity in not paying more attention to the music activities, for the "school that possesses music is able on public occasions to express itself to its patrons and citizens in a manner that is at once pleasing and effective."¹⁵

The curriculum of the evaluated schools should be extended to include glee clubs, orchestras, and bands. Then the schools could furnish entertainment for the community programs.

The items in the checklist that measured the conditions relating to the dramatic and speech activities were marked with the proper symbols to indicate to what extent the provisions existed in the schools.

- (-) 1. Provision is made for developing the dramatic abilities of pupils.
- (0) 2. Pupils are encouraged to write and present their own dramatic productions.
- (0) 3. Provision is made for the practice of stage craft by pupils.
- (/) 4. Provision is made for participation in formal or prepared presentation such as addresses, debates, and radio programs.
- (/) 5. Provision is made for pupil participation in informal and extemporaneous presentations.
- (-) 6. 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.
- (-) 7. Provision is made for separate organizations for pupils of limited experience and ability and those of greater experience and ability.¹⁶

Two items were marked (/), three items were checked (-), and two items were checked (0), indicating that the conditions

¹⁵S. T. Dutton, School Management, p. 231.

¹⁶Evaluative Criteria, p. 44.

were being fairly well met in the common schools of Hardeman County.

The evaluation questions designed to measure the conditions relating to the dramatic and speech activities were given the proper scores to indicate how well the conditions or provisions had been met.

- (2) w. How adequate are the provisions for developing dramatic interests and abilities of pupils?
- (2) x. How adequate are provisions for developing speech interests and abilities of pupils?
- (2) y. How satisfactory is the quality of materials selected for dramatic and speech activities?
- (2) z. What is the quality of the dramatic and speech productions?¹⁷

All of the evaluations were given the score of (2), indicating that the conditions relating to dramatic activities were of an inferior nature. It is not possible to have a dramatic department in the evaluated schools, but the teachers could take more interest in this phase of their work and encourage the pupils to participate in the Inter-scholastic League contests. The English teacher could develop some of the finer points of dramatics through classroom participation in plays, poetry, debates, and extemporaneous speaking.

The items in the checklist that measured the conditions relating to the social life and activities were marked with the proper symbols to indicate to what extent the provisions existed in the schools.

¹⁷Ibid.

- (-) 1. Provision is made for rooms or space appropriately furnished or readily adaptable for social life and activities.
- (/) 2. Informal games and recreation are included in the social program.
- (0) 3. Teas, parties, receptions, dances, and similar social activities are a definite part of pupil life.
- (0) 4. Pupils are instructed regarding appropriate dress and conduct at various social functions such as banquets, teas, receptions, dances, and picnics.
- (-) 5. Opportunity is given for associating with the opposite sex.
- (-) 6. Attention is given to developing the art of conversation by all pupils.
- (-) 7. Attention is given to developing desirable social graces by all pupils.
- (0) 8. Proper instruction is furnished in social dancing.
- (0) 9. Fraternities or sororities or similar exclusive organizations are definitely discouraged.¹⁸

One item was checked (/); four items were checked (-); and four items were checked (0), indicating that the conditions had not been satisfactorily met.

The evaluation questions designed to measure the conditions relating to the social life and activities were given the proper scores to indicate how well the conditions or provisions had been met.

- (1) w. How adequate and appropriate are the provisions for social life and activities?
- (1) x. How extensively are such activities participated in by the pupils?
- (1) y. How adequate are the provisions for securing participation in the more formal social activities by pupils who lack social advantages?
- (4) z. How well do pupils conduct themselves at social functions?¹⁹

Three of the evaluations were given the score of (1),

¹⁸Ibid.

¹⁹Ibid., p. 45.

indicating that the conditions were present and functioning to a very inferior degree. One evaluation was given the score of (4), indicating that the conditions were present and functioning to a superior degree. The average score for social life and activities was (1.7), indicating that the schools were very inferior in their social life.

These schools should assume more responsibility for taking care of the social needs of the pupils by providing opportunities for social life. Expensive affairs should be avoided because they are prohibitive for a number of pupils.²⁰

The items in the checklist that measure the conditions relating to physical activities were marked with the proper symbols to indicate to the interested person the extent to which the provisions existed in the schools.

- (-) 1. Physical activities are characterized by a diversion of sports and games; health, however, dictates the amount of and nature of activity for each pupil.
- (-) 2. Each physical activity is under the direction of a competent, trained faculty member.
- (/) 3. Major attention is given to intra-school athletics or games.
- (-) 4. Major emphasis is given to those games, sports, or activities which have the greatest carry-over value for the individual.
- (-) 5. Provision is made for activities involving team play.
- (-) 6. In activities involving team play exploitation of individuals is discouraged.
- (-) 7. The physical activities program encourages good sportsmanship on part of all spectators towards contestants, particularly towards visiting contestants.
- (-) 8. The athletic program is not overemphasized; it is simply one of many school activities and is so regarded by pupils.

²⁰Langfitt, Cyr, and Newsom, op. cit., p. 320.

- (/) 9. The athletic program is definitely under the control of the school authorities, not of some out-of-school individuals or organizations.
- (/) 10. Provision is made for boys and girls to play together in appropriate activities at designated times.
- (/) 11. Provision is made for different levels of ability by having separate groups for beginners and those more advanced.²¹

Four items were checked (/); seven items were checked (-). This indicates that the conditions had been fairly well met.

The evaluation questions designed to measure the conditions relating to physical activities were given the proper scores to indicate how well the conditions or provisions had been met.

- (4) x. How adequate are the provisions for voluntary, organized physical activities for boys?
- (4) y. How extensively do boys participate in voluntary physical activities?
- (4) z. How satisfactorily is the physical and emotional health of participants safeguarded, particularly in competitive sports?²²

All of the evaluations were given the score of (4), indicating that the conditions were present and functioning to a superior extent. This makes the average score of the schools in physical activities (4), showing that they are very adequately meeting their responsibilities in this phase of their work.

Athletics have potential values, but cannot be attained if sports are so organized that nearly all of the physical facilities, time of the sponsors, and activity funds are used to train intensively a

²¹Evaluative Criteria, p. 45.

²²Ibid.

few of the best athletes to compete with other schools. Instead, the first objective should be to give all pupils in the schools an opportunity to participate with pupils who are about their equal. The program ought to be a year-round one with emphasis on the out-of-doors, and closely correlated with the health and physical education work.²³

The Evaluative Criteria gives the following statement of guiding principles for the library service:

The library should be the 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 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 are not only to 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.²⁴

The school has passed or is passing through three stages in its development. There was a time when there were no library facilities. The printed material in the textbook

²³Langfitt, Cyr, and Newsom, op. cit., p. 316.

²⁴Evaluative Criteria, p. 51.

was considered sufficient for the pupil; and if he gave his attention to other writings, he was certain to be wasting his time. However, this notion gradually disappeared and a few books were used in the classroom to supplement the text. These gradually increased in number until the idea of a regular library in the school was developed to the extent that, at the present time, the library is regarded as an essential in a first-class school. The school library has gained such favor that today there are forty-one states that either require or permit the boards of education to establish school libraries.²⁵

The library should be a center of the educational life of the school, not merely a collection of books. It should provide the adequate reading and reference facilities necessary to make the educational program effective.²⁶

Dickinson says that the school library has the following functions:

To enrich the curriculum and supply reference materials; to provide for worthy use of leisure time; to train pupils in the use of books and the library; to serve as a centralizing agency for the school; to train for character; to serve teachers; and to assist in the guidance program of the school.²⁷

Each of the evaluated schools has a small inadequate library which can hardly be considered as such when considered in terms of the checklists. Since it is impossible to

²⁵Reeder, op. cit., p. 460.

²⁶H. J. Johnston, J. H. Newlon, and F. G. Pickell, Junior-Senior High School Administration, p. 298.

²⁷C. W. Dickinson, "What Is Adequate School Library Service?" The Wilson Bulletin, XIII (1938), 96.

have a complete library in each school, the situation would be greatly improved by establishing a county-wide school library with a trained librarian to assist the various schools.

Guidance Program

The following interpretation of guidance is found in the Evaluative Criteria:

. . . the change in the character of the school populations, 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 schools, should be thought of as an organized service designed to give systematic aid to pupils in making adjustments to various types of problems which they must meet -- educational, vocational, health, moral, social, civic, and personal. It should endeavor to help the pupil to know himself as an individual and as a member of society; to enable him to correct certain of his short-comings that interfere with his progress; to know about vocations and professions 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 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 pupils' 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 also be available, but should be used with full knowledge of their values and limitations.²⁸

In giving a definition of guidance, Langfitt, Cyr, and Newsom state that "guidance is defined as the provision of information needed by the pupil in making educational and occupational decisions."²⁹ In the same connection, Koos and Kefauver say that "we help the individual to make the optimal adjustment to educational and vocational situations."³⁰

Each school should realize that there should be instituted in the curriculum a guidance program that would carry out the objectives as indicated by Jones when he says:

Any effective leadership program must have guidance as its central feature. All the resources of the school in personnel and equipment should be organized and mobilized so as to give to each potential leader the assistance that he needs in determining his life goals, occupational, civic, cultural, and in planning his educational program in accordance with these goals. Guidance should begin as soon as the child enters school; it should continue throughout his school life and until he is able to make his own adjustments. Its purpose should be self-adjustment, and the assistance given at any stage should be determined by the ability of the individual to get along without help. It should develop independence and power, not a feeling of dependence upon others.³¹

The common schools of Hardeman County have no guidance program. The administrative officers of each school carry

²⁸Evaluative Criteria, p. 63.

²⁹Langfitt, Cyr, and Newsom, op. cit., p. 107.

³⁰L. V. Koos and G. N. Kefauver, Guidance in the Secondary Schools, p. 15.

³¹Arthur J. Jones, The Education of Youth for Leadership, p. 234.

a full-time teaching load and have little time in their schedule for guidance. The only guidance present in any way is the personal relationships between the teachers and pupils. Each child has a permanent record card of his progress which is filed in the county superintendent's office. Two of the schools are also filing permanent health cards. There is a definite need for guidance in these schools. It is impossible to have a guidance teacher in each of these schools, and the only solution would be to make the staff aware of the need for guidance. Each teacher should assume guidance functions for his own room and encourage the pupils in carrying out their ambitions.

CHAPTER VI

OUTCOMES

The guiding principles for the outcomes of the educational program are stated as follows:

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; evaluation of necessity will be largely a matter of judgment; for most of them there is no standard measure. The difficulty of the task is no reason for avoiding it, and the importance and universality of the problems involved make it imperative that attention should be directed to the attainment of such outcomes and to their proper evaluation.¹

¹Evaluative Criteria, p. 83.

Society should not be expected to support an educational program unless the program is so planned that desirable outcomes are very evident. Too often the school administrator and the school staff depend on very unreliable means of measuring outcomes. Personal opinions are too frequently used as measures. This is not reliable because of the human element that enters into the use of such a measuring device. Definite criteria, that have been correctly set up, should be employed constantly in determining the outcomes of the educational program.²

The School's Procedure for Evaluating Outcomes

If the school is to know the outcomes of its educational program, it must have definite procedures for evaluating the outcomes.

The items in the checklist designed to measure the school's procedures for evaluating outcomes were marked with the proper symbols to indicate how effectively the schools had met the conditions or provisions.

- (-) 1. Procedures for evaluating outcomes are being constantly improved.
- (O) 2. Responsibility is placed upon the supervisory staff for studying new evaluation techniques.
- (-) 3. Activities of pupils during out-of-school hours are studied.
- (O) 4. Systematic appraisal is made of the college achievements of former pupils.
- (O) 5. Stated systematic appraisal is made of the achievements of former pupils who did not go to college.

²W. L. Wrinkle, The New High School in the Making, p. 24.

- (-) 6. Appropriate tests and examinations are used.
- (0) 7. Attitudes and appreciations are measured with the best instruments available.
- (0) 8. Staff members are encouraged to consider the conduct of pupils in all school situations as revealing the nature and quality of the outcomes of the educational program.
- (0) 9. Cooperation of parents and other members of the school community in evaluating the outcomes of the educational program is systematically sought.
- (0) 10. Informal observations of pupils are recorded in some form such as anecdotal record.
- (0) 11. Pupil appraisal from the outcomes of the educational program is encouraged.³

An examination of the checks of the items shows that conditions regarding three of the items are present and functioning only fairly well. The provisions for the other eight items are not satisfactory. Techniques of evaluation do not seem to show much improvement. No attempt is made to keep up with the achievements of pupils after they leave school. If the outcomes of education are to be measured scientifically, there must be some systematic follow-up work to determine just what success the pupils are making after they are out of school.

The items above were given the following evaluations:

- (1) x. How extensive are the procedures which have been developed to evaluate the various outcomes of the educational program?
- (2) y. How adequately do members of the staff measure the outcomes of the educational program?
- (1) z. To what extent have evaluation procedures been used systematically in following progress of individual pupils?⁴

Two of the evaluations were given the score of (1), indicating that the conditions were present to a very inferior

³Evaluative Criteria, p. 83.

⁴Ibid.

degree. One evaluation was given the score of (2), indicating that it was functioning to an inferior degree.

The procedures for evaluating the outcomes of the educational program are very limited. The only procedures used are the individual efforts of staff members who take advantage of the opportunity to check on the pupil's success while in school. This is done through individual conferences and observation, but no scientific testing is done. The small amount of follow-up work that has been done has not been very satisfactory. The cumulative record of the individual should be kept and consulted regarding his progress through school; this gives some information of the pupil's scholastic progress but tells little of his social and moral progress, which is also a factor of vital importance. Not only should the student have a clear insight into the intellectual achievements of the race, but he should also acquire the power to use effectively the ideas thus gained.

The scores on the evaluations show that the schools' procedures for evaluating the outcomes were not satisfactory. Definite criteria for evaluating the outcomes of the educational program should be worked out and used by the schools. This can be done by all schools cooperating in a county-wide program to keep a cumulative record of each student's progress through school. Not only should his scholastic record be filed, but also his moral and social progress should be recorded in order systematically to check the outcomes of the educational program.

Outcomes in Principal Subject Matter Fields

Only the subjects taught in the Hardeman County Common Schools are included in the checklists on the subject matter.

English. -- The items in the checklist designed to measure the outcomes in English were marked with the proper symbols to indicate how well the schools had met the conditions or provisions.

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

- (-) 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 radio, screen, platform and press and developing a taste for better products of these types.
- (-) 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. Participation 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 or spoken forms.⁵

⁵Ibid., pp. 84-85.

A study of the checks of the above items shows that only one was checked as highly satisfactory, and that the other thirteen were checked as only fair. The first eight items deal directly with the study of literature and show that while the students are able to read without any difficulty, they are not able to interpret classical literature without difficulty. They have much difficulty in understanding the relationship of literature to life situations. The last six items deal with the language arts and none of these were marked satisfactory. There is a weakness in the use of correct English in both written and informal discussion. The aims of the schools should be the same as those set up by the State Curriculum Executive Committee. These aims are stated as follows:

1. Acquiring free and easy speaking habits.
2. Acquiring ability to speak interestingly and intelligently on topics of general interest.
3. Becoming able to talk pleasantly and connectedly on a special subject for an audience.
4. Developing ability to preside effectively at group meetings.
5. Acquiring ease in approaching an important individual or group to secure information.
6. Acquiring ability to discuss intelligently an important issue in an interested group.⁶

These aims should be carried out in the English classes from the elementary grades through high school classes. They can be accomplished by having a part of the period devoted to current events, poetry, debates, short plays, and extemporaneous speaking.

⁶State Curriculum Executive Committee, Language Arts for the Junior and Senior High Schools of Texas, pp. 82-83.

Mathematics. -- The items in the checklist that measure conditions relating to mathematics were marked to indicate the extent to which the conditions existed in the schools.

There is evidence to indicate that pupils are developing, or have developed desirable skills, habits, 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 and out of school life, understanding principles and applying them to practical situations.
- (O) 4. Estimating results, quantities, and values.
- (O) 5. Developing clear, definite concepts of quantities and relationships.
- (O) 6. Using and interpreting graphs and other means of visualizing relationships.
- (O) 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.⁷

Two of the above items were checked (/), indicating that the conditions were present and functioning to a very satisfactory degree; three items were checked (-), indicating that the conditions were present and functioning to a satisfactory degree; four of the items were checked (O), indicating that the conditions were present and functioning to an unsatisfactory degree. Very little attempt seems to be made to develop an appreciation of mathematical elements in other fields, and this is indeed a mistake, for it is generally agreed by several experts that so far as general education

⁷Evaluative Criteria, p. 86.

is concerned, mathematics is valuable chiefly as a means of interpreting those aspects of the world which are not otherwise capable of analysis.

Science. -- The items in the checklist relating to the outcomes in the sciences were checked to indicate to what extent the provisions had been met by the schools.

There is a definite evidence that pupils are developing or have developed desirable skills, habits, knowledge, understandings, 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 reproductions, adaptation, dispersal, and migration.
- (-) 3. Appreciating the influence of heredity on life forms.
- (0) 4. Recognizing the development of the more complex forms of life from the simpler forms.
- (-) 5. Recognizing the development of the more micro-organisms in economic relations and in human life, past and present.
- (/) 6. Recognizing man's increasing control over his environment and his ability to conserve and develop natural resources.
- (/) 7. Recognizing man's increasing control over his environment.
- (/) 8. Recognizing the part played by chemical reactions in the human body and in nature.
- (-) 9. Recognizing the part played by chemical reactions 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 the use 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 use of laboratory equipment.
- (-) 16. Employing a critical attitude toward claims in advertisements of commercial products.⁸

Of the sixteen checklist items above, five are checked as functioning satisfactorily; ten are checked as functioning fairly well; and one is checked as not being present. This indicates that in science the pupils are developing or have attained desirable skills, habits, knowledge, understanding, abilities, tastes, and appreciations only to a fair degree.

Social science. -- The items in the checklist designed to measure the outcomes of the educational program in social science were checked to indicate to what extent the provisions or conditions of the items have been met by the schools.

There is a definite evidence that pupils are developing or have developed an understanding of the significant human relationships and welfare, past and present, of the following:

- (-) 1. Interdependence and interrelationships of individuals and of groups.
- (-) 2. Dangers and difficulties of efforts to make states and nations self-sufficient.
- (-) 3. Desirability and necessity of government and of law.
- (0) 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 fine goods and values.
- (0) 7. Relation of density of population to natural resources.
- (0) 8. Relation of density of population to modes of living and of culture; its effect on personal independence.
- (-) 9. Customs and mind sets; change and progress; relative values of the old and the new.

⁸Ibid., p. 87.

- (0) 10. Religions and their relation to and influence on culture and progress.
- (-) 11. Man's increasing control over nature through increasing knowledge and inventions; effect on culture, comforts, and health.
- (0) 12. Effects of man's desire to extend control in industrial, civic, and political life -- master and servant; castes; graft and bossism; etc.
- (0) 13. Social and civic responsibilities and their discharge; leadership and cooperation.
- (0) 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.
- (0) 17. Similarities and differences between races and cultures and their relation to form of government.
- (0) 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.
- (0) 21. Laissez-faire versus planned economy.
- (0) 22. Formation of public opinion.
- (0) 23. Conservation of human as well as natural resources.
- (0) 24. Economic and social maladjustments.
- (0) 25. Necessity for collection and use of data in the solution of problems.⁹

The checking shows that none of the twenty-five items checked are functioning satisfactorily; eleven of the items are functioning fairly satisfactorily; while fourteen of the items are either not present or have been checked as unsatisfactory. This indicates that the social studies are not being treated in an adequate manner.

Arts. -- The items in the checklist that measure the

⁹Ibid., p. 88.

outcomes in the arts were checked with the proper symbols to indicate to what extent the conditions or provisions existed in the schools.

There is a 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. Developing the habit of observing and appreciation of examples of the artistic in buildings, dress, furniture, interior decorations, and other situations in everyday life.
- (-) 2. Developing the habit of observing and appreciating beauty in nature.
- (-) 3. Developing the habit of observing and appreciating beauty in pictures, statuary, and similar art products.
- (-) 4. Using various kinds of materials for making arts and crafts products.
- (0) 5. Using color and line and crafts materials as means of self-expression.
- (-) 6. Making arts and crafts products which reveal creative ability.
- (0) 7. Understanding the form and structures of various types of artistic products.
- (0) 8. Recognizing the principal works of leading artists.¹⁰

Five of the eight items were checked as satisfactory to some degree and the other three were checked as not present or unsatisfactory, which fact indicates that the outcomes in art were fairly well met.

Health and physical education. -- The items in the checklist designed to measure the outcomes in health and physical education were checked to indicate to what extent the conditions or provisions existed in the schools.

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

¹⁰Ibid., p. 90.

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

- (-) 1. Appreciating the value and advantages of good health and health habits.
- (0) 2. Understanding the human organism and the functions of its units.
- (-) 3. Having a periodic medical and health examination.
- (-) 4. Following recommended medical treatments and health rules.
- (-) 5. Taking proper care of eyes, ears, teeth, gums, skin, hair, scalp, feet, hands, and nails.
- (/) 6. Sleeping and resting sufficiently.
- (-) 7. Eating and dressing properly, so as to promote health.
- (-) 8. Developing and maintaining good mental healthful attitudes and emotional life.
- (-) 9. Engaging regularly in physical activities adapted to the needs of the individual.
- (-) 10. Developing leisure recreations, including out-of-door activities.¹¹

Only one of the ten items was checked as being very satisfactory. Eight were checked as only fairly satisfactory, and one was checked as totally unsatisfactory. These checks indicate that the outcomes of the physical education program are inadequate.

The students could be made health-conscious by placing outstanding health posters in the rooms to illustrate the proper health rules. Service clubs could be asked to sponsor health clinics. Students could be encouraged to engage in organized games on the playground.

Summary. -- A summary of the checks given the items in the checklist shows that eight of the items that measured outcomes in principal subject-matter fields were checked as being very satisfactory, fifty of the items were checked as fairly

¹¹Ibid., p. 93.

satisfactory, and twenty-three of them were checked as not being present or, if present, as being very unsatisfactory. The score indicates that as a whole the conditions or provisions were not being met very well by the schools.

The evaluations designed to measure the outcomes in principal subject-matter fields were scored with the proper symbols to indicate how well the conditions had been met by the schools.

- (4) a. How extensively do pupils read literature voluntarily?
- (3) b. How well do pupils seem to understand literature and how it is related to life situations?
- (2) c. How great is their scope of enjoyment of literature -- types of literature, number and variety of writers?
- (3) d. How well does the written work of the pupils conform to generally accepted standards?
- (2) e. How well do pupils pay attention to good speech habits in and around the school?
- (3) f. How efficient are pupils in the use of mathematical concepts, processes, and symbols?
- (1) g. How effectively do pupils use and understand graphic methods?
- (3) h. How extensively and effectively do pupils use mathematics in other school subjects and in general school activities?
- (3) i. How well do pupils understand elementary science concepts?
- (2) j. How satisfactorily have pupils developed appropriate scientific attitudes?
- (2) k. How extensive is the recognition of pupils of the presence of physical, chemical, and biological factors in their daily environment?
- (1) l. How well do pupils give evidence of applying scientific principles to phenomena with which they come in contact?
- (2) m. How well do pupils understand contributions of the past to our present civilization?
- (3) n. How thoroughly do pupils understand the structure and function of local, state, national governmental agencies?
- (1) o. To what extent are pupils interested in identifying and studying economic, political, and social problems?

- (2) p. How actively and intelligently do pupils discuss contemporary economic, political, and social problems?
- (1) q. 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?
- (2) r. How artistic are the products of the arts activities?
- (2) s. To what extent are pupils developing standards of taste in evaluating art products?
- (2) t. How satisfactorily are pupils applying principles and abilities developed in fine arts activities to modification of costumes and appearances, and to school and home environment?
- (3) u. How well do pupils practice desirable health habits?
- (2) v. How satisfactorily are skills necessary for participating in life-long physical activities being developed?
- (3) w. To what extent are remediable defects, both medical and orthopedic, being recognized and corrective procedures carried out?¹²

In computing the scores of the schools on the above evaluations, the writer found that no question was given the score of (5), indicating that the conditions existed in a very superior manner; one was given the score of (4), indicating that the conditions existed in a superior manner; seven were given the score of (3), indicating that the conditions existed in an average manner; twelve were given the score of (2), indicating that the conditions existed in an inferior manner; and four were given the score of (1), indicating that the conditions existed in a very inferior manner.

It was learned from this study that the pupils in the Hardeman County Common Schools read very little literature that they were not required to read. There is a noticeable

¹²Ibid.

lack of understanding on the part of the teachers regarding the relation of current social problems to the everyday lives of the pupils. In this day of complex social and economic conditions, it is particularly necessary that the pupil be able to understand the significance of what he reads. Nowhere else can better material be found for the discussion of social problems than in literature. Through the ages, literature has been a mirror wherein the life of man in all his dealings has been reflected. One of the main objectives of literature is to give one an inclination to devote one's leisure to reading that which has abiding value. In the language arts, the schools have been fairly successful in developing skill in reading and skill in the correct use of English in written discourse. The written work of the pupils conforms to generally accepted standards to an average degree; however, the attention paid by the students to good speech habits in and around the school are inferior to accepted standards. Too much emphasis cannot be placed upon the outcomes of the language arts. Efficiency in language is essential to every other subject taught in the school, for learning is carried on through the medium of the English language.

Perhaps the best test of good teaching of mathematics would be whether or not the pupil can apply what he has learned in the mathematics department to situations found in other departments. There should be more teaching of mathematics by all the departments in which mathematics is found.¹³

¹³L. V. Kocs, The American Secondary School, p. 395.

When teaching science, sound teaching requires the courses to be organized in terms of present conditions in the school rather than in terms of ultimate and desirable conditions. The units of the courses should be selected in accordance with the materials available and the interests of the pupils to be taught. The schools have not centered their science around the everyday needs and interests of the pupils in the community. There is a tendency to follow too closely the same outline from year to year.

The chief objective of every social-studies course should be to develop good citizenship and, in developing this, to create a love and pride in the ideas and ideals of one's country and a desire to uphold these ideals. The pupils do not seem to appreciate the contributions of the past to our present civilization, but seem to have a fair understanding of the structure and function of local, state, and national governmental agencies. They do not show the usual interest manifested by students in identifying and studying economic, political, and social problems and their solutions. It seems that this phase of the school work is being sadly neglected, and much needed improvement could be made if more attention were focused on the social studies.

In the field of arts, it was discovered that the students are not developing adequate standards of taste in evaluating art products and that they fail to make satisfactory applications, in their own mode of living, of the principles taught.

The primary aim of the health and physical education

program should be to establish permanent habits of healthful activity, both physical and mental. The program seems to be very inadequate as to instruction in social and physical hygiene. Satisfactory skills necessary for participating in life-long physical activities have not been developed by most of the pupils. The physical education program should be greatly improved by teaching first-aid courses to all the students; by having periodical physical examinations and keeping health cards; and by the school's cooperating with the community in making more healthful living conditions.

Outcomes in Attitudes and Appreciations

The items in the checklist designed to measure the outcomes of the attitudes and appreciations were marked with the proper symbols to indicate how well the schools had met the provisions or conditions.

As a result of the entire educational program, pupils show evidence of definite progress in the development or attainment of such desirable attitudes and traits 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 obligations 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 new and better way.
- (/) 9. Enthusiasm -- readiness to enjoy life and participate in its wholesome activities.
- (0) 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, custom, 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.
- (-) 16. Dependability -- practice of fulfilling promises, discharging obligations, and finishing tasks.
- (-) 17. Loyalty -- devotion to the interests of friends, school, home, community, 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.
- (-) 23. Appreciation of one's own ability and worth.
- (/) 24. Appreciation of the value of law and constituted authority.¹⁴

Items one through nine measure the attitudes and traits primarily concerned with personal development. Three of these items were checked as satisfactory and five were checked as being fairly well met. Items ten through seventeen measure the attitudes and traits primarily concerned in social relationships. Two of these items were checked as satisfactorily met, five of them were checked as fairly well met, and one was checked as not being present. Items eighteen through twenty-four measure the conditions relating to appreciations.

¹⁴Evaluative Criteria, p. 95.

Two of them were checked as being satisfactorily met, while the other five were checked as being fairly well met.

The evaluations designed to measure the outcomes in attitudes and appreciations were assigned the proper numbers to indicate how well the conditions or provisions were met by the schools.

- (3) x. How satisfactorily have pupils attained desirable personal attitudes?
- (3) y. How satisfactorily have pupils developed desirable social attitudes?
- (3) z. How satisfactorily have pupils attained desirable appreciations?¹⁵

All evaluations designed to measure the outcomes in attitudes and appreciations were given a score of (3), indicating that the provisions were met in an average manner.

General Evaluations

The general evaluations of the educational program have been made on the basis of the following criteria:

- (3) x. How well do outcomes of the educational program accord with the philosophy and objectives as described in Section B?
- (3) y. How well do the outcomes of the educational program meet the needs of the pupil population and of the community?
- (3) z. To what extent is the school identifying problems in the outcomes of the educational program and seeking their solution?¹⁶

The outcomes of the educational program accord fairly well with the philosophy and objectives of the schools.

¹⁵Ibid.

¹⁶Ibid., p. 96.

CHAPTER VII

SCHOOL STAFF AND INSTRUCTION

The Cooperative Study of Secondary Schools has set up the following principles as criteria for instruction in the secondary schools:

Philosophy, staff, pupils, curriculum and courses of study, pupil activities, library, guidance -- all of 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 the quality of learning; (5) a personal relationship of a confidence, respect, and helpfulness between teachers and pupils, resulting in similar relationships between school and community; (6) provision for all desirable types of learning; (7) definite and adequate learning by the pupils as an outcome.¹

In evaluating the instruction offered in the common

¹Evaluative Criteria, p. 157.

schools of Hardeman County, the writer considered forty-three individuals who represented the total staff of these schools: the county superintendent, ten principals, and thirty-two classroom teachers. In checking the items in the checklists, the writer considered these teachers collectively, and the symbol used indicates the average check for the entire group.

- (✓) 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 the pupils.
- (-) 3. In the classroom the teacher has new educational activities begin with and end 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 learning.
- (-) 7. In the classroom the teacher helps pupils learn how to study -- how to plan, execute, and evaluate.
- (0) 8. In the classroom the teacher provides opportunity for pupils to use a desired type of behavior or reaction in a variety of situations that approximate life conditions.
- (-) 9. In the classroom the teacher makes use of drill largely for developing skills and habits for 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.

- (O) 11. In the classroom the teacher makes flexible or differentiated 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 the pupils responsible for some work done in groups where all group members contribute and co-operate.
- (O) 14. In the classroom the teacher helps pupils learn how to use the library effectively.
- (O) 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 the 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 usages 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 the 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 the 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 suggested material.
- (/) 38. Appropriate illustrations or other graphic representations in adequate amounts 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 references for supplementary study.
- (/) 41. Textbooks are amply 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.
- (N) 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 files 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.
- (0) 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 knowledges.
- (-) 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.
- (0) 66. Pupils use tests to evaluate their own progress both in terms of educational aims and of their own purpose.
- (-) 67. Diagnostic testing is a regular part of the teaching procedure and is followed by appropriate remedial activities.
- (0) 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 instructions.²

Of the sixty-nine items checked, eighteen were checked (/), forty-three were checked (-), eight were checked (0), and one was checked (N). The checks indicate that the instruction in the schools was below average.

The evaluations made to show how well the instruction was done are given below:

- (2) a. How adequately does the teacher prepare for classroom activities?
- (2) b. How stimulating are the instructional procedures which the teacher uses?
- (3) c. How adequately are the desirable outcomes (knowledge, skills, understandings, judgments, appreciations, and attitudes) provided for?

²Ibid., pp. 157-160.

- (3) d. How effectively do teacher and pupils cooperate in carrying on classroom activities?
- (2) e. How extensively are environmental factors used to enrich classroom experiences?
- (2) f. How effectively are the activities thus pursued used in furthering the pupils' education?
- (5) g. How satisfactory at all times are the textbooks used?
- (3) h. How well does the teacher direct pupils in the proper and effective use of such books?
- (2) i. How adequately are such materials as the above provided for classroom work?
- (2) j. How effectively does the teacher use such materials?
- (3) k. How well are methods of appraisal adapted to the purpose intended?
- (4) l. How well do pupils use methods of appraisal to measure their progress?
- (2) m. How well do teachers use methods of appraisal for determining the desirable educational outcomes?³

One of the evaluations was given the score of (5), indicating that the conditions had been met to a very superior degree. One of the evaluations was given the score of (4), indicating that the conditions had been met to a superior degree. Four of the evaluations were given the score of (3), indicating that the conditions had been met to an average degree. Seven of the evaluations were given the score of (2), indicating that the provisions had been met to an inferior degree. The average score of the schools on instruction was (2.6), which indicates that the instruction was inferior.

With regard to classroom activities, the teachers need to make more adequate preparations than they now make. They should also make use of more stimulating instructional

³Ibid.

procedures. Cooperation between teachers is satisfactory. The teachers and pupils should study the community and environment as means of enriching teaching and learning experiences. The textbooks used are satisfactory, but they should be regarded only as part of the material to be studied in a given course. There is a need for extensive supplementary materials in these schools. Materials needed include educational films and other visual aids, phonographs, bulletin boards, periodicals, mimeographed materials, and pamphlets. Standardized tests should be a part of the testing program. Testing and measuring should be an integral part of the teaching and learning program rather than an activity set apart for certain days.

The Cooperative Study of Secondary School Standards has set up the following guiding principles as criteria for evaluating the school staff:

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 is desirable for a well-rounded staff, but its members should have the ability and desire to work together cheerfully, harmoniously, and efficiently for the good of the school and its pupils.

The number of staff members should be adequate for the curriculum offered, the school's enrollment, and the special needs of the pupils. The teaching load and the total working load should be such as not to endanger educational efficiency. Salaries should be such as to

assure a living comparable with the social demands on the profession and the worth of service rendered as well as to provide security for old age. In the membership of the staff should be found both experience gained by years of service and vigor and enthusiasm characteristic of youth. Provision should be made for proper induction and adjustment for new and inexperienced members.

In the selection of individual staff members attention should be given to teaching ability, personality, health and character. Each staff member should have broad general scholarship, thorough preparation in his special field, professional competence, and reasonable social development.⁴

In checking the items in the checklist for the professional staff, the writer again considered the teachers as a whole, and the symbols used indicate the averages for the group.

- (O) 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 and apply to a definite position.
- (O) 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.

⁴Ibid., p. 99.

- (-) 8. Faculty and staff meetings are characterized by general teacher planning and participation rather than by monopolization by one or a few individuals.
- (O) 9. The staff 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 library service.
- (O) 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 schools.
- (-) 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.
- (O) 18. The maximum, minimum, and average salaries are related to appropriate standards of living and social and economic 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 the salary are spread over a large proportion of the potential service career.
- (O) 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 in the same type or rank of position receive equal salaries for equivalent training, or experience.
- (O) 23. The maximum salary for any position is approximately twice as much as the minimum salary for the same position.
- (O) 24. Tenure of employees is probationary for a period of at least two years.
- (O) 25. Indefinite tenure is provided after a successful probationary period of not over three years and continues as long as the employees' work and conduct merit it.

- (O) 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 the facts and dismissal is made only after failure of real efforts by administrative or supervisory officers to improve the employee.
- (O) 27. Employees who do not desire to continue in their positions give reasonable notice of their intentions to leave.
- (O) 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.
- (O) 29. Provision is made for employees to have a limited number of days of absence from school duties because of personal sickness on an annual accumulative basis and without loss of pay.
- (O) 30. Extended leave of absence is granted teachers to continue their educational training with permission to return to their positions at the expiration of term of leave.
- (O) 31. Provision is made for sabbatical leave of absence on full or half pay.
- (O) 32. Adequate provision is made for proper care of the school's disabled or over aged 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.
- (O) 35. Periodical investigations of the retirement system are made to insure its financial soundness.
- (/) 36. Individual retirement investments of each employee are returnable upon withdrawal from educational service or upon death prior to retirement.⁵

Items one through six are related to selection of staff members. One item was checked (/), three items were checked (-), and two were checked (O). This indicates that these conditions were fairly well met. Items seven through sixteen are related to the improvement in service of the professional

⁵Ibid., pp. 100-105.

staff members. One was checked (/), seven were checked (-), two were checked (0). This indicates that these conditions were fairly well met. Items seventeen through twenty-three are related to conditions of salary. Four were checked (/), three were checked (0). These checks indicate that these conditions were fairly well met. Items twenty-four through twenty-seven are related to tenure. All of these items were checked (0), for these schools do not have a definite tenure system. Items twenty-eight through thirty-one are related to leave of absence. All of these were checked (0), for the schools have no plan for leaves of absence. Items thirty-two through thirty-six are related to retirement. One was checked (/), two were checked (-), and two were checked (0). The checks indicate that these conditions were not very well met. The only provision for retirement for the teachers of Hardeman County is the system provided for under the Texas State Retirement System.

The evaluations that measured the professional staff were marked with the proper symbols to indicate how well these schools met the conditions or provisions.

- (3) a. To what extent is consideration given the preparation of prospective staff members?
- (2) b. To what extent is consideration given to the nature and amount of experience of prospective staff members?
- (3) 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?
- (1) e. How extensive are the efforts of these staff members, as groups, to effect improvement?

- (1) f. How well has the work of improvement been done?
- (4) g. How well does the salary schedule of the school meet the provisions set forth above?
- (5) h. How carefully is the school's salary schedule being observed?
- (3) i. How adequate are the salaries paid professional staff members?
- (0) j. How satisfactory are conditions relating to tenure?
- (0) k. How well are provisions made for leaves of absence?
- (3) l. How adequate is the retirement system which applies to the professional staff members of this school?⁶

One of the evaluation questions was given the score of (5), indicating that the conditions were present and functioning to a very superior degree. One of the evaluation questions was given the score of (4), indicating that the condition was present and functioning to a superior degree. Four of the evaluation questions were given the score of (3), indicating that the conditions were present and functioning to an average degree. Two of the evaluation questions were given the score of (2), indicating that the conditions were present and functioning to an inferior degree. Two of the evaluation questions were given the score of (1), indicating that the conditions were present and functioning to a very inferior degree. Two of the evaluation questions were given the score of (0), indicating that the conditions were not present. The average score for the schools on professional staff members was (2.7), indicating that the schools were below average.

⁶Ibid.

The following checklist is a part of the data collected concerning the personal and instructional qualifications of the individual staff members. The teachers were again considered as a whole and the symbols used indicate the average check for the group.

- (/) 1. The staff members possess such qualifications as cooperation -- get along with others; adapt 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.
- (-) 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 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 school, 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 enables 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 new development and findings in his teaching field.
- (-) 18. The teacher keeps up with new theories and practices in teaching procedures.⁷

Of the items above, eight were checked (/), and ten were checked (-). This seems to indicate that the staff is approximately average in personal and instructional qualifications.

The evaluations that measure the individual staff members were marked with the proper scores to indicate how well these schools met the provisions or conditions.

- (4) a. 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?
- (4) b. How up-to-date is this teacher's preparation in his teaching field and teaching procedures?
- (4) c. How satisfactory are the personal qualifications of this staff member?
- (3) d. How adequate is this teacher's ability to stimulate pupils to desirable learning activities?⁸

Three of the evaluations were given the score of (4), indicating that the conditions were present and functioning

⁷Ibid., p. 153.

⁸Ibid.

to a superior degree. One of the evaluations was given the score of (3), indicating that the conditions were present and functioning to an average degree. The average score for the schools was (3.5), indicating that the schools were a little above average in personal and instructional qualifications of their individual staff members.

However wisely a city may have chosen its educational aims, and however satisfactorily it may have erected the chief administrative structure of its school system, if it fails to provide a strong and progressive staff of teachers and principals through whom to work, its aims and development can never be satisfactorily realized.⁹

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 cooperative 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 is 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.¹⁰

The professional staff of the common schools of Hardeman County consists of forty-three members, including the county superintendent, ten principals, and thirty-two classroom teachers. Numerically this number of teachers seems adequate for the curriculum offered, and for the present enrollment.

⁹J. B. Sears, The Boise Survey, p. 41.

¹⁰Evaluative Criteria, p. 99.

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.¹¹

While the professional staff of these schools is adequate for meeting present needs, improvement of the staff could be made in several instances. The academic and professional preparation of a few of the teachers could and should be improved by attending summer schools or by doing extension work. Group improvement of the staff is inferior. Faculty meetings should be used as an agency for group improvement. Reading or study clubs could be organized by the staff. The salaries of the professional staff members are low, but there does not seem to be any means available for raising them at present. Conditions of service relating to tenure and leaves of absence are very unsatisfactory and should be corrected with all due haste. A reasonable tenure law should be enacted, and provisions should be made for leaves of absence for educational purposes or for illness. These provisions will have to be made by the Legislature and the money furnished to the schools from state sources. Since all of the common schools of Hardeman County are state-aid schools, it is impossible under the present Equalization Laws to provide for leaves of absence on pay.

¹¹Dennis H. Cooke, Problems of the Teaching Personnel, p. 222.

CHAPTER VIII

SCHOOL PLANTS

The school plant is one of the outstanding factors in creating a good school. The program of education offered and the outcomes expected may be seriously restricted by the school plant. No one would expect to judge the efficiency of a school entirely by its buildings and equipment, but they serve as a fair index of the educational progress of a school system. The school plant is certainly a most important factor in providing a modern educational program for the present-day youth. For him the school building should be, first, an efficient workshop, suited to his needs, his safety, and his comfort. Second, it is his home where he spends six or more hours a day and, as such, it should develop him aesthetically with whatever pleasant and beautiful surroundings the community may afford.¹

The Cooperative Study of Secondary School Standards gives the following statement of guiding principles for a study of the school plant:

The plant is one of the major conditioning factors in a good school, but its intimate relation to and influence on the educational program and its outcomes

¹G. D. Strayer, Survey of the Schools of Beaumont, p. 115.

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 ground 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.²

The Site

The items in the checklist for the evaluation of the site were marked with the proper symbols to indicate to what extent the schools met the conditions or provisions for a satisfactory site.

- (/) 1. The site is free from environmental noises and confusion.

²Evaluative Criteria, p. 115.

- (/) 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 for all purposes is readily available (on or near site).
- (-) 5. Facilities for sewage disposal are adequate.
- (/) 6. Elevation and drainage for grounds and buildings 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. Playgrounds are level.
- (/) 9. The site is free from traffic and transportation dangers.
- (/) 10. Play areas are free from hazardous obstructions (rocks, trees, ditches, gullies, etc.).
- (-) 11. Facilities for fire protection are readily available and kept in working order.
- (/) 12. Facilities for parking are adequate.
- (/) 13. Facilities for receiving and discharging pupils transported in school buses are adequate.
- (/) 14. Drives or walks lead from all building exits.
- (/) 15. The site is readily accessible to the school population.
- (-) 16. It is accessible over hard surfaced roads and adequate walks.
- (/) 17. It is sufficiently extensive for building and play needs, driveways, and landscaping.
- (/) 18. Play areas are readily accessible.
- (-) 19. The site has possibility of future expansion, extension, or adaptation without too great cost.
- (/) 20. It is near the center of the school population as environmental conditions make advisable.
- (/) 21. The environment is socially and culturally wholesome.
- (-) 22. The environment has definite elements of beauty and is free from ugliness.
- (/) 23. The location does not oblige many of its pupils to pass through unwholesome areas in walking to and from school.
- (/) 24. The site is sufficiently extensive and adaptable to accommodate all desirable educational activities.
- (-) 25. Its layout prevents playground noises and games from interfering with study, classroom, and office activities.
- (-) 26. Trees, shrubs, flowers, and lawns are placed so as to promote the beauty of the building and cultivate the appreciation of beauty.

- (/) 27. The appearance of the grounds is such as to encourage pupil cooperation in their proper maintenance.
- (/) 28. The play areas are carefully planned and utilized.
- (-) 29. Facilities are provided for a large variety of sports and games.
- (/) 30. Certain areas are surfaced and marked for specific sports and games.
- (-) 31. Screens and fences are provided wherever needed.
- (-) 32. Bleachers are provided for spectators.³

Items one through seven measure the conditions affecting the health. Four of these items were checked (/), indicating that the conditions were satisfactorily met, and three were checked (-), indicating that the conditions were fairly well met. Items eight through thirteen measure the conditions affecting safety. Five items were checked (/), and one was checked (-). The checks indicate that the conditions were satisfactorily met. Items fourteen through nineteen measure the conditions affecting economy and efficiency. Four items were checked (/), and two were checked (-). The checks indicate that the conditions were satisfactorily met. Items twenty through thirty-two measure the conditions affecting the educational program. Seven items were checked (/), and six were checked (-). The checks indicate that the conditions were fairly well met. Twenty of the items that measure the conditions affecting the site were checked (/), indicating that they were very satisfactorily met; while twelve of the items were checked (-), indicating that they were only fairly well met. This indicates that the sites

³Ibid., pp. 115-116.

of the various schools of the county were very satisfactory and free from unwholesome influences.

The following evaluations were made for the school sites:

- (4) a. To what extent do conditions on or near the site promote health?
- (2) b. How well is the school improving unsatisfactory conditions?
- (5) c. To what extent do conditions on or near the site promote safety?
- (1) d. To what extent is the school improving unsatisfactory conditions?
- (4) e. How accessible is the site?
- (3) f. How extensive is the site?
- (2) g. How well adapted is the site for future expansion?
- (4) h. How satisfactory is the educational or cultural influence of the environment?
- (4) i. How adequate does the site provide for educational activities?
- (4) j. How well are the play areas planned, equipped, and kept in condition?
- (2) k. How satisfactory is the aesthetic quality of the school grounds?⁴

One of the evaluation questions was given the score of (5), indicating that the provisions or conditions were present and functioning to a very superior degree. Five of the evaluation questions were given the score of (4), indicating that the provisions or conditions were present and functioning to a superior degree. One of the evaluation questions was given the score of (3), indicating that the provisions were present and functioning to an average degree. Three of the evaluation questions were given the score of (2), indicating that the provisions were present and functioning to an inferior degree. One of the evaluation questions was given the score of (1), indicating that the provisions were present

⁴Ibid.

and functioning to a very inferior degree. The average school site score was (3.4). This indicates that the school sites were satisfactory. They also met the standards set up by Smith:

The site should be free from noise and odors; it should be safe, healthful, accessible to those using the building, and reasonably central to the contributing area. It must also take into consideration the trend of future growth.⁵

The Buildings

The items in the checklist for the evaluation of the health and safety of the buildings were checked with the proper symbols to indicate how these schools met the conditions or provisions essential for a satisfactory building.

- The items that have reference to illumination are:
- (/) 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.

⁵H. P. Smith, Business Administration of Public Schools, p. 343.

- (/) 10. Illumination of rooms intended for special purposes -- offices, 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 outlays 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; teacher participates in these surveys.
- (-) 15. Pupils are made to realize the importance of proper illumination.

The items that have reference to the condition of air are:

- (/) 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 approximate out-of-doors 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).
- (O) 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.

The items that have reference to the toilet and lavatory facilities are:

- (-) 24. Toilet and lavatory facilities for boys and for girls on each floor of large buildings.
- (O) 25. Toilet and lavatory facilities readily accessible to the stage dressing rooms.
- (-) 26. Toilet and lavatory facilities in connection with gymnasium and rest rooms.
- (N) 27. Toilet and lavatory facilities in the medical and health suite.
- (O) 28. Toilet and lavatory facilities for men and for women faculty members.
- (N) 29. Toilet and lavatory facilities conveniently accessible to the administrative suite.
- (N) 30. Toilet and lavatory facilities for the custodial and maintenance staffs.
- (O) 31. Lavatory facilities in laboratories, shops, and art and crafts rooms.
- (N) 32. Lavatory facilities in the librarian's and teachers' work rooms.
- (N) 33. Lavatory facilities in or immediately adjoining the cafeteria.
- (O) 34. Servicing of lavatory facilities with hot or cold water.
- (O) 35. Proper ventilation and venting of all toilet rooms.
- (/) 36. Screening of entrances and windows of all toilet rooms so as to assure proper privacy.

Items that have reference to other bodily needs and comforts are:

- (/) 37. Sanitary drinking fountains in sufficient number and easily accessible.
- (/) 38. Servicing of drinking fountains with pure water.
- (/) 39. Showers with hot and cold water in the gymnasium suite.
- (O) 40. Rest rooms for staff members.
- (O) 41. Rest rooms (or infirmary) for pupils.

Items that have reference to the safety of person and property are:

- (N) 42. Stairways, corridors, and exits are sufficient in number and width to assure safety from congestion at all times.
- (N) 43. Stairways are provided with continuous handrails within reach of all pupils using them.
- (N) 44. Stairs have proper riser and tread dimensions and non-slip treads and landings.
- (N) 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 room is fire-proofed.
- (O) 50. The safe condition of high-pressure boilers is assured at all times; they are periodically inspected by a qualified official.
- (O) 51. Vaults or cabinets for storing permanent school records are fireproofed.
- (✓) 52. Fumes from laboratories, stoves, etc., are properly vented.
- (O) 53. The building is regularly inspected to prevent possibility of explosion from gas leaks.
- (✓) 54. All electric outlets, 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 dustless and noiseless as possible.
- (N) 57. In case school activities are housed in several buildings, provision is made for the protection of pupils against inclement weather or dangerous conditions.⁶

Twenty-five of the items that measure the safety and health of the buildings were checked (✓), eleven were checked (-), ten were checked (O), and ten were checked (N). The checks indicate that the provisions or conditions were fairly well met.

The items in the checklist for the evaluation of the economy and efficiency of the buildings were marked with proper symbols to indicate how well these schools met the conditions or provisions essential for a satisfactory school building.

⁶Evaluative Criteria, pp. 117-119.

- (/) 1. The building is so planned that it may be expanded to meet future demands because of increased attendance or modified educational plans or instructional needs without too great cost.
- (0) 2. It has non-bearing classroom partitions so that change in dimensions and arrangement of rooms may be readily effected.
- (/) 3. It is so planned that the library and study hall space can be readily adapted to changing library and instructional needs.
- (0) 4. Provision is made for expansion of the heating plant.
- (-) 5. Rooms designed primarily for one purpose are so planned as to serve other purposes also.
- (-) 6. A few classrooms are smaller and a few others larger than the normal sized rooms.
- (/) 7. Provision is made for entrance to and exit from certain rooms or areas commonly used by the public or at night while other parts of the buildings are closed.
- (/) 8. Provision is made for heating and lighting certain rooms or areas without heating or lighting other parts of the building.
- (-) 9. Administrative office space, well planned, centrally located, and easily accessible to the public.
- (N) 10. Well planned space for the clerical and accounting staffs.
- (N) 11. Work room and dressing room space for the custodial staff.
- (N) 12. Conveniently located service and supply closets with sinks and running water for the custodial staff.
- (/) 13. The major portion of the floor area devoted to instructional purposes.
- (/) 14. General storage space readily accessible to the rooms in which equipment and supplies are used.
- (-) 15. A plain, effective roof with adequate gutters and downspouts.
- (-) 16. Freedom from such ornamentation and architectural features as tend to promote deterioration.
- (/) 17. Arrangement of driveways, doorways, and floor levels to facilitate truck deliveries.
- (/) 18. Provision for individual lockers on classroom floors so located as to be easily accessible and supervised.
- (-) 19. Sound-proofed or deadened floors, walls, and ceilings of halls, auditorium, cafeteria, and other rooms housing noise producing activities.
- (-) 20. Good acoustic properties in the auditorium.

- (N) 21. 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.
- (/) 22. The type of architecture harmonizes with such environmental factors as climate, city, or open country, and other buildings.
- (-) 23. The materials and workmanship of the building, both interior and exterior, are aesthetically satisfying.
- (-) 24. All architectural features such as columns, colors, windows, doorways, and decorations have aesthetic features and values and promote appreciation of beauty.
- (/) 25. The colors of the walls, ceilings, and trim harmonize and are appropriate, thus promoting beauty and the appreciation of beauty.
- (/) 26. The appearance of the building, both exterior and interior, is such as to encourage pupil cooperation in its proper maintenance.

An adequate amount of space is provided for the following classrooms:

- (/) 27. English.
- (N) 28. Foreign Language.
- (/) 29. Mathematics.
- (/) 30. Social Studies.
- (/) 31. Music.
- (/) 32. Business Education.

An adequate amount of space is provided for the following special services:

- (/) 33. Health and physical education.
- (-) 34. Shower.
- (-) 35. Locker and dressing rooms.
- (N) 36. Clinics.
- (/) 37. Reading and study.
- (-) 38. Auditorium.
- (/) 39. Pupil activity program.
- (-) 40. Conferences.
- (-) 41. Administration.
- (N) 42. Cafeteria.
- (-) 43. Electrical outlets, including wall and floor plugs, wherever needed.
- (/) 44. Good blackboards, well mounted at the proper height, in all rooms used for instructional purposes.
- (/) 45. Adequate bulletin and mounting board space in all rooms used for instructional purposes.
- (/) 46. Bulletin and mounting boards for educational or communication purposes in offices, corridors, study hall, or wherever needed.

- (/) 47. Display cases, cabinets, and other means of exhibiting products and materials.
- (/) 48. Gas outlets, conveniently located, wherever needed.
- (-) 49. Sinks and laboratories with hot and cold water wherever needed.
- (/) 50. Comfortable, noiseless seats in the auditorium.
- (-) 51. Good curtain and stage properties.
- (/) 52. A gymnasium floor so marked as to facilitate games.
- (-) 53. Permanent equipment to facilitate a modern physical education program.
- (-) 54. Facilities for locking certain cabinets, drawers, rooms.
- (/) 55. The space allocated to the library is definitely planned for library purposes; a work-room for the librarian included.
- (-) 56. The library is centrally located.
- (-) 57. The library is easily accessible.
- (-) 58. The library is in a quiet location.
- (/) 59. The shelving space is adequate for present needs and future growth.
- (-) 60. Shelves are adjustable.
- (-) 61. Shelving is so arranged that all books are easily accessible -- open shelves with no high top shelf.
- (-) 62. Shelving and illumination are so arranged that all titles are readily legible.
- (0) 63. The former floor covering is of battleship linoleum, linotile, or similar approved library floor covering.
- (-) 64. Wall tints, trim, and other decorative features harmonize with the spirit and purpose of the library.
- (-) 65. Conference rooms for librarian, pupils, and teachers are readily accessible.⁷

Of the sixty-five items that measured the economy and efficiency of the buildings, twenty-eight were checked (/), twenty-seven were checked (-), three were checked (0), and seven were checked (N). The checks indicate that the provisions or conditions were satisfactorily met.

A summary of all the checks of the items which were used to evaluate the buildings shows that fifty-three of the items

⁷Ibid., pp. 119-122.

were checked (/), indicating that the conditions were very satisfactory; thirty-eight of the items were checked (-), indicating that the conditions were fairly well met; thirteen of the items were checked (O), indicating that the conditions were not present or, if present, were unsatisfactory; and seventeen were checked (N), indicating that the conditions did not apply. The checks indicate that the buildings were fairly satisfactory.

The evaluation questions designed to measure the buildings were marked with the proper symbols to indicate how well these schools met the conditions or provisions of a satisfactory building.

- (4) a. How adequate are provisions for illumination?
- (4) b. How effectively are they used to assure proper illumination?
- (5) c. How well has provision been made for maintaining proper conditions of air?
- (2) d. How attentive are teachers and pupils to maintaining proper conditions of air?
- (2) e. How adequately do the toilet and laboratory facilities meet the above conditions?
- (2) f. How well do pupils discharge their responsibility for proper care of such facilities?
- (3) g. How adequately are provisions made for the above facilities?
- (1) h. How effectively are deficiencies being corrected?
- (4) i. How well are such conditions as the above met?
- (1) j. How effectively are deficiencies being corrected?
- (4) k. How well does the building provide for flexibility?
- (1) l. How effectively is the available flexibility used?
- (4) m. How well are such provisions as the above met?
- (1) n. How effectively are deficiencies being corrected?
- (4) o. How well are such provisions as the above met?
- (1) p. How effectively are undesirable conditions being corrected?

- (4) q. How great is the aesthetic quality of the exterior of the building?
- (4) r. How great is the aesthetic quality of the interior of the building?
- (3) s. To what extent does the building stimulate maintaining or improving beauty, both interior and exterior?
- (4) t. How adequate is the space provided for classrooms?
- (3) u. How adequate is the space provided for special services?
- (4) v. How adequate are such facilities as the above provided?
- (4) w. How effectively are they used?
- (4) x. How well do pupils accept the responsibility for proper use of these facilities?
- (3) y. How adequate are the library provisions with respect to space and location?
- (2) z. How satisfactory are the library fixtures with respect to service and beauty?
- (4) aa. How well do pupils discharge their responsibility for the proper care and use of the library indicated above?⁸

One of the evaluation questions was given the score of (5), indicating that the provisions or conditions were present and functioning to a very superior degree. Thirteen of the evaluation questions were given the score of (4), indicating that the provisions were present and functioning to a superior degree. Four of the evaluations were given the score of (3), indicating that the provisions were present and functioning to an average degree. Four of the evaluations were given the score of (2), indicating that the provisions were present and functioning to an inferior degree. Five of the evaluations were given the score of (1), indicating that the provisions were present and functioning to a very inferior degree. The average score for the buildings was (3.1). This indicates that the buildings were average.

⁸Ibid., pp. 117-122.

The illumination features of the schools were satisfactory. The pupils were seated so that they were not forced to face the direct light continuously. This is in direct accord with the Texas law, which states: "No window or light shall be placed in a classroom or study hall so that it must be faced by pupils when seated in their desks."⁹

Proper ventilation was had throughout the school buildings except in the locker rooms. The ventilation system should be so installed as to supply to every room occupant during the entire period of occupancy thirty cubic feet of air per minute.

The schools were deficient in their provisions for toilet and lavatory facilities. Only the bare necessities were provided. Rest rooms for the faculty need to be installed.

Equipment

School equipment is as essential as school buildings or as school teachers, and economy in the use of all school materials should be determined by the educational effort which different procedures promote. False economy is being practiced when equipment is denied that will be used extensively and appropriately for promoting the educational program.

The items in the checklist that measure the health and safety of the equipment were checked with the proper symbols

⁹Texas State Department of Education, Public School Laws of Texas, 1938, p. 197.

to indicate to what extent the schools met the conditions or provisions for necessary equipment.

- (-) 1. Soap dispensers, towel dispensers, waste paper containers in toilet and lavatory rooms.
- (-) 2. Soap, towels (or electric dryers) and toilet paper in toilet rooms.
- (-) 3. Soap in shower rooms and clean towels in dressing rooms.
- (O) 4. Proper facilities for caring for and drying clothing in the dressing rooms.
- (O) 5. Antiseptic basins in shower and gymnasium locker rooms.
- (-) 6. Keeping gymnasium mats in sanitary condition.
- (O) 7. The special facilities needed in the medical and health suite.
- (-) 8. Screens on windows and doors of cafeteria or lunch room and kitchen, clinic, rest rooms, toilet rooms, and ground floor rooms.
- (-) 9. Adequate facilities for caring for and disposing of garbage and waste.
- (/) 10. Seats and tables or other writing surfaces which encourage hygienic and comfortable postures.
- (N) 11. Properly maintained guards or screens on machinery and belts.
- (/) 12. Heavy protective screens on windows and light fixtures of the gymnasium.
- (/) 13. Mats, padding on sharp corners, screening on radiators, and other precautions against accidents in the gymnasium.
- (/) 14. Proper arrangement and installation of furniture and fixtures.
- (-) 15. Lockers and drinking fountains so located that they do not interfere with traffic.
- (N) 16. Proper and adequate storage and care of chemical and other dangerous laboratory materials.
- (/) 17. Gongs, fire extinguishers, and other fire fighting equipment always in good working order.
- (-) 18. Adequate facilities for caring for combustible materials in storage.
- (/) 19. All bus bodies are large enough to provide adequate seating space and high enough to assure a safety of exit and entrance.
- (-) 20. All school buses have steel bodies.
- (/) 21. All chassis are well constructed and built for use in 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 on 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 facilities for fastening devices opens from aisle of sufficient width to assure safe exit from each bus.
- (/) 29. Adequate provision is made for proper 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 semaphores or similar signaling devices.
- (/) 34. All buses are equipped with substantial bumpers and window guards.
- (/) 35. Each bus carries such emergency equipment as full kit of tools, ax, and shovel, and a first aid kit.¹⁰

Nineteen of the items that measure the health and safety of the equipment were checked (/), eleven were checked (-), three were checked (0), and two were checked (N). The checks indicate that the provisions or conditions were very satisfactorily met.

The items in the checklist that measure the economy and

¹⁰Evaluative Criteria, pp. 122-123.

efficiency of the equipment were checked with the proper symbols to indicate how well the schools met the conditions or provisions.

- (-) 1. Teaching and learning materials wherever needed.
- (-) 2. Working materials and facilities for the administrative and supervisory staffs.
- (-) 3. Working materials and facilities for the library staffs.
- (N) 4. Working materials and supervisory facilities for clerical and accounting staffs.
- (-) 5. Equipment and supplies definitely planned for and adapted to the learning activities of each room.
- (/) 6. Equipment and supplies of good materials and construction.
- (-) 7. Equipment whose material, workmanship, and design have aesthetic qualities and values.
- (-) 8. Pupils' chairs, desks, and tables which are comfortable and encourage correct posture.
- (/) 9. Globes, maps, and charts readily available whenever needed.
- (O) 10. Lantern slides, and screens readily available whenever needed.
- (O) 11. Silent motion pictures.
- (O) 12. Motion pictures with sound effects.
- (-) 13. Radio.
- (/) 14. Teachers' desk and chair.
- (/) 15. Dustless crayon and good erasers, rulers, and pointers wherever needed.
- (/) 16. Adequate cabinet, shelving, and filing facilities.
- (/) 17. Clocks wherever needed.
- (O) 18. Public address system.
- (/) 19. Phonographs.
- (/) 20. Chairs and tables of the suitable size and type in library.
- (-) 21. Loan desk in library.
- (/) 22. Cabinets and other filing equipment including equipment for filing visual aid and vertical file material.
- (/) 23. Table or stand for dictionaries and atlas.
- (-) 24. Conveniently accessible card catalog cabinet.
- (-) 25. Newspaper and magazine racks or other means of making periodicals accessible.
- (-) 26. Typewriter with suitable desk and chair.
- (-) 27. Library supplies as needed.
- (/) 28. Bulletin boards.
- (-) 29. Appropriate means of beautification.
- (-) 30. Science laboratories.
- (-) 31. Social studies classrooms and conference rooms.

- (-) 32. Homemaking laboratories.
- (N) 33. Agricultural laboratories and other facilities.
- (N) 34. Shops.
- (-) 35. Business education.
- (-) 36. Music rooms.
- (N) 37. Arts and crafts rooms.
- (-) 38. Health and physical education rooms.
- (-) 39. Auditorium.
- (-) 40. Offices and conference rooms.
- (-) 41. Staff work rooms.
- (-) 42. Speech laboratory.
- (-) 43. Reading clinic.¹¹

Eleven of the items that measure the economy and efficiency of the equipment were checked (/), twenty-two of the items were checked (-), six were checked (0), and four were checked (N). This indicates that the conditions or provisions were only fairly well met in the economy and efficiency of the equipment.

The evaluation questions designed to measure the equipment were marked with the proper symbols to indicate how these schools met the conditions or provisions.

- (3) a. How well are the above facilities provided?
- (2) b. How well are these facilities used or adjusted to assure health?
- (4) c. How well do pupils discharge their responsibilities for proper care and use of these facilities?
- (4) d. How well are the above facilities provided?
- (4) e. How well are these facilities used or adjusted to assure safety?
- (2) f. How effectively are undesirable conditions being corrected?
- (5) g. How well do bus chassis and body assure safety?
- (5) h. How well does the interior equipment assure safety?
- (5) i. How well does the exterior equipment assure safety?
- (4) j. How carefully are buses and their equipment cleaned, inspected, and kept in good repair?
- (3) k. How adequately are such instructional facilities as the above provided?

¹¹Ibid., pp. 122-125.

- (3) l. How efficiently are they being used?
- (N) m. How adequately are such non-instructional facilities as the above provided?
- (3) n. How efficiently are they being used?
- (4) o. How adequately are the above facilities provided?
- (4) p. How effectively and extensively are they used?¹²

Seven of the evaluation questions were given the score of (5), indicating that the provisions or conditions were present and functioning to a very superior degree. Ten of the evaluation questions were given the score of (4), indicating that the provisions were present and functioning to a superior degree. Four of the evaluation questions were given the score of (3), indicating that the conditions were present and functioning to an average degree. Two of the evaluation questions were given the score of (2), indicating that the conditions were present and functioning to an inferior degree. The average score for the school equipment is (4).

At present, there are no cafeterias, dining rooms, and kitchens in the schools. However, plans are being made for hot lunches to be served in all the common schools of the county. Only one school had a health examination of its pupils last year. A physical examination program should be undertaken by the schools and health records kept in a permanent file.¹³

The school buses of Hardeman County are given a high score. The buses meet all the requirements for safety as

¹²Ibid.

¹³Official Score Card for Texas Elementary Schools,
p. 4.

recommended by the highway patrol. Only four have wooden bodies, and they are steel reinforced. These four are the only buses that do not have shatter-proof glass in the windows and doors.

The best elements of the evaluated school plants may be listed as follows: (1) the sites were all desirable, free from noise, well drained, and well located; (2) all buildings were properly lighted, and the windows equipped with translucent window shades; (3) all buildings were painted regularly both inside and outside to conform with the Texas color standard; (4) proper provisions were present for protecting the health and safety of the pupils. The buildings were least adequate in that only three had indoor toilets, and three had no facilities for bathing or washing the hands.

CHAPTER IX

SCHOOL ADMINISTRATION

Education, one of the largest business enterprises in every community, directly influences the daily lives of the great majority of the inhabitants. The head or superintendent of an enterprise so extensive, complex, and influential should have marked administrative ability and should be especially prepared for his tasks. The administrative head is the chief executive officer on the board of control. He should be responsible for the selection and assignment of all school employees, for the business management of the school, including the school plant and equipment, and for the administration of the educational program, including supervision of instruction.¹

In speaking of the guiding principles relative to the school administration, Reeder says:

The important, gigantic, and complex business of a school system cannot run itself. Every business, whether public or private, must be properly administered if it is to pay dividends in money or in efficient 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

¹Evaluative Criteria, p. 131.

insistent upon -- proper administration of its institutions.

There are hundreds of details incident to the running of an efficient school system for which someone must be responsible. Plans must be made and policies adopted; the plans and policies must be properly carried out or 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 plans and policies. This is a general statement of the function of school administration.²

The administrative staff of the Hardeman County Common Schools consists of a county superintendent and ten principals. Each principal is the chief executive officer of his own school, but he is directly responsible to and works under the direct supervision of the county superintendent. The administration of a school is adequate only to the extent that it promotes the fulfillment of the philosophy and the objectives of the school. The checklists have been marked and the evaluations scored to indicate the extent to which their provisions or conditions were met by the schools in fulfilling the principles stated in the schools' philosophy and objectives.

Administrative Staff

The checklist for the evaluation of the administrative staff was marked with the proper symbols to indicate the extent to which the administrative staff met the needs of the schools.

²Ward G. Reeder, The Fundamentals of Public School Administration, 1930 edition, p. 3.

- (/) 1. The administrative head of the school is provided with sufficient number of professional assistants.
- (/) 2. The administrative head, if part-time, is allowed sufficient time for administrative duties.
- (N) 3. Adequate provision is made for management of school cafeteria.
- (-) 4. The school has a business manager or person directly responsible for the affairs of the school.
- (-) 5. Adequate clerical and accounting assistants are provided.
- (-) 6. A broad, general education in the subject matter fields, including fine arts and practical arts.
- (/) 7. Extensive preparation in professional courses.
- (/) 8. Successful administrative experience.
- (/) 9. Successful teaching experience over a term of years.
- (/) 10. A well formulated philosophy of education consistent with the American concept of democracy.
- (/) 11. A thorough understanding of the nature and needs of the school community and its school population.
- (-) 12. The ability to supervise effectively but democratically the school's personnel and activities.
- (-) 13. The ability to select staff members well qualified for the tasks they are to perform.
- (-) 14. The ability to cooperate effectively with those superior in authority, with staff members, and with pupils and with the school public.
- (/) 15. The ability to provide proper educational leadership in the community.³

Items one through five measure the numerical adequacy of the administrative staff. Two items were checked (/), two were checked (-), and one was checked (N). The checks indicate the fact that conditions called for in the items were fairly well met. In the total score, seven of the items were marked (/), indicating that the conditions or provisions were present and were being met to a satisfactory degree;

³Evaluative Criteria, pp. 132-133.

while six were marked (-), indicating that the conditions or provisions were present to some extent but only fairly well met; and one was marked (N), indicating that the condition did not apply.

The evaluation questions that measure how well the administrative staff met the needs of the schools were scored with the proper symbols.

- (3) a. How adequate is the administrative staff for the satisfactory performance of administrative duties?
- (4) b. How adequate is the preparation of the administrative staff in both content and professional fields?
- (4) c. How adequate is the experience of the administrative staff?
- (4) d. How adequate is the understanding by the administrative staff of the educational needs of the community and of the program necessary to meet them?
- (4) e. How adequate are the qualifications of the administrative staff to organize and administer the educational program of the school?
- (3) f. How adequate are the qualifications of the administrative staff for democratic supervision of the school personnel and activities?
- (5) g. How extensive and reliable are the indications that the administrative staff is improving in professional ability?⁴

One of the questions was given the score of (5), indicating that the conditions or provisions were present and functioning to a very superior degree. Four of the questions were given the score of (4), indicating that the provisions or conditions were present and functioning to a superior degree. Two of the questions were given the score of (3), indicating that the conditions or provisions were present and

⁴Ibid., pp. 131-133.

functioning to an average degree. The average score of the administrative staff was (3.9), which shows that the conditions have been met to a superior degree.

The person who directs the work of an organization or a department makes it largely what it is. If that person is not well qualified, his organization or department will never realize its potentialities, although all other conditions for such realization are favorable.⁵

The qualifications of the superintendent and other administrative officials are ultimately determined by the size and type of the communities and the salaries which can be paid. The following qualifications for a superintendent were adopted by the Philadelphia Board of Education:

Personal. -- A dominating personality -- a leader of men. A man of good moral character and religious belief. A good public speaker. A man of strong constitution and good health, industrious, persevering, courageous, and with a high sense of personal honor; with a good sense of humor, clean in person and in mind; temperate in act and speech, knowing when to speak and when to keep silent; honest, and square, tactful and diplomatic. . . . A man who, when the needs of the school demand it, knows how to fight and to fight hard.

Professional. -- A graduate of a reputable college. A graduate of school administration. . . .⁶

The superintendent of a small school system should possess these same qualifications, though in a lesser degree, perhaps. The administrative staff of Hardeman County Common Schools adequately met these requirements.

⁵H. R. Douglass, Organization and Administrative Duties of Secondary Schools, pp. 364-372.

⁶Quoted in Reeder, op. cit., p. 147.

The administrative staff of the common schools of Hardeman County possess a broad general education in subject matter. The professional aptitude and preparation and experience of the staff are also adequate. Each member of the staff, with the exception of one principal, has had at least ten years of successful teaching experience. Each shows ability to organize and to administer the educational program and at the same time to maintain democratic supervision of the school's personnel and activities. Each member has attended summer school to improve his professional career, and each does some professional reading to keep abreast of the times.

Organization

The boards of control in the Hardeman County Common School System consist of one county board of five members and ten district boards composed of from three to seven members elected by the qualified voters of the district. The board members are all men, and each is a patron of the school.

The checklist for the evaluation of the organization of the administration was checked with the proper symbols to indicate how well these schools met the provisions or conditions called for by the criteria.

- (/) 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 administration.
- (/) 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 school, 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 no other times its members possess 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 the 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 authority 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.
- (-) 16. The school does not permit the exploitation of its staff members and pupils by any agency or for any purpose.
- (-) 17. Teachers teach only in those subject fields in which they have made adequate preparation.
- (/) 18. All income intended for school purposes is collected and made available for the schools; there is no diversion of school funds to other purposes.

- (O) 19. A complete audit of the school's financial records and accounts is made at least annually.
- (/) 20. The superintendent, through regular systematic reports, keeps the board of control informed regarding the school's objectives, achievements, needs, and plans for the future.
- (O) 21. He recommends teachers and other employees for appointment only after careful consideration and solely on the basis of 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 all business affairs of the school system.
- (/) 25. He takes an accurate school census at least annually and organizes and uses the resultant data 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 task, 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, clerical, and custodial staffs, organizes them, assigns each member responsibility based on his fitness, and invests them 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. 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.
- (-) 36. He equalizes, as far as possible, 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.
- (O) 39. He systematically studies that school plant for greater utilization and more effective use.
- (-) 40. He makes such careful plans that administrative routine procedures, such as checking attendance against 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 school and pupil activities.
- (O) 43. He provides for an adequate health program.
- (N) 44. He provides for an adequate safety program -- traffic prevention, and fire drills, fire and accident prevention, and instruction in safety measures.
- (-) 45. He directs the proper operation of the pupil activity program and stimulates faculty growth in the ability to sponsor pupil organizations.
- (O) 46. He provides for an adequate guidance program.
- (-) 47. He is actively instrumental in the development and use of a good library.
- (-) 48. He directs the public relations program of his school.
- (O) 49. He supervises all faculty members and other employees of the school and stimulates constant improvement on their part.
- (O) 50. He gives special attention to the proper induction of new teachers into the school and community.
- (/) 51. He makes frequent reports to his superiors regarding status and progress of the school.
- (/) 52. He checks school membership and attendance regularly against the school census record.
- (-) 53. He reserves time for professional reading and professional contacts in order to promote his own improvement and that of the school.

- (N) 54. He plans or approves and supervises all aspects of the transportation service.⁷

Items one through nine measure conditions relating to the boards of control. Eight items were checked (✓) and one was checked (-), indicating that the conditions or provisions called for in the items were very satisfactory. Items ten through eighteen measure conditions relating to the general policies of the organization. Two of the items were checked (✓) and six were checked (-). The checks indicate that the conditions or provisions called for in the items were fairly well met. Items nineteen through thirty measure the conditions relating to the superintendent. Five items were checked (✓), six items were checked (-), and two items were checked (0). The checks indicate that the provisions called for were satisfactorily met. Items thirty-one through fifty-four measure the conditions relating to the principals. Three items were checked (✓), fourteen were checked (-), five were checked (0), and two were checked (N). The checks indicate that the conditions or provisions called for in these items were fairly well met. Eighteen of the items relating to the organization were checked (✓), twenty-seven were checked (-), seven were checked (0), and two were checked (N). The checks indicate that the conditions or provisions for the organization of the administration were satisfactorily met.

The evaluation questions designed to measure the organization of administration were scored with the proper symbols

⁷Evaluative Criteria, pp. 134-135.

to indicate how well these schools met the conditions or provisions.

- (5) 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?
- (4) c. How effectively are such functions as the above performed?
- (2) d. How effectively are such functions as the above performed?⁸

In computing the score of the schools on the evaluation questions relating to organization, the writer found that one was given the score of (5), indicating that the conditions were present and functioning to a very superior degree; two were given the score of (4), indicating that the conditions were present and functioning to a superior degree; and one was given the score of (2), indicating that the conditions were present and functioning to an inferior degree. The average score was (3.5), indicating that the organization of administration was average.

The superintendent of schools in this study is the county superintendent, and the principals are the heads of the various common schools of the county. These officials have a broad, general education in the subject fields; rather extensive preparation in professional courses; successful administrative experience; and successful teaching experience over a period of years. They are rated as average on such personal qualifications as cooperation, sincerity, loyalty, intelligence, self-control, general culture, interest in

⁸Ibid., pp. 134-136.

current problems, good physical and mental health, enjoyment and understanding of adolescence, and understanding of the educative value of environmental factors.

The superintendent and the principals, through systematic reports, keep the school boards informed regarding the schools' objectives, achievements, needs, and plans for the future. They recommend teachers and other employees for appointment after careful consideration of fitness for the school system. They use an efficient system of school and pupil records; and they delegate to other employees certain clearly defined responsibilities, granting them commensurate authority, and requiring efficient performance. These functions are typical administrative problems.⁹

The boards of education have rules and regulations for determining part of their policies, organization, and procedures; they hold regular meetings at stated times; they keep minutes of all their proceedings; they act largely in a judicial and policy-determining capacity, delegating the executive functions to the superintendent and the principals; they authorize the preparation and presentation of the annual budget, functioning only when in official session; and they accept their responsibility for financing the educational program. The main function of the board is not to run the schools but to see that the schools are run.¹⁰

⁹Reeder, op. cit., pp. 3-4.

¹⁰Ibid., pp. 30-31.

Transportation of Pupils

The checklist for the evaluation of the transportation of pupils was checked with the proper symbols to indicate the extent to which this program is carried on.

- (/) 1. Provision is made for school buses or other dependable means of transportation of pupils.
- (/) 2. Suitable regulations are formulated for the organization and operation of the transportation service by school buses or other means of transportation under school jurisdiction.
- (/) 3. Buses are kept in proper condition and inspected daily.
- (/) 4. Bus routes are organized so as to secure a high degree of efficiency and economy in service without sacrificing the welfare of individual pupils.
- (/) 5. Bus schedules are planned to insure a minimum of interferences with the school's educational program.
- (/) 6. Drivers make adequate written daily reports.
- (/) 7. Drivers give careful attention to the safety of pupils at all times.
- (/) 8. Provisions are made to insure the proper conduct of pupils while on the buses.¹¹

All eight of the items were checked (/), indicating that the provisions or conditions called for were very satisfactorily met.

The evaluation questions designed to measure the transportation of pupils were marked with the proper symbols to indicate how well these schools met the conditions or provisions for the transportation of pupils.

- (5) x. How adequate are provisions for transportation of pupils?
- (5) y. How adequate is the transportation service organized and supervised?
- (5) z. How carefully do drivers carry out their responsibilities for safety and conduct of pupils?¹²

¹¹Evaluative Criteria, p. 140.

¹²Ibid.

In computing the score of the schools on the evaluation questions relating to transportation of pupils, the writer decided that all the questions could be given the score of (5), indicating that the conditions were present and functioning to a very superior degree.

The common schools of Hardeman County are very proud of their means of transporting pupils. Transportation services are systematically organized and supervised. Buses are regularly inspected, and all routes are arranged so as to promote the welfare of the individual pupils and the efficiency of the educational program.

Business Management

The checklist for the evaluation of the business management was checked with the proper symbols to indicate how adequately the provisions or conditions for business management had been met.

- (-) 1. The superintendent and principal in conference with the supervisory, library, instructional, guidance, and health staffs outline the educational program for the secondary schools.
- (N) 2. The superintendent and principal in conference with the business management staff outline proposed expenditures to support the educational program.
- (/) 3. The budget is based on adequate consideration of the school program, as well as a study of the budgets of a number of preceding years.
- (-) 4. The budget is determined only after carefully considering a tentative desirable developmental program for a period of years.
- (-) 5. 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.

- (/) 6. The budget indicates proposed expenditures classified under such captions as (a) capital outlay, (b) debt service, and (c) current expense, this last item being further classified under such headings as general control, instruction, plant operation, plant maintenance, coordinate activities, auxiliary agencies, and fixed charges, unless otherwise specified in the state law.
- (-) 7. Reallocation of funds approved in the budget is made only after careful consideration of the other needs of the educational program.
- (/) 8. The budget indicates estimated receipts from all available sources.
- (-) 9. The budget presents comparative data on all its important sections over a period of several years.
- (/) 10. Careful and periodic inspection is made of all parts of the school plant and reports are made of necessary repairs or undesirable conditions.
- (/) 11. 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.
- (/) 12. Repairs of plant or equipment are made promptly without interfering unduly with the educational program.
- (-) 13. Particular attention is given to the prevention of fires and other hazards and to the elimination of such hazards.
- (/) 14. The school grounds and play areas are properly maintained at all times.
- (-) 15. 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.
- (/) 16. Floors are appropriately treated at regular intervals to keep them in satisfactory condition (preservation, dustlessness, etc.).
- (O) 17. A vacuum cleaning system is provided.
- (-) 18. 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.
- (/) 19. 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.

- (/) 20. 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.¹³

Items one through nine deal with the school budget.

Three of the items were checked (/), five were checked (-), and one was checked (N). The checks indicate that the conditions relating to the budget were fairly well met. Items ten through twenty deal with maintenance and operation. Seven of the items were checked (/), three were checked (-), and one was checked (O). The checks indicate that the conditions relating to maintenance and operation were satisfactorily met.

The evaluations that measure the business management were scored with the proper symbols to indicate to what extent the schools met the conditions or provisions.

- (4) t. How satisfactory are general procedures such as the above followed in formulating the budget?
- (3) u. How extensively do the members of the school staff provide data on educational needs as a basis for the budget?
- (4) v. How satisfactorily are the provisions of the budget followed in making expenditures?
- (5) w. How comprehensive is the plan for inspecting all school property?
- (5) x. How well are the various forms of school property maintained, repaired, and painted?
- (3) y. How good is the program for cleaning the building and equipment?
- (4) z. How well is the program carried out?¹⁴

Two of the evaluation questions were given the score of (5), indicating that the conditions were present and were

¹³Ibid., pp. 142-144.

¹⁴Ibid.

functioning to a very superior degree. Three of the evaluation questions were given the score of (4), indicating that the conditions were present and functioning to a superior degree. Two of the evaluation questions were given the score of (3), indicating that the conditions were present and functioning to an average degree. The average score of the schools on business management was (4), indicating that the conditions were met in a superior way.

The budget is the most important of the annual statements prepared by the school system. It should be prepared by the head of the school and presented to the board of education for acceptance or rejection. The budget should be prepared after long and careful study with the entire school staff as to the needs of the educational program for the ensuing year. The general procedures followed in formulating the school budget are satisfactory in the evaluated schools.

All equipment is carefully inspected at regular intervals and all needed repairs are made. All school grounds and play areas are properly maintained. The interior of the buildings is kept clean. The floors are properly treated in order to keep them in satisfactory condition.

School and Community Relations

Public school relations is that phase of school administration which gives information concerning the school.¹⁵

¹⁵Ward G. Reeder, Introduction to Public School Relations, p. 1.

The checklist for the evaluation of the school and community relations was checked with the proper symbols to indicate how well these schools met the provisions or conditions of the items.

The school furnishes the parents and community with information about the following:

- (O) 1. The purposes and objectives of the school.
- (O) 2. The curricular offerings and their aims.
- (N) 3. The pupil activity program and its objectives.
- (N) 4. The library service and its objectives.
- (-) 5. The school staff -- its personnel and organization.
- (-) 6. The school plant and its equipment.
- (/) 7. Financial needs.
- (N) 8. Business management.
- (N) 9. The school guidance program.
- (/) 10. Community relations organizations.
- (/) 11. 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 improvement.
- (/) 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 that it interferes with school efficiency.
- (/) 14. The school play areas and gymnasium are available at scheduled hours for community health education and recreation.
- (/) 15. The school library and its service are made available to the public at such times and under such conditions as will not interfere with the school program.
- (O) 16. The school encourages the holding of public forums for the discussion of educational, social, economic, and other problems that may promote community welfare.
- (O) 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.
- (N) 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 principal 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 are members of 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.
- (0) 28. The school has such special occasions as education week, book week, and father-son banquet for interpreting the school to the public.
- (0) 29. The school has one or more special visiting days or night meetings or sessions to which it invites all parents or pupils to observe the regular class work and pupil activity.
- (0) 30. The school uses various types of exhibits and demonstrations to interpret its work and to show 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.¹⁶

Items one through eleven are related to information for the parents and the community; three of these items were checked (/), two were checked (-), and two were checked (0);

¹⁶Evaluative Criteria, pp. 145-146.

four were marked (N). The checks indicate that the parents were only fairly well informed concerning the schools. Items twelve through twenty relate to community services; six of them were checked (/), two were checked (O), and one was checked (N). The checks indicate that the schools satisfactorily met the provisions for the services of the community. Items twenty-one through thirty-two relate to procedures; three of them were checked (/), six were checked (-), and two were checked (O). The checks indicate that the procedures of the schools were only fairly well met.

The evaluation questions for measuring the school and community relations were scored with the proper symbols to indicate how well these schools met the conditions or provisions.

- (2) t. How well is information about the school provided to the parents and community?
- (5) u. How extensively is the participation of staff members in community life and activities found to be evident?
- (3) v. How well does the school provide for the educational needs of its public?
- (5) w. How well does the school provide for the recreational needs of its public?
- (2) x. How well does the school use the public and school press to promote better school and community relations?
- (5) y. How effectively does the school provide special exhibits, entertainments, or similar special occasions to promote such relations?
- (4) z. How well does the community cooperate with the school and support school projects?¹⁷

Two of the evaluation questions were given the score of (5), indicating that the conditions were present and were

¹⁷ Ibid.

functioning to a very superior degree. One of the evaluation questions was given the score of (4), indicating that the conditions were present and functioning to a superior degree. Two of the evaluation questions were given the score of (3), indicating that the conditions were present and functioning to an average degree. Two of the evaluation questions were given the score of (2), indicating that the conditions were present and functioning to an inferior degree. The average score for the schools was (3.4), indicating that the schools were average in the school-community relations program.

The administration of the public relations program is one of the most important phases of a school administrator's work. His success or failure depends largely upon his ability to inform the public about the school. The public is too busy to find out by its own unaided effort just what the school is doing. It is entitled to know without exerting itself to find out, and it may reasonably expect to be informed by those in whose hands the administration is placed.¹⁸

All good publicity, or interpretation, should conform to the following seven standards:

It should be continuous; it should be honest; it should be inclusive; it should be understandable; it should be dignified but aggressive; it should reach everyone in the community; it should use every facility at hand.¹⁹

¹⁸Erle J. Grinnell, Interpreting the Public School, p. 26.

¹⁹Douglass, Organization and Administration of Schools, p. 510.

The strongest points in the school and community relations program are the active parent-teachers associations, and the fact that the members of the school staff are active in community organizations such as churches and clubs.

The curriculum offerings of the schools are not made clear to the public, and the aims of these offerings are scarcely known at all. Adequate information is furnished the parents regarding the athletic program of the schools. Parents do not know very much about the school plant and its equipment. The financial needs of the school are usually apparent in a general way. Only the school boards know much about the business management of the school system. Rules and regulations about school attendance, home study, and reports are satisfactorily known by the parents. The schools do not publish a paper of their own, hence most of the parents' information about the schools comes through the pupils.

The community feels free to call upon the school for assistance in activities which contribute to community improvement. All members of the staff are active in community organizations. The outside areas for play as well as the gymnasium are available for community use. The school does not encourage the holding of public forums in the school buildings. No classes for adult education have been organized by the schools.

Summary

The average score for the adequacy of the administrative staff was (3.9), which indicates that the schools rank a little above the average in this phase of administration. The average score for the organization of the administration was (3.5), which indicates that the schools' rank was average in this phase of administration. The transportation of pupils was ranked very superior, for the average score was (5). The schools were ranked superior in business management. The score for school and community relations was (3.4), showing that the schools were average in this respect. The average score for school administration was (3.9), indicating that the schools were well above average.

CHAPTER X

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

The purpose of this study was to determine the weak points and the strong points of the common schools of Hardeman County, Texas, and to offer suggestions for any needed improvements. An analysis of the data in the preceding chapters seems to warrant the following conclusions:

1. The school staff should follow more closely the philosophy of the schools in teaching practices.
2. Administrators need to discuss and explain more often the schools' philosophy in terms of objectives.
3. The school communities need to have a closer relationship with the schools.
4. School supervision is inadequate.
5. Not all of the members of the school staff are thoroughly prepared in their fields of instruction. There are no provisions for teacher tenure, leaves of absence, or visitation days.
6. The curricula do not adequately meet the needs of the pupils and the communities.
7. There are no organized pupil activity programs, guidance programs, or well-equipped libraries in the schools.

8. Instruction is too often of the textbook variety.
9. Outcomes of the educational program are too conventional and limited.
10. Some schools are trying to teach too many grades for the number of students enrolled.
11. Transportation of pupils is excellent. All buses are well equipped, and bus drivers are employed on the basis of their qualifications.

Recommendations

From the conclusions drawn, the following recommendations seem to be justified:

1. Make the school staff more conscious of the school's philosophy in terms of its objectives by more explanations and discussions of the objectives of education.
2. Bring the school communities into closer relationship with the schools by having better public relations programs.
3. Provide better supervision by giving administrators more time for supervision or by employing a county school educational supervisor.
4. Improve the status of the teaching by providing leaves of absence, visitation days, and an adequate teacher tenure plan.
5. Expand the curriculum to meet the needs of the pupils and the community to a more pronounced degree.

6. Organize pupil activity programs to develop leadership in the pupils, and guidance programs to aid pupils in making adjustments.

7. Obtain and make use of a variety of instructional materials.

8. Formulate and execute a testing program so as to judge the outcomes of the educational program.

9. Consolidate or contract schools that are unable to maintain a satisfactory educational program because of a scarcity of pupils.

10. Employ all staff members in their fields of preparation and on their qualifications as instructors.

BIBLIOGRAPHY

- Biggs, Thomas H., Improving Instruction, New York, Macmillan Company, 1936.
- Caswell, H. L. and Campbell, D. S., Curriculum Development, New York, American Book Company, 1935.
- Cooke, D. H., Problems of the Teaching Personnel, New York, Longmans, Green and Company, 1933.
- Cooperative Study of Secondary School Standards, Evaluative Criteria, Washington, D. C., 1940.
- Cooperative Study of Secondary School Standards, How to Evaluate a Secondary School, Washington, D. C., 1940.
- Dickinson, C. W., "What Is Adequate Library Service," The Wilson Bulletin, XIII (1938), 92.
- Douglass, A. A., Secondary Education, New York, Houghton Mifflin Company, 1927.
- Douglass, H. R., Organization and Administration of Secondary Schools, Boston, Houghton Mifflin Company, 1932.
- Dutton, S. T., School Management, New York, Charles Scribner's Sons, 1903.
- Everett, Marcia, "Progress Toward Integration in a Rural County," Educational Method, XV (January, 1936), 179-188.
- Grinnell, Erle J., Interpreting the Public Schools, New York, McGraw-Hill Book Company, 1937.
- Gregg, Russell T., "The Secondary School and Social Changes," The School Review, XLV (September, 1937), 497-507.
- Johnson, C. H., Newlon, J. H., and Peckell, F. G., Junior-Senior High School Administration, New York, Charles Scribner's Sons, 1922.
- Joint Commission on the Emergency in Education, Evaluating the Public Schools, Washington, D. C., National Education Association, 1934.

John Dewey Society, Democracy and the Curriculum, Third Year-book, New York, Appleton-Century Company, 1939.

Jones, Arthur J., The Education of Youth for Leadership, New York, McGraw-Hill Book Company, Inc., 1938.

Koos, L. V., The American Secondary Schools, New York, Ginn and Company, 1927.

Koos, L. V. and Kefauver, G. N., Guidance in Secondary Schools, New York, Macmillan Company, 1932.

Langfitt, R. E., Cyr, F. W., and Newsom, N. W., The Small High School at Work, Dallas, American Book Company, 1936.

McKown, H. C., Extra-Curricular Activities, New York, Macmillan Company, 1927.

Meriam, J. L., Child Life and the Curriculum, New York, World Book Company, 1927.

Reeder, Ward G., The Fundamentals of Public School Administration, New York, Macmillan Company, 1930.

Reeder, Ward G., The Introduction to Public School Relations, New York, Macmillan Company, 1937.

Sears, J. B., The Boise Survey, Yonkers-on-Hudson, New York, World Book Company, 1920.

Shelby, T. H., "Socializing Influences," The Texas Outlook, XIII (October, 1929), 9-10.

Smith, H. P., Business Administration of Public Schools, New York, World Book Company, 1929.

State Curriculum Executive Committee, Language Arts for the Junior and Senior High Schools of Texas, Austin, Texas.

State Department of Education, Hand Book for Curriculum Development, Austin, Texas.

State Department of Education, Official Score Card for Texas Elementary Schools, Austin, Texas, 1940.

State Department of Education, Public School Laws of Texas, Austin, Texas, 1938.

Strayer, G. D., Survey of the Schools of Beaumont, Texas, New York, Teachers College, Columbia University, 1927.

Wrinkle, W. L., The New High School in the Making, New York,
F. S. Crofts Company, 1938.