

AN EVALUATION OF THE COLEMAN HIGH SCHOOL,
COLEMAN, TEXAS

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AN EVALUATION OF THE COLEMAN HIGH SCHOOL,
COLEMAN, TEXAS

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CHAPTER I

INTRODUCTION

The problem in this study is to evaluate the Coleman High School of Coleman, Texas, by the use of the Evaluative Criteria. All evaluations, checklists, computations, and graphic ratings were made with the aid of Evaluative Criteria, How to Evaluate a Secondary School, and Educational Temperatures, published by the Cooperative Study of Secondary School Standards.

The symbols used in marking the checklists in this study are explained in the following instructions furnished in the survey materials:

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

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

what specific items call for, mark such items with the symbol (N). (Note: The figures are to be regarded merely as convenient symbols, not mathematical terms.) In brief, mark items:

- / condition or provision is present or made to a very satisfactory degree.
- condition or provision is present to some extent or only fairly well made.
- 0 condition or provision is not present or is not satisfactory.
- N condition or provision does not apply.¹

The checklists were marked by a committee appointed to study the lists and the portion of the school to which they applied. After careful consideration each statement was given a rating on the basis of the above quoted instructions.

At the end of each checklist an evaluation was made on each of several pertinent questions. The evaluations were made on the basis of the following instructions:

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

- 5 -- Very superior; the provisions or conditions are present and functioning to the extent found in approximately the best 10% of regionally-accredited schools.
- 4 -- Superior; the provisions or conditions are present and functioning to the extent found in approximately the next 20% of regionally-accredited schools.
- 3 -- Average; the provisions or conditions are present and functioning to the extent found in approximately the middle 40% of regionally-accredited schools.

¹Cooperative Study of Secondary School Standards, Evaluative Criteria, p. 30.

- 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.²

The percentile scores, calculated on the different phases of the school program, were transferred to the educational temperatures or thermometer scales. These scales, when properly filled out, are arranged to show graphically the relative standing of the school, in comparison with other schools of similar type, size, accreditation, or regional location, as well as with secondary schools as a whole. Instructions for using the thermometers, together with two sample thermometers, are given here for the purpose of interpreting the thermometer graphs used in the summary chapters.

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

²Ibid.

SAMPLE THERMOMETERS (I)

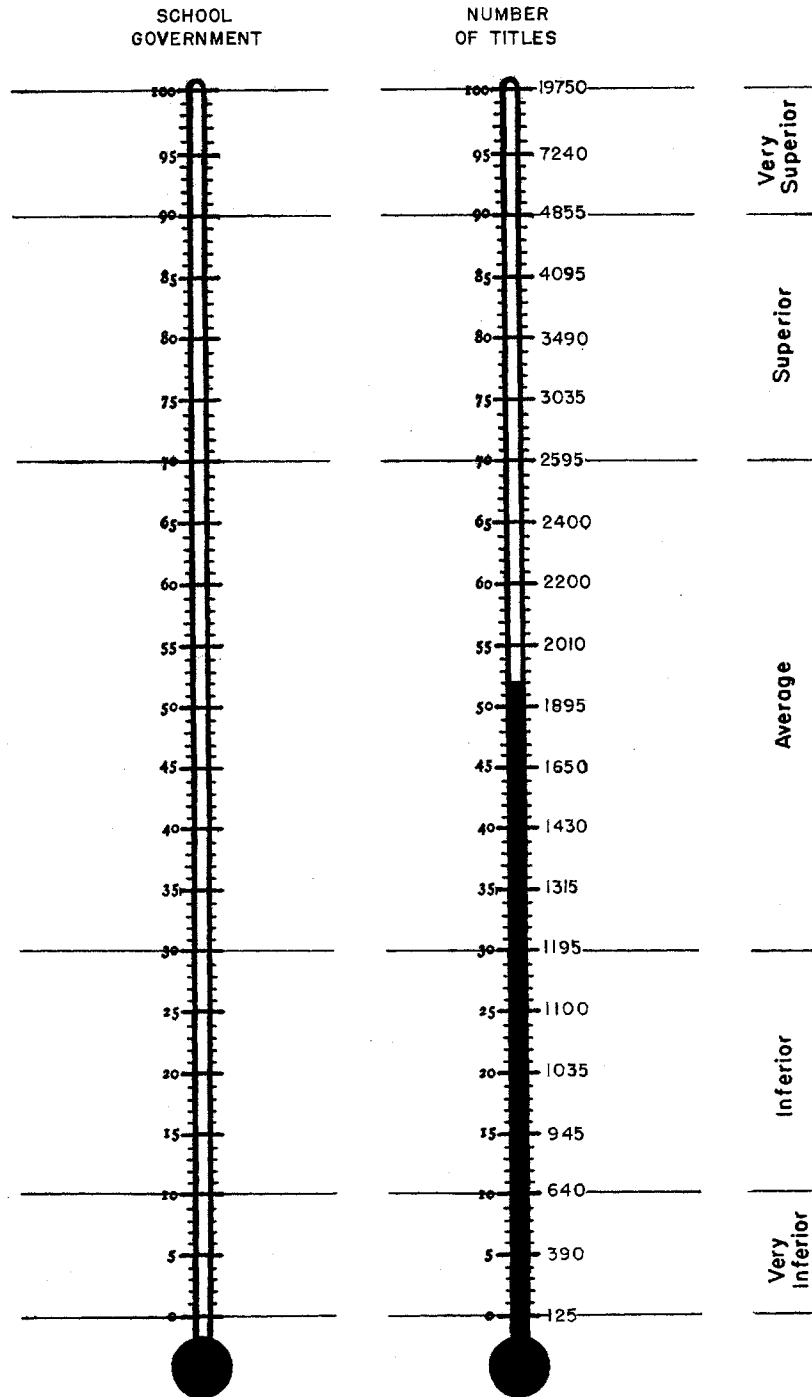


Fig. 1. -- First sample thermometer.

EXPLANATION OF SECOND SAMPLE

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

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

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

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

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

Further data which are presented by means of these thermometer scales are illustrated on the next chart.³

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

Under the title of each thermometer, in parenthesis, is a figure indicating the number of schools upon which the norms on the thermometer scale are based. In the sample this figure is 196, indicating that four of the 200 schools were not included (because of lack of usable data). In some cases, the material which is

³Ibid., p. 1.

SAMPLE THERMOMETERS (2)

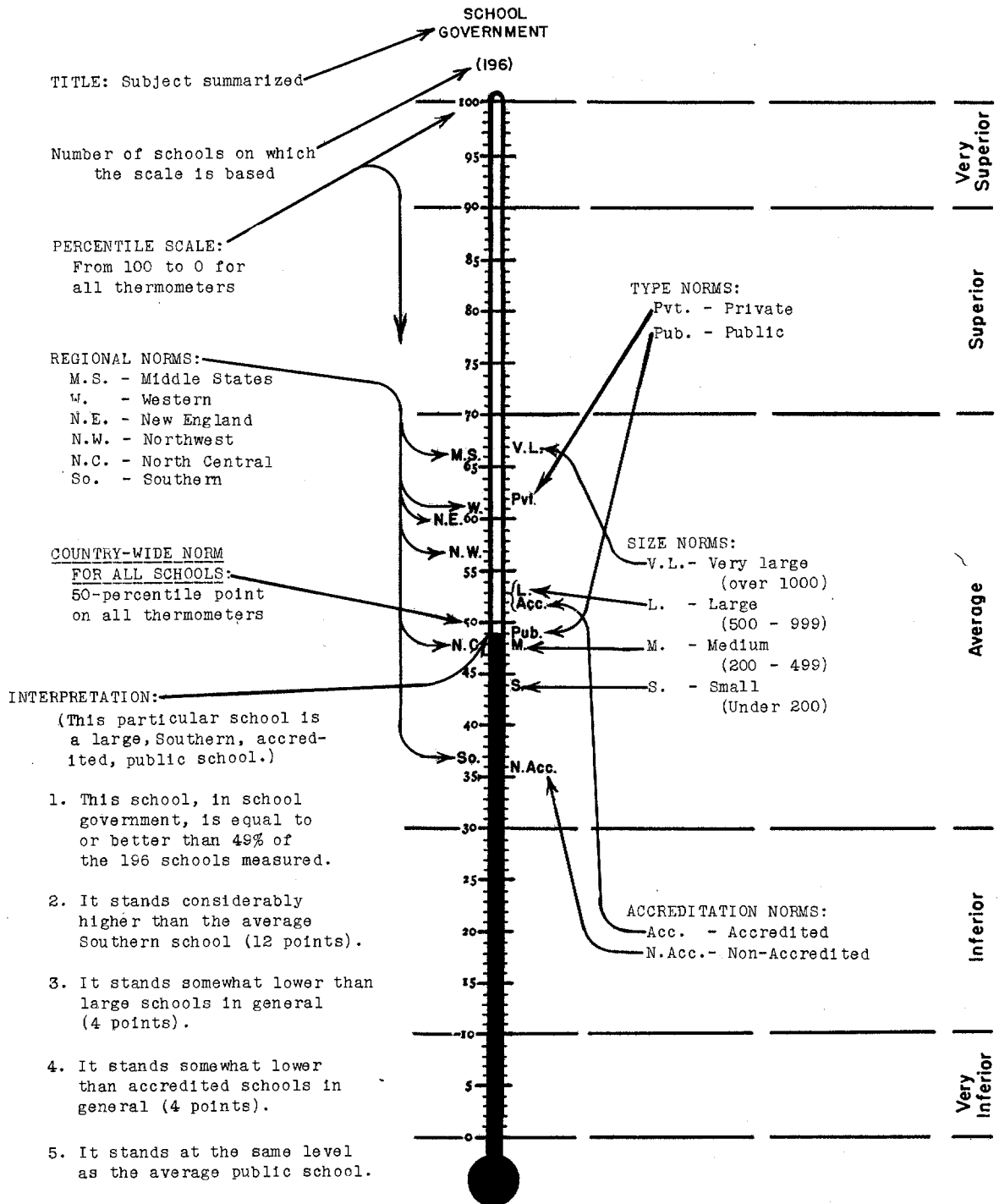


Fig. 2. -- Second sample thermometer.

SUMMARY OF EVALUATIVE CRITERIA

General Statement

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

1. Curriculum

Based upon Section D of the Evaluative Criteria, CURRICULUM AND COURSES OF STUDY. For 19 component thermometers see charts 4, 5 and 6.

2. Pupil Activities

Based upon Section E of the Evaluative Criteria, PUPIL ACTIVITY PROGRAM. For 13 component thermometers see charts 7 and 8.

3. Library

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

4. Guidance

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

5. Instruction

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

6. Outcomes of the Educational Program

Based upon Section I of the Evaluative Criteria, OUTCOMES OF THE EDUCATIONAL PROGRAM. For 18 component thermometers see charts 14, 15 and 16.

7. Staff

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

8. Plant

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

9. Administration

Based upon Section L of the Evaluative Criteria, SCHOOL ADMINISTRATION. For 7 component thermometers see chart 22.

now in Evaluative Criteria was not present when the try-out program in the 200 schools was carried out or was extensively revised and reorganized after the try-out program. In these cases, no norms for special groups of schools are available, and the word "New" is found in the parentheses usually enclosing the number of schools involved.⁴

This study is organized and presented in thirteen chapters. Chapter I states the problem, explains how the study is organized, and indicates the method of procedure in securing and interpreting the data.

Chapter II presents a discussion of the philosophy and objectives of the Coleman High School.

Basic information concerning the pupil population and the school community is given in Chapter III.

Chapter IV is a study of the curriculum and courses of study of the evaluated school, their special characteristics, and a general evaluation of each.

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

Library service is discussed in Chapter VI. The library staff, organization and administration, adequacy of library materials, selection of library materials, teachers

⁴Ibid., p. 2.

and libraries, and the use of libraries by the pupils are treated in this discussion.

The nature and organization of the school guidance program are discussed in Chapter VII.

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

Chapter IX evaluates the outcomes of the subject-matter fields and the development of attitudes and appreciations.

Chapter X deals with the characteristics and an evaluation of the members of the school staff.

Chapter XI deals with the school site, the building, and the equipment as related to health and safety of the pupils, teachers, and the general public.

Chapter XII is a discussion of the school administration in respect to organization, policies, and control.

Chapter XIII is a summary chapter. In this chapter conclusions are drawn and recommendations are made for the improvement of the Coleman High School.

CHAPTER II

PHILOSOPHY AND OBJECTIVES

Introduction

Everyone connected with a secondary school has some kind of philosophy of education. It may not be a well-formulated written plan of action but it does influence the attitude of that individual in matters pertaining to secondary education. Since this is the case, all who are connected with schools in the capacity of teachers should set up a philosophy of education and some objectives to be reached. In a dynamic society, a school needs a carefully formulated philosophy and a set of objectives that will tend to give direction and cause concerted action by its administrators, teachers, and supporters. The following excerpt from Evaluative Criteria is a good statement of this thought:

It is essential for each secondary school to have a carefully formulated educational philosophy. The school should be free to determine this philosophy for itself to the extent that it promotes the principles and spirit of American democracy. Each school should be able to justify any marked deviation from generally accepted principles. The stated philosophy of education should be associated with and be made fundamental to the educational program of the school. This philosophy should be

made specific in a statement of objectives. Without such a statement of objectives growing out of a sane educational philosophy, a school leads an aimless life.¹

A philosophy of education is not the abstract, forbidding thing it is often thought to be. Bolton, Cole, and Jessup say that "it is merely a tentatively complete and ordered set of ideas and ideals which give meaning to details. A philosophy of education must constantly reach out beyond the school room and be included in a philosophy of society."²

John Dewey expresses his philosophy of education as follows:

If philosophy is for anything -- if it is not a kind of mumbling in the dark, a form of busy work -- it must shed some light upon the light. Life without it must be a different sort of thing from life with it. And the difference which it makes must be in us. Philosophy, then, is reflection upon social ideals, and education is the effort to actualize them in human behavior.³

Thomas H. Briggs says: "The first duty of the school is to teach pupils to do better the desirable things that they will do anyway."⁴ He says further: "Another duty of the school is to reveal higher activities and to make them both desired and maximally possible."⁵

¹Ibid., p. 6.

²Frederick E. Bolton, Thomas R. Cole, and John H. Jessup, The Beginning Superintendent, p. 145.

³John Dewey, in Educational Policies Commission, The Unique Function of Education in American Democracy, p. 1.

⁴Thomas H. Briggs, Improving Instruction, p. 219.

⁵Ibid., p. 231.

Another statement that sets forth a belief in forming a school philosophy of education is that expressed by M. L. Altstetter:

The Cooperative Study has assumed that every secondary school has a philosophy of education which is basic for its task and has stated that it is the privilege and obligation of each school to determine for itself the nature of this philosophy. Each school should be able to justify its philosophy on the basis of adequate understanding of the nature of the pupil and pupil behavior, of society and its aims and relationships, and of the function of the school with respect to the pupil and society. It is the stated attitude of the study that each school's philosophy and purpose must be clearly understood before anyone can judge the school fairly, evaluate its program and processes justly, or aid it in better achieving its objectives.⁶

The faculty of the Coleman High School have expressed their viewpoints on various phases of the educational program by indicating thirty-two items, their choices of statements of significant points of view set forth in Evaluative Criteria. These viewpoints are on such things as the political and social organization most desirable, the best pupil-activity program, the most desirable type of curriculum for the school, the library and guidance service desired, instruction, outcomes, staff, plant, and administrative methods.

Below are the items in the checklist which the teachers thought were nearest in accord with their philosophy of education:

⁶M. L. Altstetter, "The Philosophy of Education of 200 Secondary Schools," Educational Administration and Supervision, XXIII (September, 1937), 409.

1. The type of political organization most desirable for society is one in which the determination of policies is entrusted to specially trained personnel chosen by general election.

2. The economic organization most desirable is one in which private enterprise is encouraged but with restrictions assuring the conservation of natural resources and with provisions for the distribution of a considerable portion of the results of production in the interests of the workers and of the general public.

3. The social organization most desirable is one in which all individuals of the dominant racial or nationality group have equal social position regardless of economic, cultural, or intellectual qualifications.

4. In a democracy the school should place most emphasis upon helping to prepare pupils to make adjustments to meet changing conditions.

5. In a democracy free secondary education should be provided for all adolescents who are not mentally or physically defective to such an extent that they cannot be educated with normal children.

6. In a democracy the financial support of secondary education is primarily the responsibility of the local district with the state participating on an equalization basis.

7. Education is an enterprise involving many community agencies. As the chief institution developed by society for education, the school should welcome suggestions from and opportunities for cooperation with community agencies in the interests of a better educational program for the community.

8. Attendance at a secondary school should be required by law for all pupils from the time they leave elementary school until they complete a curriculum appropriate to their needs regardless of age.

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

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

11. The offerings of the secondary school should be organized in terms of conventional subject classifications with definitely planned correlation of subjects so as to insure consideration of the total experience of each pupil.

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

13. The educational program of the secondary school should be concerned primarily with experiences which are valuable to pupils at the time they experience them.

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

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

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

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

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

19. Library needs of secondary school pupils can be adequately met by a central general library in the school with a representative collection of materials for general high school use.

20. In carrying out the guidance function of the secondary school it is desirable that the needs and characteristics of each pupil be discovered and one of the school's curricula be selected cooperatively by pupil and staff member.

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

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

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

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

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

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

27. The final decision on the selection of teachers should be made by the board of control, accepting or rejecting the nominations of the responsible head of the school involved.

28. In selecting the staff of a secondary school the primary consideration (assuming equivalent personal qualifications) should be given to candidates who have completed extensive subject matter preparation in the field to be taught supplemented by minimum professional requirements.

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

30. The school plant should be used by the staff and pupils as an active agency to promote educational values.

31. In the administration of a secondary school, the board of control should formulate policies after hearing recommendations made by the administrative head in cooperation with his staff.

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

A General Philosophy of Education

Following the advice of eminent authorities in the field of education the teachers have carefully formulated a general

philosophy of education for the Coleman High School.

The teachers believe that the modern secondary school should be a democratic project sponsored by the nation, state, and local community, each of which should contribute to the financing of the project. The supervisory control of this project should be vested in a local board, elected by popular vote of the local citizens. The local board should, in turn, elect a qualified representative to study and supervise the local conditions and make recommendations to the board for determining policies. This representative should have the privilege of recommending the hiring and releasing of all the personnel.

The school should be a vital part of the community and should be constantly alert to suggestions that will bring about improvements.

The teachers believe that the most important factor in the school is the individual student and that it is the function of the school to provide for his continuous development as an individual and as a member of society.

Any student whose mental and physical development is such that his presence does not disrupt the learning process of the other students should have access to the school and should be required to attend school, by law, until he has reached an age, or has acquired a capacity which will enable him to contribute to the normal life of the community.

The student should acquire the fundamental tools of learning to provide a basis for further acquisition of knowledge and for an attainment of adequate habits and skills. He should learn to get facts for himself; he should develop the power to solve problems scientifically, with emphasis on cause and effect. He should be led to acquire an appreciation of the esthetic and an attitude which is tolerant, honest, flexible, and creative. The curriculum should be broad enough to enable the student to acquire abilities that will aid him in finding a productive place in life as well as providing for the student who will continue study after leaving Coleman High School.

The teachers believe that the pupil, as an individual, should be studied in the light of his environment as a means of understanding him. The facts learned in this study, along with the pupil's abilities, interests, and special aptitudes, will provide a basis for guiding him in selecting a vocation, choosing an avocation, and in his decision as to further formal education.

The student should be taught to develop an objective attitude toward his personal problems and in helping to solve those of society.

The Objectives of the Coleman High School

The members of the Coleman High School faculty consider these days of strife as a unique opportunity for them to

present their concepts of the advantages which are enjoyed by those living in a democracy and to cause their pupils to have a new appreciation of these advantages. The student should first be made to realize that simple enjoyment of advantages must not be considered as an end in itself; but that the advantages afforded make possible a fuller opportunity for rendering greater services. To this end, the following objectives have been set up:

1. The students should develop an understanding and an appreciation of the principles of democracy that will lead them to acquire a loyalty and sense of obligation to their school, their community, their state, and their nation that will be manifest in their daily lives and conduct.

2. Students should become familiar with the problems of their community, their state, their nation, and the world.

3. Students should develop the ability and the disposition to participate in and contribute to the building and maintaining of a universal social order, and their relationships with these activities should be constructive in every way. They should develop an appreciation of the family and the ability and disposition to participate in and contribute constructively to the life of this primary group.

4. Students should be led to have a wholesome appreciation of life and the universe, and to work out a philosophy of life in accordance with the divine plan.

5. Students should develop an attitude of fairness, open-mindedness, and tolerance.

6. Students should have instilled in them the importance of an individual acquiring a sense of responsibility for his own physical, economic, mental, and spiritual welfare.

7. The school should help the student to acquire a sound foundation of the fundamental processes so as to provide a basis for further study, personal development, and economic, social, and cultural adjustment to life in modern American society.

8. The school should discover and facilitate the development of special interests and abilities in so far as possible.

9. Students should begin and develop as far as possible those habits of learning which will function throughout life in the solving of problems.

10. Students should develop a knowledge of facts, or the ability to discover facts, that contributes to the happiness and success of social living.

11. The school should assist the adolescent in his adjustment to the adult sphere.

12. As a member of society, the student should be taught the ideals of democracy in order to bring about an effective understanding and appreciation of the principles of democracy that will create a sense of loyalty and of

responsibility to the American ideals of government. He should also be instructed in the duties of citizenship and trained in social efficiency.

13. The school staff believes that the development of an efficient, versatile, adjustable, and effective citizen is the ultimate aim of the school.

Conclusion

During this world crisis it is seen that the schools have been lagging and have not been preparing the youths of the land to meet the tasks that are theirs to perform. Many people failed to foresee the turn of events; others have been handicapped on account of the lack of money and equipment. In still other cases theory has been running ahead of practice, and it is well that it should, but it must be realized that there is a weakness in the schools that must be eliminated.

The school evaluated seems to have very much the right outlook on education and has some good objectives when viewed in the light of the opinions of the best writers in the field of education.

CHAPTER III

PUPIL POPULATION AND THE SCHOOL COMMUNITY

The public school in a democracy is for all its citizens. It is only recently that society has come to believe that all should be educated. Not many years ago it was assumed by many that it was dangerous to educate the working classes. It was only recently admitted that all boys should receive an elementary education, and more recently still was it admitted by most people that all girls should receive an education equal to that received by the boys. The ideas of the American people concerning the number of people to be educated and the extent to which they should be trained at public expense have gradually changed until it is now the common belief that all the people, including the adults, should receive useful training in the secondary schools.

A statement of guiding principles on pupil population and the school community is set forth in the following quotation from Evaluative Criteria:

The school exists primarily for the benefit of the boys and girls of the community which it serves. The types of people, their vocations and interests, their tendencies and prejudices, their abilities,

their racial characteristics, their hopes and prospects regarding the future, their customs and habits, the similarities and differences of groups within any community, are different from those of other communities. The school should know the distinctive characteristics and needs of the people and groups of people of the school community, particularly those of the children.

But every school community is inevitably inter-related with other communities and is a part of larger communities, particularly the state and nation. The school should therefore adapt its general philosophy and specific purposes to its own community and to the larger communities of which it is a part.¹

Basic Data Regarding Pupils

The enrollment in the Coleman High School from the school year 1937-1938 to the school year 1940-1941 is shown in Table 1. The population did not change materially for the first three years. Based on the school year 1937-1938, the school population showed a decrease of less than one per cent for 1938-1939, and increased slightly for 1939-1940; while the enrollment for the school year 1940-1941 showed an increase of approximately six per cent. This increase is probably not due altogether to an increase in population but, in part, to the transfer of high-school students from the rural schools to Coleman for the completion of their secondary school work. Coleman had an increase in population due to the fact that a Government Training School for Flying Cadets was established near the city in 1941.

¹Cooperative Study of Secondary School Standards, op. cit., p. 18.

TABLE 1

THE COLEMAN HIGH SCHOOL ENROLLMENT
FOR THE YEARS 1937-1941

Grade	1937-1938	1938-1939	1939-1940	1940-1941
Eleventh.....	91	85	76	85
Tenth.....	97	92	104	116
Ninth.....	99	114	120	115
Eighth.....	141	129	126	139
Post-graduate (full-time).....			3	2
Post-graduate (part-time).....			1	1
Total.....	428	420	430	458

Table 2 shows the number who were graduated from the Coleman High School each year for a five-year period from 1937 to 1942.

TABLE 2

GRADUATES FROM THE COLEMAN HIGH SCHOOL
FOR THE YEARS 1937-1942

Year	Number of Graduates
1937-1938	88
1938-1939	77
1939-1940	70
1940-1941	80
1941-1942	93

Table 3 shows the number of high-school graduates who entered college or other schools the year following graduation.

TABLE 3

THE NUMBER OF HIGH-SCHOOL GRADUATES WHO
ENTERED COLLEGE OR OTHER SCHOOLS FOR
THE PERIOD 1937-1940

Year	Number of Graduates Who Entered College
1937-1938	27
1938-1939	24
1939-1940	22

In 1938 twenty seven, or thirty-one per cent, of the eighty-eight graduates entered college or other schools; in 1939 twenty-four, or thirty-one per cent, of the seventy-seven graduates continued in school. In 1940 twenty-two, or thirty-one per cent, of the seventy graduates entered college or other schools. The ratio between the number of graduates and the number who entered college or other schools for each year during this period is rather constant and the percentage is high.

It was shown in Table 1 that Coleman High School enrolled eighty-five seniors during the year 1940-1941. Four of the eighty-five had been enrolled for one year, two had been enrolled for two years, and two for three years. Seventy-seven, or about ninety-one per cent of the total number in the class, had done all of their secondary school work in the Coleman High School. The stability of enrollment in the school is shown in Table 4.

Outside of graduation, "the family moving away" is the most prevalent cause of withdrawals from the coleman High

TABLE 4

THE NUMBER OF SENIORS WHO HAD BEEN IN
COLEMAN HIGH SCHOOL EACH
NUMBER OF YEARS

Number of Years	Number of Seniors
1	4
2	2
3	2
4	75
5	2
	—
	Total . . . 85

School. "Financial reasons" and "lack of interest" rank second and third, respectively, as shown in Table 5.

TABLE 5

THE NUMBER OF WITHDRAWALS DUE TO EACH CAUSE BETWEEN
SEPTEMBER, 1939, AND SEPTEMBER, 1940

Reasons for Withdrawals	Number of Withdrawals
Graduated	77
Poor scholarship	7
Lack of interest in school work	10
Disciplinary difficulties	1
Family moved away	38
Financial reasons	13
Illness of pupil	4
Pupil's help needed at home	1
Marriage	6
To go to work	3
Other reasons	1
	—
	Total 161

Bolton, Cole, and Jessup have this to say about the classification and promotion of pupils:

Pupils are classified at the outset of their school career on the basis of chronological age. Because of individual difference in native ability, differences due to personal effort, and other differences due to environmental conditions there is a constant shifting of positions throughout their school careers. Those who succeed in achieving what is outlined for average children of the respective groups are retained in the original group organizations. The few who accomplish much more than the average are advanced ahead of the group and those who accomplish less than the minimum apportioned to the average are required to drop back and repeat work not satisfactorily done. This last group is usually larger than the first and always more certain to cause dissatisfaction.²

They say further:

An age-grade table shows the numbers of pupils who are retarded, accelerated, or making normal progress. Usually a range of two years is allowed as variants. This is in part necessary because of inexactness in computing ages and because children are often just under the legal age for entering school when the year opens. They are therefore required to wait a year or a semester before entering and nearly a year retarded at the beginning of their school life. They frequently vary in individual traits also.³

Coleman High School had 139 enrolled in the freshman class in January, 1941. The sophomore class had an enrollment of 115. The junior class had an enrollment of 116. The senior class was the smallest with an enrollment of only eighty-five.

²Frederick Elmer Bolton, Thomas Raymond Cole, and John Hunnicut Jessup, The Beginning Superintendent, p. 394.

³Ibid., p. 392.

Table 6 shows that more students are retarded than are advanced in their classification. Forty-nine, or eleven per cent, of the school enrollment are advanced, whereas 105, or twenty-three per cent, are retarded.

TABLE 6

THE AGE-GRADE DISTRIBUTION OF THE PUPILS IN THE
COLEMAN HIGH SCHOOL, JAN. 10, 1941

Grade	Age											Total
	11	12	13	14	15	16	17	18	19	20	21 and Over	
Eleventh.					11	27	30	14	1	2		85
Tenth....				11	49	33	12	9	1	1		116
Ninth....			14	45	32	14	4	3	2	1		115
Eighth...	1	12	47	38	33	8						139
Total..	1	12	61	94	125	82	46	26	4	4		455

At the beginning of each school year students in the Coleman High School are asked to state their educational intentions. Table 7 contains information concerning the educational intentions of the members of the 1940-1941 class of graduating seniors. Fifteen of the class of eighty-five seniors expressed intentions to attend four-year colleges. Forty-four, or fifty-two per cent of the class of eighty-

five, expressed intentions to continue their educational training in some kind of school.

TABLE 7

THE EDUCATIONAL INTENTIONS OF THE COLEMAN HIGH SCHOOL SENIORS OF THE CLASS OF 1941

Intentions	Number
Attend four-year college or university	15
Attend four-year teachers' college	5
Attend junior college	6
Attend other schools	10
Continue education but undecided on type of school	8
Stop formal education upon graduation	12
Undecided about further education	13
Unknown	16
	—
Total	85

The occupational intentions of seniors are shown in Table 8. Fourteen students chose the professions and fifteen chose office work. Seven boys had decided to do farming and ranching. Sixty-one seniors, or seventy-two per cent of the class, indicated that they had made a choice of an occupation.

TABLE 8

THE NUMBER OF COLEMAN HIGH SCHOOL SENIORS OF THE CLASS OF 1941 WHO INDICATED EACH OCCUPATIONAL INTENTION

Occupation	Number
Professions	14
Agriculture	7
Homemaking	3
Sales work	2
Office work	15
Skilled labor	5

TABLE 8 -- Continued

Occupation	Number
Nurse	2
Domestic service or housekeeper	2
Beauty operator	2
Miscellaneous	9
Undecided	13
Unknown	11
	—
Total . . .	85

Basic Data Regarding the Community

The Coleman Independent School District, of which the evaluated high school is a part, has a total population of 6,054.⁴ The secondary school population, defined as the total number of youth in the school community of ages normally included in the secondary school unit, was 355 for the school year 1940-1941. The total enrollment of the Coleman High School for the same year was 455. Students from surrounding communities that can no longer be served by their home school districts enroll in the Coleman High School to continue their secondary education.

The occupational status of the parents of the pupils enrolled in Coleman High School is shown in Table 9. Agriculture and homemaking are seen to be the leading occupations of the parents. Coleman is the county seat of Coleman County, Texas, and has a full set of county officers. It

⁴Texas Almanac, 1941-1942, p. 426.

is a commercial center and a shipping point. It has a brick plant, a cotton-seed oil mill, an oil refinery, a cheese plant, a feed and flour mill, and two ice plants, besides numerous business houses, garages, and service stations. These businesses and industries give a great amount of work to the adults who reside in the school district.

TABLE 9

THE OCCUPATIONAL STATUS OF THE PARENTS OF THE PUPILS
ENROLLED IN THE COLEMAN HIGH SCHOOL FOR
THE SCHOOL YEAR 1940-1941

Occupations	Men	Women	Total
Professions.....	19	5	24
Manager or proprietor.	50	25	75
Agriculture.....	155	..	155
Homemaking.....	..	225	225
Sales work.....	30	11	41
Office work.....	12	10	22
Skilled labor.....	30	2	32
Domestic service.....	..	4	4
Unskilled labor.....	50	30	80
Unemployed or on re- lief.....	7	10	17
Miscellaneous.....	20	20	40
Unknown.....	7	10	17
Others.....	16	9	25
Total.....	396	391	787

The majority of the parents of the students enrolled in the Coleman High School during the year 1940-1941 have had secondary school training. A large number of the parents have graduated from high school and some few have graduated

from a four-year college. It seems that the parents of the high school students are fairly well educated.

The Coleman Independent School District, of which the evaluated secondary school is a part, has an assessed valuation of \$3,585,312. There is a local tax rate of seventy-nine cents for maintenance and twenty-one cents for bonds, making a total tax rate of one dollar on each one hundred dollars assessed valuation. Other sources of revenue are tuition payments and the state per capita apportionment. The current expense, not including capital outlay, of the public elementary and secondary schools of Coleman Independent School District is \$56.46 per pupil enrolled during the school year 1940-1941. The amount of expense per pupil enrolled in the public elementary and secondary schools of the state is \$66.77.⁵ It is seen that Coleman is spending less per pupil enrolled in the entire city system than the average expenditure per pupil enrolled in the state of Texas as a whole. The taxable wealth per pupil based on the total scholastic enumeration of the Coleman Independent School District is \$1,552.75, whereas the average taxable wealth per pupil enumerated in the nine independent districts in Texas which have a scholastic population within one hundred of the number Coleman has is \$3,021.81. In this comparison Coleman ranked eighth.

⁵National Education Association, Research Bulletin, Vol. XIX, No. 3, p. 145.

Other agencies in Coleman for the advancement of the youth of secondary or post-secondary school age are the National Youth Home, the National Youth Shop, and the National Defense Training School.

The religious denominations in Coleman, most generally attended by the pupils and their parents, are the Baptist, Methodist, Presbyterian, Episcopalian, First Christian, Church of Christ, and Catholic. The Episcopal Church has no resident rector and a very small congregation. The Catholic followers are few and the church does not have a resident priest. The pastors of the other churches are all good workers in school and civic affairs.

A county library is located in Coleman, with limited facilities, but without a paid librarian. A good selection of books is kept in circulation by interested workers in the community.

A municipal hospital with modern offices and equipment is located in Coleman and well-trained doctors are available. The town has the services of city and county health officers.

The National Youth Administration sponsors a recreation project in the county. Many of the recreational opportunities offered by this project are available to the people of Coleman. One swimming pool, two parks, and numerous playgrounds are available to the public. There are three motion picture theaters in the town, with good offerings, enjoying

a good patronage. The community seems fairly well supplied with recreational activities.

The population of Coleman is composed mainly of members of the white race with a few members each of the Negro and Mexican races. English is spoken by all of the people except the Mexicans, who speak Spanish.

The general morale of the people is good and an excellent attitude toward the school is shown by the various neighborhood groups.

CHAPTER IV

CURRICULUM AND COURSE OF STUDY

Introduction

Education must be a dynamic, cooperative process implementing in a positive manner the democratic way of living. Organized education should function for the improvement of community life. The efforts of all community agencies concerned with the welfare and education of youth should be coordinated with the whole purpose of more effective functioning. The concept of learning includes the well-rounded growth of the whole individual, not merely of his intellectual development. The aim is to make all learning vital at each level of the pupil's advancement. The "curriculum" represents the whole learning activity in which the pupil participates under the guidance of the school.¹

"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.²

A curriculum, then, should be planned to "have as its aims the productive means of citizens who understand the

¹Joint Commission on the Emergency in Education, Evaluating the Public Schools, p. 5.

²Cooperative Study of Secondary School Standards, Evaluative Criteria, p. 31.

society in which we have lived"³ and who will be able to live successfully in this society and in their individual communities.

The curriculum development in the evaluated school was studied for sources, procedures, and organization. It was evaluated by the use of 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 interrelation and unification of all educational activities and materials, within years or grades and between consecutive years or grades.
- (/) 4. The interrelationship of subject matter fields and their relation to life situations are emphasized rather than subject matter fields as separate entities.
- (-) 5. The selection of learning activities and materials which will best promote each pupil's interests and his plans for the future is emphasized rather than uniform group achievement.
- (/) 6. Enlargement and enrichment of the pupil's scope of interests are encouraged and too great specialization is avoided.
- (/) 7. Materials and activities are adapted to the degree of development and maturity of the pupils.
- (/) 8. Provision is made for promoting constant interrelationship between the pupil activity program and the regular classroom program.
- (-) 9. Provision is made for both teachers and pupils to have a part in the day-by-day and week-by-week planning and development of curriculum materials and experiences.

³Joint Commission on the Emergency in Education, op. cit., p. 5.

- (/) 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.
- (0) 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.
- (-) 16. Carefully conducted and evaluated classroom experimentation in the local school or in other schools.
- (-) 17. A study of pupil interests and plans.
- (0) 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 curriculum and courses of study are provided necessary time, materials, and working conditions.
- (0) 22. Qualified laymen are consulted regarding the curriculum and courses of study.
- (/) 23. The services of professional consultants are secured whenever possible, or 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, ten were checked (-), indicating that the conditions or provisions were present to some extent or only fairly well made; three were checked (0), indicating that the conditions or provisions were not present or were not satisfactory; and fifteen were checked (/), indicating that the conditions or provisions were present to a satisfactory degree. On the whole, the checks seem to indicate a superior ranking for the evaluated school in the matter of curriculum development.

The objectives of the educational program are clearly formulated and frequently discussed and a great deal of attention is given to working out a curriculum and courses of study that will best meet the needs of the students of the Coleman High School. The changes are usually made without qualified laymen being consulted regarding the curriculum and courses of study. It would be well for the school to consult these laymen. Caswell and Campbell have

⁴Evaluative Criteria, pp. 31-33.

this to say about the use of laymen when constructing a curriculum:

The necessity of bringing lay groups to a full appreciation of the purposes and scope of the school's program has been widely recommended by educational leaders. For example, the important function of lay participation in the development of the curriculum is emphasized by the National Education Association, as follows: "The curriculum revision program which fails to carry editors, civic leaders, and other intelligent laymen along with it, will encounter active opposition or lukewarm support." Lay participation is not recommended, however, merely as a means of forestalling possible opposition to curriculum revision. It is rather a means of securing from the layman constructive suggestions for improving the work of the schools.⁵

A more thorough study of pupil interests should be made before deciding upon the curriculum and courses of study.

Caswell and Campbell say:

Interests, then, do not represent passing fancies or whims. They are deep-lying attitudes, developed through experience, which largely determine the intensity and consecutiveness of efforts and the tendency to engage in particular activities in the future. They are, when so conceived, a most important element in the educative process.⁶

Most of the changes are developmental and evolutionary in nature and plan and show a great deal of planning and foresight on the part of the administrative officers of the school. More thought should be given to a study of the social and economic characteristics of the community and to a careful continuous study of what pupils leaving or graduating

⁵Hollis L. Caswell and Doak S. Campbell, Curriculum Development, p. 474.

⁶Ibid., p. 211.

from the school do and where they go. Caswell and Campbell say:

The development of conditions leading to a need for reconstruction of the educational program has been recognized for some time by students of society. Schools especially have given attention to such demands during the past decade. This attention has resulted in significant scattered efforts to develop an educational program for schools that takes account of the conditions and needs of contemporary life.⁷

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

- (4) a. How satisfactory is the attention given to the development of the philosophy and objectives of the educational program?
- (3) b. To what extent is administrative provision made for securing interrelationship of subject matter fields?
- (3) c. To what extent is administrative provision made for meeting individual needs and abilities of pupils?
- (3) d. How extensively have such courses as the above been made available?
- (3) 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?
- (3) g. How well is the staff organized for study and development of the curriculum and courses of study?
- (3) h. How well are such procedures as the above followed?⁸

Seven of the eight evaluative questions above were given the score of (3), indicating that the conditions were average. One was scored (4), indicating that the conditions in this case were superior. The average score for the eight questions was (3.1).

⁷Ibid., p. 2.

⁸Evaluative Criteria, pp. 31-33.

Table 10 shows the amount of curriculum offerings in the evaluated school and the number of pupils enrolled in each field of study.

TABLE 10
THE AMOUNT OF OFFERINGS OF THE COURSES OF
STUDY OF THE COLEMAN HIGH SCHOOL

Fields	Number of Units	Enrollment in Each Field
English.....	4	422
Ancient languages...	2	32
Modern languages....	2	41
Mathematics.....	5	392
Sciences.....	4	139
Social studies.....	5	383
Music.....	2	56
Homemaking.....	3	103
Agriculture.....	4	42
Business education..	5 $\frac{1}{2}$	115
Speech.....	1	42
Bible.....	1	22

Table 11 presents, by means of checklists, a scoring of the content of subject-matter offerings in the Coleman High School. The checklist symbols used in this table are

TABLE 11

THE AMOUNT OF OFFERINGS OF THE COURSES OF STUDY
OF THE COLEMAN HIGH SCHOOL

In each major field or area, provision is made for:	English	Ancient Lang.	Modern Lang.	Mathe- matics
Stating the objectives to be attained.....	-	0	/	/
Emphasizing significant contri- butions of our social heritage to present-day life values.....	-	/	/	-
Promoting pupils' understanding of present-day social problems.	-	-	0	/
Stimulating pupils' interests and satisfying their needs.....	-	/	-	-
Modifying our courses of study to meet individual differences.	-	-	-	-
Including materials and experi- ences of potential value in adult life.....	/	/	/	/
Interrelating the work in dif- ferent subject fields.....	/	-	-	-
Suggesting methods to be used in attaining objectives.....	-	-	-	/
Indicating materials to be used or activities to be carried out	/	-	-	/
Solving appropriate problems re- quiring elementary research procedures.....	-	-	/	-
Formulating procedures for evaluating outcomes.....	-	-	-	-

TABLE 11 -- Continued

Science	Social Studies	Music	Home-making	Agriculture	Business Education	Speech	Bible
+	+	+	+	+	+	+	+
+	+	-	+	+	-	-	-
-	+	+	-	+	-	+	+
-	-	+	-	-	+	+	+
-	-	+	+	+	+	-	-
+	+	+	+	+	+	+	+
+	-	N	+	-	+	+	+
+	-	+	-	+	-	+	-
-	-	+	+	-	+	+	+
+	+	-	+	+	-	+	-
-	+	+	+	+	+	-	-

not intended to be considered as mathematical terms but merely as convenient symbols. It is found that seventy-two of the items in the checklist have been checked (\checkmark), indicating that the conditions or provisions are present to a satisfactory degree; fifty-seven were checked (-), indicating that the conditions or provisions are present to some extent or only fairly well made; two have been checked (0), indicating that the conditions or provisions are not present or are not satisfactory; and one has been checked (N), indicating that the condition does not apply.

Table 12 gives the evaluations of the content of the subject-matter offerings. Forty-eight scores are given. The average of these scores is (3), which is an average score, based on the results of a survey of two hundred secondary schools made by the Cooperative Study of Secondary School Standards.

The courses of study in ancient languages, modern languages, and music do not fit in very well with the philosophy and objectives of the Coleman High School. They were not scored very high in meeting the needs of the pupil population of the school and the course of study in music is scored low in correlation with other appropriate fields of study. All of the other subjects are given a rank of average or better, as shown in Table 12.

TABLE 12
EVALUATIONS OF THE CONTENT OF SUBJECT-MATTER
OFFERINGS OF THE COLEMAN HIGH SCHOOL

Evaluative Questions	English	Ancient Lang.	Modern Lang.	Mathe- matics
How well does each course of study accord with the philosophy and objectives of the school?.....	4	2	2	4
How appropriate is the content of each course of study to meet the needs of the pupil population of the school?...	3	2	2	3
How well is provision made in each course for correlation with other appropriate fields?.....	3	2	3	3
How well does each course of study provide for applications to out-of-school life?.....	3	3	3	3

TABLE 12 -- Continued

Science	Social Studies	Music	Home-making	Agriculture	Business Education	Speech	Bible
3	4	2	4	4	4	3	3
3	3	2	4	4	3	2	2
3	4	3	3	3	3	3	3
3	3	3	3	3	3	3	3

Summary and Recommendations

A summary of the evaluations of the curriculum and courses of study of the Coleman High School has been presented in Table 13. The primary scores were converted into percentiles by means of a conversion table set up by the Co-operative Study of Secondary School Standards. The summary score for the curriculum and courses of study was converted into percentile form by a summary conversion table. Figures 3, 4, and 5 show twenty educational thermometers plotted from the percentiles for the curriculum and courses of study.

In general principles, the curriculum and courses of study of the Coleman High School rate as good or better than sixty-three per cent of the schools of the nation. In curriculum development, this school is equal to or better than fifty per cent of the two hundred schools studied but it is two points below the average for medium-sized high schools and six points above the average for the schools of the Southern Association of Colleges and Secondary Schools. In regard to the amount of offerings, the evaluated school has a score that fell on the twenty-sixth percentile. In English, this school is equal to or better than sixty per cent of the two hundred schools measured. It is eight points above the average of the accredited schools and sixteen points above the norm for the schools in the Southern Association of Colleges and Secondary Schools.

TABLE 13

SUMMARY FORM FOR THE CURRICULUM AND COURSES
OF STUDY OF THE COLEMAN HIGH SCHOOL

Items	Computation of Primary Scores			
	Evaluations	Total	Divisor	Scores
General principles.....	a b c 4 3 3	10	3	3.33
Curriculum development.	a b c d e 3 3 3 3 3	15	5	3.00
Amount of offerings....	a b c 3 2 2	7	3	2.33
English.....	a b c d 4 3 3 3	13	4	3.25
Ancient languages.....	a b c d 2 2 2 3	9	4	2.25
Modern languages.....	a b c d 2 2 3 3	10	4	2.50
Mathematics.....	a b c d 4 3 3 3	13	4	3.25
Sciences.....	a b c d 3 3 3 3	12	4	3.00
Social studies.....	a b c d 4 3 4 3	14	4	3.50
Music.....	a b c d 2 2 3 3	10	4	2.50
Arts and crafts.....	a b c d N N N N	N	4	N
Industrial arts.....	a b c d N N N N	N	4	N

TABLE 13 -- Continued

Computation of Summary Score				
Percentile	Weights			Weighted Percentiles
	Alpha	Beta	Gamma	
63	10	15	..	630
50	15	5	30	750
25	15	..	..	390
60	4	..	..	240
25	3	..	..	75
30	4	15	..	120
60	4	15	30	240
50	4	15	..	200
70	4	..	..	280
30	3	15	..	90
N	..	..	..	..
N	..	..	..	..

TABLE 13 -- Continued

Items	Computation of Primary Scores			
	Evaluations	Total	Divisor	Scores
Homemaking.....	a b c d 4 4 3 3	14	4	3.50
Agriculture.....	a b c d 4 4 3 3	14	4	3.50
Business education.	a b c d 4 3 3 3	13	4	3.25
Health and physical education (boys)	a b c d N N N N	N	4	N
Health and physical education (girls)	a b c d N N N N	N	4	N
Vocational shop....	a b c d N N N N	N	4	N
General evaluations	a b c 3 2 3	8	3	2.67

TABLE 13 -- Continued

Computation of Summary Score				
Percentile	Weights			Weighted Percentiles
	Alpha	Beta	Gamma	
70	3	..	..	210
70	3	..	..	210
60	3	5	..	180
N	..	..	..	..
N	..	..	..	..
N	..	..	..	..
37	10	..	..	370
Totals.....	85	100	100	3985
Summary score (divide by 85).....				47
Equivalent percentile (from summary conversion table).....				48

CURRICULUM AND COURSES OF STUDY (I)

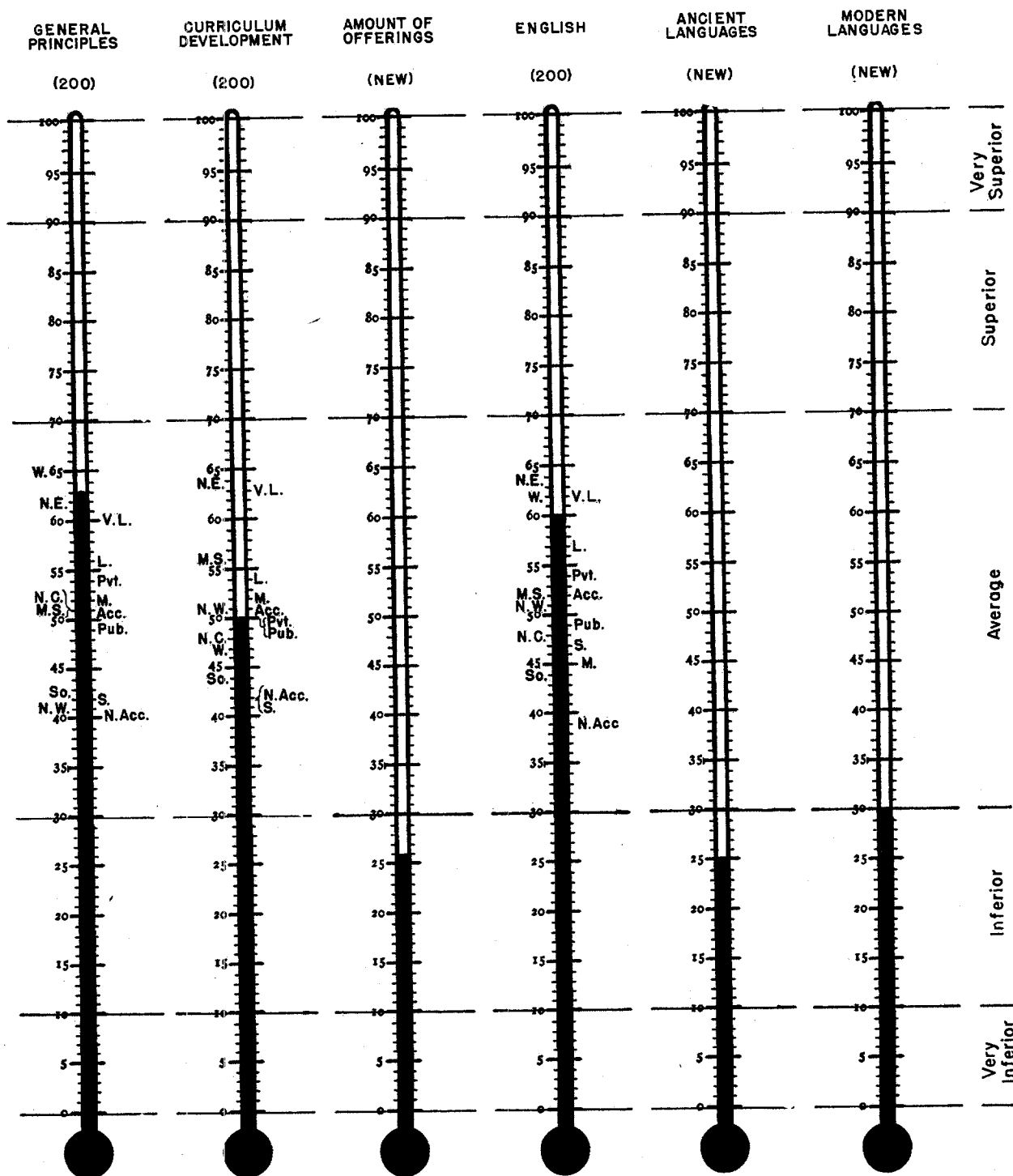


Fig. 3. -- The educational temperatures showing the percentile scores of the curriculum and courses of study of the Coleman High School (1).

CURRICULUM AND COURSES OF STUDY (2)

General Statement

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

1. Mathematics

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

2. Sciences

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

3. Social Studies

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

4. Music

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

5. Arts and Crafts

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

6. Industrial Arts

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

7. Homemaking

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

CURRICULUM AND COURSES OF STUDY (2)

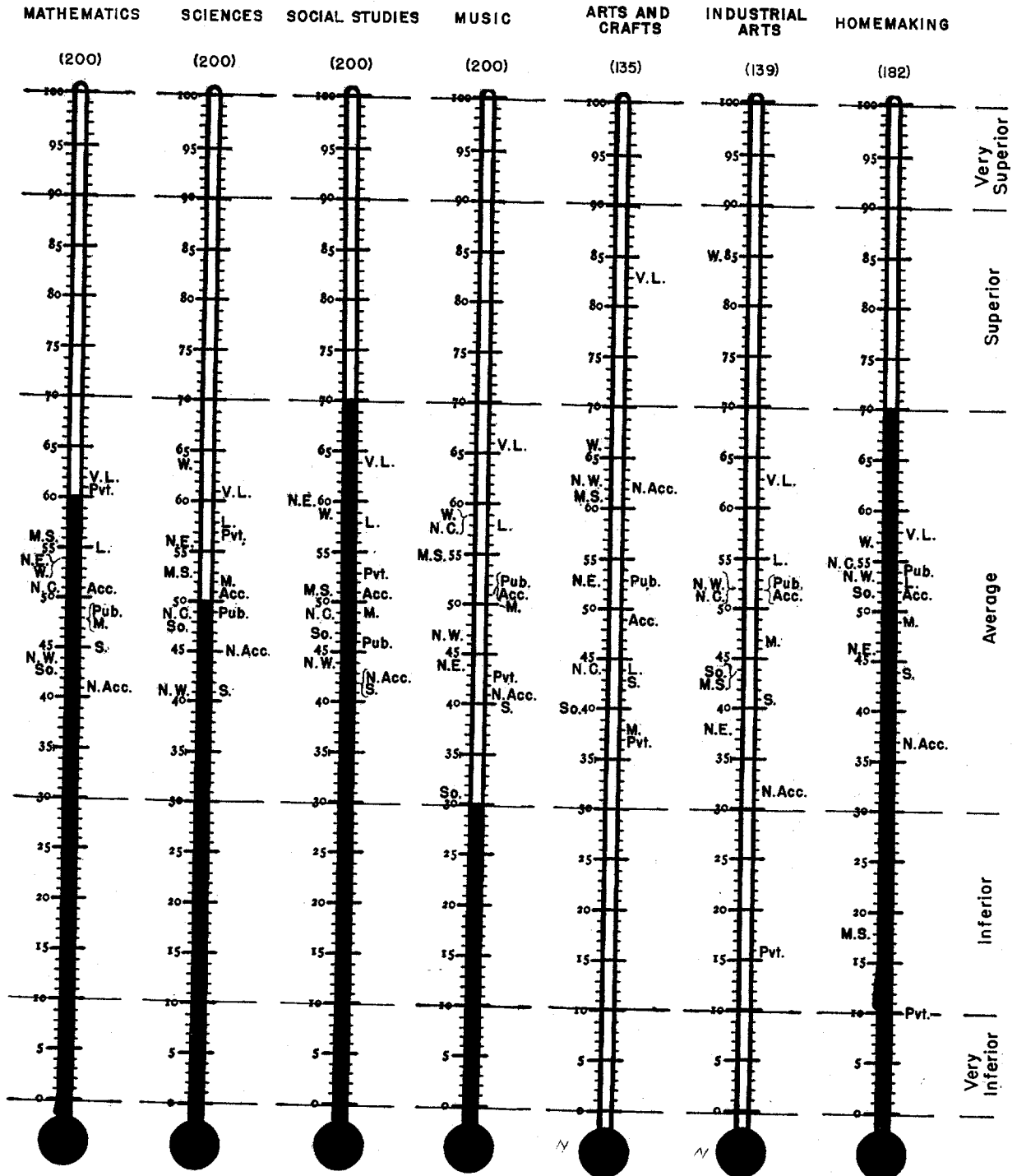


Fig. 4. -- The educational temperatures showing the percentile scores of the curriculum and courses of study of the Coleman High School (2).

CURRICULUM AND COURSES OF STUDY (3)

General Statement

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

1. Agriculture

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

2. Business Education

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

3. Health and Physical Education: Boys

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

4. Health and Physical Education: Girls

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

5. Vocational Shop

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

6. General Evaluation

Based upon three evaluations under V "General Evaluation of the Curriculum and Courses of Study" (page 36).

7. SUMMARY

Based upon the other nineteen thermometers on this chart and the two preceding charts, each weighted as indicated in Section X of Evaluative Criteria.

CURRICULUM AND COURSES OF STUDY (3)

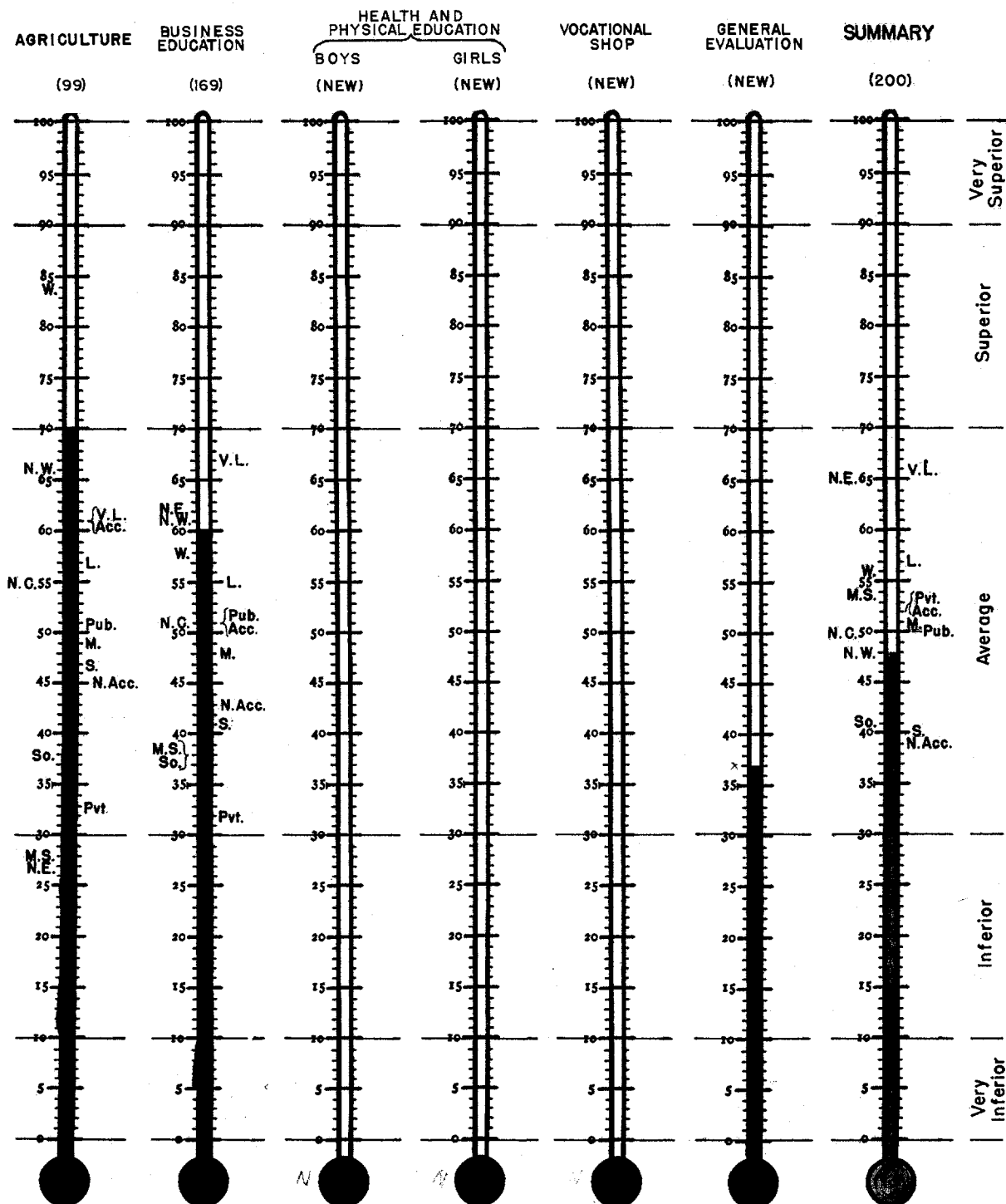


Fig. 5. -- The educational temperatures showing the percentile scores of the curriculum and courses of study of the Coleman High School (3).

PUPIL ACTIVITY PROGRAM (1)

General Statement

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

1. Nature and Organization
Based upon five evaluations under I, "General Nature and Organization" (pages 39-40).
2. School Government
Based upon three evaluations under II, "Pupil Participation in School Government" (page 40).
3. Home Rooms
Based upon three evaluations under III, "Home Rooms" (page 41).
4. School Assembly
Based upon four evaluations under IV, "The School Assembly" (page 42).
5. School Publications
Based upon three evaluations under V, "School Publications" (page 43).
6. Music Activities
Based upon four evaluations under VI, "Music Activities" (page 43).
7. Dramatics and Speech
Based upon four evaluations under VII, "Dramatic and Speech Activities" (page 44).

Ancient languages rated inferior, while modern languages are in the lowest bracket of the measured schools that are called average. In mathematics, the school is equal to or better than sixty per cent of the two hundred schools measured and it is ten points above the national norm for the two hundred schools. In science, the evaluated school is equal to or better than fifty per cent of the schools measured. In social studies, the school is equal to or better than seventy per cent of the schools surveyed and is in the lowest bracket of the schools that are called superior. In music, the evaluated school is equal to or better than thirty per cent of the two hundred schools measured but it is twenty points below the national norm. The thermometers for arts and crafts, industrial arts, health and physical education for boys, health and physical education for girls, and vocational shop were marked (N), which means that the school does not offer these courses. Homemaking ranks high with a percentile rank of seventy. This is twenty points above the national norm and eighteen points above the norm for accredited schools and for schools in the Southern Association of Colleges and Secondary Schools. In agriculture, the evaluated school's score is equal to or better than seventy per cent of the ninety-nine schools studied. It is ten points above the norm for accredited schools. In business education, the school has a

percentile rank of sixty, which is ten points above the national norm for all schools and twenty-two points above the norm for schools of the Southern Association of Colleges and Secondary Schools. In general evaluation, the school has a percentile rank of thirty-seven. The thermometer for this evaluation is a new form and no comparisons with schools of different classes can be made. The summary score for the school's curriculum and courses of study is equal to or better than forty-eight per cent of the two hundred schools scored. It is seven points above the norm for the schools in the Southern Association of Colleges and Secondary Schools but it is two points below the national norm and three points below the norm for the medium-sized high schools.

It is recommended that the school's amount of offerings be increased by the addition of a graded course in physical education for both boys and girls and of instruction in vocal music and in orchestra.

CHAPTER V

PUPIL ACTIVITY PROGRAM

Introduction

The Cooperative Study of Secondary School Standards gives the following guiding principles as criteria for a pupil activity program in the secondary schools:

Since the curriculum comprises all the experiences which pupils have while under the direction of the school, there can be no rigid dividing, educationally, between the usual class-room activities sometimes called "extra-curricular activities," which commonly permit more freedom and are more largely initiated and directed by 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 and procedures the development of leadership ability in pupils should be one objective. Opportunities for providing leadership should be abundantly provided.¹

This chapter deals with those phases of the school program commonly referred to as extra-curricular activities.

¹Evaluative Criteria, p. 39.

Among the activities studied in this chapter are the following: nature and organization of the pupil activity program, pupil participation in school government, home rooms, the school assembly, school publications, music activities, dramatic and speech activities, social life, physical activities for boys and girls, school clubs, finances of pupil activities, a general evaluation, and a summary.

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, happily now; and so have the best possible preparation for living successfully after they leave school.²

Most modern educators seem to believe that the activity program meets such social needs as adaptability, self-control, respect for others, reliability, intellectual needs, initiative, independence, happiness, appreciation, and cooperation.

The inevitable association of life and activity with the educative process is expressed by Bobbitt as follows:

²Harry C. McKown, Extracurricular Activities, pp. 1-12.

The educative process is what the child or youth does in living the good life. The teaching process is what the parents and teachers do in getting him to live it.³

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

In life's apprenticeship there are no special hours, days, or times when one is to get practice in the ways of right living. The process is to begin when life begins; and is to continue, each hour and each day, through infancy, childhood, youth, and adulthood, as long as life goes on. A person fully attains the life that is best for him only as he attains it all the time. He will get teacher-supervised practice at the school, parent-supervised practice at home, and self-supervised practice wherever he may be.⁴

Organization

The pupil activity program in the Coleman High School is integrated with the classroom activities and is considered a distinct part of school life. A student is given his choice in selecting a club, a Friday afternoon activity, and a society. The school assembly, the music program, the clubs, the societies, the home rooms, and the student activity program have scheduled allotments of time. The program is employed to develop pupil initiative, pupil participation, pupil management, and pupil evaluation of progress. It also promotes a better understanding and cooperation between home, school, and community, and seeks to develop a respect for and a proper care of property, as well as to

³Franklin Bobbitt, The Curriculum of Modern Education, p. 5.

⁴Ibid.

aid in establishing valuable lessons of citizenship in loyalty, cooperativeness, and leadership. Other important functions of the school's democratic activity program are to perpetuate desirable school traditions and to give pupils a sense of belonging to the total school life. In a measure, such a program develops in the pupils a feeling of responsibility for the welfare of the school. Each phase of pupil activity in the evaluated school is under the direction of a faculty member, known as a sponsor.

The following checklist, marked with the proper symbols, indicates the faculty's evaluations of the various phases of the pupil activity program as it functions in the Coleman High School:

- (/) 1. The pupil activity program is complementary to and integrated with classroom activities rather than a separate and distinct part of school life.
- (/) 2. Encroachment of any organized pupil activity on the time assigned to the regular classroom work is permitted only when there is sufficient educational value to justify it.
- (-) 3. The pupil activity program is characterized by pupil initiative, pupil participation, pupil management, and pupil evaluation of progress and outcomes.
- (-) 4. It provides abundant opportunity for expansion and enrichment of pupil interests and appreciations.
- (/) 5. It promotes better understanding and cooperation among school, home, and community.
- (/) 6. It seeks to develop respect for and proper care of property, both public and private.
- (/) 7. It seeks to keep pupils and organizations informed regarding school issues and problems and to stimulate interest in them.
- (/) 8. It seeks to develop such traits and attitudes as loyalty, cooperativeness, and leadership, and other indications of good citizenship.

- (/) 9. It fosters the development and perpetuation of desirable school traditions, such as codes of conduct, school festivals, and observance of historic events.
- (/) 10. It seeks to make every pupil and teacher feel himself a part of the total school life.
- (/) 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 definitely democratic basis, i.e., open to all who are qualified.
- (/) 13. Membership and service in such organizations as Boy Scouts, Hi-Y, Girl Reserves, Camp Fire Girls, Junior Red Cross, 4-H Clubs, Boys' Clubs, and similar organizations are encouraged.
- (/) 14. The faculty members are definitely interested in the pupil activity program and participate actively in its operation
- (/) 15. The nature of the pupil activity program is such as to win and merit the approval and support of parents and community
- (-) 16. A small school council or cabinet or a director of pupil activities participates in determining the general objectives of the pupil activity program.
- (/) 17. Provision is made for the formation of new or discontinuance of old organizations, and for giving unity to the program as a whole.
- (/) 18. Each organization has at least one carefully selected faculty sponsor whose function is intelligent, sympathetic, inspiring guidance and supervision without domination.
- (/) 19. A regular time and place of meeting is scheduled in the school's weekly or monthly program for each organization.
- (-) 20. A pupil activity record is kept for each pupil and made a part of his permanent school record.
- (/) 21. Over-participation or under-participation by some pupils is guarded against through pupil guidance, a point system, or other means.
- (/) 22. Each organization plans its activities or programs for an entire semester or year.
- (-) 23. Records of meetings and programs kept by each organization are made the basis of improvement and the development of better programs.
- (-) 24. Provision is made for pupils to evaluate progress and outcomes of their activities.
- (/) 25. Provision is made for training officers in proper performance of their duties.
- (/) 26. Provision is made for orientation and induction of the pupils into the pupil activity program.

- (/) 27. Provision is made for the cultivation of interests and activities which contribute to the objectives of the school.
- (/) 28. All organizations and units within the school seek to promote the solidarity of the school as a whole.
- (-) 29. The school administration has made definite provision for pupil participation in the government of the school through a council, association, or other type of organization.
- (-) 30. The nature and degree of any authority is vested clearly and definitely defined; it is clearly understood that any authority granted may, for proper reasons, be revoked by the administration.
- (-) 31. Provision is made for enabling the staff, the various pupil organizations, and the pupil body in general to understand fully the nature, extent, and conditions of pupil participation in the government of the school.
- (-) 32. Pupils recognize that they are jointly responsible with the faculty for the proper functioning of government and they accept this responsibility.
- (/) 33. Pupil participation in the government of the school is largely concerned with the development of leadership in pupil organizations and school activities.
- (-) 34. The school government enlists pupils in the support and development of the health, thrift, beautification, recreational, and instructional programs.
- (0) 35. Pupils share the responsibility for the direction of traffic, both within and without the building, and for promoting safety.
- (/) 36. Pupil participation in the government of the school seeks to develop socially desirable attitudes and to correct anti-social attitudes.
- (/) 37. All campaigns, elections, and counting of ballots in connection with pupil activities are properly supervised.
- (/) 38. Students are asked for suggestions as to policy at any time.
- (/) 39. Administrative functions assigned to home rooms are made a means of learning how to assume and discharge responsibilities effectively.
- (/) 40. Home rooms have a definite place and share in stimulating and developing a desirable school morale, thus reducing disciplinary difficulties and having a corrective influence on those who have offended.

- (/) 41. Home rooms afford and encourage opportunity for full discussion and evaluation of various school conditions and problems and seek their improvement or correction.
- (-) 42. Home rooms encourage self-expression on the part of all their members to the end that creative abilities may be discovered and encouraged.
- (/) 43. In the home room, every member contributes to its activities and shares in its responsibilities.
- (-) 44. Time is provided for at least one class period in the weekly schedule (or the equivalent) for group discussion or conference.
- (/) 45. A school assembly committee is in charge of the general development and organization of the school assembly activities.
- (/) 46. School assembly programs are in large part given by pupils and by pupil organizations with pupils presiding.
- (/) 47. Assembly programs are planned so as to secure participation and contributions of many, not simply of the few.
- (/) 48. Assembly programs have definite entertainment, instructional, cultural, and inspirational values.
- (/) 49. Assembly programs often provide for audience participation by such means as group singing or discussion.
- (/) 50. Assembly programs are free of coarse and objectionable elements.
- (/) 51. Assembly programs are characterized by a variety of presentation, such as music, speaking, devotional exercises, dramatizations, demonstration, and exhibits.
- (-) 52. 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.
- (/) 53. Correct audience habits are developed -- no late-comers or early-leavers; reasonable applause; courteous attention to performers; no disturbances.
- (/) 54. A definite period and adequate time are provided for the school's assemblies.
- (O) 55. Provision is made for pupil evaluation of presentations.
- (-) 56. The assembly schedule provides for occasional programs utilizing great artists or leaders in various fields of activity.

- (/) 57. All work incident to the publication activities of the pupils -- collection of materials or news, organization, writing, publishing, and circulation -- are properly supervised.
- (/) 58. Particular attention is given to developing a sense of responsibility on the part of pupils for what they say in their publications and the way they say it.
- (/) 59. Untruth and offensiveness are avoided in all publications.
- (/) 60. Publications foster self-expression and creative work on the part of pupils; this includes news writing, editorials, short stories, feature stories, poetry, cartoons, illustrations, jokes, layouts, headlines.
- (/) 61. Publications foster cordial relations with other schools by reporting outstanding achievements, practicing and promoting good sportsmanship in all contests, exchange of publications, and otherwise.
- (/) 62. Staffs are efficiently organized and responsibility is fixed; staff members are selected on the basis of fitness.
- (/) 63. Publication activities are sufficiently diversified to enlist the interest and participation of a large number of pupils.
- (/) 64. Publications promote better school and community relations, chiefly through interpretation of the school and its activities to the public.
- (/) 65. School publications have a wide circulation and are extensively read in school and community.
- (/) 66. Over-emphasis on expensive publications is avoided.
- (/) 67. The school has one or more bands.
- (/) 68. The school has one or more orchestras.
- (/) 69. Provision is made for developing smaller instrumental units.
- (/) 70. Opportunity to take part in a school chorus is available to every student.
- (/) 71. Provision is made for developing glee clubs.
- (-) 72. Provision is made for other vocal groups such as octets, quartets, duets, and other small units.
- (/) 73. Provision is made for separate organizations for pupils of limited experience or ability and those of greater experience and ability.
- (/) 74. Over-emphasis on competitive musical performances is avoided.
- (-) 75. Provision is made for developing the dramatic abilities of pupils.

- (-) 76. Pupils are encouraged to write and present their own dramatic productions.
- (0) 77. Provision is made for the practice of stage craft by pupils.
- (/) 78. Provision is made for participation in formal or prepared presentations such as addresses, debates, and radio programs.
- (/) 79. Provision is made for pupil participation in informal and extemporaneous presentations.
- (/) 80. Pupils markedly lacking the ability of confidence to express themselves in conversation or discussion are encouraged to participate in speech activities, particularly those of an informal nature.
- (0) 81. Provision is made for separate organizations for pupils of limited experience and ability and those of greater experience and ability.
- (0) 82. Provision is made for rooms or space appropriately furnished or readily adaptable for social life and activities.
- (-) 83. Informal games and recreation are included in the social program.
- (/) 84. Pupils are instructed regarding appropriate dress and conduct at various social functions such as banquets, teas, receptions, dances, and picnics.
- (-) 85. Teas, parties, receptions, dances, and similar social activities are a definite part of pupil life.
- (-) 86. Opportunity is given for association of the two sexes.
- (-) 87. Attention is given to developing the art of conversation by all pupils.
- (-) 88. Attention is given to developing desirable social graces by all pupils.
- (-) 89. Proper instruction is furnished in social dancing.
- (/) 90. Fraternities or sororities or similar exclusive organizations are definitely discouraged.
- (-) 91. Physical activities are characterized by a diversity of sports and games; health, however, dictates the amount and nature of activity for each pupil.
- (/) 92. Each physical activity is under the direction of a competent, trained faculty member.
- (-) 93. Major attention is given to intra-school athletics or games.
- (-) 94. Major emphasis is given to those games, sports, or activities which have the greatest carry-over value for the individual.
- (/) 95. Provision is made for activities involving team play.

- (/ 96. In activities involving team play exploitation of individuals is discouraged.
- (/ 97. The physical activities program encouraged good sportsmanship on the part of all spectators toward contestants, particularly toward visiting contestants.
- (/ 98. The athletic program is not over-emphasized; it is simply one of many school activities and is so regarded by pupils.
- (/ 99. The athletic program is definitely under the control of the school authorities, not of some out-of-school individuals or organizations.
- (0) 100. Provision is made for boys and girls to play together in appropriate activities at designated times.
- (0) 101. Provision is made for different levels of ability by having separate groups for beginners and for those more advanced.
- (-) 102. Physical activities are characterized by a diversity of sports and games; health, however, dictates the amount and nature of activity for each pupil (activities for girls).
- (/ 103. Each physical activity is under the direction of a competent, trained faculty member.
- (-) 104. Major attention is given to intra-school athletics or games.
- (-) 105. Major emphasis is given to those games, sports, or activities which have the greatest carry-over value for the individual.
- (/ 106. Provision is made for activities involving team play.
- (/ 107. In activities involving team play exploitation of individuals is discouraged.
- (/ 108. The physical activities program encourages good sportsmanship on the part of all spectators toward contestants, particularly toward visiting contestants.
- (/ 109. The athletic program is not over-emphasized; it is simply one of many school activities and is so regarded by pupils.
- (/ 110. The athletic program is definitely under the control of school authorities, and not of some out-of-school individuals or organizations.
- (0) 111. Provision is made for boys and girls to play together in appropriate activities at designated times.
- (0) 112. Provision is made for different levels of ability by having separate groups for beginners and for those more advanced.
- (/ 113. School clubs under proper sponsorship are organized whenever there is sufficient pupil demand.

- (/) 114. Membership in clubs is voluntary.
- (/) 115. Pupils are encouraged to become active members in either school or community clubs.
- (-) 116. Clubs are so conducted as to reveal and develop additional interests and abilities of pupils.
- (/) 117. The school club program encourages self-expression in a variety of ways, such as musical, artistic, athletic, literary, forensic, inventive, and constructive.
- (/) 118. Clubs seek to develop hobbies and other leisure or avocational interests.
- (-) 119. Every club, through school assembly program or other appropriate means, enables the school as a whole to know the nature of its activities.
- (/) 120. Provision is made for different levels of ability by having separate groups or clubs for beginners and for those more advanced.
- (/) 121. Both pupils and teachers regard the handling of money and money values for others as a responsibility involving personal honor.
- (/) 122. Both pupils and teachers regard the handling of money and money values and the proper accounting therefor as valuable business experience.
- (0) 123. All funds or revenues handled by or for pupil activity organizations are considered a part of one general pupil activity fund under the supervision of a treasurer of pupil activity funds.
- (0) 124. The treasurer of pupil activity funds and organization treasurers handling large amounts of money are properly bonded.
- (0) 125. Officially approved forms and procedures for the accounting of all funds are used.
- (0) 126. Every organization treasurer keeps a correct account with the treasurer of pupil activity funds of pupil activity money or money values handled for his organization.
- (0) 127. All money is deposited with the school treasurer of pupil activity funds.
- (0) 128. Provision is made for auditing all pupil activity funds at the expiration of each pupil treasurer's term of office; pupils are responsible for making the audit, under the supervision of the school.
- (/) 129. Membership dues and admission fees are low enough to permit practically all pupils to belong to some organization and attend some school games or entertainments to which admission is charged.

- (/) 130. All tickets offered for general sale, in school or in community, by or for pupil activity organizations, are printed by authorization of the treasurer of pupil activity funds, and are fully accounted for to him; duplication of such tickets is made difficult.
- (/) 131. Pupils are led to realize that gaining free admission to games or entertainments by improper means is an evidence of poor citizenship and poor sportsmanship and should therefore not be practiced.
- (0) 132. Provision is made by the administration, cooperating with pupil representatives, for an equitable apportionment of pupil activity funds to the various pupil activities on the basis of educational values.
- (/) 133. Means used for raising money are educationally justifiable.⁵

It is seen that of the 133 items, eighty-five were checked (/), thirty-two were checked (-), and sixteen were checked (0). These symbols are not intended as mathematical quantities; nevertheless, the approximate score can be seen to be slightly less than a (/), indicating that the conditions or provisions are present to a satisfactory degree.

In the Coleman High School the teachers are interested in the pupil activity program. The program serves as a good medium for fostering better home-school-community relations. Yeager has the following to say about the part pupils play in a public relations program:

Boys and girls should be considered an integral part of any organization in developing a home-school-community relations program. They can be numerous messengers of good will and service. Moreover, under skillful leadership they will like to perform these services. Many of these services can be located through the curriculum and extra-curriculum, as

⁵Evalustive Criteria, pp. 39-47.

musical, dramatic, and athletic activities, the school publications, exhibitions, contests, and commencement exercises. Remembering the child as an active individual, it is important to note that every pupil is a contact point with the home and the community. Reflecting the school attitude, care should be taken that the pupil reflects it positively. Good sportsmanship, proper behavior, services performed willingly, good will messengers everywhere, are but a few of the desirable places to fit boys and girls into the organization.⁶

The program, as it is now operating, promotes loyalty and cooperativeness on the part of the students. It promotes solidarity on many school issues by uniting the pupils, teachers, parents, and other interested persons.

The pupils learn to accept responsibilities by presiding at meetings and directing the work and study in home rooms, clubs, societies, and many other places where pupil activities are carried on. School publications are managed by the students, with the help of a sponsor, and they foster self-expression and creative work on the part of the students. The physical activity program encourages good sportsmanship on the part of all participants and on the part of all spectators toward contestants, particularly toward visiting contestants. Perhaps the students are not given enough encouragement in evaluating the progress and the outcomes of their activity program. They are not given the proper chance to practice stage craft and not enough provision is made for students of limited abilities to participate in the activity program.

⁶William A. Yeager, Home-School-Community Relations, p. 463.

McKown says:

If the school is so organized and administered that the student has opportunities and responsibilities somewhat similar in a small way to those he will have later as a grown-up citizen, he will be the better able to meet and discharge these responsibilities.⁷

He says further:

Membership in a student council, athletic team, or club, teaches cooperation because the student has to exercise it in order to retain his position and standing.

The student who gives of his time to his school cares for it the more because of his contribution of effort. If we can multiply these opportunities around the school so that more students can participate in "running" it, the more contacts we have made with the students and the more friends we have because more are working for the school. In addition to benefiting the school, this also develops the abilities and widens the interests of the students.⁸

There are forty-six evaluations for the various phases of the pupil activity program. These have been scored by the school staff. The average of these primary scores is (3.7), which is well above the average.

- (3) 1. How well does the pupil activity program complement and enrich the usual classroom activities?
- (4) 2. How well does it stimulate the development of attitudes and traits which are indicative of good citizenship?
- (4) 3. How wholeheartedly do pupils endorse and support the pupil activity program?
- (4) 4. How adequate is the general organization of the pupil activity program?
- (3) 5. How effectively does the general organization function?
- (3) 6. How adequate are provisions for pupil participation in school government?
- (3) 7. How well do pupils understand and accept their responsibilities in the government of the school?

⁷McKown, op. cit., p. 5.

⁸Ibid., p. 6.

- (3) 8. How effectively does pupil participation in school government develop pupil leadership and other socially desirable attitudes and abilities?
- (4) 9. How adequate are the provisions for home-room functions or activities?
- (3) 10. How actively and extensively do pupils participate in home-room activities?
- (4) 11. How satisfactorily do home-room activities provide opportunities for development of desirable personal, social, and civic traits?
- (4) 12. How adequate are the provisions for attaining conditions or results such as the above?
- (4) 13. How effectively are these conditions or results attained?
- (4) 14. How actively and extensively do pupils participate in the planning and presentation of programs?
- (4) 15. Evaluate the quality of four successive assembly programs.
- (3) 16. How adequate are the number and frequency of school publications?
- (4) 17. How valuable educationally is the experience of pupils in preparing and issuing school publications?
- (3) 18. Evaluate three successive issues of all publications.
- (4) 19. How adequate are the instrumental musical organizations?
- (3) 20. How adequate are the vocal musical organizations?
- (4) 21. How satisfactorily do musical organizations contribute to community life?
- (4) 22. How great is the interest and enthusiasm of pupils for musical activities?
- (4) 23. How adequate are the provisions for developing dramatic interests and abilities of pupils?
- (4) 24. How adequate are the provisions for developing speech interests and abilities of pupils?
- (3) 25. How satisfactory is the quality of materials selected for dramatic and speech activities?
- (4) 26. What is the quality of the dramatic and speech production?
- (3) 27. How adequate and appropriate are the facilities for social life and activities?
- (3) 28. How extensively do pupils participate in such activities?
- (3) 29. How adequate are the provisions for securing participation in the more formal social activities by pupils who lack social advantages?
- (3) 30. How well do pupils conduct themselves at social functions?

- (3) 31. How adequate are the provisions for voluntary, organized physical activities for boys?
- (3) 32. How extensively do boys participate in voluntary physical activities?
- (3) 33. How satisfactorily is the physical and emotional health of participants safeguarded, particularly in competitive sports?
- (3) 34. How adequate are the provisions for voluntary, organized physical activities for girls?
- (3) 35. How extensively do girls participate in voluntary physical activities?
- (3) 36. How satisfactorily is the physical and emotional health of participants safeguarded, particularly in competitive sports?
- (3) 37. How adequate are the provisions for attaining conditions or results such as the above?
- (4) 38. How extensively do pupils participate in the club program?
- (3) 39. How actively do pupils participate in the work of each of the various clubs?
- (3) 40. How adequate is the organization for the proper handling and accounting of pupil activity finances?
- (3) 41. How extensively do pupils participate in handling and accounting for pupil activity money or money values?
- (3) 42. How well are the various methods used for raising money for pupil activities characterized by educational values?
- (3) 43. How well does the handling and accounting of money for pupil activities contribute to the proper education of pupils?
- (3) 44. How well does the pupil activity program accord with the philosophy and objectives as described in Section B?
- (3) 45. How well does the pupil activity program meet the needs of the pupil population and of the community as indicated in Section C?
- (4) 46. To what extent is the school identifying problems in the pupil activity program and seeking their solution?⁹

Summary and Recommendations

A summary of the evaluations of the pupil activity program of the Coleman High School is presented in Table 14.

⁹Evaluative Criteria, pp. 39-48.

TABLE 14

SUMMARY FORM OF THE PUPIL ACTIVITY PROGRAM OF
THE COLEMAN HIGH SCHOOL

Items	Computation of Primary Scores			
	Evaluations	Total	Divisor	Score
Nature and organization.	a b c d e 3 4 4 4 3	18	5	3.60
School government.....	a b c 3 3 3	9	3	3.00
Home rooms.....	a b c 4 3 4	11	3	3.67
School assembly.....	a b c d 4 4 4 4	16	4	4.00
School publications.....	a b c 3 4 3	10	3	3.33
Music activities.....	a b c d 4 3 4 4	15	4	3.75
Dramatics and speech....	a b c d 4 4 3 4	15	4	3.75
Social life.....	a b c d 3 3 3 3	12	4	3.00

TABLE 14 -- Continued

Computation of Summary Score				
Percentile	Weights			Weighted Percentiles
	Alpha	Beta	Gamma	
72	10	10	..	720
50	15	25	50	750
73	8	..	..	584
80	6	15	..	480
63	6	..	..	378
75	6	..	..	450
75	6	..	..	450
50	8	..	..	400

TABLE 14 -- Continued

Items	Computation of Primary Scores			
	Evaluations	Total	Divisor	Score
Physical activities (boys).....	a b c 3 3 3	9	3	3.00
Physical activities (girls).....	a b c 3 3 3	9	3	3.00
School clubs.....	a b c 3 4 3	10	3	3.33
Finances.....	a b c d 3 3 3 3	12	4	3.00
General evaluations....	a b c 3 3 4	10	3	3.33

TABLE 14 -- Continued

Computation of Summary Score				
Percentile	Weights			Weighted Percentile
	Alpha	Beta	Gamma	
50	5	..	..	250
50	5	30	50	250
63	8	20	..	504
50	7	..	..	350
63	10	..	..	630
Totals.....	100	100	100	6196
Summary score (divide by 100).....				62
Equivalent percentile (from summary con- version table).....				72

The primary scores were converted into percentiles by means of a conversion table set up by the Cooperative Study of Secondary School Standards. The summary score for the pupil activity program was converted into percentile form by a summary conversion table. Figures 6 and 7 show fourteen educational thermometers plotted from the percentiles for the pupil activity program.

It is found that the evaluated school ranks average in school government, social life, physical activities for boys, physical activities for girls, and finances of the pupil activity program. It ranks above average in school publications, school clubs, and in general evaluation. The Coleman High School ranks superior in nature and organization of the pupil activity program, home rooms, school assembly, music activities, and dramatic and speech activities. The summary thermometer indicates that the school has a superior rating in the pupil activity program.

It is recommended that the home rooms have fewer formalized programs and more pupil participation and that the school provide opportunities for students who are unable to get into the band so that they may have training in some other phase of music. It is also recommended that provision be made for rooms or space appropriately furnished or readily adaptable to social life activities so that boys

PUPIL ACTIVITY PROGRAM (I)

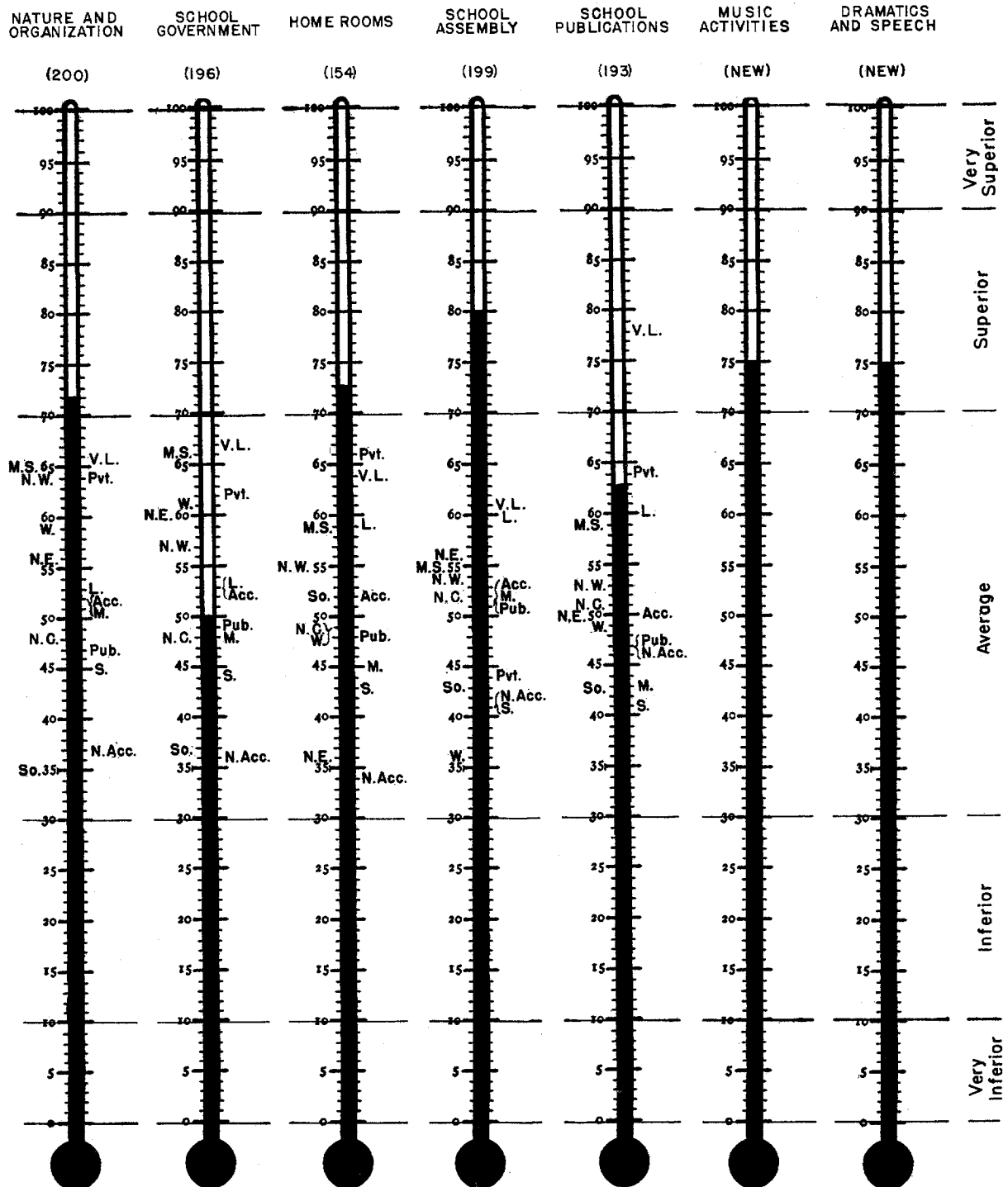


Fig. 6. -- The educational temperatures showing the percentile scores of the pupil activity program of the Coleman High school (1).

PUPIL ACTIVITY PROGRAM (2)

General Statement

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

1. Social Life
Based upon four evaluations under VIII, "Social Life and Activities" (page 44).
2. Physical Activities: Boys
Based upon three evaluations under IX, "Physical Activities for Boys" (page 45).
3. Physical Activities: Girls
Based upon three evaluations under X, "Physical Activities for Girls" (page 46).
4. School Clubs
Based upon three evaluations under XI, "School Clubs" (page 46).
5. Finances
Based upon four evaluations under XII, "Finances of Pupil Activities" (page 47).
6. General Evaluation
Based upon three evaluations under XIV, "General Evaluation of the Pupil Activity Program" (page 48).
7. SUMMARY
Based upon the other thirteen thermometers on this chart and the preceding chart, each weighted as indicated in Section X of Evaluative Criteria.

PUPIL ACTIVITY PROGRAM (2)

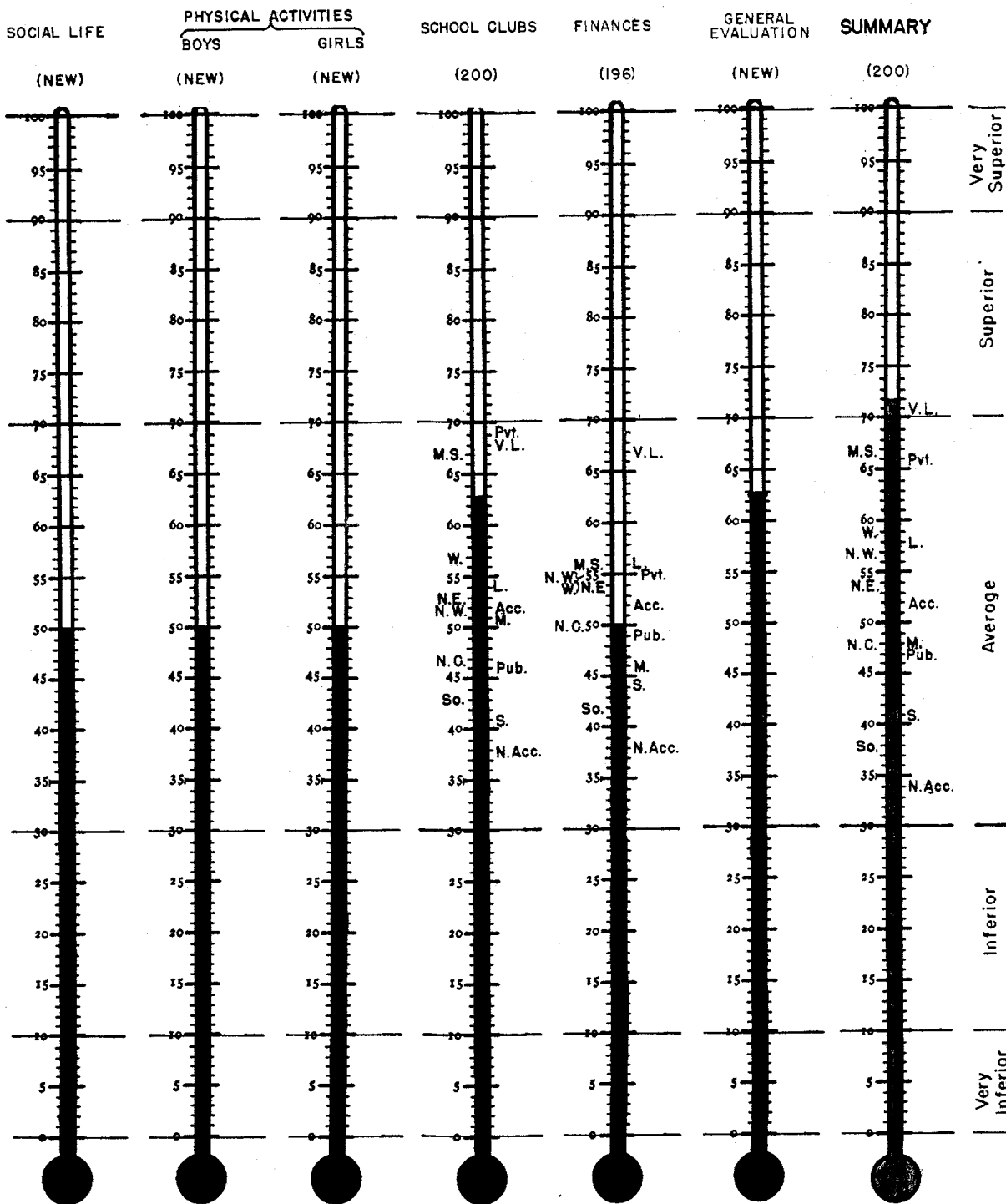


Fig. 7. -- The educational temperatures showing the percentile scores of the pupil activity program of the Coleman High School (2).

LIBRARY SERVICE (1)

General Statement

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

1. Library Staff

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

2. Organization and Administration

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

3. Book Collection: Number of Titles

Based upon data from Column I of III-A, "Book Collection" (page 56). The special scale on the right-hand side of the thermometer is the number of different titles found in the library. For further explanation see W. C. Eells, "Measurement of the Adequacy of a Secondary School Library," American Library Association Bulletin (March 1938), 32:157-63; also in Evaluation of Secondary Schools: Supplementary Reprints, No. 10.

4. Book Collection: Recency

Based upon data from Column J of III-A, "Book Collection" (page 56). The special scale on the right-hand side of the thermometer is the percentage of titles in the social sciences and natural sciences which have been copyrighted within the last ten years. For further explanation see W. C. Eells, "Measurement of the Adequacy of a Secondary School Library," American Library Association Bulletin (March 1938), 32:157-63; also in Evaluation of Secondary Schools: Supplementary Reprints, No. 10.

5. Book Collection: General Adequacy

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

6. Periodicals

Based upon data furnished under III-B, "Periodicals" (page 57). The special scale on the right-hand side of the thermometer is one devised by the Cooperative Study to measure the quality and quantity of library periodicals. For derivation and use of this scale, see two articles by W. C. Eells in the Wilson Bulletin for Librarians, "Scale for the Evaluation of Periodicals in Secondary School Libraries" (June 1937), 11:668-73; and "Evaluation of Periodical Collections of Secondary School Libraries" (October 1937), 12:150-53; also in Evaluation of Secondary Schools: Supplementary Reprints, Nos. 12 and 13.

and girls may play together in appropriate activities at designated times.

CHAPTER VI

LIBRARY SERVICE

Introduction

In regard to the library, the school has passed or is passing through three stages of development. There was a time when there were no library facilities. The printed material in the textbooks 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.¹

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 so

¹Ward G. Reeder, The Fundamentals of Public School Administration, p. 490.

necessary to render the educational program effective.²

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.³

Joy Elmer Morgan has this to say concerning the school library:

The school library lies at the very root of the new pedagogy of individual differences. . . . If the new urge toward education as a lifelong project is to become general, the child must develop in the school library, attitudes, habits, and knowledges of intellectual resources which will lead him to use public libraries and to build up his own.⁴

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

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

²H. J. Johnston, J. H. Newlon, and F. G. Pickell, Junior-Senior High School Administration, p. 298.

³C. W. Dickinson, "What Is Adequate School Library Service?" Wilson Bulletin, XIII (1938), 96.

⁴Joy Elmer Morgan, address before the Fiftieth Anniversary Conference of the American Library Association, Atlantic City, October 5, 1926, quoted from School Library Yearbook, No. I, American Library Association, 1927, p. 3.

School Standards:

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

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

The Library

The library staff consists of one full-time librarian who has a master's degree and has specialized in library science. The librarian has had several years of experience as a classroom teacher which gives her an insight into the problems of the students and of the teachers in regard to the use of the library. The librarian is assisted by a

⁵Evaluative Criteria, p. 51.

group of student helpers who wish to learn library work and who are working to earn points in partial fulfillment of the requirements for high school graduation.

The amount of money spent for purchasing and binding books and periodicals during each year for a period of four years is given in Table 15.

TABLE 15

THE AMOUNT OF MONEY SPENT FOR PURCHASING AND BINDING BOOKS AND PERIODICALS FOR A PERIOD OF FOUR YEARS

Year	Amount Spent
1938-1939	\$325.00
1939-1940.. . . .	325.00
1940-1941	400.00
1941-1942	400.00

Average per year. 362.50

The library is in a separate room from any of the rest of the school activities. It is near the study hall but does not have an entrance opening directly into the study hall. Books are placed on the shelves where the students have access to a large number of references and the magazines and newspapers are always out where the students can get them. The reading room is well lighted and well ventilated; yet it is rather small, since it will accommodate only approximately forty students at any one time.

Below is given the checklist used in evaluating the library staff together with the symbols showing how each item in the list was checked:

- (/) 1. Some one staff member is definitely charged with responsibility for the library.
- (/) 2. The librarian is allowed adequate time for library duties.
- (/) 3. The librarian is adequately provided with library assistants.
- (/) 4. The librarian is adequately provided with clerical help.
- (/) 5. The library staff possesses a broad general education -- the equivalent of at least the baccalaureate degree.
- (/) 6. The library staff possesses a good understanding of the school's philosophy of education and of its educational program.
- (/) 7. The library staff possesses successful experience as a teacher -- at least a full year or the equivalent.
- (/) 8. The library staff possesses ability to organize and manage the library and its materials effectively.
- (/) 9. The library staff possesses ability to work effectively with teachers in finding and using suitable library materials and aids for teaching and learning.
- (/) 10. The library staff possesses ability to work agreeably and effectively with pupils and to teach them to find and use library material readily and effectively.
- (/) 11. The library staff possesses ability to make the library attractive and interesting to pupils and teachers.
- (/) 12. The library staff possesses ability to work effectively with the administrative officials of the school.
- (/) 13. The professional preparation of the library staff is characterized by thorough and extensive preparation and training in organization and management of the library.
- (/) 14. The professional preparation of the library staff is characterized by thorough and extensive preparation and training in selecting, classifying, cataloging, and shelving books.
- (/) 15. The professional preparation of the library staff is characterized by thorough acquaintance with magazines and periodicals and their classifying, cataloging, and shelving books.
- (-) 16. The professional preparation of the library staff is characterized by adequate preparation in collecting and organizing pamphlets, bulletins, visual aids, and other similar materials.

- (-) 17. The professional preparation of the library staff is characterized by library training in a library school which requires the equivalent of the baccalaureate degree for admission and gives at least a year of library training for a graduate degree in library science.
- (/) 18. The library staff has faculty status in all respects equal to that of other faculty members of equivalent education, experience, and responsibilities.
- (/) 19. Salaries of the library staff are consistent with the salary schedule, consideration being given to post-baccalaureate work.
- (-) 20. The library staff receives additional compensation for service required during regular vacation periods.
- (/) 21. Provisions for leaves of absence and retirement apply to members of the library staff.⁶

In this group of checklist items dealing with the library staff there were twenty-one different items. Eighteen items were checked (/), indicating that the conditions or provisions were present or made to a very satisfactory degree; three were checked (-), indicating that the conditions or provisions were present to some extent or only fairly well made. It is found that the library staff is well prepared to operate the library in a very efficient manner.

The organization and administration of the library was evaluated as follows:

- (/) 1. Funds are provided for purchasing, binding, and repairing books, periodicals, and other library materials.
- (N) 2. Funds are provided for necessary personnel service.
- (-) 3. The annual school budget regularly allots an adequate sum to library purposes.
- (/) 4. All money, including fines, handled by the library is properly accounted for.

⁶Ibid., pp. 51-53.

- (/) 5. Library funds are properly apportioned to new books, periodicals, repairing, binding, etc.
- (-) 6. Budget allotments for the library are available throughout the fiscal year.
- (/) 7. The library is arranged according to the Dewey decimal classification or other recognized standard system.
- (-) 8. A card catalog is maintained, arranged alphabetically, with author, title, and subject card for each title.
- (/) 9. A shelf list and accession book are provided and kept up to date.
- (/) 10. The library has an adequate loan system, e. g., Newark or Detroit system, adapted as necessary.
- (/) 11. Books are properly shelved and frequently checked to prevent or correct misplacement.
- (-) 12. Books are repaired and rebound as need requires and in accordance with the standards of the American Library Association.
- (-) 13. The library is weeded periodically and proper disposition is made and a record kept of materials discarded or removed from their usual place.
- (/) 14. All library materials purchased by the school are accessioned and cataloged by the librarian regardless of where they are housed.
- (/) 15. The library is open for pupil use an adequate length of time before the opening of school.
- (/) 16. The library is open to pupil use continuously throughout the day, including the lunch hour.
- (/) 17. The library is kept open as long after the close of school as demand justifies.
- (/) 18. Books are freely loaned to classrooms or study hall for such periods of time as are justifiable by results.
- (/) 19. Use of library facilities is made as easy as possible.
- (/) 20. Open shelves are used except for material of unusual value.
- (/) 21. The library is centrally located.
- (-) 22. Conference rooms for librarian, pupils, and teachers are readily accessible.
- (-) 23. Each pupil's schedule is so arranged that he is free to spend at least three periods per week in the library.
- (/) 24. The librarian is responsible for organizing and managing the library.
- (/) 25. The librarian is responsible for supervising the library at all times.
- (/) 26. The librarian is responsible for selecting new books and other materials.

- (-) 27. The librarian is responsible for making an annual inventory of the library.
- (/ 28. The librarian is responsible for giving attention to the proper ventilation and illumination of the library.
- (/ 29. The librarian is responsible for requiring the proper use of the library and proper conduct while in it.
- (/ 30. The librarian is responsible for making the library attractive.
- (/ 31. The librarian is responsible for studying the improvement of the library and its services.
- (/ 32. The librarian is responsible for cooperating with other library agencies.
- (-) 33. The librarian is responsible for making an annual report of the status and needs of the library.
- (-) 34. The librarian is responsible for reporting the accomplishments and services of the library.
- (/ 35. The librarian is responsible for understanding the school's philosophy, aims, and program of education.
- (-) 36. The librarian is responsible for cooperating with other staff members and stimulating their cooperation and interest in the library.
- (/ 37. The librarian is responsible for attending faculty and other professional meetings.
- (/ 38. The librarian is responsible for holding conferences with teachers to learn their plans and library needs.
- (/ 39. The librarian is responsible for systematically acquainting the pupils and other users of the library with its proper and effective use.
- (/ 40. The librarian is responsible for calling the attention of teachers and pupils to articles, new books, or book reviews in which they may be interested.
- (/ 41. The librarian is responsible for helping pupils and other users of the library to find desired materials.
- (/ 42. The librarian is responsible for giving objective tests to determine the ability of pupils to use bibliographic tools -- catalog, indexes, etc.
- (/ 43. The librarian is responsible for providing materials for guidance and exploration and making them readily accessible to pupils.
- (/ 44. The librarian is responsible for collecting and organizing for use such bulletins, pamphlets, leaflets, etc., as are of value in the educational program.

- (/) 45. The librarian is responsible for collecting and organizing for use such illustrative or visual aid materials, museum specimens, music records, etc., as are of value in the educational program and for which the library is responsible.
- (/) 46. The librarian is responsible for arranging exhibits of books and other reading material and using other means of attracting attention to the library's facilities.
- (/) 47. The librarian is responsible for regularly informing teachers of new supplementary materials added to the library.
- (-) 48. The librarian is responsible for cooperating with members of a library committee designated to facilitate the integration of the library with other school activities.⁷

Of this list of forty-eight checklist items, thirty-six were checked (/), indicating that conditions or provisions were present or made to a very satisfactory degree; eleven were checked (-), indicating that conditions or provisions were present to some extent or only fairly well made; and one was checked (N), indicating that the condition or provision did not apply.

The library is fairly well equipped. It is centrally located and is arranged according to the Dewey decimal system. All new books are accessioned and cataloged. They are on open shelves except for material of unusual value. The library is opened thirty minutes before the school day begins and remains open until after the students have gone home in the afternoon. The librarian is responsible for organizing and managing the library in such a way as to help create the proper interest among the teachers and pupils in regard to

⁷ Ibid., pp. 53-55.

the use of the library and its materials. The library is well organized and well managed. More money should be allocated for the purchasing of new books and for repairing worn copies of old books. McKown makes the following comments concerning the librarian's part in creating interest:

The school librarian can be of service to teachers and students in definite school tasks and reference work. Besides, by a proper display of the various interesting books, magazines, and papers, and by means of clever advertising he can help to keep the students interested in school work. In the second place he can be courteous, and this is very important. The real librarian takes pride and joy in hunting up the books and papers which the reader wants. This makes the reader all the more appreciative. To increase the reader's interest is an important part of his business. . . . The student may learn courtesy from a good librarian, and because of his encouragement of his interests he can be led to a deeper appreciation of the school and its activities.⁸

The evaluation of the selection of library materials is shown by the symbols preceding the items in the following checklist:

- (-) 1. An adequate collection of pamphlets, bulletins, clippings, and other vertical file material is available.
- (-) 2. The school regularly subscribes to a vertical file service.
- (-) 3. Adequate provision is made for keeping vertical file material up to date.
- (N) 4. Slides, films, pictures, models, maps, and other illustrative materials are adequate for the needs of the educational program.
- (N) 5. Illustrative materials are organized and indexed.
- (N) 6. Provision is made for scheduling the use of projecting apparatus.
- (N) 7. Phonograph recordings of significance to educational program are provided.

⁸McKown, op. cit., p. 190.

- (N) 8. Provision is made for informing teachers of appropriate radio programs.
- (/) 9. Content and aims of the curriculum receive proper consideration in the selection of books, periodicals, and other library materials.
- (/) 10. Publishers -- editorial staff, type and quality of product, and business reputation -- receive proper consideration in the selection of books, periodicals, and other library materials.
- (/) 11. Writers or authors and the value and desirability of their products receive proper consideration in the selection of books, periodicals, and other library materials.
- (/) 12. Book and periodical format -- binding, print, paper, appearance, and durability -- receive proper consideration in the selection of books, periodicals, and other library materials.
- (/) 13. Probable gifts of books, periodicals, or other library material receive proper consideration in the selection of books, periodicals, and other library materials.
- (/) 14. Availability of loans from other libraries, governmental agencies, individuals or other sources receives proper consideration in the selection of books, periodicals, and other library materials.
- (O) 15. Proximity and availability of other library materials in the community receive proper consideration in the selection of books, periodicals, and other library materials.
- (-) 16. Library circulation data -- materials and types of materials used -- receive proper consideration in the selection of books, periodicals, and other library materials.
- (-) 17. Inquiry data -- materials and types of materials called for, and extent of the demand -- receive proper consideration in the selection of books, periodicals, and other library materials.
- (/) 18. Study and reading interests of the pupils and suggestions by the pupils receive proper consideration in the selection of books, periodicals, and other library materials.
- (/) 19. Plans and needs of the teaching staff and suggestions by the teaching staff are given proper consideration in the selection of books, periodicals, and other library materials.
- (/) 20. Relative permanence of the reading interests and consequent demands of the clientele receive proper consideration in the selection of books, periodicals, and other library materials.

- (-) 21. Present distribution of titles as to classification, departmental needs, and desirable interests of the clientele and need for duplicate books receive proper consideration in the selection of books, periodicals, and other library materials.
- (/) 22. The challenging and inviting nature of the books that are a little above the level of the readers but are interesting and will be used receive proper consideration in the selection of books, periodicals, and other library materials.
- (/) 23. Caution in purchase of subscription books and sets of books receives proper consideration in the selection of books, periodicals, and other library materials.
- (/) 24. The Booklist, Standard Catalog for High School Libraries, Subscription Books Bulletin, Book Review Digest, and similar publications receive proper consideration in the selection of books, periodicals, and other library materials.
- (/) 25. Standard lists of approved or recommended books receive proper consideration in the selection of books, periodicals, and other library materials.⁹

Of this list of twenty-five items, thirteen were checked (/), indicating that the provisions or conditions were present or made to a very satisfactory degree; six were checked (-), indicating that the conditions or provisions were present to some extent or only fairly well made; one was checked (0), indicating that the condition or provision was not present or was not satisfactory; and five items were checked (N), indicating that the conditions or provisions did not apply. Vertical file material, visual aid material, and auditory material seem to be inadequate for the needs of the library.

⁹Evaluative Criteria, p. 58.

The evaluation of the use of the library by teachers and pupils is indicated by the checks preceding the following items:

- (-) 1. Teachers use school and public libraries extensively to promote their own personal and professional growth.
- (-) 2. Teachers and supervisors use the library as a stimulus to curriculum development and enrichment.
- (/) 3. Teachers keep the librarian informed regarding prospective classroom demands on the library and librarian.
- (/) 4. Teachers use the library extensively in their classroom planning and teaching.
- (-) 5. Teachers stimulate pupils to use the library, individually or in groups, to find and organize materials on selected subjects or class projects.
- (/) 6. Teachers help pupils in the effective use of the library, largely by means of library references needed in their classroom projects.
- (/) 7. Teachers encourage pupils to use the library for recreational and leisure reading.
- (/) 8. Teachers, with the help of the librarian, use the library as a means of cultivating good study habits in pupils.
- (/) 9. Teachers and classes borrow library books and other library materials for use in the classroom.
- (-) 10. Each teacher keeps a record of the voluntary reading done by the pupil in his own field.
- (/) 11. Selected pupils act as assistants in the library as a means of education and exploration in library work.
- (-) 12. Pupils, individually and in groups, commonly find the library a profitable place for classroom preparations.
- (-) 13. Pupils use libraries extensively for leisure reading and for developing other leisure interests.
- (-) 14. Pupils help collect useful vertical file material for the library.
- (/) 15. Pupil activity organizations use the library extensively in promotion of their projects.
- (/) 16. Pupils are learning to respect public property and to help care for it.
- (/) 17. Pupils are learning to use other libraries in the community.

- (-) 18. Pupils are learning to respect the rights of others, in the library and in the use of its materials.
- (N) 19. Pupils use the dormitory reading room if available.¹⁰

Ten of the items pertaining to the use of the library by teachers and pupils were checked (✓), indicating that the conditions or provisions were present or made to a very satisfactory degree; eight were checked (-), indicating that the conditions or provisions were present to some extent or only fairly well made; and one was checked (N), indicating that the condition or provision did not apply. The pupils use the library to a good advantage. It is a very popular place with the students and they study when they are there. It has grown to be a place where work is done and seldom do students think of it otherwise. The teachers use the library a great deal as an aid in their teaching, but it cannot be used by them to any great advantage for professional advancement because of the very few books of that nature contained in the library.

The number of items checked for the various phases of the library service was 113. Of these, seventy-seven were checked (✓), twenty-eight were checked (-), one was checked (O), and seven were checked (N). These ratings indicate that the library of the Coleman High School is satisfactory in most of the phases of its service.

¹⁰Ibid., p. 59.

The evaluative questions on the library service of the Coleman High School were scored by the teachers of the school as follows:

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

- (3) 23. How effectively do teachers stimulate pupils to use library materials?
- (4) 24. How extensively do pupils use library books?
- (4) 25. How extensively do pupils use periodicals?
- (1) 26. How extensively do pupils use supplementary materials?
- (4) 27. How well does the library service accord with the philosophy of educational objectives as expressed for the school?
- (3) 28. How well does the library service meet the needs of the school population and of the school community?
- (4) 29. To what extent is the school identifying problems in library service and seeking their solution?¹¹

The average score for the evaluations listed above is (3.1), which is above the median for the two hundred schools of the experimental group studied by the Cooperative Study of Secondary School Standards. It is found that the library rates high in every phase except the selection and use of supplementary materials for the library, such as visual aid and auditory materials. The strongest points seem to be the organization and administration of the library and the preparation and qualifications of the librarian. The scores in the above evaluations have been incorporated in Table 18 and are shown graphically in Figs. 8 and 10.

The adequacy of the book collection of the Coleman High School library is shown in Table 16. This table shows the number of different titles in each classification, the number of duplicate copies, the number of titles in the Wilson catalog, the number of titles copyrighted within the last

¹¹Ibid., pp. 51-60.

TABLE 16

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

Classification	Number of Different Titles	Number of Duplicate Copies	Number of Titles in Wilson Catalog	Number of Titles Copyrighted in Last 10 Yrs.	Evaluation: How Adequate Is Each Classification in Relation to Need?
	(A)	(B)	(C)	(D)	(E)
Dictionaries.....	6	1	3	xxx	3
Encyclopedias.....	7	1	5	xxx	3
Other reference.....	19	2	6	xxx	3
Philosophy.....	22	1	4	xxx	3
Religion.....	48	3	14	xxx	3
Sociology.....	9	0	3	5	3
Economics.....	76	20	23	21	5
Polit. sci. and govt...	56	36	11	26	4
Education.....	24	2	3	30	4
Other social sciences..	83	2	21	24	4
Philology.....	50	69	19	xxx	4
Mathematics.....	79	12	3	10	4
Physics.....	16	2	7	3	3
Chemistry.....	14	3	8	4	3
Biology.....	10	0	2	3	2
Other natural sciences.	44	0	5	32	3
Engineering.....	4	0	0	xxx	2
Agriculture.....	9	15	..	xxx	4
Home economics.....	230	12	44	xxx	5
Business.....	39	22	7	xxx	4
Other useful arts.....	48	0	16	xxx	4
Music.....	9	0	4	xxx	3
Art.....	13	2	3	xxx	3
Other fine arts.....	27	0	2	xxx	3
Eng. and American lit..	502	202	131	xxx	4
Hist., travel, biog....	336	113	56	xxx	4
Fiction.....	122	11	41	xxx	3

TABLE 16 -- Continued

Average Evaluation of Each Group	Weight to Be Given to Each Group	Weighted Evaluation (Product of Columns F and G)	Number of Different Titles (Summarized from Column A)	Recency: Copyrighted within Last 10 Years (Summarized from Column D)
(F)	(G)	(H)	(I)	(J)
3	10	30	32	xxx
3	1	3	22	xxx
3	2	6	48	xxx
4	10	40	248	106
4	2	8	50	xxx
3	15	45	163	52
4	10	40	330	xxx
3	5	15	49	xxx
4	15	60	502	xxx
4	20	80	336	xxx
3	10	30	112	xxx
Totals.....		357	1903	158
Divisors....		100		411
Quotients...		3.6		38
				38 %

ten years, and an evaluation of the adequacy of each classification in relation to need. A portion of the items in Table 16 have been evaluated in Table 18, and they have been graphically illustrated in Figs. 8 and 9.

Table 17 shows the periodicals and newspapers available in the school library and the quality score of each.

TABLE 17

A LIST OF PERIODICALS AND NEWSPAPERS FOUND IN THE COLEMAN HIGH SCHOOL LIBRARY AND THE QUALITY SCORE OF EACH

Quality Score	Periodicals and Newspapers
(5)	American Girl
(7)	American Observer
(2)	Balance Sheet
(6)	Better Homes and Gardens
(5)	Business Week
(3)	Congressional Record
(8)	Houston Chronicle
(4)	Austin Observer
(3)	Dallas Morning News
(6)	Good Housekeeping
(8)	Harper's Magazine
(8)	Hygeia
(3)	Ladies' Home Journal
(6)	Musical America
(9)	Nature Magazine
(7)	News-Week
(5)	Pan-American Union Bulletin
(9)	Popular Mechanics
(6)	Radio News and Short Wave
(9)	Reader's Digest
(3)	Saturday Evening Post
(6)	Science Leaflet
(7)	Survey
(6)	Travel
(1)	American Builder
(1)	Omnibook
(5)	Vogue
(9)	Wilson Bulletin for Librarians
(1)	Farmer's Journal
158	Total points

TABLE 18

A SUMMARY OF THE EVALUATIONS OF THE LIBRARY
SERVICE OF THE COLEMAN HIGH SCHOOL

Items	Computation of Primary Scores			
	Evaluations	Total	Divisor	Score
Library staff.....	a b c d e 4 4 4 4 4	20	5	4.0
Organization and admin- istration.....	a b c d e f 4 4 3 3 4 4 g 4	26	7	3.7
Book collection: num- ber of titles.....				3.0
Book collection: recency.....				3.4
Book collection: general adequacy....				3.6
Periodicals.....				2.9
Supplementary materials	a 3	3	1	3.0
Selection of materials.	a b c 4 4 3	11	3	3.7
Teachers and the library.....	a b c 4 3 3	10	3	3.3
Use by pupils.....	a b c 4 4 1	9	3	3.0
General evaluation.....	a b c 4 3 4	11	3	3.7

TABLE 18 -- Continued

Computation of Summary Score				
Percentile	Weights			Weighted Percentile
	Alpha	Beta	Gamma	
80	20	5	..	1600
74	15	15	..	1110
51	6	5	..	306
65	4	..	..	260
72	15	20	30	1080
46	8	25	30	368
50	5	..	..	250
74	4	5	..	296
62	5	25	40	310
50	8	..	..	400
74	10	..	..	740
Totals	100	100	100	6720
Summary score (divide by 100).....				67
Equivalent percentile (from summary con- version table).....				76

The percentile scores were plotted on educational thermometers and are shown in Figs. 8, 9, and 10. The library staff is given a percentile rating of eighty, which is superior, and is plotted on a new thermometer; therefore no comparison can be made with the other schools of this class. In organization and administration, the evaluated school has a percentile rank of seventy-four. This rating is above the average rating of any group in the two hundred schools studied, except the very large schools. In the number of titles of library books, Coleman High School has a percentile rank of fifty-one. This is one point above the norm for all the schools of the country. In recency of book collection, the school has a percentile rank of sixty-five or fifteen points above the norm for all schools and fourteen points above the average for the schools of the Southern Association of Colleges and Secondary Schools. The general adequacy of the book collection has a percentile rank of seventy-two. The rating of the periodicals was average but it was four points below the norm for all schools. In reference, philosophy, natural science, fine arts, literature, history, travel, and biography the school ranks average among the 196 schools studied. The library material on religion, social science, and philology had a percentile rank of superior; on the material in useful arts it had a percentile rank of very superior. The library ranks lowest

LIBRARY SERVICE (I)

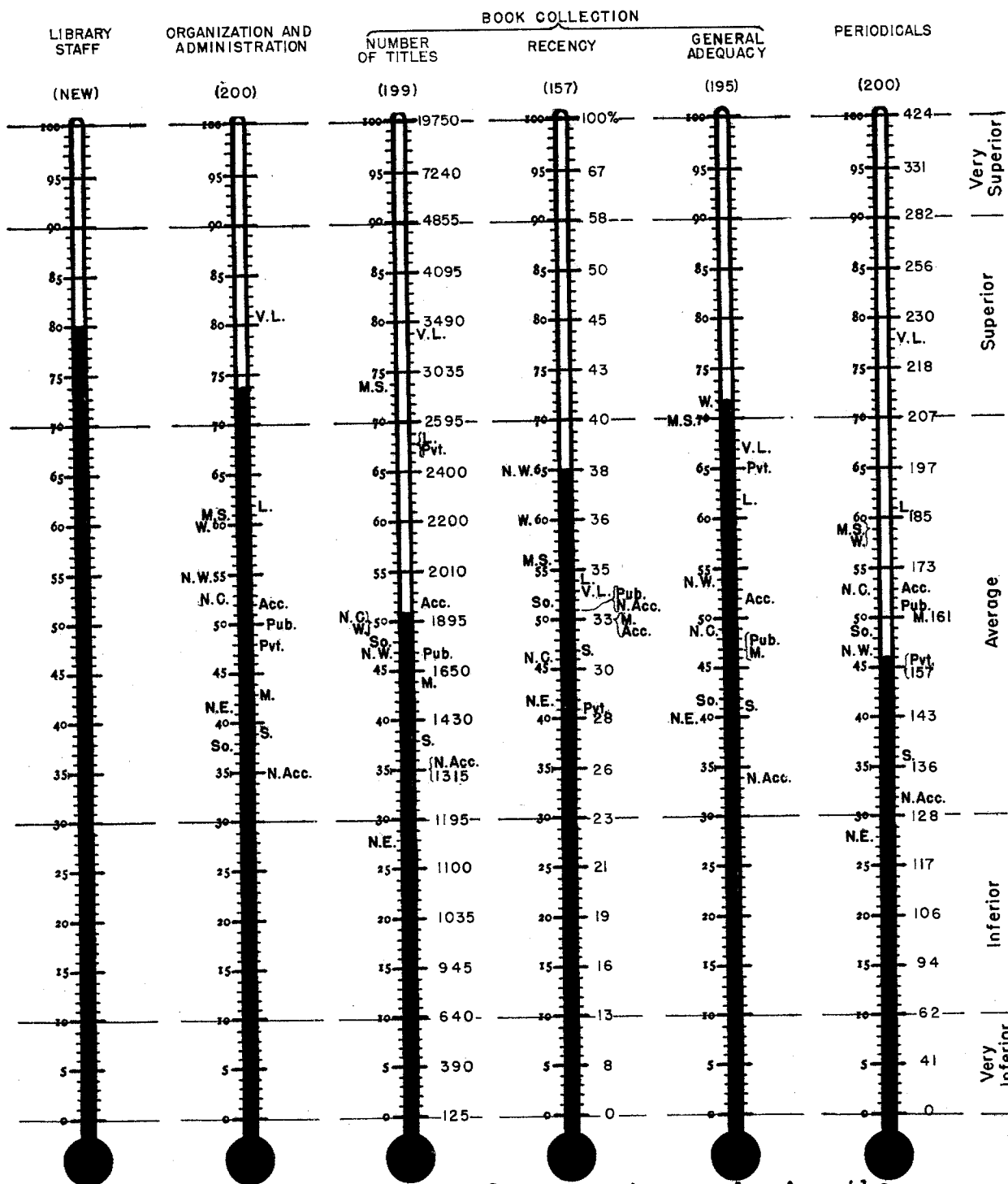


Fig. 8. -- The educational temperatures showing the percentile scores of the library service in the Coleman High School (1).

LIBRARY SERVICE (2)

General Statement

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

LIBRARY SERVICE (2)

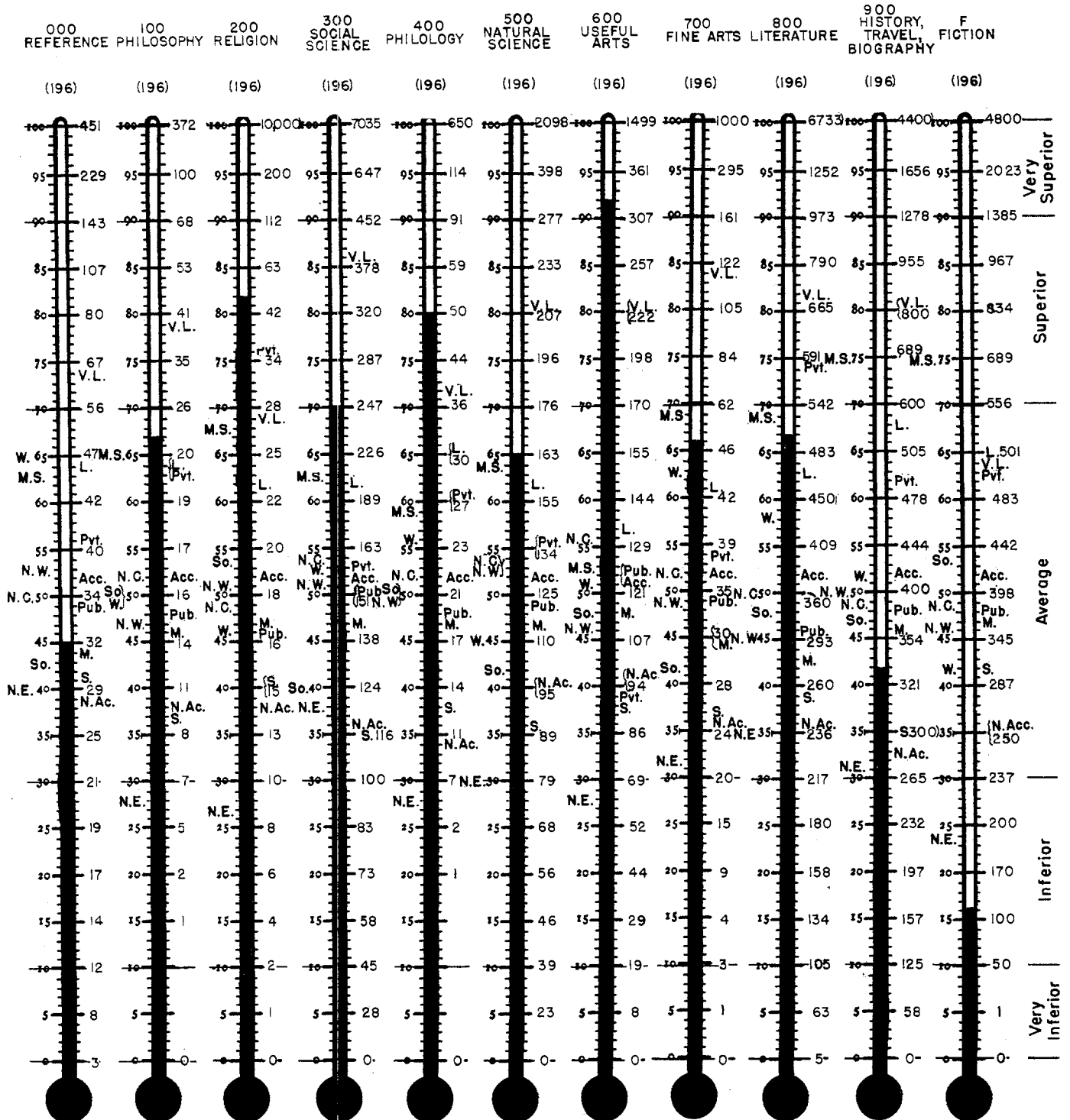


Fig. 9. -- The educational temperatures showing the percentile scores of the library service of the Coleman High School (2).

LIBRARY SERVICE (3)

General Statement

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

1. Supplementary Materials

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

2. Selection of Materials

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

3. Teachers and the Library

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

4. Use by Pupils

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

5. General Evaluation

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

6. SUMMARY

Based upon the other eleven thermometers on this chart and chart 9, each weighted as indicated in Section X of Evaluative Criteria.

LIBRARY SERVICE (3)

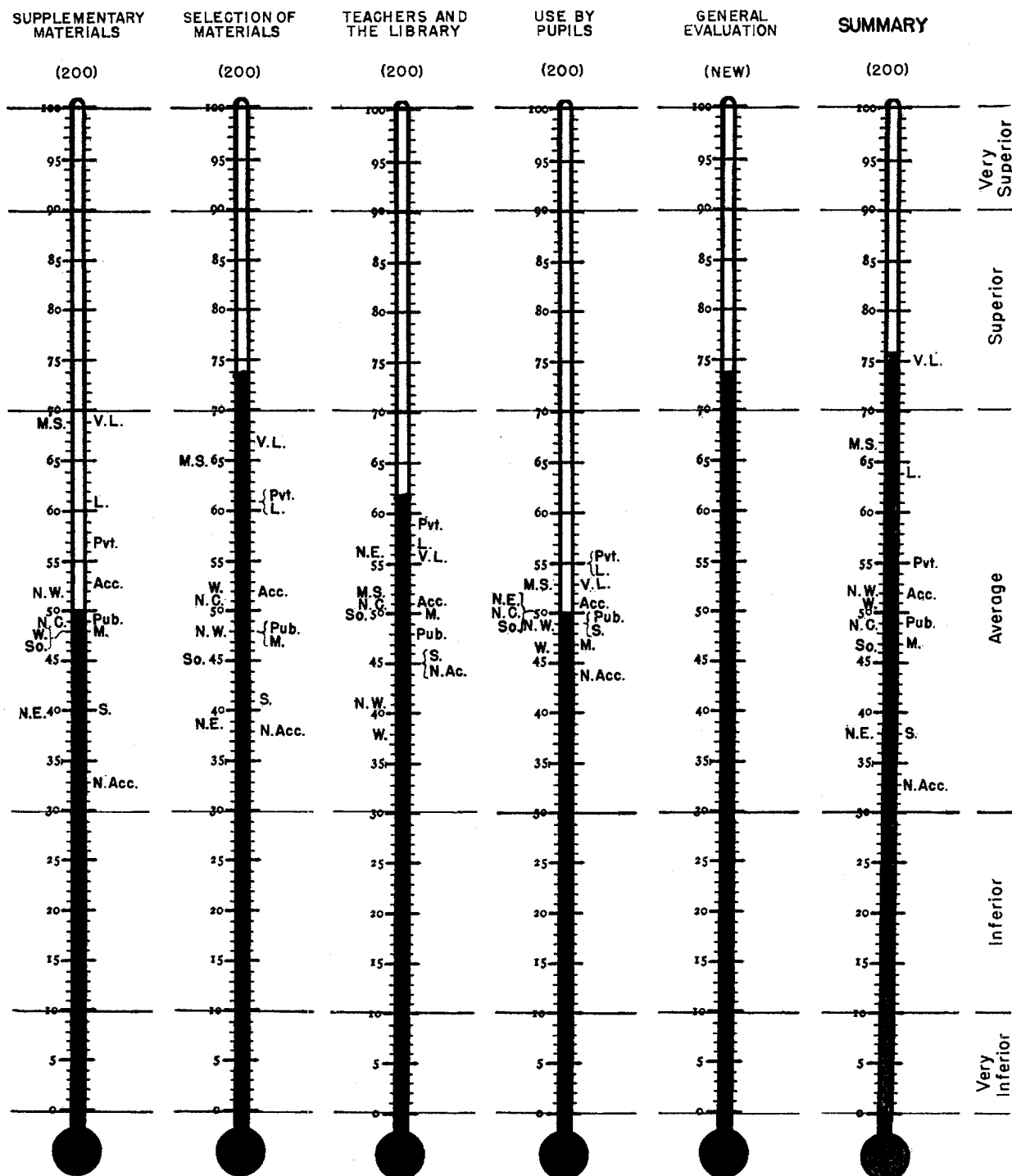


Fig. 10. -- The educational temperatures showing the percentile scores of the library service of the Coleman High School (3).

GUIDANCE SERVICE

General Statement

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

1. Nature and Organization
Based upon three evaluations under I, "General Nature and Organization" (page 63).
2. Guidance Staff
Based upon nine evaluations under II, "Guidance Staff" (page 67).
3. Information about Pupils
Based upon ten evaluations under III, "Basic Information About Pupils" (pages 67-69).
4. Guidance Procedures
Based upon five evaluations under IV, "Procedures in Guidance" (pages 70-71)
5. Phases of Guidance
Based upon eight evaluations under V, "Phases of Guidance" (pages 71-74).
6. Results
Based upon three evaluations under VI, "Results of Guidance" (page 75).
7. General Evaluation
Based upon three evaluations under VIII, "General Evaluation of the Guidance Service" (page 76).
8. SUMMARY
Based upon the other seven thermometers on this page, each weighted as indicated in Section X of Evaluative Criteria.

in its rating on fiction. The small amount of fiction caused the percentile rank to drop into the inferior class on that one item. In supplementary materials and use of the library by the pupils the school had a percentile rank of fifty. This is the norm for all the schools studied by the Cooperative Study of Secondary School Standards. In the matter of selection of library materials, the school has a percentile rank of seventy-four, which places it in the superior group. The teachers' use of the library had a percentile rank of sixty-three, which is thirteen points above the average for all schools of the country. The general evaluation and summary have percentile scores of seventy-four and seventy-six, respectively.

It is recommended that more money be allowed in the budget for use in improving the library; that some arrangement be made for the library to accommodate more students at one time than it does at present; that the teachers stimulate pupils' interests in the use of the library; and that the amount of fiction be considerably increased. The library's supply and use of supplementary materials seem to be inadequate. It is therefore recommended that visual aids and auditory materials be supplied and used by the library.

CHAPTER VII

GUIDANCE SERVICE

The interpretation of the function of guidance in a secondary school is concisely expressed in the following excerpt:

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

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

whatever activity the individual engages in after he leaves it.

Every staff member should realize that he has some responsibility for guidance and that he can do much to meet some pupil needs. Although every teacher and administrative officer should be encouraged to prepare himself for guidance work, the services of competent counselors should also be available. As an aid in the guidance task, measurements and tests of various types, standardized or locally devised, should always be available, but should be used with full knowledge of their values and limitations.¹

These guiding principles from the Evaluative Criteria of the Cooperative Study of Secondary School Standards clearly point out the need for pupil guidance in the secondary school. It is seen that the essential difference between a school with a guidance service program and one without the benefits of such a program is in the matter of organization for the work.

The following objectives of guidance formulated at the Regional Conference on Vocational Guidance held at the University of California in January, 1934, are given by Bolton, Cole, and Jessup:

The broadly stated aim of guidance is that of helping all individuals at appropriate times to plan for, select training activities for, and enter vocational, social, and recreational activities in which they will be successful and happy and of service to society. Thus they will continuously throughout life be helped to utilize in full the capacities which they possess in the interests of the common good.²

¹Evaluative Criteria, p. 63.

²Frederick E. Bolton, Thomas R. Cole, and John Hunnicut Jessup, The Beginning Superintendent, p. 493.

In the Coleman High School no "guidance specialists" can be employed but teachers are encouraged to inform themselves as to the school's opportunity of offering guidance in respect to attending higher institutions of learning, meeting health problems, interpreting the philosophy of education, and interpreting and solving the problems pertaining to government. In this school, the administrative officers, the librarian, and the boys' coach are expected to direct and conduct the guidance program.

The guidance service of the Coleman High School was studied under the following headings: general nature and organization, guidance staff, basic information about pupils, procedures in guidance, phases of guidance, and results.

Below is given the checklist used in evaluating the general nature and organization of the guidance service, together with the symbols showing how each item in the list was checked:

- (-) 1. All staff members regard guidance as a cooperative undertaking and responsibility, requiring both knowledge and skill.
- (/) 2. Guidance is conceived as a continuous, unitary process which gives appropriate emphasis to such phases as educational, vocational, recreational, and social guidance.
- (-) 3. Guidance is considered as a continuous function, and is available throughout the secondary school and after the pupil has left school.
- (-) 4. The guidance service is coordinated with similar services in the elementary school, colleges, trade schools, and industry.

- (/) 5. Individuals and organizations in the community are consulted and their cooperation is sought in promoting the school's guidance service.
- (/) 6. Cooperation of the home is sought in dealing with pupil problems.
- (-) 7. The guidance service is concerned with helping pupils to determine appropriate goals.
- (/) 8. The guidance service is informational and advisory in nature; final decisions are increasingly to be made by the pupil, the goal being development of a self-reliant yet cooperative personality.
- (-) 9. Causes of maladjustment are sought and efforts made toward their elimination.
- (-) 10. Methods of counseling and their results are constantly studied.
- (/) 11. Care is exercised by all who are concerned with the guidance service to recognize their limitations and to secure assistance in cases too difficult for them from people more skilled or better trained.³

From the checklist on general nature and organization, it is seen that five items were checked (/), indicating that the provisions or conditions were present or were made to a very satisfactory degree; and six were checked (-), indicating that the conditions or provisions were present to some extent or only fairly well made.

The evaluation of the guidance staff is indicated by the checks preceding the following items:

- (-) 1. An education which is the equivalent of the requirements of the Master's degree.
- (/) 2. A broad education involving study in the sciences, the social studies, and the arts.
- (-) 3. Extensive preparation in psychology, mental hygiene, health education, and character education.
- (-) 4. An extensive study of guidance as a factor in the educational program.

³Evaluative Criteria, p. 63.

- (-) 5. Skill in the use and interpretation of tests and other methods of evaluation.
- (-) 6. Successful experience as a teacher over a term of years.
- (-) 7. Experience in various types of social service other than teaching.
- (/) 8. Thorough acquaintance with working conditions, requirements, and opportunities in a variety of occupations, through experience, study, or observation.
- (-) 9. Acquaintance with training opportunities for various occupations.
- (/) 10. Contacts which result in an acquaintance with local employment opportunities.
- (/) 11. Understanding of the school's philosophy and program of education.
- (-) 12. Maturity and general life experience sufficient to assure practical judgment.
- (/) 13. A thorough and sympathetic understanding of adolescents.
- (-) 14. The ability to work effectively with adolescents without dominating or antagonizing them.
- (/) 15. The ability to work effectively with other staff members, with parents, and with the public.
- (/) 16. Personal character and conduct that inspire and hold the confidence of pupils and of associates.
- (/) 17. An objective attitude in study of guidance problems.
- (/) 18. Adequate consultation service is available for assistance in dealing with special problems of guidance.
- (/) 19. Special consultants have adequate preparation for the duties they are to perform.
- (-) 20. Special consultants have kept abreast of new developments in their respective fields.
- (/) 21. Special consultants have a general understanding of the educational program of the school.
- (/) 22. Special consultants have a general understanding of the characteristics and needs of the pupil population.
- (/) 23. Special consultants are acquainted with community needs, resources, and problems.
- (/) 24. Special consultants and teachers understand their mutual responsibilities and relationships.
- (/) 25. Through teachers' meetings, committee activities, study of pupils, and other means, teachers are made aware of the need for pupil guidance.

- (/) 26. All teachers are encouraged to discover and utilize opportunities for guidance in classroom work and other relations with pupils.
- (-) 27. Attempt is made to develop for the staff as a whole a consistent point of view concerning the nature and scope of guidance.
- (-) 28. Books, periodicals, tests, and other guidance materials for study by the staff are provided in adequate amount.
- (-) 29. Provision is made for developing on the part of all staff members a thorough understanding of the guidance aims of the particular school and the organization for achieving these aims.
- (-) 30. Specific responsibilities for phases of the guidance service are clearly defined; guidance leaders, special consultants, home-room and classroom teachers understand their relationships to each other.
- (-) 31. Effort is made to maintain a close relationship of guidance with instructional activities and curriculum development.
- (-) 32. Where home-room teachers have a major responsibility for guidance they are allowed sufficient time for performing guidance duties.⁴

Of the checklist items above, sixteen were checked (/), which is a satisfactory rating; and sixteen were checked (-), indicating that the conditions or provisions were present to some extent or were only fairly well made. The guidance leaders are well chosen and very capable but probably need more time for these duties. They also need more equipment and supplies.

The basic information about pupils was evaluated as follows:

- (/) 1. Name, sex, place and date of birth.
- (/) 2. Full name of each parent (or guardian).
- (/) 3. Their address and telephone number.
- (/) 4. Occupations of each parent and regularity of employment.
- (0) 5. Race, nationality, and birthplace of parents.

⁴Ibid., pp. 65-67.

- (0) 6. Citizenship status of parents; how long residents of this country.
- (0) 7. Educational and cultural status of parents.
- (-) 8. Marital status of parents; living together, divorced, separated, remarried.
- (0) 9. Ages of brothers and sisters of the pupils.
- (0) 10. Marked talents or accomplishments of family members or near relatives.
- (0) 11. Health status of family members.
- (0) 12. Economic status of family; home ownership.
- (-) 13. Attitude of the home toward school and toward attendance of pupil at school.
- (-) 14. Facilities for home study -- library, magazines, conveniences for study.
- (0) 15. Plans of the parents for the pupil's future.
- (-) 16. Neighborhood conditions.
- (0) 17. Height and weight.
- (0) 18. Vision.
- (0) 19. Hearing.
- (0) 20. Teeth and gums.
- (0) 21. Speech defects.
- (0) 22. Posture and feet.
- (0) 23. Tonsils, adenoids, etc.
- (0) 24. Vital organs.
- (0) 25. Skin and scalp.
- (0) 26. Physical abnormalities and deformities, under-nourishment, etc.
- (0) 27. Physiological maturation.
- (0) 28. Immunizations.
- (0) 29. Serious illnesses or injuries.
- (0) 30. Absence due to illness.
- (0) 31. Health habits.
- (-) 32. Marked interests.
- (/) 33. Special talents -- musical, artistic, athletic, inventive, literary, dramatic, scientific.
- (/) 34. Voluntary reading.
- (-) 35. Special achievements in school and out of school; honors received.
- (/) 36. Participation in pupil activity program.
- (-) 37. Educational intentions.
- (-) 38. Vocational preferences at successive stages of development.
- (-) 39. Evidences of vocational aptitudes -- interest and skill in performance.
- (/) 40. Attitude toward the school and school activities.
- (-) 41. Membership in out-of-school clubs, groups, or cliques; environment of these organizations.
- (-) 42. Employment during out-of-school hours -- home chores with or without pay; other employment -- nature, amount of time required, remuneration, use of money, etc.

- (-) 43. Use of leisure time -- amount of time given to play, reading, hobbies, movies, radio.
- (-) 44. Religious interests and activities.
- (/) 45. Conduct or citizenship record; explanation of unusual behavior.
- (-) 46. Degree of socialization; difficulties or problems in socialization.
- (-) 47. Periodic ratings by teachers on personality traits.
- (-) 48. Anecdotal records of pupils.
- (-) 49. A careful study of each problem pupil with record of interviews and incidents that promise information of value for adjustment and correction.
- (/) 50. Name and location of school or schools attended.
- (/) 51. Complete academic record, including courses, year taken, marks, and credits received.
- (-) 52. Record of failures with reason for failure.
- (/) 53. Scholastic distinctions received.
- (/) 54. Curriculum or pattern of courses selected; record of changes with reasons for change.
- (/) 55. Attendance and tardiness record; reasons for excessive absence or tardiness.
- (/) 56. Record of subsequent entry to other educational institutions.
- (O) 57. Group intelligence tests administered at regular intervals.
- (O) 58. Individual intelligence tests for further analysis when results of group tests are conflicting or unsatisfactory.
- (O) 59. Achievement tests in various school subjects.
- (O) 60. Tests of reading ability.
- (O) 61. Tests of vocational interests and aptitudes.
- (O) 62. Interest inventories.
- (O) 63. Personality tests and inventories.
- (O) 64. Tests of attitudes.⁵

In this study of the basic information about pupils, it is seen that of the sixty-four checklist items, fifteen were checked (/), indicating that the conditions or provisions were present or made to a very satisfactory degree; seventeen were checked (-), indicating that the conditions or

⁵Ibid., pp. 67-69.

provisions were present to some extent or only fairly well made; and thirty-two were checked (0), indicating that the conditions or provisions were not present or were not satisfactory. The evaluated school seems to be strongest in the matters of scholastic progress and personal and social development. It is weak in the matters pertaining to the physical and mental status of the students, family backgrounds and the use of intelligence, interests, aptitudes, and personality tests.

The procedures in guidance were evaluated as follows:

- (/) 1. Records are easily accessible to all who have approved reason to use them and use them properly, but only to such persons.
- (0) 2. All pupil and school records of permanent value are kept in a fireproof safe or vault; whenever removed such records are carefully guarded against loss in any way.
- (/) 3. All entry, assignment, withdrawal, and transfer records are carefully checked.
- (/) 4. The daily schedule card of each pupil is on file in the office and a copy is provided wherever needed.
- (/) 5. Provision is made for duplicates of parts of the pupil's permanent cumulative record or of other records for use by staff members having need for them.
- (-) 6. The pupil accounting system distinguishes between data of permanent value and those of temporary value, only the former being preserved in the permanent cumulative record.
- (-) 7. The pupil accounting system is so organized that data are cumulatively entered in sequential order; relationships and progress can be easily traced.
- (-) 8. Forms for collecting and recording data are so organized that each supplements the other and each is a vital part of the whole system.
- (/) 9. Forms are compact, data are easily and accurately recorded, checked, and filed for later use.

- (/) 10. Codes and marking systems are carefully explained on each form on which they are used (unless entirely confidential).
- (-) 11. Graphs are used wherever appropriate to indicate relative progress.
- (0) 12. Appropriate tests given near the time of admission and periodically thereafter.
- (-) 13. Periodic personality rating of the pupil by his teachers.
- (/) 14. Case studies of individual pupils presenting special problems.
- (-) 15. Orientation through study of school handbooks.
- (-) 16. Exploratory courses in various fields.
- (/) 17. Classes for the study of occupations and professions.
- (/) 18. Informational talks having guidance value.
- (/) 19. Cooperation of the library in the selection and use of suitable guidance materials.
- (/) 20. Experiences having vocational and avocational value through appropriate phases of the pupil activity program.
- (/) 21. Study of individual and group problems in home rooms.
- (/) 22. Counseling with pupils about their problems and plans.
- (/) 23. Adjustment of program of individual pupils to meet needs revealed by the guidance service.
- (/) 24. Interviews with parents, other family members, and interested friends of the pupil.
- (-) 25. Visits to the pupil's home.
- (/) 26. Periodic pupil progress reports to the home.
- (/) 27. Special reports to parents whenever such a report may be helpful in the pupil's development.
- (/) 28. Interviews with the pupil's teachers and classmates.
- (-) 29. Follow-up work -- interviewing the pupil and employers after employment.⁶

In the matter of procedures in guidance, the Coleman High School was checked satisfactory on eighteen checklist items; fairly satisfactory on nine; and unsatisfactory on two.

The evaluation of the phases of guidance is shown by

⁶Ibid., p. 70.

the symbols preceding the items in the following checklist:

- (/) 1. Supplying the lower school with information about the secondary school -- its objectives, curriculum, pupil activity program, guidance service, personnel and organization of the staff, plant, and equipment.
- (/) 2. Studying carefully the program and facilities of both schools.
- (/) 3. Studying carefully the aims and functions of both schools.
- (/) 4. Seeking to organize their programs so that the pupil's work may be as continuous as possible from one school to the other.
- (/) 5. Making proper adjustments for exceptional pupils passing from one school to the other.
- (/) 6. Understanding the factors which determine the promotion from one school to the other.
- (/) 7. Reporting to the lower school on scholastic progress, social and personal adjustment, and outstanding achievements of its pupils.
- (/) 8. The general aim and purpose of the school.
- (-) 9. Traditions and codes of conduct.
- (/) 10. Purposes and objectives of various courses and curricula.
- (/) 11. The sequence and relationships of specific courses.
- (/) 12. Planning a sequence of studies for the semester, year, and following years.
- (/) 13. Selecting appropriate pupil activities.
- (-) 14. Analyzing study difficulties and seeking their solution.
- (/) 15. Current catalogs of all schools, colleges, and universities in which any pupil is interested are on file or are made available.
- (-) 16. The pupil is guided in the proper understanding of the catalogs.
- (/) 17. Interviews are arranged between pupils and graduates or other representatives of colleges.
- (/) 18. Pupils are encouraged to visit colleges which they consider entering.
- (/) 19. The pupil is assisted in the evaluation of various institutions without giving undue weight to athletics, fraternities, and other secondary matters.
- (/) 20. Pupils of outstanding ability but with no intention of going to college are encouraged to continue their post-secondary education.
- (-) 21. Effort is made to help pupils of outstanding ability who lack financial means to find ways of earning part or all of their expenses and to help them secure scholarships, or loans, if needed.

- (-) 22. Pupils apparently lacking the ability or other qualifications required for successful college work or for their preferred vocations are counseled to make plans more in accord with their abilities.
- (-) 23. The college is provided with such information regarding the pupil as will enable it to understand, counsel, and assist him in selecting his college program.
- (/) 24. The school keeps itself informed regarding graduates who have gone to college and the progress they are making.
- (-) 25. Mutual confidence and understanding exist between the guidance staff and admission officers of colleges which graduates commonly enter.
- (/) 26. Steps of a nature similar to those indicated above are taken in the selection of some other type of school -- business college, nurses' training school, trade school, evening school, etc. -- in case such a school will best promote the pupil's plans.
- (/) 27. The pupil is helped to understand the possible dangers involved in selecting a school conducted for commercial purposes -- misleading advertising, over-ambitious claims and promises, etc.
- (O) 28. Problems or conditions requiring better articulation are studied cooperatively by secondary and post-secondary schools for the purpose of correction.
- (-) 29. Provision is made for acquainting pupils with a variety of occupations -- the nature of the occupation, desirable and undesirable elements, opportunities for employment, requirements for admission, and opportunities for advancement.
- (-) 30. Each pupil is helped to select an occupation in the light of its requirements and his own abilities, interests, and limitations.
- (-) 31. All teachers are alert to possible contributions their courses may make to vocational guidance.
- (O) 32. Pupils are given an opportunity to test the wisdom of occupational choices through supervised experiences in the community arranged through cooperation of school and employing agencies.
- (-) 33. Pupils are given opportunity through exploratory and vocational courses to obtain adequate preparation for occupational life.
- (O) 34. A placement service for pupils withdrawn from school and for graduates is provided.
- (/) 35. The director of guidance or a counselor has a conference with each pupil planning to withdraw from school, seeking a full understanding of the pupil's situation and plans.

- (-) 36. Assistance in satisfactory placement is extended to the pupils who must or who may profitably withdraw from school, a full understanding of the pupil's situation and plans being sought.
- (-) 37. Studies of local labor conditions and occupational opportunities are made.
- (-) 38. Means of continuing education on a part-time basis are pointed out to the pupil entering employment -- evening or part-time school, correspondence courses, reading courses, magazines and books, use of library, etc.
- (O) 39. Follow-up service and counseling are extended to the pupil entering employment; the school keeps informed regarding his progress.
- (/) 40. Problems of placement and adjustment are studied by school and employer.
- (O) 41. Cooperative relationships are maintained with state and other placement and employment agencies.
- (/) 42. Organized and directed visits to factories, places of business, etc., are planned.
- (-) 43. Provisions are made for exploration by pupils of a wide variety of activities which may have avocational values.
- (-) 44. Pupils are assisted in developing discrimination in the choice of leisure activities.
- (/) 45. Pupils are encouraged to develop essential understandings, skills, and attitudes in a number of sports and games.
- (/) 46. Pupils are encouraged to develop understandings necessary for enjoyment of products of radio, screen, stage, and press.
- (-) 47. Pupils are encouraged to develop skills required in various creative activities, literary, musical, scientific, and artistic.
- (/) 48. Emphasis is placed upon the development of interests in activities which give promise of value in life outside of school.
- (/) 49. Pupils are helped to acquire the ability to make friendships based on mutual interests.
- (-) 50. Pupils are helped to develop an understanding of proper social usage.
- (-) 51. Pupils are helped to develop desirable attitudes in regard to boy and girl relationships.
- (/) 52. Pupils are helped to develop an understanding of the privileges and responsibilities of citizenship in school and community.
- (/) 53. Pupils are helped to develop discrimination in selection of leaders and to recognize the qualifications required for leadership in various kinds of activities.

- (/) 54. Pupils are helped to develop qualities of leadership through participation in school and community affairs.
- (/) 55. The school cooperates with civic, social, and religious agencies of the community for effecting better adjustment to and improvement in civic and social situations.
- (-) 56. The school regularly seeks information from former pupils relative to their individual adjustment to social and civic life.
- (/) 57. Determining appropriate personal goals.
- (-) 58. Developing intelligent plans for achieving these goals.
- (-) 59. Learning to keep an open mind regarding important life matters and choices and yet to make a decision when necessary.
- (/) 60. Analyzing their own interests, aptitudes, and ideals; determining their worth; and seeking their improvement.
- (/) 61. Analyzing their own deficiencies and limitations and seeking their cause and correction.
- (-) 62. Understanding their emotions and learning to modify and control them.
- (-) 63. Understanding the shortcomings of fallacious methods of guidance such as phrenology, astrology, and palmistry.⁷

Of the sixty-three checklist items pertaining to these various phases of guidance, thirty-four were checked (/), indicating that the conditions or provisions were present or made to a very satisfactory degree; twenty-four were checked (-), indicating that the conditions or provisions were present to some extent or only fairly well made; and five were checked (0), indicating that the conditions or provisions were not present or were not satisfactory. The Coleman High School seems to be strongest in educational guidance and guidance concerning the post-secondary school. It is seen that it is weakest in vocational guidance and

⁷Ibid., pp. 71-74.

in placement service for pupils withdrawn or graduated from the school.

The following criteria for evaluating the results of the guidance program have been studied and checked with the appropriate symbols:

- (/) 1. High rate of retention of pupils in school and return of pupils who have withdrawn.
- (-) 2. Formulation by pupils of long-time planning programs.
- (-) 3. Understanding by pupils of the dangers of short-cut methods in education and in business and social relations.
- (/) 4. Understanding of the limitations or falsity of character and ability analyses such as those based on astrology, palmistry, and similar devices.
- (-) 5. Understanding of occupational problems and opportunities.
- (/) 6. Wise decisions by pupils concerning post-secondary school plans.
- (/) 7. Cordial relations between school and business and extensive placement of pupils in occupations.
- (/) 8. Careful selection by pupils in occupations of post-secondary schools.
- (-) 9. Ability in self-direction by pupils in securing positions, in social and civic participation, and in use of leisure.
- (/) 10. Development of a wide range of leisure interests and activities on the part of pupils.⁸

Of the ten checklist items, six were checked (/), indicating that the school program has very effectively promoted in-school relationships on the part of pupils and that the guidance program has been effective in making pupils more self-reliant. Four of the items in the checklist were checked (-), indicating that the school has not yet

⁸Ibid., p. 75.

reached a place in the guidance program where all items are considered satisfactory.

The best elements or characteristics of the guidance service in the Coleman High School are a personal association between teachers and students in the home rooms, the association of boys with the counselor for boys, and a co-operative faculty striving to be of service to each individual pupil. The school needs to install some cumulative records for keeping additional data to supplement the known facts about the students. Another help would be to have more teachers so that they would have more time for personal conferences. The teachers have been giving more time in recent months for personal conferences and a study of methods of guidance. Even with all this improvement in the matter of guidance, the school needs to strive for a better guidance program for the coming years. The desired goals may be reached by faculty study of modern methods of guidance and the addition of cumulative records.

The following evaluations have been made of the various phases of the guidance program in the evaluated school:

- (3) 1. How adequate is the concept of guidance held by the school staff?
- (3) 2. To what extent has the school enlisted cooperation of the home and other agencies in guidance?
- (3) 3. To what extent is the guidance service concerned with developing self-direction in pupils?
- (3) 4. How adequately is provision made for leadership and coordination of the guidance service?
- (4) 5. How satisfactory are the personal qualifications of counselors or guidance leaders?

- (4) 6. How adequate are the preparation and experience of counselors or guidance leaders?
- (4) 7. How satisfactory are the evidences that guidance leaders are improving in service?
- (3) 8. How adequately is provision made for the service of consultants in special phases of guidance?
- (4) 9. How well qualified are those individuals who act as special consultants?
- (3) 10. How adequately are teachers prepared for their guidance responsibilities?
- (3) 11. How extensively do teachers participate in appropriate phases of the guidance service?
- (3) 12. How effectively do teachers participate in appropriate phases of the guidance service?
- (3) 13. How adequately is information concerning home and family background provided?
- (3) 14. How well are records kept up to date? (Basic information)
- (3) 15. How adequately is information about physical and mental status provided?
- (3) 16. How well are records kept up to date? (Physical and mental status)
- (3) 17. How adequately is information concerning personal and social development provided?
- (3) 18. How well are records kept up to date? (Personal and social development)
- (3) 19. How adequately is information concerning scholastic progress provided?
- (3) 20. How adequately are records kept up to date? (Scholastic progress)
- (1) 21. How extensive is the information obtained from tests?
- (1) 22. How well are records kept of test data, and kept up to date?
- (3) 23. How accessible are records and how well are they organized for use?
- (3) 24. How effectively are records used for pupil guidance?
- (3) 25. How well does the school make such provisions as the above?
- (3) 26. How well are they used for pupil guidance?
- (3) 27. How well are procedures such as the above used for guidance?
- (4) 28. How effective are procedures for articulation with lower schools?
- (3) 29. How adequately is guidance provided in such matters as the above?
- (4) 30. How adequate are provisions for assisting pupils in choices involving the post-secondary school?

- (3) 31. How adequate are provisions for assisting pupils to make wise vocational choices?
- (3) 32. How adequate are provisions for placement and follow-up service?
- (3) 33. How adequately are pupils assisted in making wise choices for leisure activities?
- (3) 34. How adequately are pupils assisted in making wise choices in matters involving social and civic relationships?
- (3) 35. How adequately are pupils assisted in making wise choices in personal matters?
- (3) 36. How effective has the guidance program been in promoting better in-school relationships on the part of pupils?
- (3) 37. How effective has it been in promoting better post-school and out-of-school relationships on the part of pupils?
- (3) 38. How effective has it been in making pupils more self-reliant?
- (3) 39. How well does the guidance service accord with the philosophy of education and objectives?
- (3) 40. How well does the school's guidance service meet the needs of the pupil population and of the community as indicated in Section C?
- (4) 41. To what extent is the school identifying problems of guidance service and seeking their solution?⁹

The average of the forty-one evaluations on guidance service is (3.1). This score is above the average of the two hundred schools studied by the Cooperative Study of Secondary School Standards.¹⁰ These evaluations indicate that a fairly good program of guidance is conducted in the school. It is limited because of a lack of time on the part of the staff members, a lack of complete understanding of the possibilities of guidance service, and the lack of information about the pupils.

⁹Ibid., pp. 65-76.

¹⁰Ibid., p. 62.

Table 19 is a summary of the evaluations of the guidance program of the Coleman High School. It is graphically illustrated in Fig. 11. The nature and organization of the guidance service has a percentile rank of fifty. The guidance staff has a percentile rank of sixty-six. On information about pupils, the school has a percentile rank of thirty-four or sixteen points below the norm for all schools and one point below the average for the non-accredited schools studied by the Cooperative Study of Secondary School Standards. All thermometers on guidance service are new, except the information about pupils and the summary thermometers; therefore no comparison can be made with the other schools of this class. The guidance procedure has a percentile rank of fifty. The phases of guidance have a percentile rank of sixty-two. The results of guidance service have a percentile rank of fifty and the general evaluation has a percentile rank of sixty-two. The summary has a percentile score of sixty or ten points above the norm for all schools of the country. It is twenty-four points above the norm for schools that are members of the Southern Association of Colleges and Secondary Schools and eight points above the medium-sized high schools of the country.

It is recommended that the administrative officers and the staff members make a thorough study of guidance procedures and methods with the view of incorporating them in

TABLE 19

A SUMMARY FORM OF THE COMPUTATIONS OF SCORES OF THE
VARIOUS PHASES OF THE GUIDANCE SERVICE IN
THE COLEMAN HIGH SCHOOL

Items	Computation of Primary Scores			
	Evaluations	Total	Divisor	Score
Nature and organiza- tion.....	a b c 3 3 3	9	3	3.0
Guidance staff.....	a b c d e f 3 4 4 4 3 4 g h 3 3	31	9	3.4
Information about pupils.....	a b c d e f 3 3 3 3 3 3 g h i j 3 3 1 1	26	10	2.6
Guidance procedures...	a b c d e 3 3 3 3 3	15	5	3.0
Phases of guidance....	a b c d e f 4 3 4 3 3 3 g h 3 3	26	8	3.3
Results.....	a b c 3 3 3	9	3	3.0
General evaluation....	a b c 3 3 4	10	3	3.3

TABLE 19 -- Continued

Computation of Summary Score				
Percentile	Weights			Weighted Percentile
	Alpha	Beta	Gamma	
50	5	..	..	250
66	20	15	..	1320
34	10	40	60	340
50	20	..	..	1000
62	30	45	40	1860
50	5	..	..	250
62	10	..	..	620
Totals.....	100	100	100	5640
Summary score (divide by 100).....				56
Equivalent percentile (from summary con- version table).....				60

GUIDANCE SERVICE

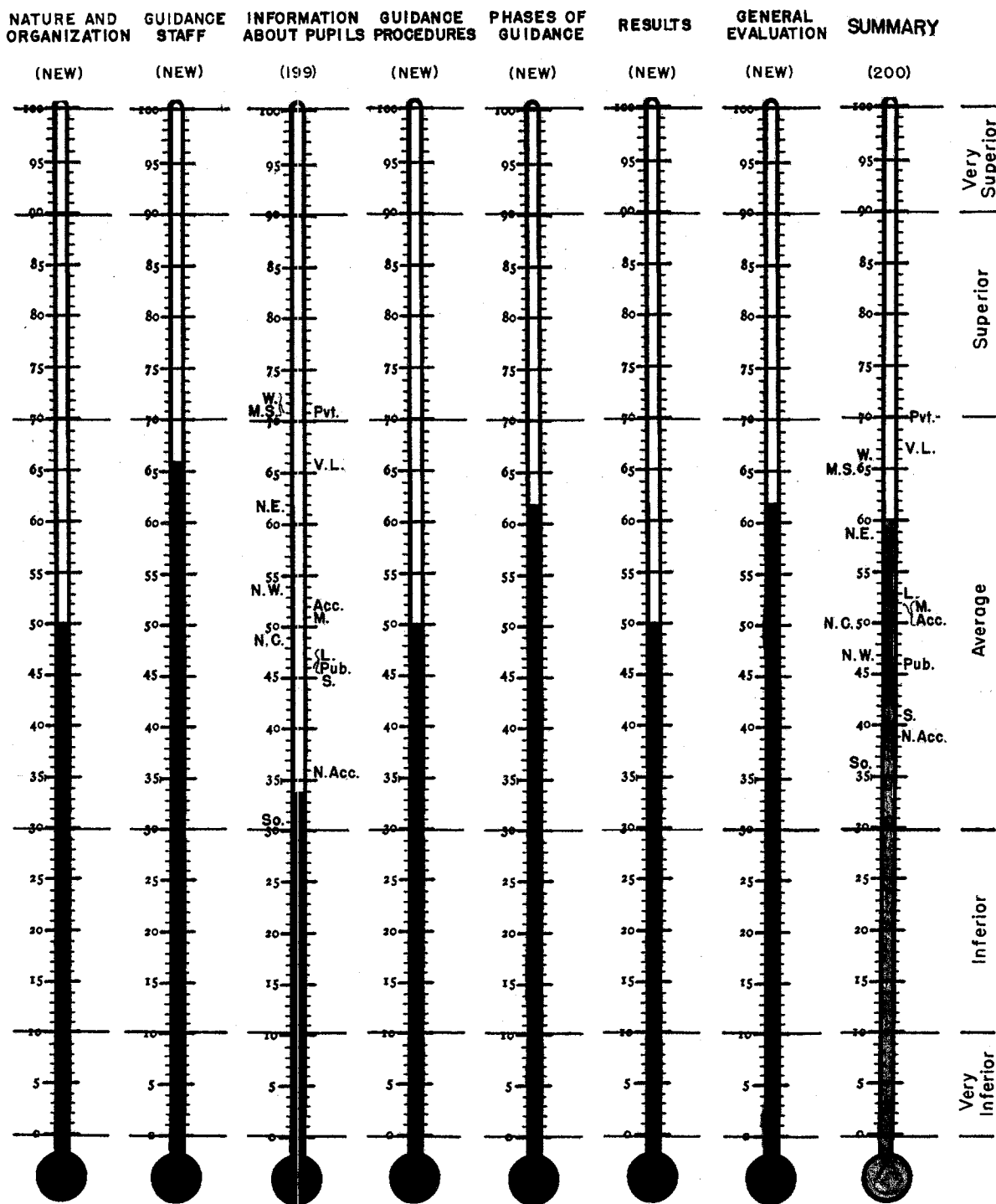


Fig. 11. -- The educational temperatures showing the percentile scores of the guidance service of the Coleman High School.

INSTRUCTION

General Statement

All thermometers on this chart, except No. 6, are based upon Section M of the Evaluative Criteria, DATA FOR INDIVIDUAL STAFF MEMBERS, as summarized in Section H, INSTRUCTION. Sources for each thermometer are indicated below.

1. Classroom Activities

Based upon four evaluations for each teacher under II-A, "Classroom Activities" (page 157), in Section M, DATA FOR INDIVIDUAL STAFF MEMBERS.

2. Use of Community

Based upon two evaluations for each teacher under II-B, "Use of Community and Environment" (page 158), in Section M, DATA FOR INDIVIDUAL STAFF MEMBERS.

3. Textbooks

Based upon four evaluations for each teacher under II-C, "Textbooks and Other Instructional Materials" (page 159), in Section M, DATA FOR INDIVIDUAL STAFF MEMBERS.

4. Methods of Appraisal

Based upon three evaluations for each teacher under II-D, "Methods of Appraisal" (page 160), in Section M, DATA FOR INDIVIDUAL STAFF MEMBERS.

5. Special Committee Judgment

Based upon one evaluation for each teacher under II-E, "Special Committee Judgment" (page 160), in Section M, DATA FOR INDIVIDUAL STAFF MEMBERS.

6. General Evaluation

Based upon three evaluations under VII, "General Evaluation of Instruction" (page 80), in Section H, INSTRUCTION.

7. SUMMARY

Based upon the other six thermometers on this chart, each weighted as indicated in Section X of Evaluative Criteria.

the school's program, that more time be allowed each teacher for conference periods for guidance service, that a study be made of the physical and mental status of the pupils and the family backgrounds, and that records be kept on the findings of these studies. Tests should be given to determine the intelligence, interests, aptitudes, and personalities of the students, and more attention should be given to vocational guidance and a placement service for pupils who withdraw or who are graduated from the school.

CHAPTER VIII

INSTRUCTION

This statement of guiding principles for the evaluation of the program of instruction of the secondary school was taken from the Cooperative Study of Secondary School Standards:

Philosophy, staff, pupils, curriculum and courses of study, pupil activities, library, guidance -- all these are highly important and all are essential in a program of organized education which is to serve the needs of youth and of society as a whole. To make these elements and factors really effective and to economize time, energy, and money, and to make them productive of desirable results, and 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 for the degree of development of pupils and in keeping with the purposes of the school; (2) the selection and use of varied types of teaching and learning materials and experiences; (3) the adjustment of method and organization to conditions and needs of pupils as a group and as individuals; (4) the use of every legitimate means available in the evaluation of progress and quality of learning; (5) a personal relationship of confidence, respect, and helpfulness between teachers and pupils, resulting in similar relationships between school and community; (6) provision for all desirable types of learning; (7) definite and adequate learning by the pupils as an outcome.¹

¹Evaluative Criteria, p. 78.

The program of instruction in the Coleman High School was studied with respect to classroom activities, use of community and environment, textbooks and other instructional materials, and methods of appraisal. The items in the following checklist, covering the phases of instruction mentioned above, were rated for each of the sixteen teachers in the school (individual scores are shown in Table 39 in the Appendix):

1. In the classroom the teacher has definite procedures and objectives for a whole unit of learning and for each day's activities.
2. In the classroom the teacher calls for desirable activity -- mental, emotional, or physical -- on the part of pupils.
3. In the classroom the teacher has new educational activities begin with and develop from the interests, purposes, and former experiences of pupils.
4. In the classroom the teacher provides for developing desirable attitudes and appreciations as well as knowledge, skill, and understanding.
5. In the classroom the teacher makes use of problem solving, analysis, comparison, association, reflective thinking, and generalizing.
6. In the classroom the teacher helps the pupils discover specific applications of new information, skills, abilities, habits, and other learnings.
7. In the classroom the teacher helps the pupils learn how to study -- how to plan, execute, and evaluate.
8. In the classroom the teacher provides opportunities for pupils to use a desired type of behavior or reaction in a variety of situations that approximate life conditions.
9. In the classroom the teacher makes use of drill largely for developing skills and habits of memorizing; this is done in meaningful situations to satisfy felt needs on the part of the learners.
10. In the classroom the teacher is alert to reading difficulties on the part of pupils and seeks correction thereof.
11. In the classroom the teacher makes flexible or differential assignments to provide for different abilities and interests of pupils.

12. In the classroom the teacher makes the pupil responsible for some work done independently in order to develop power and self-direction.
13. In the classroom the teacher makes pupils responsible for some work done in groups where all group members contribute and cooperate.
14. In the classroom the teacher helps pupils learn how to use the library effectively.
15. In the classroom the teacher helps pupils learn how and where to find supplementary material outside the library.
16. In the classroom the teacher seeks to make pupils increasingly independent of teacher guidance.
17. In the classroom the teacher reveals enthusiasm for and enjoyment of his work and his pupils.
18. The pupils and the teacher cooperatively enter upon their work promptly and show an active and sustained interest in it.
19. The pupils and the teacher cooperatively keep the room orderly and attractive and attend to routine matters quickly and efficiently.
20. The pupils and the teacher cooperatively cultivate desirable social usage in their relations with one another.
21. The pupils and the teacher cooperatively make readily available for classroom use desirable equipment, supplies, and other educational materials.
22. The pupils and the teacher cooperatively plan and develop units of work or learning projects.
23. The pupils and the teacher cooperatively modify plans when evaluation and progress suggest the need for change.
24. The pupils and the teacher cooperatively seek to integrate their learning with their own past experience and with the total educational program.
25. The pupils and the teacher cooperatively evaluate outcomes.
26. The teacher and pupils study the community and environment and consider them as means of enriching teaching and learning experiences in such respects as characteristic mores, customs, and language peculiarities.
27. The teacher and pupils study the community and environment as means of enriching teaching and learning experiences in such respects as economic resources and their relation to living conditions.
28. The teacher and pupils study the community and environment as means of enriching teaching and learning experiences in such respects as historical incidents, places, and individuals of note.

29. The teacher and pupils study the community and environment as means of enriching teaching and learning experiences in such respects as elements of beauty; means of improving aesthetically undesirable conditions.
30. The teacher and pupils study the community and environment as means of enriching teaching and learning experiences in such respects as health conditions and means of improving them.
31. The teacher and pupils study the community and environment as means of enriching teaching and learning experiences in such respects as recreational facilities, use of leisure, enrichment of leisure activities.
32. The teacher and pupils study the community and environment as means of enriching teaching and learning experiences in such respects as sociological conditions and problems.
33. The teacher and pupils study study the community and environment as means of enriching teaching and learning experiences in such respects as political institutions and their services.
34. The teacher and pupils study the community and environment as means of enriching teaching and learning experiences in such respects as religious life and activities.
35. The teacher and pupils study the community and environment as means of enriching teaching and learning experiences in such respects as museums, art galleries, industrial establishments, etc., as profitable field trips.
36. Textbooks are sufficiently recent in publication to assure that their content is up to date.
37. Textbooks contain adequate study aids and suggestions.
38. Appropriate illustrations or other graphic representations in adequate amount are provided.
39. The content of texts is well organized and adapted to the needs and degree of development of the pupils.
40. Textbooks contain extensive but well selected references for supplementary study.
41. Textbooks are satisfactory as to appearance, quality of paper, and typography.
42. A textbook is not regarded as full authority in its field; its contents are understood to be limited and incomplete.
43. Assignments are designed to assist pupils in using textbooks intelligently.

44. Textbooks are considered as providing materials for use in the solution of problems rather than as sources of information to be memorized.
45. A textbook constitutes only a part of the material to be studied in a given course; extensive supplementary material is used.
46. If workbooks are used, the limited educational value of such books is recognized and provision is made for supplementing them adequately.
47. Mimeographed (or similar) material is provided in adequate amount and effectively used in the classroom.
48. Work materials needed in the various classrooms, shops, and laboratories are readily available and are satisfactory in quality.
49. Pictures, models, and other illustrative materials are always available for use and are adequate in amount and variety.
50. Notebooks are used as an effective aid to learning.
51. Notebooks show evidence of adequate instruction in their preparation and use.
52. Bulletin boards are effectively used as an aid to learning; pupils assist in selection and arrangement of materials.
53. Appropriate educational films and other visual aids are used to enrich the instructional program.
54. Phonograph records, radio programs, speech recording devices, and similar instructional aids are used where appropriate.
55. Periodicals, pamphlets, and vertical file materials are used where appropriate.
56. Supplementary references are provided and pupils guided in their use.
57. The teacher understands the proper use, the advantages, and the limitations of various types of tests and uses them accordingly.
58. The complete testing program provides for many short tests and a few relatively long ones.
59. Standardized achievement tests are used as well as tests of the teacher's own construction.
60. Tests formulated by the teacher are so planned that they are easily and economically administered, mechanically easy for pupils to take, and easy to score.
61. Testing and measuring is an integral part of the teaching and learning program rather than an activity set apart for certain days.
62. The testing and measuring program emphasizes pupil progress than comparison.
63. The teacher uses tests to stimulate and evaluate progress and achievement in the development of desirable habits, skills, and knowledge.

64. The teacher uses tests to stimulate and evaluate pupils' understanding and ability to make applications of knowledge.
65. The teacher uses tests to stimulate and evaluate pupils' appreciations, attitudes, and ideals.
66. Pupils use tests to evaluate their own progress both in terms of educational and instructional aims and of their own purposes.
67. Diagnostic testing is a regular part of the teaching procedure and is followed by appropriate remedial activities.
68. Other methods of appraisal such as observations of behavior, analysis of reading interests, and rating of personality traits are used.
69. Results of tests are made the basis for further instruction.²

Of the 1,104 items checked, 478 were checked (✓), 457 were checked (-), sixty-one were checked (0), and 108 were checked (N).

The following evaluative questions on the instructional services of each teacher in the Coleman High School were scored (individual scores are given in Table 40 of the Appendix):

1. How adequately does the teacher prepare for classroom activities?
2. How stimulating are the instructional procedures which the teacher uses?
3. How adequately are desirable outcomes (knowledge, skills, understandings, judgments, appreciations, and attitudes) provided for?
4. How effectively do teacher and pupils cooperate in carrying on classroom activities?
5. How extensively are environmental factors used to enrich classroom experiences?
6. How effectively are the activities thus pursued used in furthering the pupils' educational experiences and in promoting a better understanding of the relation of classroom learning and out-of-school life?
7. How satisfactorily are the textbooks used?

²Ibid., pp. 157-160.

8. How well does the teacher inspire and direct pupils in the proper and effective use of such books?
9. How adequately are such materials as the above provided for classroom work?
10. How effectively does the teacher use such materials?
11. How well are methods of appraisal adapted to the purposes intended?
12. How well do pupils use methods of appraisal to measure their progress?
13. How well do teachers use methods of appraisal for determining desirable educational outcomes?
14. How satisfactory is the instructional work carried on by this teacher?³

Sixteen teachers were given individual scores on each of the fourteen evaluative questions. Of the 224 evaluations, three scores were (5) or very superior; seventy-seven scores were (4) or superior; 123 scores were (3) or average; seven scores were (2) or inferior; and fourteen scores were (N), which means that the question did not apply to the teacher being rated. The fourteen scores of (N) were all given on the questions about the librarian, who does not teach any classes. The average of the scores for the other fifteen teachers is (3.36), which is in the upper bracket of the schools classed as average by the Cooperative Study of Secondary School Standards.⁴

Table 20 presents a summary of the evaluations of classroom activities for the teachers of the Coleman High School. The section of the criteria upon which this was based has four evaluations for each teacher; therefore the total number of evaluations for the school is four times the number

³Ibid.

⁴Ibid., p. 150.

TABLE 20

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

Evaluations (A)	Number of Evaluations (B)	Product of A and B (C)
5	1	5
4	35	140
3	22	66
2	2	4
1	..	..
Total.....	60	215
School score...	..	3.6

of teachers rated. Column A of this table shows the weights of the evaluations and Column B shows the number of evaluations. The average score is obtained from totaling the products of A and B and dividing by the total number of evaluations, which was sixty in this case. The average score in this table is (3.6), which is higher than the median for the schools studied by the Cooperative Study of Secondary School Standards.

Table 21 gives the summary of the evaluations of the use of community and environment as checked for all teachers

of the school. The average score for the school on this phase of instruction is (3.1), which is one tenth of a point above the national median.

TABLE 21

A SUMMARY OF EVALUATIONS OF USE OF COMMUNITY AND ENVIRONMENT IN THE INSTRUCTIONAL PROGRAM OF THE COLEMAN HIGH SCHOOL

Evaluations (A)	Number of Evaluations (B)	Product of A and B (C)
5	1	5
4	3	12
3	24	72
2	2	4
1	..	..
Total...	30	93
School score.	..	3.1

Table 22 is a summary of the evaluations of textbooks and other instructional materials used in the Coleman High School. Four evaluations were checked by each teacher for this phase of instruction. The average score for textbooks and other instructional materials is (3.5), which is five

tenths of a point above the average score for all schools of the nation.

TABLE 22

A SUMMARY OF EVALUATIONS OF TEXTBOOKS AND OTHER INSTRUCTIONAL MATERIALS USED IN THE COLEMAN HIGH SCHOOL

Evaluations (A)	Number of Evaluations (B)	Product of A and B (C)
5	1	5
4	26	104
3	32	96
2	1	2
1	..	..
Total....	60	207
School score..	..	3.5

Table 23 gives a summary of evaluations of the methods of appraisal as the teachers of the school understand and use them. The average score for all the teachers of the Coleman High School is (3.0), which is the same as the national median of the schools studied by the Cooperative Study of Secondary School Standards.

TABLE 23

A SUMMARY OF EVALUATIONS OF METHODS OF APPRAISAL
IN THE COLEMAN HIGH SCHOOL

Evaluations (A)	Number of Evaluations (B)	Product of A and B (C)
5	..	..
4	3	12
3	41	123
2	1	2
1	..	..
Total.....	45	137
School score...	..	3.0

Table 24 presents a summary of evaluations based on the judgment of a visiting committee after actual classroom observation of the teachers. The committee rated each teacher on the question, "How satisfactory is the instructional work carried on by this teacher?" The average score for the teachers of the Coleman High School is (3.7), which seven tenths of a point above the national norm.

TABLE 24

A SUMMARY OF EVALUATIONS OF SPECIAL COMMITTEE
JUDGMENT OF THE COLEMAN HIGH SCHOOL

Evaluations (A)	Number of Evaluations (B)	Product of A and B (C)
5	..	..
4	10	40
3	5	15
2	..	..
1	..	..
Total.....	15	55
School score....	..	3.7

Instruction in a dynamic program of education requires careful planning by the teacher and the teacher's plans should be flexible in order to meet the new demands made on education by the changing conditions. Caswell and Campbell say:

Adequate instructional organization depends most of all on careful planning by the teacher. Even though materials may be made available which suggest desirable lines of development, and which are sufficiently flexible to permit organization to meet the needs of particular situations, the instructional organization will be poor if the teacher does not plan

his work with care. Planning procedures themselves should be flexible. There is no single best way to plan, nor any single best form for plans. It is a mistake to restrict teachers to uniform planning procedures.⁵

In planning for instructional organization it is necessary for teachers and school officials to take into consideration the matter of individual differences. Ward G. Reeder says:

It is necessary for teachers and school officials to be cognizant of these wide differences in abilities, and for them to organize the school and to adapt instruction so as to take cognizance of the differences. The attempt to carry out the recommendation just made has constituted one of the largest movements -- probably the largest movement -- in education during the last two decades. Of course, if pupils could be given individual instruction, as was the practice in the schools generally until the opening of the nineteenth century, there would be little or no need of discussing the means of proper grouping or classification of pupils; but because of its large expense, such instruction would not be practicable in most communities.⁶

Bolton, Cole, and Jessup express their opinions concerning the use of the textbook in the instructional program of the secondary school in the following excerpt:

These recent expressions by leaders who have really thought the problem through are very significant of a new trend in teaching technique. There will be less superficiality in expecting immature children to do "research" and an improved use of the textbook which is the best standardized guide in teaching yet devised.

The textbook does not include the socialized recitation, the project method, the unit method, or any legitimate activity procedure. All of these

⁵Caswell and Campbell, op. cit., pp. 396-398.

⁶Ward G. Reeder, The Fundamentals of Public School Administration, p. 339.

should grow out of and accompany the use of the textbook. The proper objective of education is not merely the accumulation of facts but rather the development of the ability to think. But thinking does not occur in a vacuum. One must have something to think about -- facts. The more exact the knowledge of facts, including principles, laws, generalizations, the more accurate the thinking. A good textbook is a valuable source of facts and a guide to orderly thinking.⁷

The teaching procedure in the secondary school requires an evolving method rather than a stereotyped one.

Caswell and Campbell say:

It is not suggested that the teacher must eschew teaching methods. On the contrary, if the teacher is to choose his activities wisely an even wider acquaintance with various methods of instruction is necessary than would be required if his way were charted in detail in advance. Such a concept of teaching procedure requires an evolving method rather than a predetermined one. In order to develop effective procedures to meet day-to-day situations as they arise, it is necessary that teachers not merely know a method but that they know many methods, and that they be able to choose activities appropriate to pupil needs at the moment.⁸

To be successful in her work, a teacher must be interested and enthusiastic in teaching boys and girls. Briggs asserts:

Every person who is a teacher is also an individual with an intellectual and aesthetic life outside the schoolroom. The richer this life, the happier he will be and the more effective his teaching can become. Every teacher should be so in love with the subject to which he is assigned that stimulation to further study in the field far beyond that demanded in the classroom should not be difficult. Evidence of interest in the field repeatedly expressed by the principal, sincere questions asked, and contacts made for the teacher with others who have interest and expert knowledge will go

⁷Bolton, Cole, and Jessup, op. cit., p. 380.

⁸Caswell and Campbell, op. cit., p. 335.

far toward awakening even a dormant ambition. When teachers make a hobby of intellectual life, whether or not directly related to the field of teaching, they accumulate a store of knowledge and an enthusiasm that not only enriches their teaching but also arouses ambition in many of their pupils. Interests beget interests, and a teacher without enthusiasms has little chance of kindling a flame in the boys and girls assigned to him.⁹

On the whole, the teachers of the Coleman High School are enthusiastic about their teaching. They study their pupils in order to discover individual differences of the pupils and to use this information in planning the instructional program. The teachers study the pupil's needs and the needs of the community and they use this information to help guide them in directing pupil activities in the classroom.

Table 25 is a summary form showing the primary scores for the following phases of the school's instructional program: classroom activities, use of community, textbooks, and methods of appraisal. The special committee and general evaluation scores are also included in the table. The percentile scores and the final summary are plotted on educational thermometers shown in Fig. 12.

One of the high points in the instructional program of the Coleman High School is in the classroom activities. This is a new form and no comparison can be made to the norms of other schools but the rating of seventy-two is in the superior bracket. In use of the community in the

⁹Thomas H. Briggs, Improving Instruction, p. 11.

TABLE 25

A SUMMARY FORM OF THE COMPUTATION OF SCORES OF THE
VARIOUS PHASES OF THE INSTRUCTIONAL PROGRAM OF
THE COLEMAN HIGH SCHOOL

Item	Computation of Primary Scores			
	Evaluations	Total	Divisor	Score
Classroom activities.....				3.6
Use of community.....				3.1
Textbooks.....				3.5
Methods of appraisal.....				3.0
Special committee judgment.....				3.7
General evaluation.....	a 3	b 3	c 3	9 3 3.0

TABLE 25 -- Continued

Computation of Summary Score				
Percentile	Weights			Weighted Percentile
	Alpha	Beta	Gamma	
72	25	25	35	1800
54	10	..	..	540
70	10	..	..	700
50	10	10	..	500
74	35	65	65	2590
50	10	..	..	500
Totals.....	100	100	100	6630
Summary score (divide by 100).....				66
Equivalent percentile (from summary conversion table).....				76

INSTRUCTION

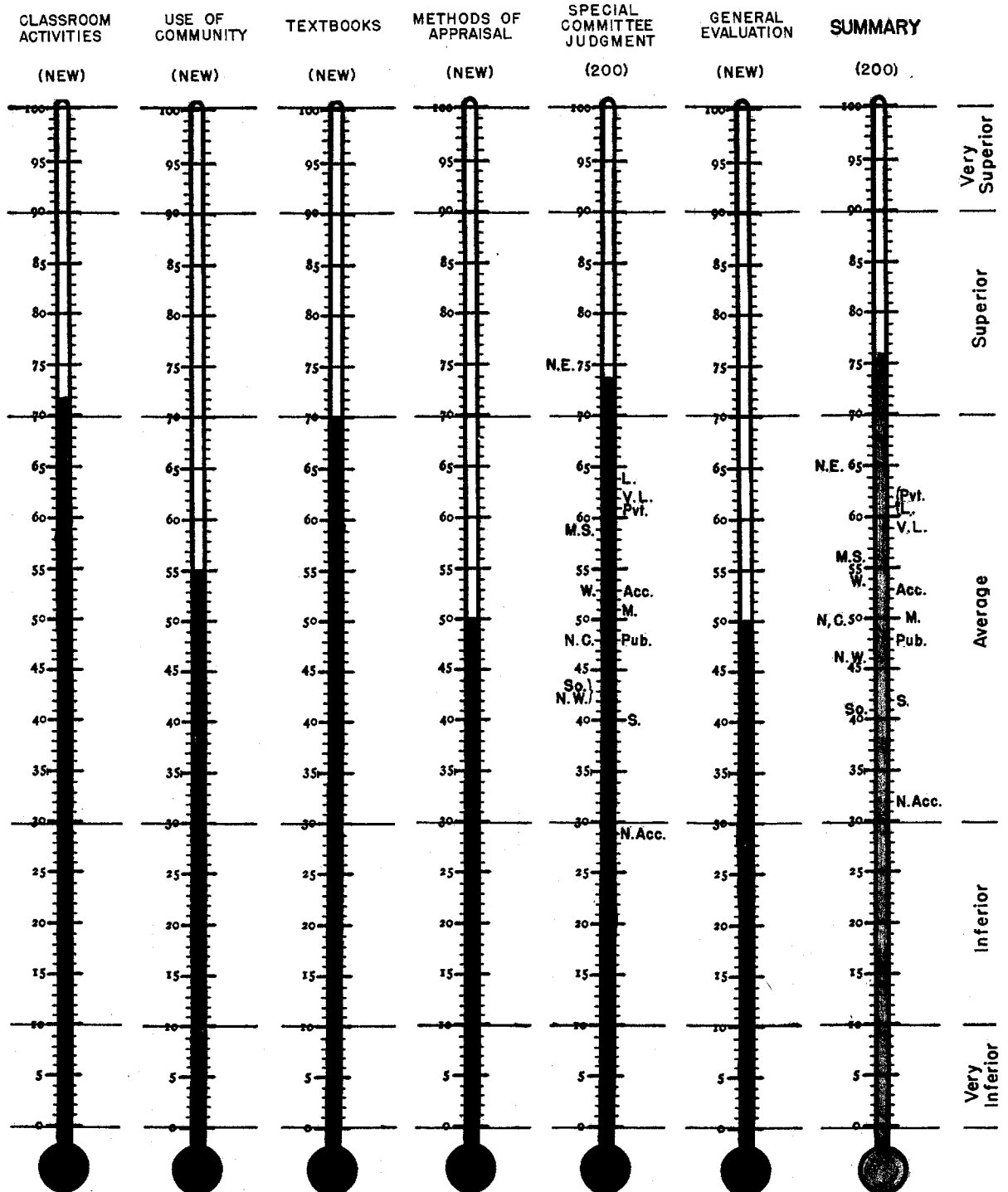


Fig. 12. -- The educational temperatures showing the percentile scores of instruction in the Coleman High School.

OUTCOMES (1)

General Statement

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

1. Evaluation Procedures

Based upon three evaluations under I, "The School's Procedures for Evaluating Outcomes" (page 83).

2. English

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

3. Ancient Languages

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

4. Modern Languages

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

5. Mathematics

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

6. Sciences

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

7. Social Studies

Based upon five evaluations under II-F, "Social Studies" (page 88).

instructional program, the evaluated school was given a percentile score of fifty-four, which is average. The teachers of the school scored their textbooks with a percentile rank of seventy and the methods of appraisal was scored with a percentile rank of fifty. The special committee judgment of instructional work carried on by the teachers was given a percentile rank of seventy-four, which is twenty-four points above the national norm. On the general evaluation of the instructional program the school was given a percentile rank of fifty. The summary score of the school for the entire instructional program is seventy-six, which is twenty-six points above the national norm for all schools studied by the Cooperative Study of Secondary School Standards. It is twenty points above the median score for the medium-sized high schools that were studied.

It is recommended that the entire faculty of the Coleman High School study the instructional program of the school to see whether more boys and girls can be kept interested in school work. Approximately one third of the pupils who enter the high school as freshmen drop out of school before they graduate. It is also recommended that the teachers and pupils study the community recreational facilities, the use of leisure time, and the enrichment of leisure activities as means of enriching teaching and learning experiences.

The school should use more standardized educational tests and make the results of these tests the basis for action in remedial teaching and pupil guidance.

CHAPTER IX

OUTCOMES OF THE EDUCATIONAL PROGRAM

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

In the educational program of a good secondary school, major concern should be given to attaining desirable outcomes and to the various kinds of evidence indicating that such outcomes are being realized. It may be necessary to test some outcomes by departments or in class groups. This, however, should not be construed as limiting the responsibilities of all phases of the educational program, including the instructional activities of teachers, pupil activity program, guidance service, library service, school plant, and school administration, for the attainment of desirable outcomes. There should be evidence that teachers and pupils are happily and harmoniously cooperating in the stimulation of a wholesome curiosity about themselves and their environment. Evidence should be sought to show that pupils are securing knowledge and developing worthwhile skills, attitudes, tastes, appreciations, and habits. There should be evidence that pupils are able to make desirable choices or to exercise good judgment in the selection of friends, vocations, leisure activities, goods and services, and in other important matters which confront youth today. Evaluation of such activities involves more than determining the amount of knowledge possessed, measuring the degree of skill, and testing the scope of understanding, important and necessary as all these are. Among others, intangible qualities such as cooperativeness, tolerance, open-mindedness, reverence, respect for law, and self-reliance are highly desirable outcomes. Evaluation of such outcomes is by no means easy; for most of them there is no standard

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

Caswell and Campbell have this to say:

Attention to evaluation of the outcomes of instruction has been characteristics of education in every epoch. The necessity of checking the results accomplished against the work undertaken has usually been accepted as a matter of course.²

They say further:

. . . Outcomes are the result -- not necessarily the result desired or expected -- but the actual result as represented in the changes brought about in the behavior of pupils. Ideally, the outcomes of instruction should be in accord with or should approximate the aims of education. The means of identifying and of evaluating them should, therefore, be in accord with the nature of the aims and the manner in which they function. . . . Any evaluation of observed outcomes, therefore, must be in terms of the aims. In other words, evaluation does not consist merely in checking a completed process but in continuously appraising progress in the direction indicated by the accepted aims.³

The outcomes of the educational program of the Coleman High School were studied with respect to the school's procedures for evaluating outcomes, the outcomes in the principal subject-matter fields, and the outcomes in attitudes and appreciations. The items in the following checklist covering the school's procedures for evaluating outcomes

¹Evaluative Criteria, p. 83.

²Caswell and Campbell, op. cit., p. 362.

³Ibid., pp. 363-364.

were carefully considered and checked with the proper symbols:

- (/) 1. Procedures for evaluating outcomes are being constantly improved.
- (/) 2. Responsibility for studying new evaluation techniques is placed upon the supervisory staff.
- (-) 3. Activities of pupils during out-of-school hours are studied.
- (/) 4. Systematic appraisal is made of the college achievements of former pupils.
- (0) 5. Systematic appraisal is made of the achievements of former pupils who did not go to college.
- (-) 6. Appropriate tests and examinations are used.
- (/) 7. Attitudes and appreciations are measured with the best instruments available.
- (/) 8. Staff members are encouraged to consider the conduct of pupils in all school situations as revealing the nature and quality of the outcomes of the educational program.
- (-) 9. Cooperation of parents and other members of the school community in evaluating the outcomes of the educational program is systematically sought.
- (0) 10. Informal observations of pupils are recorded in some form such as an anecdotal record.
- (-) 11. Pupil appraisal of the outcomes of the educational program is encouraged.⁴

Of the eleven items checked above, five were checked (/), indicating that the conditions or provisions were present or made to a very satisfactory degree. Four were checked (-), indicating that the conditions or provisions were present to some extent or only fairly well made. Two were checked (0), indicating that the conditions or provisions were not present or were not satisfactory. It is

⁴Evaluative Criteria, p. 83.

seen that the school does not make a systematic appraisal of the achievements of former students who did not go to college and it is also seen that the informal observations of pupils are not kept in anecdotal records. Caswell and Campbell say: "A personal continuous record of every observation that may indicate growth of the individual should be provided with suggested means for its use."⁵

The outcomes of the Coleman High School in the field of English are indicated by the symbols preceding the following items:

- (/) 1. Reading and interpreting a variety of literary products.
- (/) 2. Evaluating the quality of literary products.
- (-) 3. Understanding the relation to their own lives of current social problems as revealed in literature.
- (/) 4. Enjoying and developing a taste for good literature.
- (-) 5. Judging intelligently the values of the current products of the radio, screen, platform, and press and developing a taste for better products of these 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.
- (0) 12. Observing in ordinary conversation those speech forms sanctioned by correct usage.

⁵Caswell and Campbell, op. cit., p. 374.

- (/) 13. Participating in class discussion, public speaking, story telling, dramatics, and other forms of oral discourse.
- (/) 14. Producing, where talent warrants it, work of a creative nature in written or spoken forms.⁶

Of the fourteen items checked, six were checked (/), indicating that the conditions or provisions were present or made to a very satisfactory degree. Seven were checked (-), indicating that the conditions or provisions were present to some extent or only fairly well made. One was checked (0), indicating that the condition or provision was not present or was not satisfactory.

It is seen that the pupils of the Coleman High School are learning to interpret and evaluate a variety of literary products and they are reading contemporary and classical authors with increasing appreciation. They are also participating in class discussions, public speaking, and other forms of oral discourse. In the following excerpt Eckert and Marshall list some of the desirable outcomes of English:

Some of the exceptionally satisfactory outcomes of English, according to the principals, are that it develops useful vocational abilities, trains pupils in methods of thinking, puts pupils in possession of much useful information, provides opportunities wherein less able pupils may be successful, produces desirable civic insights and attitudes, stimulates appropriate leisure-time activities, prepared for better enjoyment of life, develops confidence, provides training in solving everyday social problems, stimulates appreciation of literature and the mother tongue, aids in better social adjustment, and is a factor in aiding personality development.⁷

⁶Evaluative Criteria, pp. 84-85.

⁷Ruth E. Eckert and Thomas O. Marshall, When Youth Leave School, p. 194.

The following items are checked with the proper symbols to indicate the outcomes in the field of ancient language in the Coleman High School:

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

Of the nine items checked, six were checked (/), indicating that the conditions or provisions were present or were made to a very satisfactory degree. Two were checked (-), indicating that the conditions or provisions were present to some extent or were only fairly well made. One was checked (0), indicating that the condition or provision was not present or was not satisfactory. Latin is the only ancient language taught in the Coleman High School. Brink says that the primary objective of Latin is the development of an ability to read and understand Latin and all other outcomes should be subordinated to the attainment of this objective.⁹

⁸Evaluative Criteria, p. 85.

⁹William G. Brink, Directing Study Activities in Secondary Schools, p. 410.

The outcomes in the field of modern language were rated by checking the following items with appropriate symbols:

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

Of the twelve items checked, eight were checked (/), indicating that the conditions or provisions were present or made to a very satisfactory degree. Four of the items were checked (-), indicating that the conditions or provisions were present to some extent or were only fairly well made. Spanish is the modern language taught in the Coleman High School. It is seen that the pupils are developing or have attained skills, habits, understandings, abilities, and appreciations in such respects as those mentioned.

¹⁰Evaluative Criteria, p. 86.

Brink, in discussing the direction of study activities, says:

Although the study of foreign languages does not hold the place of importance which it formerly did in the secondary schools of America, the percentage of pupils enrolled in it is still comparatively high. For this reason a consideration of the activities involved in language study is significant. Recent trends in objectives, content, and methods indicate clearly an emphasis on the attainment of reading skills. Oral and written objectives are no longer considered valid for the majority of pupils in the usual two-year course; content has been greatly broadened in order to include a much larger amount and variety of reading materials; a direct-reading method of teaching is almost universally advocated.¹¹

The evaluation of the outcomes of instruction in the field of mathematics, in the Coleman High School, was made by checking the following list of items with the proper symbols:

- (/) 1. Making computations and using measurements and symbols readily, especially those in common practice.
- (-) 2. Habitually checking results; being accurate.
- (/) 3. Analyzing and interpreting problems in out-of-school life, understanding principles and applying them to practical situations.
- (/) 4. Estimating results, quantities, and values.
- (/) 5. Developing clear, definite concepts of quantitative relationships.
- (/) 6. Using and interpreting graphs and other means of visualizing relationships.
- (-) 7. Developing appreciation of mathematical elements in such fields as art, music, architecture, astronomy, games, and industry.
- (-) 8. Understanding the nature of proof.
- (/) 9. Showing facility in the use of inductive and deductive reasoning.¹²

¹¹Brink, op. cit., pp. 443-444.

¹²Evaluative Criteria, p. 86.

Of the nine items checked, six were checked (✓), indicating that the conditions or provisions were present or were made to a very satisfactory degree. Three were checked (-), indicating that the conditions or provisions were present to some extent or were only fairly well made.

To secure the desired outcomes in mathematics, students should be taught to develop those powers of understanding and of analyzing relations of quantity and of space which are necessary to an insight into and control over their environment and to make these powers effective in their own life.¹³

The following items, on the outcomes of the educational program of the Coleman High School in the field of science, have been checked with the proper symbols:

- (✓) 1. Recognizing the influence and dependence of all life forms on environmental factors such as heat, light, moisture, and food.
- (✓) 2. Recognizing the constant struggle for existence, involving reproduction, adaptation, dispersal, and migration.
- (-) 3. Appreciating the influence of heredity on life forms.
- (✓) 4. Recognizing the development of the more complex forms of life from the simpler forms.
- (✓) 5. Recognizing the influence of micro-organisms in economic relations and in human life, past and present.
- (✓) 6. Recognizing man's dependence on natural resources, topography, and climate.
- (✓) 7. Recognizing man's increasing control over his environment and his ability to conserve and develop natural resources.
- (✓) 8. Recognizing the part played by chemical reactions in the human body and in nature.

¹³Brink, op. cit., p. 507.

- (/) 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.
- (-) 13. Recognizing and applying natural laws or principles in tools and machines; recognizing the operation of these laws in plants, animals, and nature in general.
- (-) 14. Learning to reason correctly from data to conclusions.
- (/) 15. Demonstrating skill in use of laboratory equipment.
- (/) 16. Employing a critical attitude toward claims in advertisements of commercial products.¹⁴

Of the sixteen items checked, thirteen were checked (/), indicating that the conditions or provisions were present or were made to a very satisfactory degree. Three were checked (-), indicating that the conditions or provisions were present to some extent or were only fairly well made. Science as taught in the Coleman High School helps the pupils in selecting leisure-time activities, in developing scientific attitudes, and in determining their own vocational careers. Eckert and Marshall, in discussing the outcomes of science in the secondary schools, have this to say:

Science has such satisfactory outcomes as providing useful information, stimulating leisure-time activities, answering questions about the daily life of pupils, developing useful vocational abilities,

¹⁴Evaluative Criteria, p. 87.

developing interests, training in desirable civic attitudes, developing scientific attitudes, and helping pupils to determine their own vocational careers.¹⁵

The Coleman High School outcomes in the social studies were rated on the following items:

- (/) 1. Interdependence 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.
- (/) 4. Interresponsibility of government and of the individual; necessity of taxes.
- (-) 5. Transportation and communication; exchange of goods and ideas; exchange of credit.
- (/) 6. Measures of goods and values.
- (/) 7. Relation of density of population to natural resources.
- (/) 8. 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.
- (-) 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.
- (-) 12. Effects of man's desire to extend control in industrial, civic, and political life -- master and servant; castes; graft and bossism, etc.
- (/) 13. Social and civic responsibilities and their discharge; leadership and cooperation.
- (/) 14. Importance of being an intelligent producer and consumer; resistance to propaganda and pressure salesmanship.
- (/) 15. Constant struggle for security, liberty, and equality.
- (-) 16. Education and the school; preservation and transmission of culture; enrichment of culture.
- (/) 17. Similarities and differences between races and cultures and their relation to form of government.

¹⁵Eckert and Marshall, op. cit., p. 194.

- (/) 18. Democracy as a mode of living, thinking, understanding, cooperating, and sharing responsibility.
- (/) 19. Nationalism and internationalism; humanitarianism; world peace.
- (/) 20. Relationship between capital and labor.
- (-) 21. Laissez-faire versus planned economy.
- (/) 22. Formation of public opinion.
- (-) 23. Conservation of human as well as natural resources.
- (/) 24. Economic and social maladjustments.
- (/) 25. Necessity for collection and use of data in the solution of problems.¹⁶

There is definite evidence that the pupils of the Coleman High School are developing, or have attained, an understanding of the significance of the above social, economic, and political concepts in human relationships and welfare, past and present.

Eckert and Marshall say that a satisfactory program of social studies should have these outcomes:

Social studies . . . help pupils to observe present-day events, provide citizenship training, instill good attitudes and ideals, provide useful information, develop vocational abilities, prepare for intelligent news-reading, train the future electorate in the use of the ballot, stimulate avocational activities, and develop tolerance.¹⁷

By the use of symbols, the outcomes of the instructional program of the Coleman High School in the field of music were rated on the following items:

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

¹⁶Evaluative Criteria, p. 88.

¹⁷Eckert and Marshall, op. cit., p. 194.

- (/) 2. Appreciating harmony and beauty of tone produced by musical instruments, and distinguishing the good from the poor.
- (-) 3. Producing harmony and beauty of tone vocally, individually and in groups.
- (-) 4. Producing harmony and beauty of tone with instruments, individually and in groups.
- (0) 5. Producing musical work of a creative nature.
- (-) 6. Understanding and appreciating the history of music and its contributions to our culture.
- (/) 7. Understanding musical theory and harmony.
- (-) 8. Understanding the form and structure of various types of musical compositions.
- (-) 9. Recognizing the principal works of the leading composers.¹⁸

Of the nine items checked, two were checked satisfactory, six were checked partially satisfactory, and one was checked unsatisfactory. One reason the desired outcomes in the field of music cannot be fully realized is because the school does not offer any classes in music except band instruction. The pupils who take band work in the Coleman High School seem to enjoy playing in the band and many of them continue their music in other bands after they leave school.

Eckert and Marshall, in discussing the outcomes of art and music, have this to say: "Art and music have avocational and leisure-time values, provide occupations for some pupils, stimulate social activities, make for better and happier homes, increase life-enjoyment."¹⁹

The evaluation of the outcomes in the field of home

¹⁸Evaluative Criteria, p. 89.

¹⁹Eckert and Marshall, op. cit., p. 195.

economics is shown below with the proper symbol used in rating each item:

- (-) 1. Managing personal finances effectively -- selecting and purchasing goods and services on the basis of value and appropriateness.
- (-) 2. Assisting with family financial problems -- accounting, budgeting, purchasing goods and services.
- (-) 3. Managing time and energy for self and assisting in planning for the dividing of activities among members of family.
- (/) 4. Planning nutritionally adequate meals for self and family.
- (/) 5. Buying, preparing, serving, and caring for food.
- (/) 6. Selecting, making, caring for, repairing, and renovating clothing for self and family appropriate to person and occasion.
- (/) 7. Selecting, using, and caring for efficient tools and equipment and household supplies appropriate to family needs and income.
- (/) 8. Making the house and its surroundings attractive, comfortable, and convenient -- selection and arrangement of furnishings and furniture and their repair, renovation, and care; intelligent planning and care of shrubs and lawn.
- (-) 9. Assisting with the attainment and maintenance of desirable personal and family relationships.
- (-) 10. Assisting in the development of desirable social relationships between the family and the community, including extension of hospitality and participation in community activities.
- (/) 11. Assisting in the guidance of the physical, social, and educational development of children in the family and in the community.
- (/) 12. Caring for health of self and members of the family, including selection and eating of adequate meals, home safety, personal hygiene, and care in case of minor accidents and illnesses.
- (/) 13. Understanding suitable procedures in infant and child care.
- (/) 14. Appreciation of art as related to the home.
- (/) 15. Personality improvement.²⁰

Of the fifteen items checked, ten were checked (/),

²⁰Evaluative Criteria, p. 91.

indicating the fact that the conditions or provisions were present or were made to a very satisfactory degree; and five were checked (-), indicating that the conditions or provisions were present to some extent or were only fairly well made. Brink says that the home economics courses should give every high school student -- boys and girls -- knowledge and training which will be useful in carrying on life's activities and that they should also gain cultural and social values from these courses.²¹

The evaluation of the outcomes in the field of agriculture is shown below with the symbol used in rating each item:

- (/) 1. Effectively using and caring for farm tools or machines.
- (-) 2. Estimating the worth of farm tools and machines and of their products.
- (/) 3. Propagating and caring for plants; recognizing and treating plant diseases.
- (/) 4. Breeding and caring for farm animals; recognizing and treating animal diseases.
- (/) 5. Maintaining, conserving, and fertilizing soil.
- (-) 6. Budgeting and marketing.
- (/) 7. Managing a farm; planning farm activities.
- (/) 8. Recognizing the significance of farm life and its contribution to the welfare of society.
- (-) 9. Appreciating aesthetic aspects of farm life and environment.
- (-) 10. Understanding farm groups and their activities.²²

Of the ten items checked, six were checked (/), indicating that the conditions or provisions were present or were made to a very satisfactory degree. Four of the items were

²¹Brink, op. cit., p. 646.

²²Evaluative Criteria, p. 92.

checked (-), indicating that the conditions or provisions were present to some extent or were only fairly well made. The agriculture program of the Coleman High School is developing more and better leaders in the agricultural work of the community and is providing knowledge for the farmers and ranchers of the county.

Eckert and Marshall have this to say about the desirable outcomes of agriculture in the instructional program of the secondary school:

Agriculture creates the desire to stay on the farm, provides useful information, has vocational values, develops more and better agricultural leaders, and provides practical knowledge of use to the parents of students.²³

The outcomes of the instructional program in the field of business education have been evaluated on the basis of the following items shown with the proper symbol in each case:

- (-) 1. Displaying a knowledge of the language of business.
- (/) 2. Having a general understanding of the economic nature of business and how it operates, including intermingling of the functions of management, finances, production, marketing, and accounting.
- (/) 3. Developing vocational efficiency in at least one type of business employment sufficient to permit a graduate to secure an initial position.
- (-) 4. Developing the ability to adapt oneself to occupational changes brought about by inventions or other social or economic changes.

²³Eckert and Marshall, op. cit., p. 194.

- (/) 5. Knowing business practices and being proficient in those business skills needed by all intelligent consumers.
- (/) 6. Developing a personality which will be welcomed in business and society alike.
- (-) 7. Understanding ethical business standards.²⁴

Of the seven items checked on business education, four were checked (/), indicating that the conditions or provisions were present or were made to a very satisfactory degree. Three were checked (-), indicating that the conditions or provisions were present to some extent or were only fairly well made. In the typing, bookkeeping, and shorthand courses of the Coleman High School the pupils are learning the importance of personal qualities in securing and holding a job and they are learning to appreciate the part business plays in the everyday life of the individual and of society.

In the Coleman High School there is no class instruction in arts and crafts, industrial arts, health and physical education, and vocational shop; therefore, no attempt has been made to rate the items on outcomes in these fields of study.

The outcomes of instruction in the Coleman High School in attitudes and appreciations were rated by use of the following items checked with the appropriate symbols:

²⁴Evaluative Criteria, p. 92.

- (-) 1. Open-mindedness -- willingness to revise opinions and conclusions in the light of new evidence.
- (-) 2. Critical-mindedness -- disposition to seek causes or explanations, to weigh evidence carefully, and to withhold judgments until sufficient evidence is available.
- (/) 3. Concentration -- ability to give attention through a considerable period of time in spite of difficulties or distractions.
- (-) 4. Industriousness -- disposition to use time and ability effectively and constructively.
- (/) 5. Responsibility -- willingness to acknowledge responsibility for one's acts and obligations.
- (-) 6. Self-reliance -- willingness to make decisions and carry out plans oneself instead of depending on others or the school.
- (/) 7. Self-control -- ability to avoid display of temper or uncontrolled emotion.
- (-) 8. Creativeness -- desire to do or say things in a new and better way.
- (-) 9. Enthusiasm -- readiness to enjoy life and participate in its wholesome activities.
- (-) 10. Social-mindedness -- willingness to subordinate personal advantage to the common welfare.
- (-) 11. Cooperation -- desire to work harmoniously with others.
- (/) 12. Tolerance -- good will toward individuals of different race, customs, or opinions.
- (/) 13. Courtesy -- considerateness in relations with others.
- (/) 14. Generosity -- willingness to share opportunities or privileges.
- (/) 15. Honesty -- integrity in handling money; straightforwardness, sincerity in personal relationships.
- (-) 16. Dependability -- practice of fulfilling promises, discharging obligations, and finishing tasks.
- (/) 17. Loyalty -- devotion to the interest 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 in others.

- (-) 23. Appreciation of one's own ability and worth.
- (/) 24. Appreciation of the value of law and constituted authority.²⁵

Of the twenty-four items checked on the school's outcomes in attitudes and appreciations, thirteen were checked (/), indicating that the conditions or provisions were present or were made to a very satisfactory degree. Eleven were checked (-), indicating that the conditions were present to some extent or were only fairly well made. The pupils of the Coleman High School are learning self-control and self-reliance. They are also learning to be tolerant, courteous, honest, and loyal. As a result of the entire educational program the pupils show evidence of having made definite progress in the development of an appreciation of the good things of life.

The following questions were used in evaluating the outcomes of the educational program of the Coleman High School. They have been rated by the use of the proper symbols:

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

²⁵Ibid., p. 95.

- (3) 5. How well do pupils seem to understand literature and how it is related to life situations?
- (3) 6. How great is their scope of enjoyment of literature -- types of literature, number and variety of writers?
- (4) 7. How well does the written work of the pupils conform to generally accepted standards?
- (4) 8. How well do pupils pay attention to good speech habits in the school and around it?
- (3) 9. To what extent do pupils have a functional knowledge of the vocabulary and structure of the language studied?
- (4) 10. How well do pupils read the language studied with a minimum of translation?
- (3) 11. How effectively is a better understanding of English developed?
- (3) 12. How great is the appreciation of the contributions to modern life of the people whose language is being studied?
- (3) 13. To what extent do pupils have a functional knowledge of the vocabulary and structure of the language being studied?
- (4) 14. How well do the pupils read the language studied with a minimum of translation?
- (3) 15. How well do pupils use the language studied in oral discourse?
- (4) 16. How effectively is a better understanding of English developed?
- (3) 17. How great is the understanding of the contributions to our culture of the people whose language is being studied?
- (4) 18. How efficient are pupils in the use of mathematical concepts, processes, and symbols?
- (3) 19. How effectively do pupils use and understand graphic methods?
- (3) 20. How extensively and effectively do pupils use mathematics in other school subjects and in general school activities?
- (3) 21. How well do pupils understand elementary science concepts?
- (4) 22. How satisfactorily have pupils developed appropriate scientific attitudes?
- (3) 23. How extensive is the recognition by pupils of the presence of physical, chemical, and biological factors in their daily environment?
- (3) 24. How well do pupils give evidence of applying scientific principles to phenomena with which they come in contact?
- (3) 25. How well do pupils understand contributions of the past to our present civilization?

- (3) 26. How thoroughly do pupils understand the structure and function of local, state, and national governmental agencies?
- (4) 27. To what extent are pupils interested in identifying and studying economic, political, and social problems?
- (4) 28. How actively and intelligently do pupils discuss contemporary economic, political, and social problems?
- (3) 29. 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?
- (3) 30. What degree of excellence is shown by pupils in ensemble work?
- (4) 31. How great is the excellence shown by pupils who have definite musical ability when they perform individually?
- (3) 32. To what extent do pupils show appreciation of good music?
- (1) 33. How artistic are the products of the arts and crafts activities?
- (1) 34. To what extent are pupils developing standards of taste in evaluating art products?
- (1) 35. How satisfactory are pupils applying principles and abilities developed in fine arts and crafts activities to modification of costume and appearance, and to school and home environment?
- (1) 36. How great is the proficiency shown by pupils in the use of tools and machines?
- (1) 37. How well do pupils select the materials best suited for the purpose intended?
- (1) 38. How well do pupils estimate the worth of products?
- (4) 39. To what degree do pupils show intelligence in the selection of goods (food, clothing, equipment, furnishings) and services on the basis of values?
- (4) 40. How well have necessary skills for homemaking been developed?
- (4) 41. To what extent do pupils demonstrate appreciation of beauty through making self and surroundings more attractive?
- (3) 42. To what degree do they show understanding of children and child welfare?
- (3) 43. To what extent are pupils intelligent in the selection and use of tools and machines?
- (4) 44. To what extent are they intelligent in the care and breeding of farm animals?

- (3) 45. To what extent are they intelligent in the care and propagation of plants?
- (4) 46. To what extent do they show understanding and appreciation of farm life and agriculture?
- (3) 47. To what extent is the work in agriculture improving farm practices and activities in the community?
- (3) 48. How efficiently are pupils prepared for vocational service?
- (4) 49. How well do pupils understand the importance of personal qualities in securing and holding a job?
- (3) 50. How well do they appreciate the part business plays in the everyday life of the individual and of society?
- (1) 51. How well do boys practice desirable health habits?
- (1) 52. How satisfactorily are skills necessary for participating in life-long physical activities being developed?
- (1) 53. To what extent are remediable defects, both medical and orthopedic, being recognized and corrective procedures carried out?
- (1) 54. How well do girls practice desirable health habits?
- (1) 55. How satisfactorily are skills necessary for participating in life-long physical activities being developed?
- (1) 56. To what extent are remediable defects, both medical and orthopedic, being recognized and corrective procedures carried out?
- (1) 57. To what extent do pupils show proficiency sufficient to satisfy beginning employment requirements?
- (1) 58. How satisfactory are the work habits of pupils?
- (1) 59. How well do pupils understand and appreciate the mutual responsibilities of capital and labor?
- (4) 60. How satisfactorily have pupils attained desirable personal attitudes?
- (4) 61. How satisfactorily have pupils developed desirable social attitudes?
- (4) 62. How satisfactorily have pupils attained desirable appreciations?
- (3) 63. How well do outcomes of the educational program accord with the philosophy of education and objectives as described in Section B?
- (3) 64. How well do the outcomes of the educational program meet the needs of the pupil population and of the community as indicated in Section C?

- (4) 65. To what extent is the school identifying problems in the outcomes of the educational program and seeking their solution?²⁶

It is seen that the evaluation of the outcomes where class instruction is offered is average or above. Fifteen questions in this list were scored (1). These questions were those pertaining to the outcomes of instruction in fields in which there were no organized classes and this made the general average fall to (2.8), which is below the median for the two hundred schools studied by the Cooperative Study of Secondary School Standards.

Table 26 gives a summary of the evaluations of the outcomes of the instructional program of the Coleman High School. These evaluations are also shown graphically in Figs. 13, 14, and 15.

The evaluation procedures have a percentile rank of fifty, which is also the median for all the schools studied by the Cooperative Study of Secondary School Standards. This is a new thermometer; therefore, no comparison can be made with the different groups studied. The school on the outcomes in the field of English had a percentile rank of sixty-seven, which is the median for the private schools. This is seventeen points above the median for all the schools in the study. The school, on the outcomes in ancient language, had a percentile rank of sixty-two. This is one

²⁶Ibid., pp. 83-96.

TABLE 26

A SUMMARY OF THE EVALUATIONS OF THE OUTCOMES OF THE
EDUCATIONAL PROGRAM OF THE COLEMAN HIGH SCHOOL

Items	Computation of Primary Scores			
	Evaluations	Total	Divisor	Score
Evaluation procedures..	a b c 3 3 3	9	3	3.0
English.....	a b c d e 3 3 3 4 4	17	5	3.4
Ancient language.....	a b c d 3 4 3 3	13	4	3.3
Modern language.....	a b c d e 3 4 3 4 3	17	5	3.4
Mathematics.....	a b c 4 3 3	10	3	3.3
Science.....	a b c d 3 4 3 3	13	4	3.3
Social studies.....	a b c d e 3 3 4 4 3	17	5	3.4
Music.....	a b c 3 4 3	10	3	3.3
Arts and crafts.....	a b c 1 1 1	3	3	1.0
Industrial arts.....	a b c 1 1 1	3	3	1.0

TABLE 26 -- Continued

Computation of Summary Score				
Percentile	Weights			Weighted Percentile
	Alpha	Beta	Gamma	
50	5	..	..	250
66	5	15	45	330
62	4	..	..	248
66	5	..	..	330
62	5	..	..	310
62	5	..	..	310
66	5	10	..	330
62	4	..	..	248
..	4	10	..	...
..	4	20	..	...

TABLE 26 -- Continued

Items	Computation of Primary Scores			
	Evaluations	Total	Divisor	Score
Homemaking.....	a b c d 4 4 4 3	15	4	3.7
Agriculture.....	a b c d e 3 4 3 4 3	17	5	3.4
Business education.....	a b c 3 4 3	10	3	3.3
Physical education (boys)	a b c 1 1 1	3	3	1.0
Physical education (girls)	a b c 1 1 1	3	3	1.0
Vocational shop.....	a b c 1 1 1	3	3	1.0
Attitudes-appreciations.	a b c 4 4 4	12	3	4.0
General evaluation.....	a b c 3 3 4	10	3	3.3

TABLE 26 -- Continued

Computation of Summary Score				
Percentile	Weights			Weighted Percentile
	Alpha	Beta	Gamma	
74	4	10	..	296
66	4	..	..	264
62	4	..	..	248
..	4	5	..	...
..	4	..	..	...
..	4	..	..	...
80	20	30	55	1600
62	10	..	..	620
Totals.....	100	100	100	5384
Summary score (divide by 100).....				54
Equivalent percentile (from summary conversion table).....				56

point above the median for the very large high schools and twelve points above the national median. On outcomes in modern language the school had a percentile rank of sixty-six. This rank is sixteen points above the national median and twenty-two points above the median for the schools that are members of the Southern Association of Colleges and Secondary Schools. On the outcomes in mathematics the school had a percentile rank of sixty-two. This is twelve points above the national median for all the schools studied by the Cooperative Study of Secondary School Standards and it is nineteen points above the median of schools that are members of the Southern Association of Colleges and Secondary Schools. The school, on the outcomes of the instructional program in the field of science, had a percentile rank of sixty-two, which is the same as the median for the middle-sized high schools of the nation; but it is twelve points above the median for all the schools surveyed by the Cooperative Study of Secondary School Standards. On outcomes in the field of the social studies the school had a percentile rank of sixty-six. This rank is sixteen points above the median for all the schools and twenty-two points above the median for the schools that are members of the Southern Association of Colleges and Secondary Schools. On outcomes in the field of music, the school had a percentile rank of sixty-two or twelve points above

OUTCOMES OF THE EDUCATIONAL PROGRAM (I)

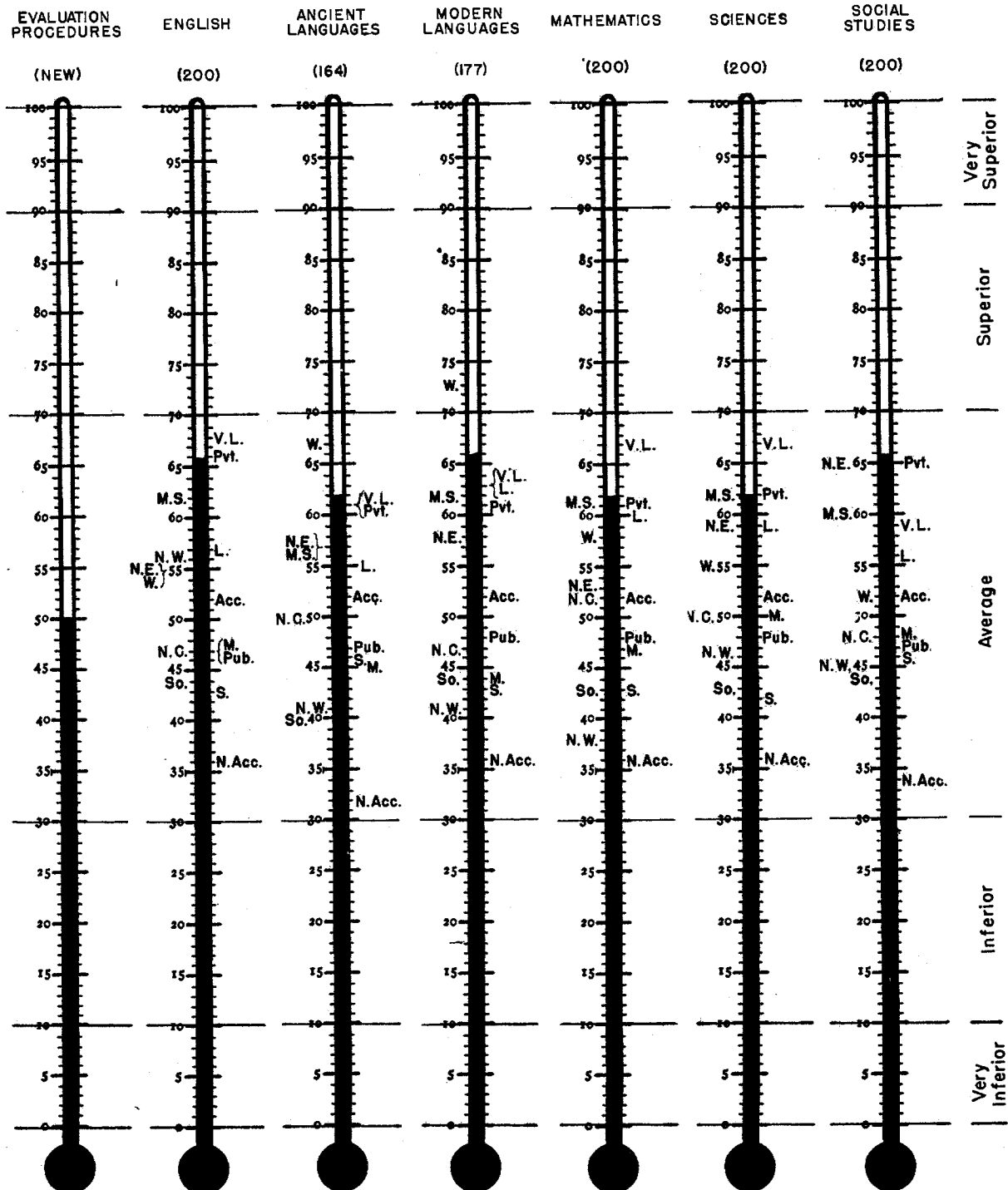


Fig. 13. -- The educational temperatures showing the percentile scores of the outcomes of the educational program of the Coleman High School (1).

OUTCOMES (2)

General Statement

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

1. Music
Based upon three evaluations under II-G, "Music" (page 89).
2. Arts and Crafts
Based upon three evaluations under II-H, "Arts and Crafts" (page 90).
3. Industrial Arts
Based upon three evaluations under II-J, "Industrial Arts" (page 90).
4. Homemaking
Based upon four evaluations under II-K, "Homemaking" (page 91).
5. Agriculture
Based upon five evaluations under II-L, "Agriculture" (page 92).
6. Business Education
Based upon three evaluations under II-M, "Business Education" (page 92).

OUTCOMES OF THE EDUCATIONAL PROGRAM (2)

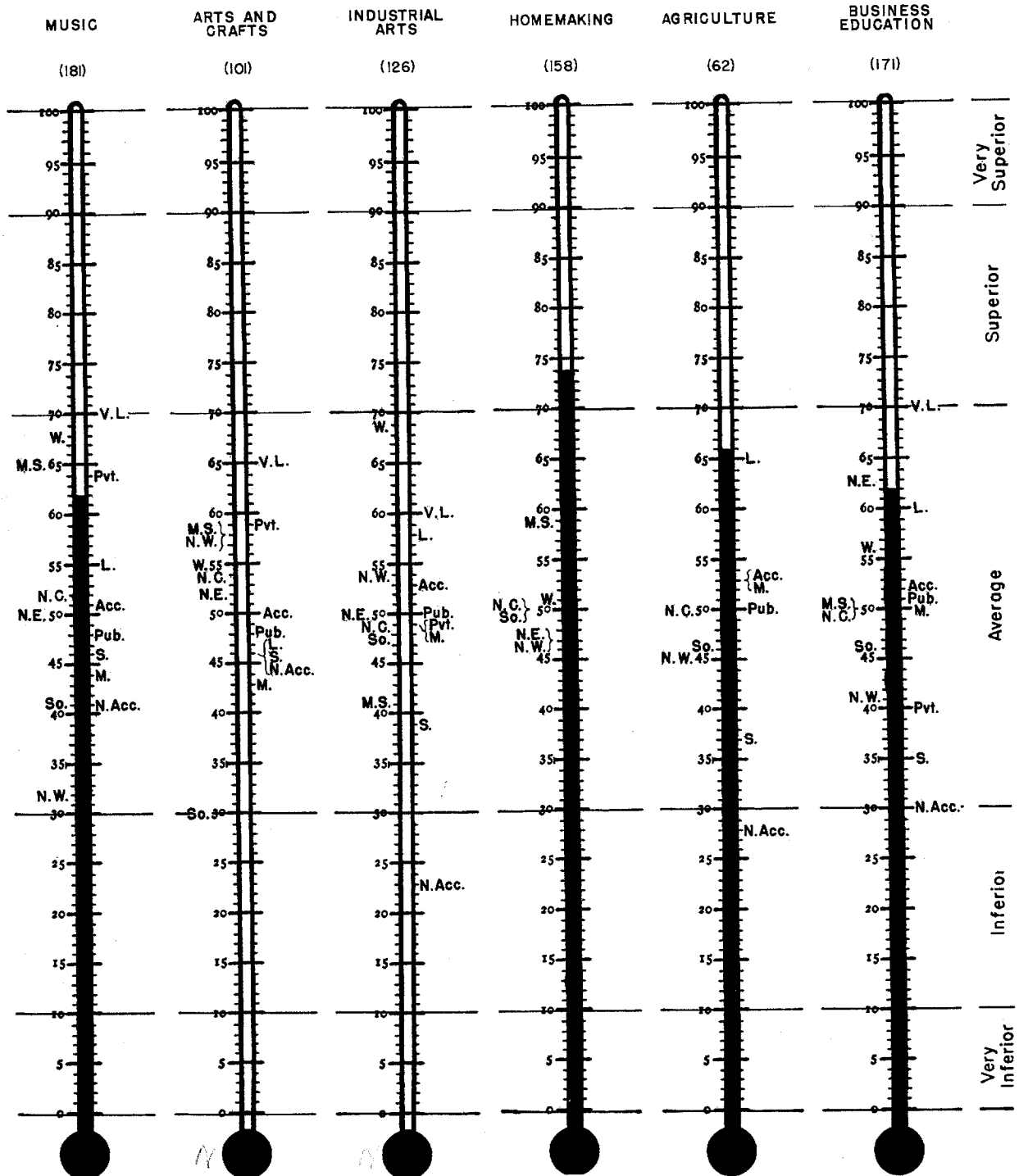


Fig. 14. -- The educational temperatures showing the percentile scores of the outcomes of the educational program of the Coleman High School (2).

OUTCOMES (3)

General Statement

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

1. Health and Physical Education: Boys
Based upon three evaluations under II-N, "Health and Physical Education for Boys" (page 93).
2. Health and Physical Education: Girls
Based upon three evaluations under II-O, "Health and Physical Education for Girls" (page 93).
3. Vocational Shop
Based upon three evaluations under II-P, "Vocational Shop and Related Work" (page 94).
4. Attitudes and Appreciations
Based upon three evaluations under III, "Outcomes in Attitudes and Appreciations" (page 95).
5. General Evaluation
Based upon three evaluations under V. "General Evaluation of Outcomes of the Educational Program" (page 96).
6. SUMMARY
Based upon the other eighteen thermometers on this chart and the two preceding charts, each weighted as indicated in Section X of Evaluative Criteria.

OUTCOMES OF THE EDUCATIONAL PROGRAM (3)

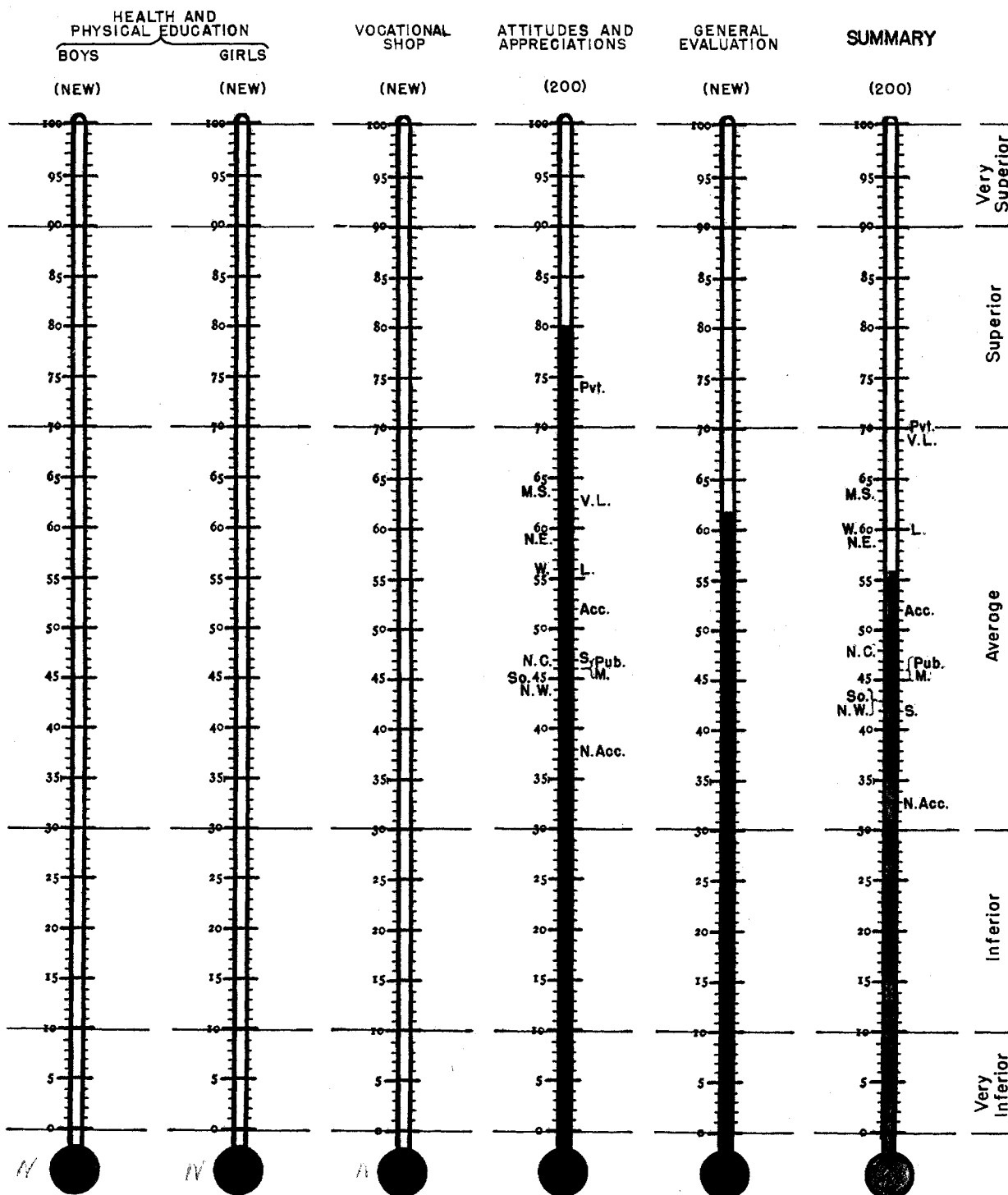


Fig. 15. -- The educational temperatures showing the percentile scores of the outcomes of the educational program of the Coleman High School (3).

SCHOOL STAFF (1)

General Statement

This is the first of three charts on the school staff. The first two thermometers on this chart are based upon Section J of the Evaluative Criteria, SCHOOL STAFF. The last four thermometers are based upon Section M, DATA FOR INDIVIDUAL STAFF MEMBERS, as summarized in Section J, SCHOOL STAFF. Sources for each thermometer are indicated below.

1. Numerical Adequacy

Based upon five evaluations under I, "Numerical Adequacy" (page 99), in Section J, SCHOOL STAFF.

2. Selection

Based upon three evaluations under II-A, "Selection of Staff Members" (page 100), in Section J, SCHOOL STAFF.

3. Personal Qualifications

Based upon one evaluation for each staff member under I-B, "Personal Qualifications" (page 153) in Section M, DATA FOR INDIVIDUAL STAFF MEMBERS.

4. Instructional Qualifications

Based upon three evaluations for each teacher under I-C, "Instructional Qualifications" (page 153) in Section M, DATA FOR INDIVIDUAL STAFF MEMBERS.

5. Adequacy of Preparation: Academic

Based upon I-A-3, "Academic Preparation" (page 152) in Section M, DATA FOR INDIVIDUAL STAFF MEMBERS. The special scale on the right-hand side of the thermometer is the average of the ratings for all the individual teachers for whom the information is available. The individual ratings are based upon the amount of formal education in the teacher's major teaching field or fields. For full details as to the derivation of the rating scale see M. L. Altstetter, "Scales for the Evaluation of the Training of Teachers," The School Review (September 1937), 45: 529-39; also in Evaluation of Secondary Schools: Supplementary Reprints, No. 20.

6. Adequacy of Preparation: Professional

Based upon I-A-4, "Professional Preparation" (page 152) in Section M, DATA FOR INDIVIDUAL STAFF MEMBERS. The special scale on the right-hand side of the thermometer is the average of the ratings for all the individual staff members for whom the information is available. The individual ratings are based upon the amount of formal training in professional courses in education. For full details as to the derivation of the rating scale see M. L. Altstetter, "Scales for the Evaluation of the Training of Teachers," The School Review (September 1937), 45: 529-39; also in Evaluation of Secondary Schools: Supplementary Reprints, No. 20.

the median of all the schools. On outcomes in homemaking, the school had a percentile rank of seventy-four. This percentile is in the bracket classed as superior by the Cooperative Study of Secondary School Standards. On outcomes of the instructional program in the field of agriculture, the school had a percentile rank of sixty-six, which is sixteen points above the median for all the schools studied by the Cooperative Study of Secondary School Standards and twenty points above the median for the schools that are members of the Southern Association of Colleges and Secondary Schools. On the outcomes in the field of business education, the school had a percentile rank of sixty-two. This rank is twelve points above the median for the 171 schools studied by the Cooperative Study of Secondary School Standards. On outcomes in attitudes and appreciations, the school had a percentile rank of eighty. This percentile is in the bracket classed as superior by the Cooperative Study of Secondary School Standards. On the outcomes in general evaluation, the school had a percentile rank of sixty-two. This is a new thermometer and consequently no comparison can be made with the other groups of schools studied by the Cooperative Study of Secondary School Standards. On the summary of the outcomes of the entire educational program, the school had a percentile rank of fifty-six. This rank is six points above the median for the two hundred

schools studied by the Cooperative Study of Secondary School Standards and it is thirteen points above the median for the schools that are members of the Southern Association of Colleges and Secondary Schools.

It is recommended that the school make a concerted effort to get pupils to observing in ordinary conversation those speech forms sanctioned by correct usage. It is recommended that the school provide the building and equipment and organize classes for a well-rounded physical education program for both boys and girls. It is also recommended that the teachers of the school read and study some of the works of the best educational writers in order to learn the concensus of opinion concerning the desirable outcomes in their respective fields of teaching and that they make this knowledge the basis of their planning for and directing study activities in their classrooms.

CHAPTER X

THE SCHOOL STAFF

A statement of the guiding principles to be used in evaluating a secondary school on the basis of the staff is given by the Cooperative Study of Secondary School Standards in the following excerpt:

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 provide evidence of thorough preparation for his particular task and of possession of such personal traits as are requisite to teaching and to associating with youth. Diversity of preparation and viewpoints are desirable for a well-rounded staff, but its members should have the ability and the desire to work together, cheerfully, harmoniously, and efficiently for the good of the school and its pupils.

The number of staff members should be adequate for the curriculum offered, the school's enrollment, and the special needs of the pupils. The teaching load and the total working load should be such as not to endanger educational efficiency. Salaries should be such as to assure a living comparable with the social demands on the profession and the worth of service rendered as well as to provide security for old age. In the membership of the staff should be found both experience gained by years of service and vigor and enthusiasm characteristic of youth. Provision should

be made for proper induction and adjustment of new and inexperienced members.

In the selection of individual staff members attention should be given to teaching ability, personality, health, and character. Each staff member should have broad, general scholarship, thorough preparation in his special field, professional competence, and reasonable social development.¹

In discussing the selection and appointment of teachers, Bolton, Cole, and Jessup say that:

Teachers are the most important factors in the whole educational scheme. Good buildings, laboratories, and libraries are essential, but without good teachers to utilize them they are of little value. Good teachers can often accomplish remarkable results with inferior equipment and shabby buildings. But no matter how elaborate the buildings and how abundant the equipment, if not in the hands of superior teachers the educational outcomes are inferior. Brains instead of bricks determine the worth of our schools.²

An evaluation of the professional staff of the Coleman High School has been made by checking each item with the proper symbol.

- (N) 1. The superintendent of schools, the principal, assistants, and supervisors confer with each other regarding the selection of the professional staff.
- (/) 2. Candidates are selected on the basis of their fitness for the particular position they are to fill.
- (/) 3. Only candidates who meet the legal requirements and have a valid standard certificate for the position concerned or meet the qualifications for such certificates are considered for positions.
- (/) 4. Candidates are selected in the light of full personal, family, and health records of all candidates and in the light of their records of education and experience.

¹Evaluative Criteria, p. 99.

²Bolton, Cole, and Jessup, op. cit., p. 282.

- (/) 5. Confidential recommendations from reliable persons who are well acquainted with the candidate are secured; such recommendations are specific in terms and apply to a definite position.
- (/) 6. The principal or superintendent, or both, have a personal interview with the candidate, or observe him at work, if he is seriously considered for a position.
- (/) 7. Faculty and staff meetings are concerned chiefly with educational problems, principles, and progress rather than with announcements, discipline, and routine.
- (/) 8. Faculty and staff meetings are characterized by general teacher planning and participation rather than by monopolization by one or a few individuals.
- (/) 9. The staffs constantly study the school's aims and philosophy of education.
- (/) 10. They are definitely studying the improvement of teaching.
- (-) 11. They are definitely studying the improvements of the library and its service.
- (/) 12. They are definitely studying the problems of guidance and the improvement of guidance service.
- (/) 13. They are definitely studying the pupil activity program and seeking to improve it.
- (-) 14. They are definitely studying how to promote health and health conditions of pupils and school.
- (/) 15. They are actively studying the curriculum and how to improve it.
- (/) 16. They are actively cooperating in other phases of school improvement, such as better use of English, respect for property, beautification of the school plant, and better school and community relations.
- (/) 17. The school has a definite salary schedule for professional staff members.
- (-) 18. The maximum, minimum, and average salaries are related to appropriate standards of living and social and economic conditions of 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 of salary are spread over a large portion of the potential service career.

- (-) 21. The salary schedule for the school is sufficiently flexible to care for special cases of unusual merit because of high qualifications, professional growth or excellence of service rendered.
- (/) 22. Persons of the same type or rank of position receive equal salaries for equivalent training and experience (except as provided for in 21).
- (O) 23. The maximum salary for any position is approximately twice as much as the minimum salary for the same position.
- (/) 24. Tenure of employees is probationary for a period of at least two years.
- (-) 25. Indefinite tenure is provided after a successful probationary period of not over three years and continues as long as the employee's work and conduct merit it.
- (/) 26. The proposed dismissal of an employee on account of incompetence, misconduct, or neglect of duty is preceded by a warning and specific statement of defects, and dismissal is made only after failure of real efforts by administrative or supervisory officers to improve the employee.
- (-) 27. Employees who do not desire to continue in their positions give reasonable notice of their intention to leave.
- (/) 28. Provision is made for employees to leave their regular duties a limited number of days each year to attend professional meetings or for other professional purposes; no reduction in pay is made for such absences.
- (/) 29. Provision is made for employees to have a limited number of days of absence from school duties because of personal sickness on an annual cumulative basis and without loss of pay.
- (N) 30. Extended leave of absence is granted teachers to continue their educational training with permission to return to their positions at the expiration of the term of leave.
- (/) 31. Provision is made for sabbatical leave of absence on full or half pay.
- (-) 32. Adequate provision is made for the proper care of the school's disabled or over-age employees.
- (-) 33. Employees are retired when old age or disability prevents further efficient service.
- (/) 34. All those employed since the introduction of the retirement system are contributors to the retirement fund and share in its benefits.

- (N) 35. Periodic actuarial investigations of the retirement system are made to insure its financial soundness.
- (/) 36. Individual retirement deposits of each employee are returnable upon withdrawal from educational service or upon death prior to retirement.³

Of the thirty-six items checked, twenty-three were checked (/), indicating that the conditions or provisions were present or were made to a very satisfactory degree. Nine items were checked (-), indicating that the conditions or provisions were present to some extent or were only fairly well met. One item was checked (0), indicating that the condition or provision was not present or that it was not satisfactory. Three items were checked (N), indicating that the conditions or provisions did not exist or that they did not apply to this school. It is seen that the school rates high on most of the items pertaining to the selection of the staff members and on the improvement in service of the professional staff members but it rates low on many items pertaining to the conditions of service such as salaries and tenure.

The school has been evaluated in respect to the professional and non-professional staffs by scoring each of the following questions:

- (3) 1. To what extent is consideration given to the preparation of prospective staff members?
- (3) 2. To what extent is consideration given to the nature and amount of experience of prospective staff members?

³Evaluative Criteria, pp. 100-105.

- (3) 3. To what extent is consideration given to the personal qualifications of prospective staff members?
- (4) 4. How well is the entire professional staff organized for improvement in service?
- (4) 5. How extensive are the efforts of these staffs, as groups, to effect improvement?
- (3) 6. How well has the work of improvement been done?
- (3) 7. How well does the salary schedule of the school meet the provisions set forth above?
- (4) 8. How carefully is the school's salary schedule being observed?
- (3) 9. How adequate are the salaries paid professional staff members?
- (3) 10. How satisfactory are conditions relating to tenure?
- (3) 11. How well are provisions made for leaves of absence?
- (3) 12. How adequate is the retirement system which applies to the professional staff members of this school?
- (4) 13. How satisfactory are the technical qualifications of the clerical and accounting staffs?
- (4) 14. How satisfactory are the personal qualifications of these staff members?
- (4) 15. How extensive are efforts of these staffs to effect improvement?
- (4) 16. How well has the work of improvement been done?
- (4) 17. How carefully are clerical and accounting staff members selected?
- (4) 18. How adequate are provisions and conditions for leave of absence?
- (3) 19. How adequate are provisions for retirement of disabled or over-age employees?
- (3) 20. How satisfactory are the salaries and the salary schedule?
- (4) 21. How satisfactory are the provisions and conditions of tenure?
- (4) 22. How satisfactory are the technical qualifications of the custodial and maintenance staffs?
- (4) 23. How satisfactory are the personal qualifications of these members.
- (3) 24. How extensive are the efforts of these staffs to effect improvement?
- (3) 25. How effective have been the efforts at improvement?
- (3) 26. How carefully are custodial and maintenance staff members selected?
- (3) 27. How adequate are provisions and conditions for leave of absence?

- (1) 28. How adequate are provisions for retirement of disabled or over-age employees?
- (3) 29. How satisfactory are the salaries and salary schedules?
- (4) 30. How satisfactory are the provisions and conditions of tenure?⁴

It is seen that the school has been rated average when scored on its professional and non-professional staffs. Nothing has been done about retirement in the Coleman High School except the provisions made by the Teacher Retirement System of Texas, with which most of the staff members are associated. The average score on the thirty items listed above is (3.4). This score is above the median score of all the schools studied by the Cooperative Study of Secondary School Standards.

Given below is a list of items used in rating each teacher on personal and instructional qualifications (individual ratings on each item are shown in Table 41 in the Appendix):

1. Cooperation -- gets along with others; adapts plans or procedures to their needs or convenience when desirable or necessary.
2. Sincerity and loyalty -- associates accord him respect and confidence and he accords them support.
3. Intelligence -- resourcefulness, adaptability, and judgment enable the attainment of desirable results.
4. Self-control -- calm, well poised, and temperate in conduct and speech, well modulated voice.
5. General culture -- broad interests, refined tastes, interesting conversation, commendable personal habits, care in dress and personal appearance.
6. Interest in current problems -- studies them and participates in activities or organizations seeking their solution.

⁴Ibid., pp. 100-109.

7. Good physical health -- has good health habits; is energetic and physically fit; enjoys physical activity.
8. Good mental health -- friendly, cheerful, and sanely optimistic.
9. Enjoyment and understanding of adolescents -- pupils are cordially friendly toward him.
10. 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 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 developments and findings in his teaching fields.
18. The teacher keeps up with new theories and practices in teaching procedures.⁵

Each teacher was rated on personal and instructional qualifications by marking each of the following questions with the appropriate symbol (individual scores are shown in Table 42 in the Appendix):

- a. How satisfactory are the personal qualifications of this staff member?
- b. How comprehensive is this teacher's preparation as it bears on his understanding of relationships of his teaching fields with other fields and with life activities out of school?
- c. How up-to-date is this teacher's preparation in his teaching field and teaching procedures?

⁵Ibid., p. 153.

- d. How adequate is this teacher's ability to stimulate pupils to desirable learning activities?⁶

Of the sixty-four evaluations made for the sixteen teachers, two were rated (5), forty-one were rated (4), twenty were rated (3), and one was rated (2). The average score of the evaluations of personal and instructional qualifications of the teachers is approximately (3.7), which is a very good score.

The professional staff of the Coleman High School consists of a superintendent who does no teaching, a principal who teaches three periods a day, a band director who teaches instrumental music, a librarian who teaches no classes, and thirteen others who teach full-time. The number of instructional staff members is not numerically adequate. This condition is reflected in the teacher-load. In discussing the teacher-load, Chamberlain has this to say:

In the administration of teaching loads, the superintendent or principal must concern himself with the answers to several specific questions. In order that the school system may be operated in an economical fashion, the administrator would have every teacher carry as much work as possible without appreciable loss in efficiency. If the assignment given any particular teacher is too heavy, the quality of his work will suffer and in addition he is likely to become dissatisfied and resentful. On the other hand, a load that is too light is uneconomical and also checked initiative and enterprise and encourages loafing and procrastination.⁷

⁶Ibid.

⁷Leo M. Chamberlain, The Teacher and School Organization, p. 290.

Because of his professional training, his educational experience, and especially because of the position which he holds, the superintendent of schools, with the cooperation of his principals and other administrative coworkers, should be delegated the function of selecting all teachers.⁸

The above procedure is carried out in the Coleman High School. Consideration is given to the academic and professional preparation, the nature and amount of enterprise and experience, and the personal qualifications of the candidates for teaching positions.

Table 27 presents a summary of the evaluations of personal qualifications of all professional staff members

TABLE 27

A SUMMARY OF THE EVALUATIONS OF PERSONAL QUALIFICATIONS
OF THE PROFESSIONAL STAFF MEMBERS OF THE
COLEMAN HIGH SCHOOL

Evaluations (A)	Number of Evaluations (B)	Product of A and B (C)
5	1	5
4	13	52
3	2	6
2	..	..
1	..	..
Total....	16	63
School score..	..	3.9

⁸Reeder, Fundamentals of Public School Administration, p. 57.

of the Coleman High School. The average of the evaluations is (3.9), which is nine tenths of a point above the average for the schools studied by the Cooperative Study of Secondary School Standards.

Table 28 presents a summary of the evaluations of the instructional qualifications of all the professional staff members of the evaluated school. The average score for all the teachers of the Coleman High School is (3.6), which is six tenths of a point better than the median for all the schools of the nation.

TABLE 28

A SUMMARY OF THE EVALUATIONS OF THE INSTRUCTIONAL
QUALIFICATIONS OF THE PROFESSIONAL STAFF

Evaluations (A)	Number of Evaluations (B)	Product of A and B (C)
5	1	5
4	28	112
3	18	54
2	1	2
1	..	..
Total.....	48	173
School score...	..	3.6

The adequacy of the academic preparation of the professional staff of the Coleman High School is shown in Table 29. Three of the teachers were rated (5) in academic preparation for the fields in which they are teaching, four teachers were rated (4), five were rated (3), and two were rated (2). The average for academic preparation for all professional staff members of the school is (3.6), which is above the norm for all schools studied. All teachers who are regular classroom teachers in the Coleman High School hold the bachelor's degree and several hold the master's degree.

TABLE 29

A SUMMARY OF THE EVALUATIONS OF THE ADEQUACY OF THE ACADEMIC PREPARATION OF THE PROFESSIONAL STAFF MEMBERS OF THE COLEMAN HIGH SCHOOL

Evaluations (A)	Number of Evaluations (B)	Product of A and B (C)
5	3	15
4	4	16
3	5	15
2	2	4
1	..	..
Total....	14	50
School score..	..	3.6

Table 30 presents a summary of the evaluations of the professional staff in adequacy of professional preparation. One teacher rated (5) in professional preparation, two teachers were rated (4), nine were rated (3), and three were rated (2). The average score is (3.1), which is one tenth of a point above the median for all schools studied by the Cooperative Study of Secondary School Standards.

TABLE 30

A SUMMARY OF THE EVALUATIONS OF THE ADEQUACY OF THE PROFESSIONAL PREPARATION OF THE PROFESSIONAL STAFF MEMBERS OF THE COLEMAN HIGH SCHOOL

Evaluations (A)	Number of Evaluations (B)	Product of A and B (C)
5	1	5
4	2	8
3	9	27
2	3	6
1	..	..
Total...	15	46
School score.	..	3.1

Table 31 presents a scale for evaluating the adequacy of the professional preparation of staff members. The number

of semester hours of professional preparation, which is shown in the left-hand column, is the total of all graduate and undergraduate work listed by each teacher on his individual form. Four teachers in the system have had fewer than eighteen semester hours of professional preparation, nine teachers have had from eighteen to thirty semester hours, and three teachers have had an average of thirty-seven semester hours of professional preparation. (The number of semester hours of professional preparation of each teacher is shown in Table 43 in the Appendix.)

TABLE 31

A SCALE FOR EVALUATING THE ADEQUACY OF THE
PROFESSIONAL PREPARATION OF TEACHERS

Number of semester hours of professional preparation	Rating
0-9	1
10-17	2
18-29	3
30-43	4
44 or more	5

Table 32 shows the educational experience and service in the school of the teachers of the Coleman High School. The professional staff of the Coleman High School ranks rather high in school experience but it does not rank so high in tenure in the present school. Two of the teachers

TABLE 32

THE EDUCATIONAL EXPERIENCE AND SERVICE IN THE COLEMAN
HIGH SCHOOL OF THE HIGH SCHOOL STAFF

Number of Years	Educational Experience		Service in Present School	
	Number of Staff Members	Product of Columns A and B	Number of Staff Members	Product of Columns A and D
(A)	(B)	(C)	(D)	(E)
25..	2	50	..	..
20..	1	20	..	..
19..	1	19	1	19
12..	..	..	1	12
9..	1	9	..	..
8..	3	24	..	..
6..	1	6	..	..
5..	3	15	3	15
4..	..	..	2	8
3..	4	12	3	9
2..	..	..	1	2
1..	1	1	6	6
Total..	17	156	17	71
School score	..	9.2	..	4.1

have taught twenty-five years, one has taught twenty years, and one has taught nineteen years. Only one teacher in the system was teaching for the first year. The average teaching experience for all of the teachers is 9.2 years. The average service in the present school for all of the teachers is 4.1 years. Chamberlain, in discussing the disadvantages of a high per cent of turnover of members of the teaching profession, says:

If experience on the part of the teacher contributes in general to increased efficiency in the classroom, and there can be little doubt that it does, particularly for the first few years, a large per cent of turnover is certain to produce a poorer educational product than would result if the teaching staff remained relatively stable. A high percentage of withdrawals from the profession or any other condition that makes necessary the employment of relatively large numbers of inexperienced teachers each year represents, then, an undesirable situation.⁹

Table 33 presents a summary of the evaluations given the teachers of the evaluated school on individual improvement. Individual improvement of the teachers was rated on such terms as membership in national professional organizations; reading, both professional and non-professional; travel; visits to other schools; and college credit secured in the last three years in education and other subject-matter fields.

The average for the evaluations of individual improvement

⁹Chamberlain, op. cit., p. 194.

TABLE 33

A SUMMARY OF THE EVALUATIONS OF THE INDIVIDUAL IMPROVEMENT
OF PROFESSIONAL STAFF MEMBERS OF THE COLEMAN HIGH SCHOOL

Evaluations (A)	Number of Evaluations (B)	Product of A and B (C)
5	6	30
4	10	40
3	10	30
2	6	12
1	..	..
Total...	32	112
School score.	..	3.5

of the professional staff members is (3.5), which is better than the average of the two hundred schools studied by the Cooperative Study of Secondary School Standards. The teachers are professional in their attitudes toward the improvement of their professional and educational preparation.

Table 34 shows the salaries received by the instructional and the administrative staff members of the Coleman High School. It is seen that eleven teachers in this school receive salaries of less than \$1,200 per year and that one

of these eleven receives a salary of less than \$1,000 per year.

TABLE 34

THE SALARIES OF THE PROFESSIONAL STAFF MEMBERS
OF THE COLEMAN HIGH SCHOOL

Salary	Number of Staff Members
\$3,000-\$3,499	1
2,200- 2,399	1
1,800- 1,999	1
1,600- 1,799	1
1,400- 1,599	1
1,200- 1,399	1
1,000- 1,199	10
800- 999	1

Chamberlain says:

The teacher who is rendering satisfactory service cannot be blamed for insisting on proper remuneration. Like any other worker, he is returning a benefit to his employer, and like any other worker, he may justly demand pay commensurate with the service rendered.¹⁰

Reeder has this to say about the importance of sufficient pay for teachers:

In the first place, a sufficiently high schedule of pay is needed to attract the best young people into teaching. A low schedule will not attract such persons. The "joy of service," although potent, is not a sufficient magnet. In the second place, the

¹⁰Ibid., p. 214.

schedule of pay must be high enough to keep the choicest spirits in the profession and to make them progressive and happy in their work. Teaching must constantly compete with other businesses, trades, and professions; if its standards of pay are low compared with other vocations, there is danger that the best members of the profession will be lost to other vocations. In the third place, the salary must be high enough to enable the teacher to take his proper place in community life and to maintain a standard of living equal to or approximating that of the cultured people in the community.¹¹

Table 35 shows the non-school experience of the professional staff members of the Coleman High School. The aggregate number of years of non-school experience of the teachers of this school is 22.75. The average number of years is 1.38, which is very high as shown by the thermometer on the non-school experience of staff members.

TABLE 35

THE NON-SCHOOL EXPERIENCE OF THE PROFESSIONAL
STAFF MEMBERS OF THE COLEMAN HIGH SCHOOL

Aggregate number of years	22.75
Number of staff members	17
Average	1.38

The non-professional staff of the Coleman High School consists of one secretary, who works in the superintendent's office, and one janitor. The following checklist for evaluating the non-professional staff was checked with the appropriate symbols:

¹¹Reeder, Fundamentals of Public School Administration, pp. 116-116.

- (/) 1. All members of the clerical and accounting staffs are adequately trained for their positions.
- (/) 2. All such members are efficient -- work is done properly and in a reasonable length of time.
- (/) 3. All such members are reliable -- they do properly what is supposed to be done at the time it should be done.
- (/) 4. They are trustworthy -- they protect school interests and property and keep certain information confidential.
- (/) 5. They are resourceful -- they readily adapt themselves to different kinds of work and changed conditions and find better ways of finding and doing things.
- (/) 6. They are cooperative -- they get along well with others and adapt their plans and procedures to the needs and convenience of others whenever desirable or necessary.
- (/) 7. They are courteous and agreeable to associates and to visitors.
- (/) 8. They are neat and orderly with respect to themselves, their work, and their surroundings.
- (/) 9. Their health and habits are such as to assure fitness for service and to safeguard the health of others.
- (/) 10. The staff members are improving office procedures such as corresponding service -- prompt and accurate replies, and filing.
- (/) 11. The staff members are improving office procedures such as office and school forms -- permits, record cards, requisitions, and forms.
- (-) 12. The staff members are improving office procedures such as filing system for the office and school records.
- (/) 13. The staff members are improving office procedures such as understanding of their relationship to the total school program and how they may better promote it.
- (/) 14. Candidates are selected on the basis of fitness for the particular positions they are to fill.
- (/) 15. Candidates are selected only after full inquiry into their personal and health records and their records of training and experience.
- (-) 16. The school has a salary schedule for the clerical and accounting staffs.
- (O) 17. Maximum, minimum, and average salaries of these groups are related to appropriate standards of living and economic conditions in the community.

- (0) 18. Regular increments in salaries are spread over a large proportion of the potential service career.
- (/) 19. After the probationary period of from one to two years, tenure continues as long as the employee's service and conduct merit it.
- (0) 20. Provision is made for employees to have a limited number of days of absence (at least 15 per year) from duties because of personal sickness without loss of pay and on a cumulative basis.
- (0) 21. Adequate provision is made for the proper care of the school's disabled or over-age employees.
- (0) 22. Employees are retired when old age or disability prevents further efficient service.
- (/) 23. All members of the custodial and maintenance staffs are adequately trained for their positions.
- (/) 24. All such members are efficient -- work is done properly and in a reasonable length of time.
- (/) 25. All such members are reliable -- they do properly that is supposed to be done at the time it should be done.
- (/) 26. They are trustworthy -- they protect school interests and property and keep certain information confidential.
- (-) 27. They are resourceful -- they readily adapt themselves to different kinds of work and changed conditions and find better ways of doing things.
- (/) 28. They are cooperative -- they get along well with others and adapt their plans and procedures to the needs and convenience of others whenever desirable or necessary.
- (-) 29. They are courteous and agreeable to associates and to visitors.
- (/) 30. They are neat and orderly with respect to themselves, their work, and their surroundings.
- (/) 31. Their health and habits are such as to assure fitness for service and to safeguard the health of others.
- (/) 32. The staff members are seeking improvement along such lines as time schedules for the performance of regular and occasional tasks.
- (/) 33. The staff members are seeking improvement along such lines as selection and proper use of cleansing agents.
- (/) 34. The staff members are seeking improvement along such lines as proper use of supplies and other forms of school property.

- (/) 35. The staff members are seeking improvement along such lines as proper heating and ventilation of the buildings and rooms.
- (/) 36. The staff members are seeking improvement along such lines as understanding of their relationship to the total school program and how they may better promote it.
- (/) 37. Candidates are selected on the basis of fitness for the particular positions they are to fill.
- (/) 38. Candidates are selected only after full inquiry into their personal and health records and their records of training and experience.
- (/) 39. The school has a salary schedule for custodial and maintenance staffs.
- (/) 40. Maximum, minimum, and average salaries of these groups are related to appropriate standards of living and economic conditions in the community.
- (0) 41. Regular increments in salaries are spread over a large proportion of the potential service career.
- (-) 42. After the probationary period of from one to two years, tenure continues as long as the employee's service and conduct merit it.
- (0) 43. Provision is made for employees to have a limited number of days of absence (at least 15 per year) from duties because of personal sickness without loss of pay and on a cumulative basis.
- (0) 44. Adequate provision is made for the proper care of the school's disabled or over-age employees.
- (0) 45. Employees are retired when old age or disability prevents further efficient service.¹²

The checklist sets up criteria for scoring and evaluating the non-professional staff on qualifications, improvement in service, and conditions of service. Out of forty-five items listed, thirty-one were checked (/), five were checked (-), and nine were checked (0). These scores indicate that the school has a good rating on the non-professional staff on most of the items.

¹²Evaluative Criteria, pp. 106-109.

The school does not operate the bus service; therefore, no checklist was scored for bus drivers and their conditions of service. Several buses bring pupils to the Coleman High School but they are operated under the supervision of the districts from which they come.

Table 36 presents a summary of the evaluations of the staff of the Coleman High School. Most of the items of this table have already been discussed and they will all be considered again in the discussion of the scores on the thermometers representing the ratings of the school staff.

The school, on the numerical adequacy of the school staff, had a percentile rank of fifty, which is average on this new thermometer. But when viewed in the light of the teacher load, where the school had a percentile rank of twenty-four and an inferior rating, the number of teachers seems to be inadequate to meet the school's needs under the present setup of class organization and subject offerings. In the selection of the school staff, the Coleman High School had a percentile rank of fifty, which is equal to the median for the schools studied by the Cooperative Study of Secondary School Standards. In personal qualifications of the school staff, the school had a percentile rank of seventy-eight, which is twenty-eight points above the national norm for the two hundred schools studied by the Cooperative Study of Secondary School Standards and eight points above the

TABLE 36

A SUMMARY OF THE EVALUATIONS OF THE STAFF
OF THE COLEMAN HIGH SCHOOL

Items	Computation of Primary Scores				Total	Divisor	Score	
	Evaluations							
Numerical adequacy.....	a	b	c	d	e	12	4	3.0
	3	3	N	3	3			
Selection.....	a	b	c			9	3	3.0
	3	3	3					
Personal qualifications..								3.9
Instructional qualifi- cations.....								3.6
Adequacy of preparation: academic.....								3.58
Adequacy of preparation: professional.....								3.07
School experience.....								9.2
Service in school.....								4.1
Non-school experience....								1.38
Group improvement.....	a	b	c			11	3	3.7
	4	4	3					

TABLE 36 -- Continued

Computation of Summary Score				
Percentile	Weights			Weighted Percentile
	Alpha	Beta	Gamma	
50	5	..	..	250
50	10	10	15	500
78	3	..	..	234
72	3	5	15	216
96	7	10	15	672
54	5	..	..	270
35	4	..	..	140
18	3	5	..	54
84	3	..	..	252
74	3	15	20	222

TABLE 36 -- Continued

Items	Computation of Primary Scores			
	Evaluations	Total	Divisor	Score
Individual improvement..				3.5
Salaries.....	a b c 3 4 3	10	3	3.3
Teacher load.....				32.55
Tenure, leave, and re- tirement.....	a b c 3 3 3	9	3	3.0
Clerical and account- ing.....	a b c d e 4 4 4 4 4 f g h i 4 3 3 4	34	9	4.7
Custodial and main- tenance.....	a b c d e 4 4 3 3 3 f g h i 3 1 3 4	28	9	3.1
Bus drivers.....		N	9	N
General evaluations.....	a b c 3 3 4	10	3	3.3

TABLE 36 -- Continued

Computation of Summary Scores				
Percentile	Weights			Weighted Percent ile
	Alpha	Beta	Gamma	
70	15	25	25	1050
62	8	10	10	496
24	5	10	..	120
50	10	10	..	500
94	2	..	..	188
54	2	..	..	108
N	..	..	..	N
62	10	..	..	620
Totals.....	98	100	100	5892
Summary score (divide by 98).....				60
Equivalent percentile (from summary con- version table).....				76

median for the top-ranking regional association. In instructional qualifications of the teachers, the school had a percentile rank of seventy-two, which is in the superior bracket and above the median for any of the groups studied. In adequacy of the academic preparation of the teachers, the school had a percentile rank of ninety-six, which is classed as very superior by the Cooperative Study of Secondary School Standards. In adequacy of professional preparation of teachers, the school had a percentile rank of fifty-four, which is four points above the national norm for the 199 schools studied. This rank seems to be low, because it can be seen that the school is fortunate in having teachers whose personal qualifications, instructional qualifications, and academic preparation all rank in the superior bracket. In school experience of the staff members, the Coleman High School had a percentile rank of thirty-five, which is average, but it is fifteen points below the national norm. On tenure of staff members the school had a percentile rank of eighteen, which is inferior. This rank is thirty-two points below the national norm and twenty points below the median for the schools that are members of the Southern Association of Colleges and Secondary Schools. In non-school experience, the teachers seemed to be above the average; for on this point the school had a percentile rank of eighty-four, which is

SCHOOL STAFF (I)

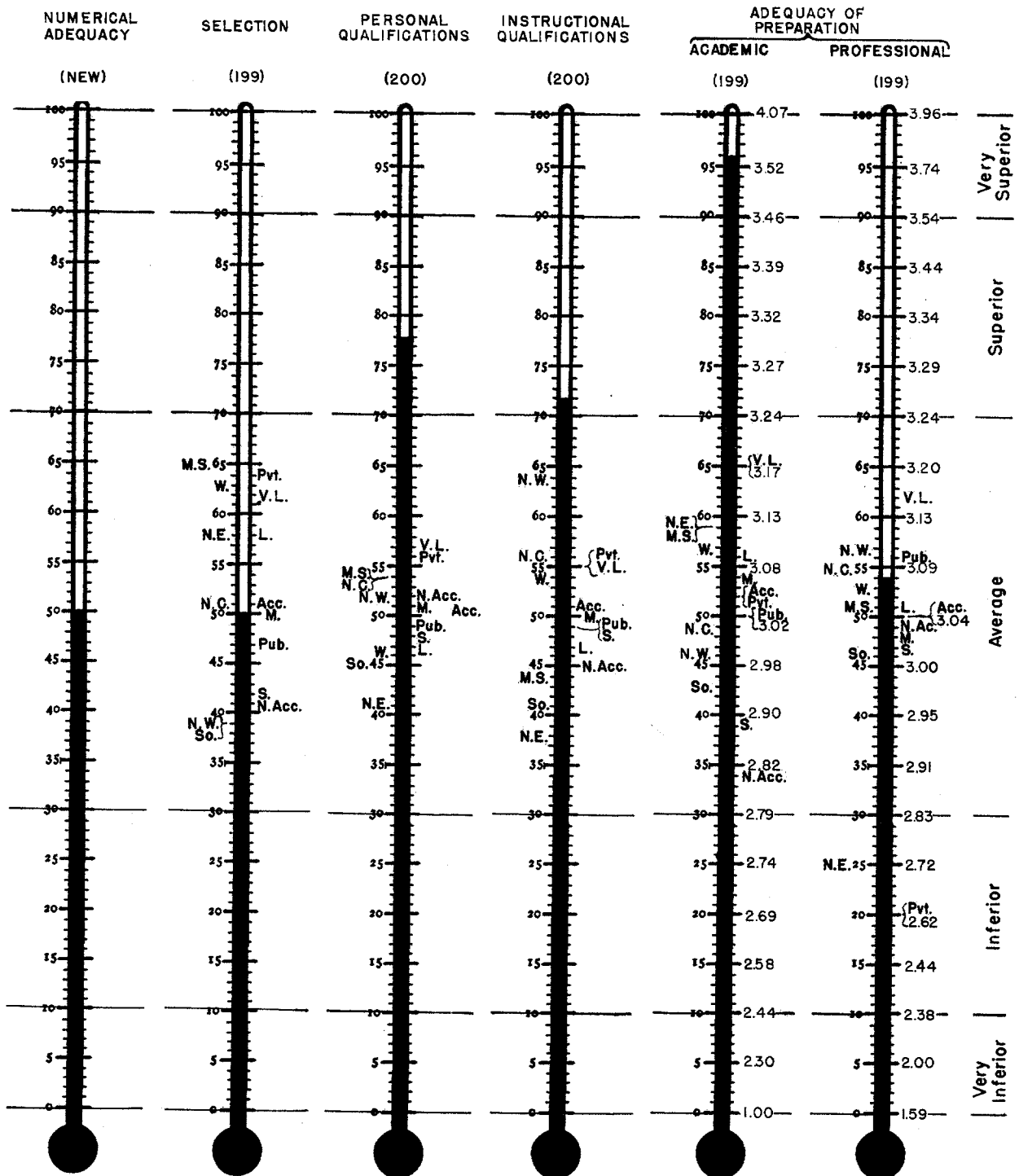


Fig. 16. -- The educational temperatures showing the percentile scores of the school staff of the Coleman High School (1).

SCHOOL STAFF (2)

General Statement

This is the second of three charts on the school staff. Thermometers numbered 1, 4, and 6 on this page are based upon Section J of the Evaluative Criteria, SCHOOL STAFF. Thermometers numbered 2, 3, and 5 are based upon Section M, DATA FOR INDIVIDUAL STAFF MEMBERS, as summarized in Section J, SCHOOL STAFF. Sources for each thermometer are indicated below.

1. School Experience

Based upon II-B-5, "Educational Experience and Service in the School" (page 101) in Section J, THE SCHOOL STAFF. The special scale on the right-hand side of the thermometer is the average number of years of educational experience for all the members of the staff.

2. Service in the School

Based upon II-B-5, "Educational Experience and Service in the School" (page 101) in Section J, THE SCHOOL STAFF. The special scale on the right-hand side of the thermometer is the average number of years of service in the school for all staff members.

3. Non-School Experience

Based upon I-A-2-b, "Non-School Experience" (page 151) in Section M, DATA FOR INDIVIDUAL STAFF MEMBERS. The special scale on the right-hand side of the thermometer is the average number of years of non-educational experience for all the members of the staff.

4. Group Improvement

Based upon three evaluations under II-C-1, "Group Improvement" (page 102) in Section J, THE SCHOOL STAFF.

5. Individual Improvement

Based upon two evaluations for each staff member under I-D, "Improvement in Service" (pages 154-55) in Section M, DATA FOR INDIVIDUAL STAFF MEMBERS.

6. Salaries

Based upon three evaluations under II-D-1, "Salaries and Salary Schedules" (page 103).

SCHOOL STAFF (2)

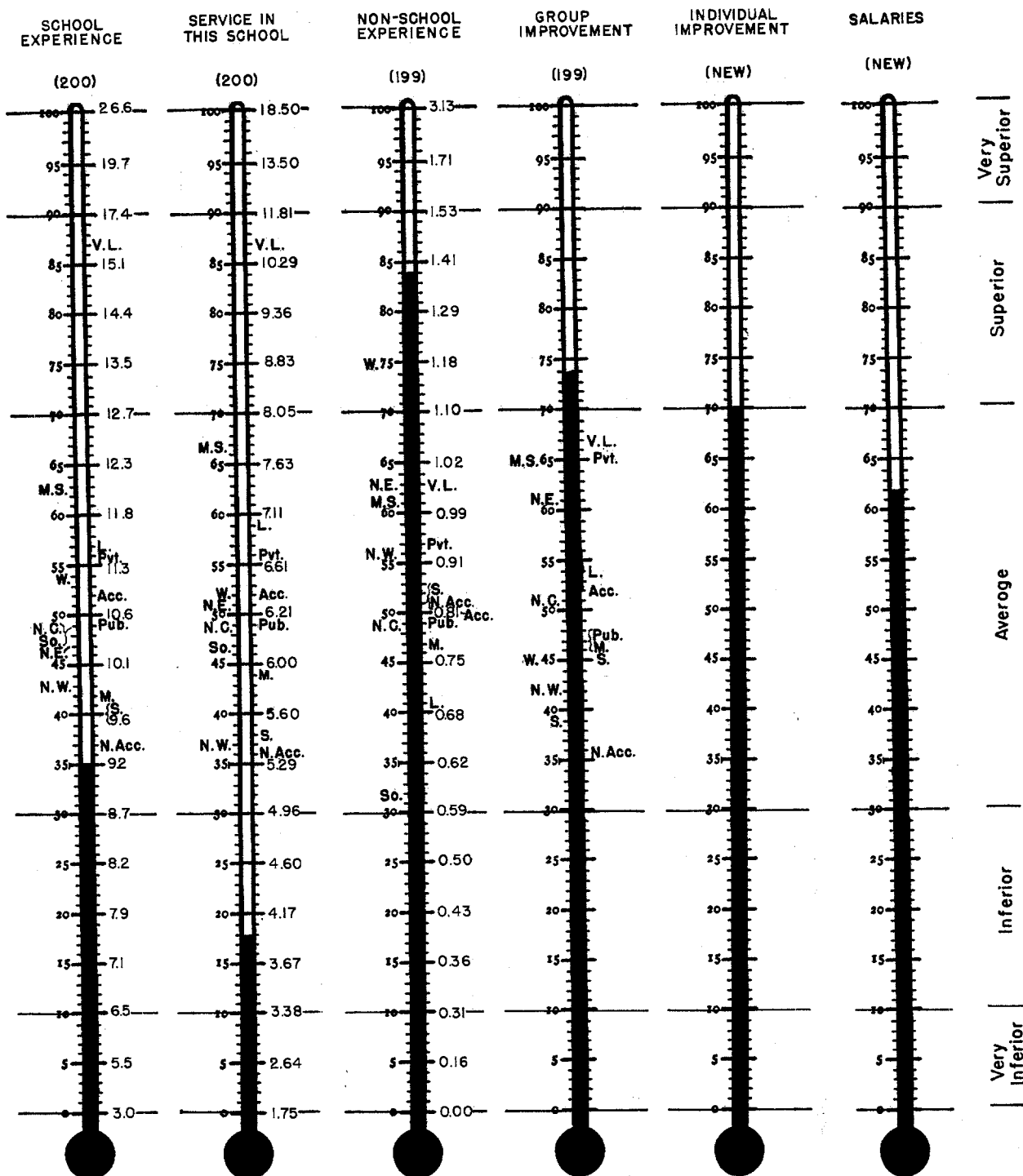


Fig. 17. -- The educational temperatures showing the percentile scores of the school staff of the Coleman High School (2).

SCHOOL STAFF (3)

General Statement

This is the last of three charts on the school staff. All thermometers, on this chart, except No. 1, are based upon Section J of the Evaluative Criteria, THE SCHOOL STAFF. Sources for each thermometer are indicated below.

1. Teacher Load

Based upon I-E, "Teacher Load" (page 156), in Section M, DATA FOR INDIVIDUAL STAFF MEMBERS, as summarized in Section J, SCHOOL STAFF. The special scale on the right-hand side of the thermometer is the average of the scores for all the teachers for whom the information is available. For full details see How to Evaluate a Secondary School, pages 72-74, and Harl R. Douglass, Organization and Administration of Secondary Schools, Ginn & Co., 1932, pp. 114-21.

2. Tenure, Leave, and Retirement

Based upon three evaluations under II-D-3, "Conditions of Tenure," II-D-4, "Leave of Absence," and II-D-5, "Retirement" (pages 104-105).

3. Clerical and Accounting

Based upon nine evaluations under III-A, "Clerical and Accounting Staffs" (pages 106-107).

4. Custodial and Maintenance

Based upon nine evaluations under III-B, "Custodial and Maintenance Staffs" (pages 108-109).

5. Bus Drivers

Based upon nine evaluations under III-C, "Bus Drivers" (pages 110-111).

6. General Evaluation

Based upon three evaluations under V, "General Evaluation of the School Staff" (page 112).

7. SUMMARY

Based upon the other eighteen thermometers on this chart and the two preceding charts, each weighted as indicated in Section X of Evaluative Criteria.

SCHOOL STAFF (3)

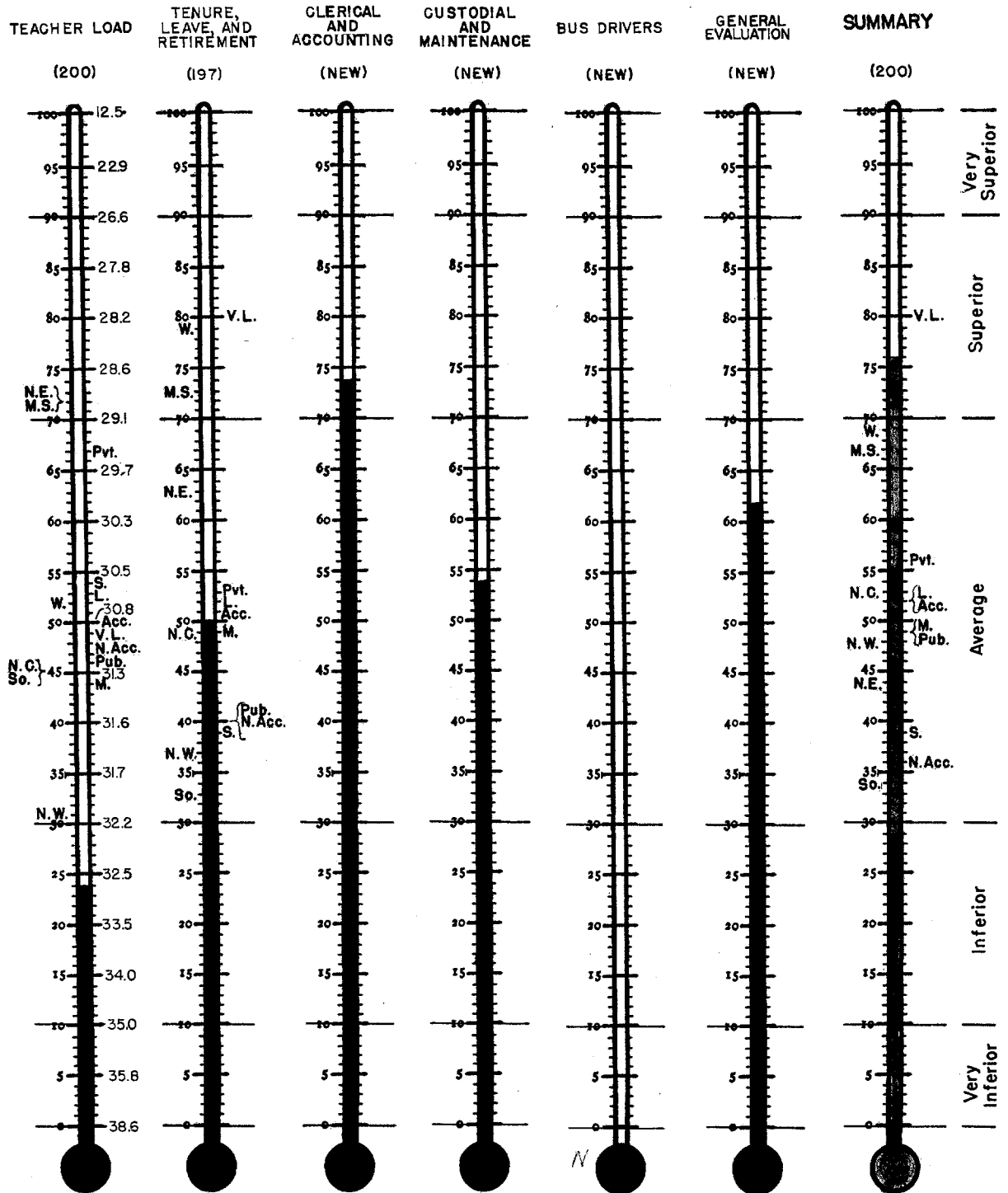


Fig. 18. -- The educational temperatures showing the percentile scores of the school staff of the Coleman High School (3).

SCHOOL PLANT (1)

General Statement

This is the first of two charts on the school plant. All thermometers on this chart are based upon Section K of the Evaluative Criteria, SCHOOL PLANT. Sources for each thermometer are indicated below.

1. Site: Health and Safety
Based upon four evaluations under I-A, "Health and Safety" (pages 115-116).
2. Site: Economy and Efficiency
Based upon three evaluations under I-B, "Economy and Efficiency" (page 116).
3. Site: Educational Program
Based upon four evaluations under I-C, "Influence on the Educational Program" (page 116).
4. Building: Health and Safety
Based upon ten evaluations under II-A, "Health and Safety" (pages 117-119).
5. Building: Economy and Efficiency
Based upon six evaluations under II-B, "Economy and Efficiency" (pages 119-120).
6. Building: Educational Program
Based upon twelve evaluations under II-C, "Influence on the Educational Program" (pages 120-122).

thirty-four points above the national norm and nine points above the norm for the highest-ranking group studied by the Cooperative Study of Secondary School Standards. In group-improvement of the school staff, the school had a percentile rank of seventy-four, which is twenty-four points above the national norm. In individual improvement of staff members and in salaries of the staff members, the school had a percentile rank of seventy and sixty-two, respectively. These two thermometers are new and consequently no comparison can be made with the other groups of schools. In tenure, leave, and retirement of the staff members, the school had a percentile rank of fifty, which is equal to the national norm of all schools studied by the Cooperative Study of Secondary School Standards. On clerical and accounting staff members, the Coleman High School had a percentile rank of seventy-four, which is in the superior bracket. On custodial and maintenance members of the staff, the school had a percentile rank of fifty-four, which is four points above the national norm. In general evaluation of staff members, the school had a percentile rank of sixty-two, which is twelve points above the average rank of fifty. On the summary score for the entire study of the staff members, the Coleman High School had a percentile rank of seventy-six, which is forty-two points above the median for the schools

that belong to the Southern Association of Colleges and Secondary Schools.

It is recommended that the school reduce the teaching load of those teachers in the system who are over-loaded, that the school make the teaching positions in the system desirable and attractive enough to hold teachers for a longer period of time, that the teachers be encouraged to make more professional improvement, and that they continue the good work now being done in individual and group improvement.

CHAPTER XI

THE SCHOOL PLANT

Much of what the child is to become is reflected in the environment in which he lives. The school is the home of the child for an increasing number of hours of the school day. Its beauty, adaptability, and pleasing surroundings become a potent influence in his life, and play an important part in the educational process. Many of the lasting attitudes of the child toward education are directly traceable to the nature of his school environment.

Great progress has been made in recent years in making the public school the most outstanding building of the community. The school site is selected with great care, the school building carefully planned and equipped, and the grounds beautified; and the whole environment designed to attract and retain the interests of school children.¹

Reeder has this to say about the importance of the school plant in the educational program:

The school plant consists of the building, equipment, and site. The important part that it plays in education is seen when we realize that the child learns by a process of individual reaction with his environment. Since pupils spend the major portion of their waking hours in the school plant, its influence is certain to be potent. School employees also spend their time and energy there. And the general public is coming more and more to depend upon the school plant for adult education and especially for leisure-time activities.

In addition to playing an important part in the educative process the school plant plays an important part in public relations. If it is to serve best both

¹Yeager, op. cit., p. 127.

of these functions, it must be characterized by beauty, safety, and sanitation. Such factors in a school plant cannot fail to contribute to pupil learning and health, and to enthusiasm for the school of pupils, school employees, and the general public.²

The following statement of guiding principles has been considered in checking and evaluating the various features of the Coleman High 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 are not always appreciated or understood. The school program may be seriously restricted and impeded or it may be considerably facilitated and enriched with little or no difference in the cost of the plant. The building as planned and equipped is not merely a place of instruction; it is also a functioning part of the educational program itself.

Because of the increasing and varied demands being made on the secondary school, the school program has become more and more complex. Adequate provision should be made for these additional functions. Provisions for classroom instruction, while still a major consideration, are far from sufficient.

When a new plant is being planned or an existing building is to be enlarged or remodeled, certain principles generally regarded as fundamental should be given full consideration. Plans should contemplate meeting not only present needs but also needs of the future, in so far as these may be foreseen. The school plant should be made flexible. The effort should be made to attain more efficient schools at a minimum cost. Wasteful expenditures can never be justified. The building should be attractive and appropriate in design so that beauty may be evident both within and without; it should assure the safety of its occupants, even in emergencies; and the grounds about the building should have well-kept lawns and shrubbery. While provisions such as those mentioned very probably will result in a plant that is economical to maintain and easy to keep sanitary, those responsible for planning must regard such conditions as highly important.

²Reeder, An Introduction to Public-School Relations, p. 182.

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.³

The site of the Coleman High School building was checked for conditions affecting health and safety, economy and efficiency, and influence on the educational program. The checklist, marked with symbols to show how the items were checked, is given below:

- (-) 1. The site is free from environment noises and confusion.
- (/) 2. It is free from environmental bad odors and contamination.
- (/) 3. It is free from environmental smoke and dust.
- (/) 4. An adequate supply of pure water for all purposes is readily available (on or near the 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. The site is free from traffic and transportation dangers.
- (/) 9. Play areas are free from hazardous obstructions.
- (/) 10. Facilities for fire protection are readily available and kept in working order.
- (-) 11. Facilities for parking are adequate.
- (/) 12. Facilities for receiving and discharging pupils transported in school buses are adequate.
- (/) 13. Drives or walks lead from all building exits.
- (/) 14. The site is readily accessible to the school population.
- (/) 15. It is accessible over hard surfaced roads and adequate walks.
- (-) 16. It is sufficiently extensive for building and play needs, driveways, and landscaping.
- (-) 17. Play areas are readily accessible.
- (-) 18. The site has possibility of future expansion, extension, or adaptation without too great cost.

³Evaluative Criteria, p. 115.

- (/) 19. It is as near the center of the school population as environmental conditions make advisable.
- (/) 20. The environment is socially and culturally wholesome.
- (/) 21. The environment has definite elements of beauty and is free from ugliness.
- (/) 22. The location does not oblige many of its pupils to pass through unwholesome areas in walking to and from school.
- (-) 23. The site is sufficiently extensive and adaptable to accommodate all desirable educational activities.
- (/) 24. Its layout prevents playground noises and games from interfering with study, classroom, and office activities.
- (/) 25. Trees, shrubs, flowers, and lawns are placed so as to promote the beauty of the building and cultivate the appreciation of beauty.
- (/) 26. The appearance of the grounds is such as to encourage pupil cooperation in their proper maintenance.
- (-) 27. The play areas are carefully planned and utilized.
- (/) 28. Facilities are provided for a large variety of sports and games.
- (-) 29. Certain areas are surfaced and marked for specific sports and games.
- (/) 30. Screens or fences are provided wherever needed.
- (/) 31. Bleachers are provided for spectators.⁴

Of the thirty-one items checked, twenty-one were checked (/), indicating that the conditions or provisions were present or were made to a very satisfactory degree. Ten were checked (-), indicating that the conditions or provisions were present to some extent or were only fairly well made.

The following evaluative questions were used in rating the school site of the Coleman High School:

- (4) 1. To what extent do conditions on or near the site promote health?

⁴Ibid., pp. 115-116.

- (4) 2. How well is the school improving unsatisfactory conditions?
- (4) 3. To what extent do conditions on or near the site promote safety?
- (4) 4. To what extent is the school improving unsatisfactory conditions?
- (4) 5. How accessible is the site?
- (3) 6. How extensive is the site?
- (3) 7. How well adapted is the site for future expansion?
- (4) 8. How satisfactory is the educational or cultural influence of the environment?
- (3) 9. How adequately does the site provide for educational activities?
- (3) 10. How well are the play areas planned, equipped, and kept in condition?
- (4) 11. How satisfactory is the aesthetic quality of the school grounds?⁵

Of the eleven evaluations listed above, seven were checked (4) and four were scored (3). The average of the eleven evaluations on the site of the Coleman High School is (3.6).

The Coleman High School buildings are composed of a modern home economics building and a two-story brick building with a basement. The main building was erected in 1926 and has been well cared for. It has a very nice auditorium with a hall on each floor that extends along three sides of the auditorium. The classrooms, the library, the offices, and the study hall are built on the opposite side of the halls from the auditorium and along the entire length of the halls. Individual lockers for the students are built-in on all three floors on both sides of the hall. Rooms are

⁵Ibid.

provided in the basement for science classrooms and laboratories, vocational agriculture classes, business education classes, and band work. All other classes are housed on the second and third floors. The offices, the library, and the study hall are centrally located on the first main floor. Rest rooms for students are located at opposite ends of the hall in the basement and they are so situated on the third floor for faculty members.

The site where these buildings are located is an average-sized city block in a very nice part of town. The state highway is on the street in front of the school building. The playground on this block is limited because of the large enrollment and the small amount of space. The school has an athletic park several blocks away from the building with ample space and a well-sodded and well-lighted football field. The buildings and grounds are well cared for by a custodian who has worked twelve months each year for many years. He takes pride in keeping the buildings and the grounds attractive and well groomed. The buildings are fairly adequate for the program as it is now organized but the school should have a building for physical education classes, play and recreation activities. Yeager has this to say regarding gymnastics and recreational activities:

School gymnastics attract the public through demonstrations, competitive stunts, and in inculcating the necessity for regular physical exercise. Recreational activities impress upon the pupil and the home the importance of play as a diversion from work.

Here leisure time activities fulfil school objectives in providing training in games of various types or organizations of skill, games for the individual and small groups in which the emphasis is upon the realm of play and relaxation. These are often carried into the community for its members to enjoy and be benefited thereby.⁶

The school buildings should be used not only for the mental, physical, and social improvement of the pupils but they should also become the center of community life. Reeder has this to say concerning the community use of the school buildings:

Within the last two decades . . . there has been a well-defined movement toward making the school the center of community life as it was in colonial days. Although the number of school buildings which are now used by the community may not be proportionately as large as in colonial days, the number of community activities carried on in the present-day buildings is much larger than in earlier days; moreover, these activities are better organized than formerly. Everywhere today the school buildings are being opened for the use of the general public during the evenings, and at other times when the work of the regular pupils will not be hindered; everywhere adult education is being emphasized, because it is realized that complete education can not be secured in the eight, twelve, or sixteen years of the institutional school; everywhere the large waste which results from using school buildings only five or six hours a day, five days a week, and eight, nine, or ten months during the year, and permitting them to remain idle the remainder of the time, is being pointed out.⁷

The building of the Coleman High School was checked for conditions affecting health and safety, economy and efficiency, and the educational program. The checklist

⁶Yeager, op. cit., p. 284.

⁷Reeder, An Introduction to Public-School Relations, pp. 224-225.

marked with symbols showing how each item was checked is given below:

- (-) 1. Pupils when seated are not obliged to face direct light continuously.
- (/) 2. Enclosed (indirect or semi-direct) artificial light supplements natural light so that all reading and study surfaces have adequate light intensity at all times.
- (/) 3. Windows have shades adjustable at 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 rooms intended for special purposes -- offices, workrooms, dining rooms, social rooms -- is adequate and appropriate for their purpose.
- (/) 10. Stairways, corridors, building exits, toilet rooms, and other spaces are always adequately illuminated.
- (/) 11. Particular attention is given to proper illumination in the library, reading, and study rooms, and in other areas requiring special lighting.
- (-) 12. Provision is made for the safe and easy regulation of lighting (sufficient number of outlets well distributed; lights on the dark side of the room may be turned on or off without affecting those on the other side).
- (-) 13. Illumination surveys of all rooms are made several times each year; teachers participate in these surveys.
- (-) 14. Pupils are made to realize the importance of proper illumination.
- (/) 15. 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.
- (/) 16. Ventilating facilities assure a proper supply of clean outside air and its circulation in all parts of the building.

- (-) 17. Provision is made to prevent direct drafts on pupils and staff members.
- (/) 18. Lockers and locker rooms are adequately vented and ventilated.
- (/) 19. 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).
- (/) 20. All general toilet and lavatory rooms and all shower rooms have moisture proof floors, walls, and ceilings.
- (-) 21. Provision is made for controlling humidity in school rooms.
- (-) 22. Provision is made for toilet and lavatory facilities for boys and for girls on each floor of large buildings.
- (-) 23. Provision is made for toilet and lavatory facilities readily accessible to the stage dressing rooms.
- (-) 24. Provision is made for toilet and lavatory facilities in the medical and health suite.
- (/) 25. Provision is made for toilet and lavatory facilities for men and for women faculty members.
- (/) 26. Provision is made for toilet and lavatory facilities conveniently accessible to the administrative suite.
- (-) 27. Provision is made for toilet and lavatory facilities for the custodial and maintenance staffs.
- (/) 28. Provision is made for lavatory facilities in laboratories, shops, and art and crafts rooms.
- (0) 29. Provision is made for lavatory facilities in the librarian's and teachers' work rooms.
- (/) 30. Provision is made for proper ventilation and venting of all toilet rooms.
- (-) 31. Provision is made for servicing of lavatory facilities with hot and cold water.
- (/) 32. Provision is made for screening of entrances and windows of all toilet rooms so as to assure proper privacy.
- (-) 33. Provision is made for sanitary drinking fountains in sufficient number and easily accessible.
- (/) 34. Provision is made for servicing of drinking fountains with pure water.
- (/) 35. Provision is made for rest rooms for faculty members.
- (/) 36. Provision is made for rest rooms (or infirmary) for pupils.

- (/) 37. Stairways, corridors, and exits are sufficient in number and width to assure safety from congestion at all times.
- (/) 38. Stairways are provided with continuous hand-rails within reach of all pupils using them.
- (/) 39. Stairs have proper riser and tread dimensions and non-slip treads and landings.
- (/) 40. Stairways lead directly to outside exits from the building.
- (/) 41. All rooms used for class or study purposes have adequate exits to safety.
- (-) 42. All outside doors open outward and are equipped with safety or panic-proof hardware.
- (-) 43. The furnace room is fire proof.
- (/) 44. The safe condition of high-pressure boilers is assured at all times; they are periodically inspected by a qualified official.
- (/) 45. Vaults or cabinets for storing permanent school records are fireproof.
- (-) 46. Fumes from laboratories, stoves, etc., are properly vented.
- (/) 47. The building is regularly inspected to prevent possibility of explosion from gas leaks.
- (/) 48. All electric conduits and wiring are properly insulated and have been inspected and certified by a public inspector.
- (/) 49. Materials used in the building are such as to promote and facilitate safety and sanitation.
- (/) 50. Floor materials are not slippery and are as nearly dustless and noiseless as possible.
- (-) 51. In case school activities are housed in several buildings, provision is made for the protection of pupils against inclement weather or dangerous traffic conditions.
- (-) 52. 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) 53. It has non-bearing classroom partitions so that change in dimensions and arrangement of rooms may readily be effected.
- (-) 54. It is so planned that the library and study hall space can readily be adapted to changing library and instructional needs.
- (-) 55. Provision is made for expansion of the heating plant.
- (/) 56. Rooms designed primarily for one purpose are so planned as to serve other purposes also.

- (/) 57. A few classrooms are smaller and a few others larger than the normal sized rooms.
- (/) 58. Provision is made for entrance to and exit from certain rooms or areas commonly used by the public or at night while other parts of the building are closed.
- (/) 59. Provision is made for heating and lighting certain used rooms or areas without heating or lighting other parts of the building.
- (/) 60. Facilities for promoting economy of space include administrative office space, well planned, centrally located, and easily accessible to the public.
- (-) 61. Facilities for promoting economy of space include well planned space for the clerical and accounting staffs.
- (/) 62. Facilities for promoting economy of space include work room and dressing room space for the custodial staff.
- (-) 63. Facilities for promoting economy of space include conveniently located service and supply closets with sinks and running water for the custodial staff.
- (/) 64. Facilities for promoting economy of space include the major portion of the floor area devoted to instructional purposes.
- (-) 65. Facilities for promoting economy of space include general storage space readily accessible to the rooms in which equipment and supplies are used.
- (/) 66. A plain effective roof with adequate gutters and downspouts.
- (/) 67. Freedom from such ornamentation and architectural features as tend to promote deterioration.
- (-) 68. Arrangement of driveways, doorways, and floor levels to facilitate truck deliveries.
- (/) 69. Provision for individual lockers on classroom floors so located as to be easily accessible and supervised.
- (-) 70. Sound-proofed or deadened floors, walls, and ceilings of halls, auditorium, cafeteria, and other rooms housing noise producing activities.
- (-) 71. Good acoustic properties in the auditorium.
- (/) 72. 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.
- (/) 73. The type of architecture harmonizes with such environmental factors as climate, city or open country, and other buildings.

- (/ 74. The materials and workmanship of the building, both interior and exterior, are aesthetically satisfying.
- (/ 75. All architectural features such as columns, color, windows, doorways, and decorations have aesthetic value and promote appreciation of beauty.
- (/ 76. The colors of the walls, ceilings, and trim harmonize and are appropriate, thus promoting beauty and appreciation of beauty.
- (/ 77. The appearance of the building, both exterior and interior, is such as to encourage pupil cooperation in its proper maintenance.
- (/ 78. An adequate amount of space is provided for English.
- (/ 79. An adequate amount of space is provided for foreign languages.
- (/ 80. An adequate amount of space is provided for mathematics.
- (/ 81. An adequate amount of space is provided for social studies.
- (- 82. An adequate amount of space is provided for music.
- (/ 83. An adequate amount of space is provided for business education.
- (/ 84. An adequate amount of space is provided for sciences.
- (/ 85. An adequate amount of space is provided for homemaking.
- (- 86. An adequate amount of space is provided for agriculture.
- (0 87. An adequate amount of space is provided for health and physical education.
- (0 88. An adequate amount of space is provided for showers.
- (0 89. An adequate amount of space is provided for locker and dressing rooms.
- (0 90. An adequate amount of space is provided for clinics.
- (/ 91. An adequate amount of space is provided for reading and study.
- (/ 92. An adequate amount of space is provided for auditorium.
- (- 93. An adequate amount of space is provided for pupil activity program.
- (- 94. An adequate amount of space is provided for conferences.
- (/ 95. An adequate amount of space is provided for administration.
- (0 96. An adequate amount of space is provided for cafeteria.

- (-) 97. Electrical outlets, including wall and floor plugs, wherever needed.
- (/) 98. Good blackboards, well mounted at the proper height, in all rooms used for instructional purposes.
- (-) 99. Adequate bulletin and mounting board space in all rooms used for instructional purposes.
- (/) 100. Bulletins and mounting boards for educational or communication purposes in offices, corridors, study hall, or wherever needed.
- (-) 101. Display cases, cabinets, and other means of exhibiting products and materials.
- (/) 102. Gas outlets, conveniently located, wherever needed.
- (-) 103. Sinks and lavatories with hot and cold water wherever needed.
- (-) 104. Comfortable, noiseless seats in the auditorium.
- (/) 105. Good curtain and stage properties.
- (-) 106. Permanent equipment to facilitate a modern physical education program.
- (-) 107. Facilities for locking certain cabinets, drawers, rooms, etc.
- (/) 108. The space allocated to the library is definitely planned for library purposes; a work-room for the librarian is included.
- (/) 109. The library is centrally located.
- (/) 110. The library is easily accessible.
- (-) 111. The library is in a quiet location.
- (/) 112. The shelving and storage space is adequate for present needs and future growth.
- (/) 113. Shelves are adjustable.
- (/) 114. Shelving is so arranged that all books are easily accessible -- open shelves with no high top shelf.
- (/) 115. Shelving and illumination are so arranged that all titles are readily legible.
- (/) 116. The floor covering is of battleship linoleum, linotile, or similar approved library floor covering.
- (/) 117. Wall tints, and other decorative features harmonize with the spirit and purpose of the library.
- (-) 118. Conference rooms for librarian, pupils, and teachers are readily accessible.⁸

Of the 118 items checked above, seventy-one items were

⁸Evaluative Criteria, pp. 117-122.

checked (/), indicating that the conditions or provisions were present or were made to a very satisfactory degree. Forty items were checked (-), indicating that the conditions or provisions were present to some extent or were only fairly well made. Seven items were checked (0), indicating that the conditions or provisions were not present or were not satisfactory.

The following evaluations were made for the building of the Coleman High School:

- (3) 1. How adequate are provisions for illumination?
- (3) 2. How effectively are they used to assure proper illumination?
- (4) 3. How well has provision been made for maintaining proper condition of air?
- (4) 4. How attentive are teachers and pupils to maintaining proper conditions of air?
- (3) 5. How adequately do the toilet and lavatory facilities meet the above conditions?
- (4) 6. How well do pupils discharge their responsibilities for proper care of such facilities?
- (4) 7. How adequate are provisions for bodily needs and comforts?
- (4) 8. How effectively are deficiencies being corrected?
- (3) 9. How well are conditions for safety of persons and property met?
- (3) 10. How effectively are deficiencies being corrected?
- (3) 11. How well does the building provide for flexibility?
- (3) 12. How effectively is the available flexibility used?
- (3) 13. How well are provisions made for affecting economy of space?
- (3) 14. How effectively are deficiencies being corrected?
- (3) 15. How well are provisions made for affecting efficiency and economy?
- (3) 16. How effectively are undesirable conditions being corrected?

- (4) 17. How great is the aesthetic value and quality of the exterior of the building?
- (4) 18. How great is the aesthetic quality of the interior of the building?
- (4) 19. To what extent does the building stimulate maintaining or improving beauty, both interior and exterior?
- (3) 20. How adequately are such facilities as the above provided?
- (3) 21. How adequate is the space provided for laboratories?
- (3) 22. How adequate is the space provided for special services?
- (3) 23. How adequately are such facilities as the above provided?
- (3) 24. How effectively are they used?
- (3) 25. How well do pupils accept the responsibility for proper use of these facilities?
- (3) 26. How adequate are the library provisions with respect to space and location?
- (3) 27. How satisfactory are the library fixtures with respect to service and beauty?
- (4) 28. How well do pupils discharge their responsibility for the proper use and care of the library facilities indicated above?⁹

Of the twenty-eight evaluations on the Coleman High School building, nineteen were rated (3) and nine were rated (4). The average for the whole group of questions is (3.3), which is above the average rating of (3).

The equipment in the Coleman High School was evaluated as to conditions affecting health and safety, economy and efficiency, and the educational program. Below is given a checklist marked with the appropriate symbols showing how each item was checked:

- (/) 1. Soap dispensers, towel dispensers, waste paper containers in toilet and lavatory rooms.
- (/) 2. Soap, towels, and toilet paper in toilet rooms.

⁹ Ibid.

- (-) 3. The special facilities needed in the medical and health suite.
- (-) 4. Screens on windows and doors of cafeteria or lunch room and kitchen, clinic, rest rooms, toilet rooms, and ground-floor rooms.
- (/) 5. Adequate facilities for caring for and disposing of garbage and waste.
- (-) 6. Seats and tables or other writing surfaces which encourage hygienic and comfortable postures.
- (/) 7. Proper arrangement and installation of furniture and fixtures.
- (-) 8. Lockers and drinking fountains so located that they do not interfere with traffic.
- (/) 9. Proper and adequate storage and care of chemical and other dangerous laboratory materials.
- (/) 10. Gongs, fire extinguishers, and other fire fighting equipment always in good working order.
- (/) 11. Adequate facilities for caring for combustible materials in storage.
- (/) 12. Teaching and learning facilities for teachers and pupils wherever needed.
- (/) 13. Working materials and facilities for the administrative and supervisory staffs.
- (/) 14. Working materials and facilities for the library staff.
- (/) 15. Working materials and facilities for the clerical and accounting staffs.
- (/) 16. Working materials and facilities for the custodial and maintenance staffs.
- (-) 17. Telephone and communication facilities, internal and external.
- (O) 18. A signal system, centrally controlled.
- (/) 19. Equipment and supplies definitely planned for and adapted to the learning activities of each room.
- (/) 20. Equipment and supplies of good materials and construction.
- (-) 21. Equipment whose material, workmanship, and design have aesthetic qualities and values.
- (-) 22. Pupils' chairs, desks, and tables which are comfortable and encourage correct posture.
- (-) 23. Globes, maps, and charts readily available whenever needed.
- (-) 24. Lanterns, slides, and screens readily available whenever needed.
- (O) 25. Silent motion picture.
- (O) 26. Motion picture with sound effects.
- (O) 27. Radio.

- (/) 28. Teachers' desks and chairs.
 - (-) 29. Dustless crayon and good erasers, rulers, and pointers, wherever needed.
 - (/) 30. Adequate cabinet, shelving, and filing facilities.
 - (-) 31. Clocks wherever needed.
 - (0) 32. Public address system.
 - (-) 33. Phonographs.
 - (/) 34. The library is adequately equipped with chairs and tables of suitable size and type.
 - (/) 35. The library is adequately equipped with a loan desk.
 - (/) 36. The library is adequately equipped with cabinets and other filing equipment including equipment for filing visual aid and vertical file materials.
 - (/) 37. The library is adequately equipped with a table or stands for dictionaries and atlases.
 - (/) 38. The library is equipped with a conveniently accessible card catalog cabinet.
 - (/) 39. The library is equipped with newspaper and magazine racks or other means of making periodicals accessible.
 - (/) 40. The library is equipped with a typewriter with a suitable desk and chair.
 - (-) 41. The library is equipped with supplies as needed.
 - (/) 42. The library is adequately equipped with bulletin boards.
 - (/) 43. The library has adequate equipment for appropriate beautification.
- The following rooms are adequately equipped for their purpose:
- (-) 44. Science laboratories.
 - (/) 45. Social studies classrooms and conference rooms.
 - (/) 46. Homemaking laboratories.
 - (/) 47. Agriculture laboratories.
 - (/) 48. Shops.
 - (/) 49. Business education.
 - (/) 50. Music rooms.
 - (/) 51. Auditorium.
 - (/) 52. Offices and conference rooms.
 - (-) 53. Staff work rooms.
 - (-) 54. Speech laboratory.
 - (0) 55. Reading clinic.¹⁰

Of the fifty-five items checked, thirty-three items

¹⁰Ibid., pp. 122-126.

were checked (✓), indicating that the conditions or provisions were present or were made to a very satisfactory degree. Sixteen items were checked (-), indicating that the conditions or provisions were present to some extent or were only fairly well made. Sixteen items were checked (0), indicating that the conditions or provisions were not present or were not satisfactory. The school does not use a public address system and it has no communication system from the office to the different parts of the building. The school does not have the equipment for diagnosing reading difficulties. Perhaps these could be used to a good advantage in the Coleman High School.

The following evaluations were made for the equipment of the Coleman High School:

- (3) 1. How well are the health facilities provided?
- (3) 2. How well are these facilities used or adjusted to assure health?
- (3) 3. How well do pupils discharge their responsibilities for proper care and use of these facilities?
- (3) 4. How well are the safety facilities provided?
- (3) 5. How well are these facilities used or adjusted to assure safety?
- (3) 6. How effectively are undesirable conditions being corrected?
- (2) 7. How adequately are such instructional facilities as the above provided?
- (3) 8. How efficiently are they being used?
- (3) 9. How adequately are such non-instructional facilities as the above provided?
- (4) 10. How efficiently are they being used?
- (3) 11. How adequately are the above facilities provided?
- (3) 12. How effectively and extensively are they used?
- (4) 13. How well do pupils care for and use equipment and supplies?

- (3) 14. How adequate is the library equipment?
- (4) 15. How effectively is the equipment being used?
- (4) 16. How well do pupils care for and use equipment and supplies?
- (3) 17. How adequately are the above rooms equipped for their purposes?
- (3) 18. How effectively is the equipment which is provided being used?
- (4) 19. How well do pupils care for and use special equipment and supplies?
- (1) 20. How adequate are provisions for the proper preparation and care of food?
- (1) 21. How adequate is the equipment for serving food properly?
- (2) 22. How adequate are provisions for meeting the health needs of pupils?
- (2) 23. How adequate is the professional service provided?¹¹

It is seen that the equipment of the Coleman High School ranks average or better on all evaluations except in special services such as preparation and serving of foods and equipment for meeting the health needs of pupils. The school has no cafeteria nor hospitalization for the pupils. The low score on these items caused the average to be low. The average for all the evaluations on the questions pertaining to the equipment was (2.9).

Table 37 presents a summary of the evaluations of the plant of the Coleman High School. Most of the items of this table have already been discussed and they will be considered again in the discussion of the scores on the thermometers representing the ratings of the school plant.

¹¹Ibid.

TABLE 37

A SUMMARY OF THE EVALUATIONS OF THE PLANT
OF THE COLEMAN HIGH SCHOOL

Items	Computation of Primary Scores				Total	Divisor	Score
	Evaluations						
Site: health and safety..	a b c d 4 4 4 4				16	4	4.0
Site: economy and ef- ficiency.....	a b c 4 3 3				10	3	3.3
Site: educational program.....	a b c d 4 3 3 4				14	4	3.5
Building: health and safety.....	a b c d e 3 3 4 4 3 f g h i j 4 4 4 3 3				35	10	3.5
Building: economy and efficiency.....	a b c d e f 3 3 3 3 3 3				18	6	3.0
Building: educational program.....	a b c d e f 4 4 4 3 3 3 g h i j k l 3 3 3 3 3 4				40	12	3.3
Equipment: health and safety.....	a b c d e 3 3 3 3 3 f g h i j 3 N N N N				18	6	3.0

TABLE 37 -- Continued

Computation of Summary Score				
Percentile	Weights			Weighted Percentile
	Alpha	Beta	Gamma	
80	5	10	5	400
62	5	..	..	310
70	10	..	..	700
70	10	..	..	700
50	5	..	..	250
62	25	10	20	1550
50	5	..	..	250

TABLE 37 -- Continued

Items	Computation of Primary Scores			
	Evaluations	Total	Divisor	Score
Equipment: economy and efficiency....	a b c d 2 3 3 4	12	4	3.0
Equipment: education- al program.....	a b c d e 3 3 4 3 4 f g h i 4 3 3 4	31	9	3.4
Special services.....	a b c d e 1 1 2 2 N f g N N	6	4	1.5
General evaluation...	a b c 3 3 4	10	3	3.3

TABLE 37 -- Continued

Computation of Summary Score				
Percentile	Weights			Weighted Percentile
	Alpha	Beta	Gamma	
50	5	40	75	250
66	15	40	..	990
10	5	..	..	50
62	10	..	..	620
Totals.....	100	100	100	6070
Summary score (divide by 100).....				61
Equivalent percentile (from summary conversion table).....				65

On the health and safety of the school site, the school had a percentile rank of eighty, which is thirty points above the national norm for the two hundred schools studied by the Cooperative Study of Secondary School Standards. It is ten points above the median for the top-ranking group studied. In economy and efficiency of the site, the school had a percentile rank of sixty-two, which is twelve points above the median of all schools studied and twenty points above the median of the schools that are members of the Southern Association of Colleges and Secondary Schools. On influence of the site on the educational program, the school had a percentile rank of seventy, which is twenty points above the national norm for all schools surveyed by the Cooperative Study of Secondary School Standards.

In health and safety of the building, the school had a percentile rank of seventy, which is twenty-nine points above the median for the schools that are members of the Southern Association of Colleges and Secondary Schools and seventeen points above the median for the medium-sized high schools. In economy and efficiency of the building, the school had a percentile rank of fifty, which is average for all of the schools studied. On the influence of the building on the educational program, the school had a percentile rank of sixty-two, which is twenty-one points above the median for the schools that are members of the Southern

SCHOOL PLANT (I)

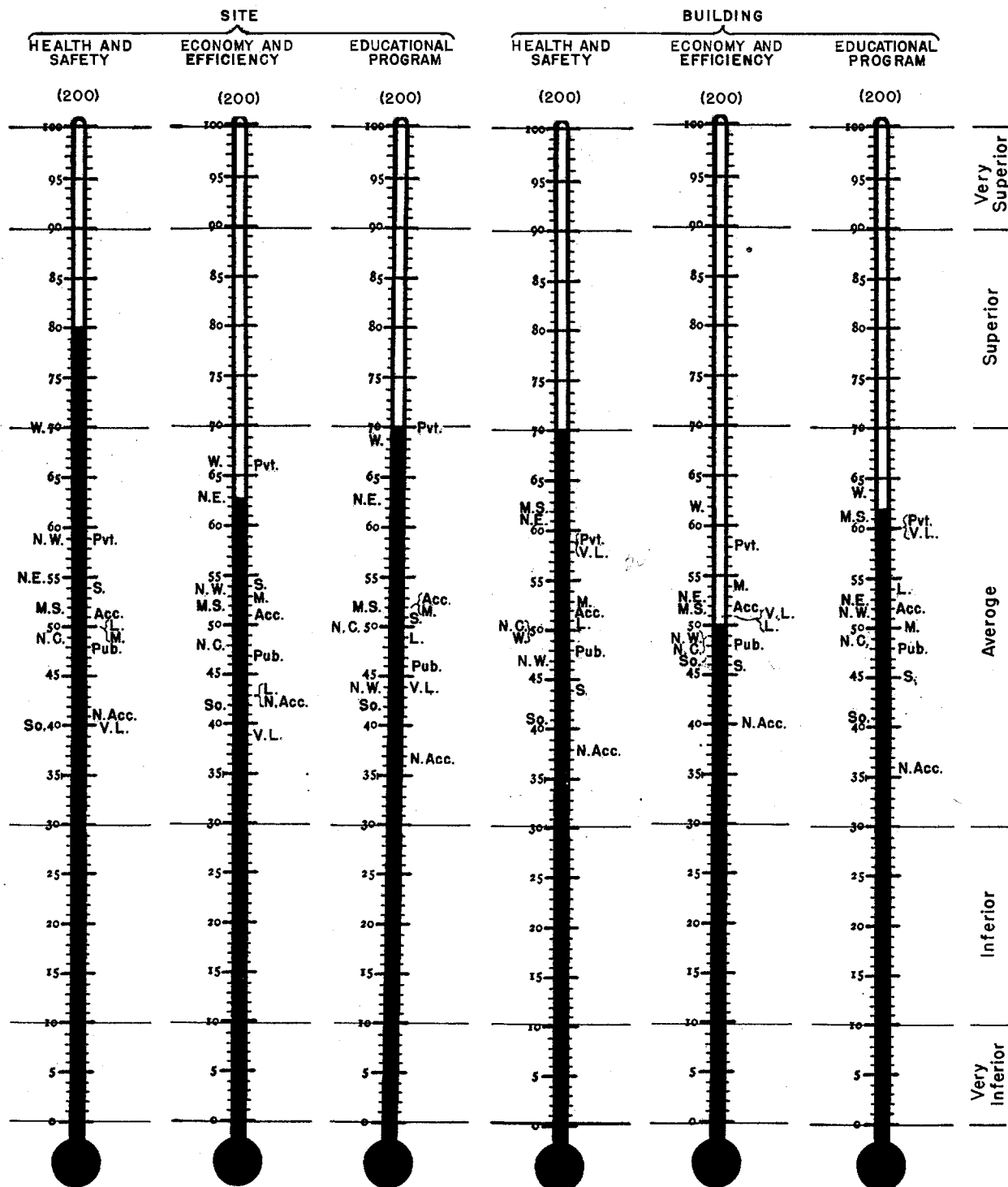


Fig. 19. -- The educational temperatures showing the percentile scores of the school plant of the Coleman High School (1).

SCHOOL PLANT (2)

General Statement

This is the second of two charts on the school plant. All thermometers on this chart are based upon Section K of the Evaluative Criteria, SCHOOL PLANT. Sources for each thermometer are indicated below.

1. Equipment: Health and Safety
Based upon ten evaluations under III-A, "Health and Safety" (pages 122-123).
2. Equipment: Economy and Efficiency
Based upon four evaluations under III-B, "Economy and Efficiency" (page 124).
3. Equipment: Educational Program
Based upon nine evaluations under III-C, "Influence on the Educational Program" (pages 124-125).
4. Special Services
Based upon seven evaluations under IV, "Special Services" (pages 126-127).
5. General Evaluation
Based upon three evaluations under VI, "General Evaluation of the School Plant" (page 128).
6. SUMMARY
Based upon the other eleven thermometers on this chart and the preceding chart, each weighted as indicated in Section X of Evaluative Criteria.

SCHOOL PLANT (2)

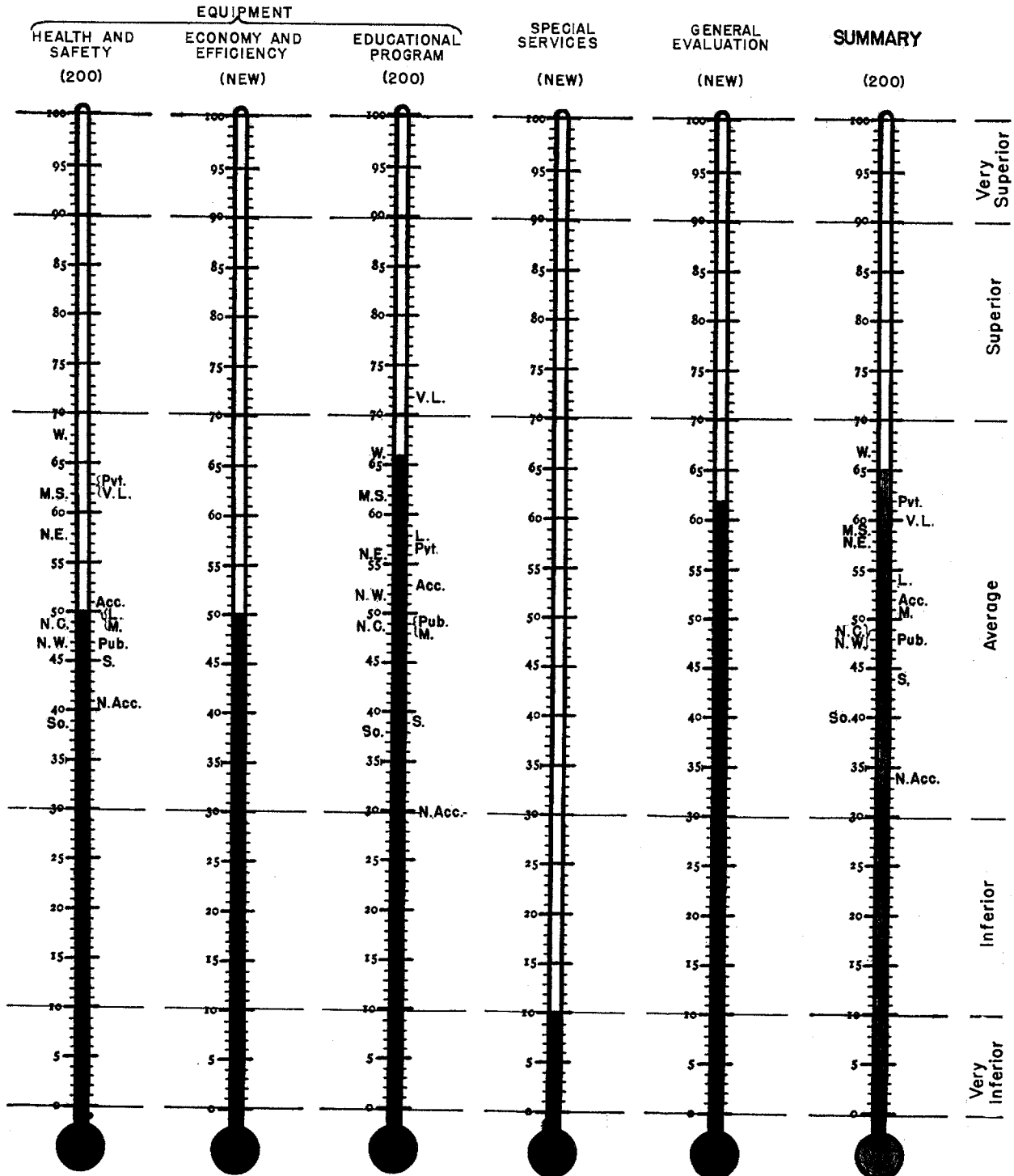


Fig. 20. -- The educational temperatures showing the percentile scores of the school plant of the Coleman High School (2).

SCHOOL ADMINISTRATION

General Statement

All thermometers on this chart are based upon Section I of the Evaluative Criteria, SCHOOL ADMINISTRATION. Sources for each thermometer are indicated below.

1. Administrative Staff
Based upon seven evaluations under I, "Administrative Staff" (pages 132-133).
2. Organization
Based upon four evaluations under II, "Organization" (pages 134-136).
3. Supervision of Instruction
Based upon ten evaluations under III, "Supervision of Instruction" (pages 137-139).
4. Supervision of Special Services
Based upon seven evaluations under IV, "Supervision of Special Services" (pages 140-141).
5. Business Management
Based upon twelve evaluations under V, "Business Management" (pages 141-144).
6. School and Community Relations
Based upon ten evaluations under VI, "School and Community Relations" (pages 145-147).
7. General Evaluation
Based upon three evaluations under VIII, "General Evaluation of the School Administration" (page 148).
8. SUMMARY
Based upon the other seven thermometers on this page, each weighted as indicated in Section X of Evaluative Criteria.

Association of Colleges and Secondary Schools; it is only twelve points above the median for the medium-sized high schools.

In health and safety of equipment, the school had a percentile rank of fifty, which is the median for all of the schools studied by the Cooperative Study of Secondary School Standards. In economy and efficiency of the building, the school had a percentile rank of fifty. This is a new thermometer and for this reason no comparison can be made with the other groups studied. On the influence of the equipment on the educational program, the school had a percentile rank of sixty-six, which is sixteen points above the median for all of the schools studied.

On special services of the plant, the Coleman High School had a percentile rank of ten, which is very inferior. This is a new thermometer and no comparison can be made with the other groups of schools studied. In general evaluations of the plant, the school had a percentile rank of sixty-two. This is also a new thermometer. On the summary for the plant, the Coleman High School had a percentile rank of sixty-five, which is fifteen points above the national median for all of the schools studied by the Cooperative Study of Secondary School Standards and it is also twenty-five points above the median for the schools which are members of the Southern Association of Colleges and Secondary Schools.

It is recommended that the school provide a well-equipped gymnasium to facilitate the work in physical education and to provide a place for play and recreational activities to meet the needs of the community. It is also recommended that a study be made of the lighting conditions, especially as to how the light is admitted. It is further recommended that the artificial lighting system, which is inadequate, be studied and the inadequacies remedied. It is further recommended that a study be made of the classrooms for the purpose of making available work rooms for teachers who are working on courses of study, etc.

CHAPTER XII

SCHOOL ADMINISTRATION

The necessity for school administration and the function of school administration are concisely stated by Reeder in the following excerpt:

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 insistent upon -- proper administration of its institutions.

There are hundreds of details incident to the running of an efficient school or a school system for which someone must be responsible. Plans must be made and policies adopted; the plans and policies must be properly 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.¹

In setting forth the administrative agencies for local school control, Chamberlain has this to say:

With relatively few exceptions, the immediate representative of the people in the administration of their schools is a board of education or a board of trustees. In rural areas where the school districts

¹Reeder, The Fundamentals of Public School Administration, p. 3.

are small and where there are only a few children to be cared for, this board may assume full responsibility for the control of the schools, even to the employment of the teacher and the supervision of the educational program. However, in larger and more populous school districts, the board does not attempt the immediate direction of the schools. Instead, it employs an executive officer, usually known as the superintendent of schools. To this individual it delegates certain authority for the control of the schools, the amount and character of this delegated authority depending upon the type of laws under which the schools are operating and the peculiar views of the board respecting division of responsibility. This superintendent in turn selects and recommends for appointment the additional personnel necessary for the effective conduct of the school system. In a small school this additional personnel will include only the necessary teachers; in a larger school it will include, in addition, supervisors and a variety of special administrative officials.²

Foster sets forth the meaning of school administration in the following excerpt:

An educational institution is more than a pupil and a teacher; more than a class and a teacher; more than several classes and teachers. It is all of these, organized for the accomplishment of a common aim, and so organized that each has a distinct and appropriate part in the accomplishment. It is to this work of organizing pupils and classes and teachers into institutions that the term "school administration" applies.³

In checking and evaluating the various features of this chapter on school administration, the underlying philosophy and objectives of the school have been kept in mind and the purpose has been to determine whether the practices in the Coleman High School harmonize with the philosophy and the

²Chamberlain, op. cit., pp. 89-90.

³Herbert H. Foster, High School Administration, p. 4.

objectives of the school and whether they meet the needs of the pupils and the community as well as or better than the administrative practices of other schools.

Below is given a checklist for evaluating the organization of the school administration of the Coleman High School. Each item is checked with an appropriate symbol to show to what extent the conditions are present and functioning:

- (/) 1. The board of control has rules and regulations for determining its policies, organization, and procedures.
- (/) 2. The board holds regular meetings at stated times.
- (/) 3. The board keeps accurate minutes of all its proceedings.
- (/) 4. The board acts as a judicial and policy determining body; it delegates all executive functions to the administrative head of the school system.
- (/) 5. The board elects school employees only on recommendation of the administrative head of the school system.
- (/) 6. The board authorizes the preparation and presentation of an annual budget, which it studies, publishes, modifies if desirable, and adopts.
- (/) 7. The board and superintendent of schools, with the advice of the principal, formulate regulations regarding the use of the school plant and other school property.
- (/) 8. The board functions only when in official session; at other times its members have no authority regarding school matters, except as specifically authorized by the board.
- (/) 9. The board accepts fully its responsibility for adequate financing of the educational program.
- (/) 10. All employees understand that their positions and all organizations in the school exist for the promotion of the educational program and the welfare of the pupils and therefore are definitely secondary in importance to those ends.

- (/) 11. Authority and responsibility are vested in certain officials who may delegate some of this authority to others.
- (/) 12. When responsibility is delegated, commensurate authority is delegated also, but supervision is exercised by the person delegating the authority.
- (/) 13. Units and individuals within the system understand their duties and interrelationships and function as parts of an integrated system.
- (/) 14. Pupils are helped to understand the school aims and policies which are approved by the administrative officers of the school and their relation to pupil interests and purposes.
- (/) 15. The school does not permit the exploitation of its staff members and pupils by any agency or for any purpose.
- (-) 16. Teachers teach only in those subject fields in which they have made adequate preparation.
- (/) 17. All income intended for school purposes is collected and made available for the schools; there is no diversion of school funds to other purposes.
- (/) 18. A complete audit of the school's financial records and accounts is made at least annually by a competent authority.
- (-) 19. The superintendent, through regular systematic reports, keeps the board of control informed regarding the school's objectives, achievements, needs, and plans for the future.
- (/) 20. He plans and presents annually an educational and financial program for the coming year.
- (/) 21. He recommends teachers and other employees for appointment only after careful consideration and solely on the basis of 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.
- (N) 24. He administers efficiently the business affairs of the school system.
- (N) 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 tasks, or the general school welfare will be fully considered.
- (/) 30. He is the educational leader of the school community.
- (/) 31. The principal is the delegated and responsible head and professional leader of the school but is always accountable to superior authorities.
- (-) 32. He participates in the selection of teachers for his staff.
- (-) 33. He consults with the professional, clerical, and custodial staffs, organizes them, assigns each member responsibility on the basis of fitness, and invests each with commensurate authority.
- (/) 34. He invites all staff members to participate in plans for the improvement of the school program or procedures, particularly those phases which concern particular staff members.
- (-) 35. In consultation with his co-workers, he formulates school policies on a long-time basis.
- (/) 36. He equalizes, as far as feasible, both the teaching and non-teaching load assigned teachers and members of other staffs.
- (/) 37. He emphasizes proper care and the efficient use of supplies and all other school property.
- (/) 38. He inspects the school plant regularly in order that proper use, maintenance, and hygienic conditions may be assured.
- (/) 39. He systematically studies the school plant for greater utilization and more effective use.
- (/) 40. He makes such careful plans that administrative routine procedures, such as checking attendance against the school census, scheduling teachers and pupils and scheduling special facilities, are carried out smoothly.
- (-) 41. He formulates a time schedule that reduces routine matters to a minimum and allows maximum time for professional duties.
- (/) 42. He prepares a good schedule of classes and of other school and pupil activities.
- (-) 43. He provides for an adequate health program.
- (-) 44. He provides for an adequate safety program -- traffic control, fire drills, fire and accident prevention, and instruction in safety measures.

- (/) 45. He directs the proper operation of the pupil activity program and stimulates the faculty growth in the ability to sponsor pupil organizations.
- (-) 46. He provides for an adequate guidance program.
- (-) 47. He is actively instrumental in the development and use of a good library.
- (0) 48. He directs the public relations program of his own school.
- (/) 49. He supervises all faculty members and other employees of the school and stimulates constant improvement on their part.
- (/) 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.⁴

Of the fifty-three items checked on the organization of the school administration, thirty-four were checked (/), indicating that the conditions or provisions were present or were made to a very satisfactory degree. Sixteen items were checked (-), indicating that the conditions or provisions were present to some extent or were only fairly well made. One item was checked (0), indicating that the condition or provision was not present or was not satisfactory and two items were checked (N), indicating that the conditions or provisions did not apply.

The following evaluative questions were scored to determine how well the organization of administration is functioning in the Coleman High School:

⁴Evaluative Criteria, pp. 134-136.

- (4) 1. How well do such statements as the above characterize the activities and relationships of the board of control?
- (4) 2. How well do such provisions as the above characterize the school's general policies?
- (4) 3. How effectively are such functions as the above performed by the superintendent?
- (4) 4. How effectively are such functions as the above performed by the principal?⁵

Each question on the evaluation of the organization of administration in the Coleman High School was scored (4), which is a superior rating.

The board of trustees of the Coleman High School acts as a judicial and policy-determining body and it delegates all executive functions to the superintendent of the school. The board of trustees holds regular meetings at stated times; and when the occasion demands, it has special meetings to dispose of urgent business. The superintendent, through reports and personal visits, keeps the board informed regarding the school's achievements, needs, and plans for the future. He is responsible for the administration of the school. He recommends teachers and other employees for appointment and looks after the general interests of the school. He is assisted in his administrative work by the principal who supervises the instructional activities of the teachers, inspects the school plant and supervises its maintenance, prepares a schedule of classes and other pupil activities, checks the school attendance,

⁵Ibid.

and makes frequent reports to his superiors regarding the status and progress of the school. The following excerpt from the Cooperative Study of Secondary School Standards shows the necessity for the delegation of administrative function to the superintendent:

Education is one of the largest business enterprises in every community and directly influences the daily lives of the great majority of the inhabitants. The head or superintendent of an enterprise so extensive, complex and influential should have marked administrative ability and should be especially prepared for the task. The board of control should delegate administrative functions and authority to an individual qualified for the work. The board should retain the determination of general policies and some judicial functions.

The administrative head is then the chief executive officer of the board of control. He should be responsible for the selection and assignment of all school employees (the board confirming his selections), for the business management of the school, including school plant and equipment, and for the administration of the educational program, including supervision of instruction. This should require organization of resources, both material and personal; delegation of duties and authority; and supervision of all delegated tasks and of all individuals to whom authority and responsibility are assigned. The better the administrative personnel, the more efficient will be the organization and management and the greater the probability of the successful attainment of the school's objectives, provided the personnel is always mindful of the primary function of the school -- the development of its pupils. Success should be measured in terms of results, not of machinery.⁶

The following items were checked with appropriate symbols to indicate the extent of the supervision of instruction by the administrative staff of the Coleman High School:

⁶Ibid., p. 131.

- (/) 1. The supervisory procedures are designed to promote the development or acquisition of desirable habits and skills in pupils and teachers.
- (/) 2. The supervisory procedures are designed to promote the development of desirable attitudes, ideals, and appreciations in pupils and teachers.
- (/) 3. The supervisory procedures are designed to promote the development or acquisition of desirable knowledge and understanding on the part of pupils and teachers.
- (/) 4. The supervisory procedures are designed to promote the development or acquisition of better understanding by teachers of the varying backgrounds, abilities, and needs of individual pupils.
- (-) 5. The supervisory procedures are designed to promote the development or acquisition of better understanding by teachers of the nature of pupil growth and development.
- (-) 6. The supervisory procedures are designed to promote the development or acquisition of better understanding by teachers and pupils of the aims of education.
- (/) 7. The supervisory procedures are designed to promote the development or acquisition of greater skill in the selection and use of educational materials by pupils and teachers.
- (/) 8. The supervisory procedures are designed to promote the development or acquisition of increasing efficiency in the selection and use of satisfactory instructional procedures by the teachers.
- (-) 9. The supervisory procedures are designed to promote the development or acquisition of greater skill in devising and using tests and in diagnosing and evaluating their results.
- (-) 10. The supervisory procedures are designed to promote the development or acquisition of greater skill in identifying and evaluating the outcomes of instruction through other means than classroom tests.
- (-) 11. The supervisory procedures are designed to promote the development or acquisition of increased experimentation with methods and materials.
- (/) 12. The supervisory procedures are designed to promote the development or acquisition of increasing desire for self-improvement, leading to freer use of supervisory assistance by the teachers.

- (-) 13. The supervisory procedures are designed to promote the development or acquisition of better understanding of teachers and pupils and of their problems by the supervisor.
- (/) 14. The supervisory procedures are designed to promote the development or acquisition of more extensive and effective cooperation between teachers and between supervisor and teachers.
- (/) 15. The supervisory procedures are designed to promote the development or acquisition of long-term planning for systematic study by all concerned in the educational program.
- (-) 16. The supervisory procedures are designed to promote the development or acquisition of increasing ability in the proper appraisal of the efforts of self and of others by the supervisor.
- (/) 17. Determining the needs of individual pupils.
- (-) 18. Defining the objectives of instruction in various subjects.
- (-) 19. Evaluating and improving the courses of study in various fields.
- (/) 20. Studying and improving the equipment and supplies used in instruction.
- (-) 21. Studying activities of teachers in the classroom.
- (/) 22. Studying activities of pupils in the classroom.
- (-) 23. Evaluating the outcomes of instruction.
- (/) 24. Conferring with teachers individually and in groups regarding problems of instruction.
- (/) 25. Organizing teacher committees for work on school problems such as curriculum organization and improvement.
- (/) 26. Holding teachers' meetings -- by grades, subject fields, or all teachers -- for professional study.
- (0) 27. Arranging for visitation by teachers of other teachers in the system or in other systems.
- (0) 28. Changing teacher assignments, temporarily or permanently, in order to extend the range of teachers' experience.
- (-) 29. Making suggestions for professional reading.
- (-) 30. Helping teachers to plan further professional study.
- (/) 31. Supervisors and teachers understand their mutual relationships and responsibilities; sympathetic understanding and good will characterize their relations.

- (/) 32. Supervisors and teachers have arrived cooperatively at an understanding of educational philosophy of the school, of its purposes and objectives, and of a philosophy of supervision.
- (/) 33. Supervisors and teachers together formulate definite objectives for given time periods or undertakings and well organized plans of activities for attaining these objectives.
- (/) 34. The teachers understand clearly to whom they are responsible for their various duties and are not the victims of conflicting claims of authority among superiors.
- (/) 35. The supervisory program seeks to determine the qualities, procedures, and outcomes that characterize good supervision and those that characterize poor supervision.
- (/) 36. It seeks to determine the qualities, procedures, and outcomes of good teaching and those that characterize poor teaching.
- (O) 37. Standardized tests and measurements are used freely and properly, their limitations being recognized.
- (/) 38. The construction and use of tests -- both old and new types -- is encouraged, their value and limitations being recognized.
- (-) 39. Well-planned experimentation and careful testing and evaluation of outcomes are provided for.
- (-) 40. Art products, hand work, written work, and similar objective evidence are used as bases for evaluation and further planning.
- (-) 41. Recorded data and other factual information are carefully studied for use in the educational program.
- (-) 42. Objective measurement and data and statistical study are supplemented by careful observation and judgment.
- (/) 43. The educational program is evaluated in the light of all pertinent factors.
- (-) 44. Available literature, particularly reports on experiments and research, are studied and used to improve the educational processes, their limitations being carefully noted.
- (/) 45. The training, experience, and abilities of teachers are studied, and desirable adaptations in supervisory procedures are made accordingly.
- (/) 46. Particular attention is given to the needs of inexperienced teachers.
- (-) 47. The varying backgrounds, interests, and abilities of pupil groups are considered in appraising the work of individual teachers.

- (/) 48. The limitations of plant, equipment, and supplies are recognized in planning and in evaluating instructional procedures.
- (/) 49. Progressive efforts at formulating a philosophy of education.
- (/) 50. Understanding of pupil and community needs.
- (-) 51. Clear statements of objectives.
- (/) 52. Well planned courses.
- (-) 53. Effective classroom procedures.
- (-) 54. Careful evaluation of results of instruction.
- (-) 55. Reliance upon scientific principles and objective methods in solving school problems.
- (/) 56. Extensive and effective cooperation among teachers, pupils, and supervisors.
- (/) 57. Initiative, originality, and independence of teachers.
- (/) 58. Efforts at continuous self-improvement by teachers.
- (-) 59. Careful evaluation of the supervisory program.⁷

Of the fifty-nine items checked on the supervision of instruction, thirty-two were checked (/), indicating that the conditions or provisions were present or were made to a very satisfactory degree. Twenty-four items were checked (-), indicating that the conditions or provisions were present to some extent or were fairly well made. Three items were checked (0), indicating that the conditions or provisions were not present or were not satisfactory.

The following evaluative questions were scored to determine how well the supervision of instruction is done:

- (3) 1. How satisfactorily are such objectives as the above recognized in the supervisory program?
- (3) 2. How great a variety of such procedures and activities does the supervisory staff use?

⁷Ibid., pp. 137-139.

- (4) 3. How well do teachers and supervisors understand their relationships with and responsibilities toward one another?
- (4) 4. How well do they understand the various objectives which they together are to attain?
- (4) 5. How well do the teachers and supervisors cooperate?
- (4) 6. How extensively are scientific attitudes on the part of teachers and supervisors encouraged?
- (4) 7. How well do teachers and supervisors exemplify scientific-mindedness in their work?
- (3) 8. How flexible are the supervisory procedures?
- (3) 9. How effective is the supervisory program in improving the teaching-learning situation?
- (3) 10. How effective is the supervisory program in the professional improvement of teachers?⁸

The average for the ten evaluative questions on the efficiency of the supervision of instruction is (3.5), which is better than the average of the two hundred schools studied by the Cooperative Study of Secondary School Standards. More attention might well be given to the improvement of courses of study, the study of the individual child, and the improvement of study and teaching methods. The scientific attitude is evident, but for lack of supplies, tests, records, equipment, and time, the staff is greatly handicapped in the study of significant problems having to do with the school, the pupil, and the educational program.

Foster gives the meaning of supervision in these words:

Every administrator owes it to his subordinates to contribute maximally to their success; immediately in the case of those next below him, and, through them, mediately to all below them, as well as immediately so far as possible. Supervision is the mode of fulfilling that obligation. It includes every

⁸Ibid.

phase of school work wherein a higher authority makes sure of the effectiveness of his subordinates' labors.⁹

The supervisory staff of the Coleman High School is composed of a superintendent and a principal. The superintendent teaches no classes but he has two ward schools, a Latin-American school, and a colored school to supervise in addition to the high school. The principal teaches three classes and keeps a study hall in addition to his supervisory duties. This does not leave enough time for either member of the supervisory staff to do the proper amount of supervision.

Below is given a checklist for evaluating the business management of the Coleman High School. Each item is checked with the appropriate symbol to show the degree to which that item is functioning:

- (0) 1. The business management is under the supervision of the administrative head of the school system.
- (-) 2. The business management gives proper attention to the care of and the accounting for all school property.
- (-) 3. The business management exercises proper control over the care and distribution of supplies and equipment.
- (-) 4. All purchases are made on the basis of fitness of goods for the purpose intended.
- (-) 5. Members of the professional staff are consulted regarding materials and supplies intended for use by such staff members.
- (-) 6. The business management purchases school buses and keeps them in proper condition or makes suitable arrangements for bus service.

⁹Foster, op. cit., p. 249.

- (-) 7. The officials definitely responsible for the handling and accounting of school funds are adequately bonded.
- (-) 8. All school property, including equipment and supplies, is adequately insured.
- (-) 9. Records, deeds, and other valuable papers are kept in fireproof vaults or cabinets.
- (-) 10. The business management has satisfactory forms and procedures for making purchases and accounting for them.
- (-) 11. The business management uses forms, classifications, and procedures which are approved by national school accounting organizations.
- (-) 12. The business system is economical of time, labor, and costs without sacrificing desirable completeness of information, accuracy, or reliability.
- (-) 13. The business management regularly makes accurate reports to the board of control and to other legal authorities through the proper administrative channels.
- (-) 14. The superintendent and principal in conference with the supervisory, library, instructional, guidance, and health staffs outline the educational program for the secondary school.
- (-) 15. The superintendent and principal in conference with the business management staff outline the proposed expenditures to support the educational program.
- (-) 16. The budget is planned and based on adequate consideration of the school program, as well as a study of the budgets of a number of preceding years.
- (-) 17. 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.
- (-) 18. The budget indicates proposed expenditures classified under such captions as (a) capital outlay, (b) debt service, and (c) current expense, this last item being further classified under such headings as general control, instruction, plant operation, plant maintenance, coordinate activities, auxiliary agencies, and fixed charges, unless otherwise specified by state law.
- (-) 19. Reallocation of funds approved by the proper officials as part of the budget is made only after careful consideration of the other needs of the educational program.

- (-) 20. The budget indicates estimated receipts from all available sources.
- (-) 21. The budget presents comparative data on all its important sections over a period of several years.
- (/) 22. Each teacher or other employee is accountable for all supplies, material, or equipment charged to him; a room, department, or building is accountable for materials charged to it.
- (/) 23. Regular inventories are made, at least annually, on forms devised for the purpose. These inventories indicate the quantity of each item, quality or state of preservation, and its location and the person, room, or department against which it is charged, as well as the date of inventory.
- (-) 24. The school accounting system gives a complete record of all funds received and expended and the amount of each transaction.
- (-) 25. The accounting system is organized in sufficient detail to make possible computation of important unit costs.
- (-) 26. The accounting system provides for and requires the filing of all original supporting data of a transaction.
- (-) 27. The accounting system indicates the full history or record of each financial transaction.
- (-) 28. All equipment, supplies, and other materials are carefully checked with the invoice both as to quantity and quality when received.
- (-) 29. The accounting department pays only for such materials and supplies as have been purchased in accordance with the required forms and procedures.
- (/) 30. Careful and periodic inspection is made of all parts of the school plant and reports are made of necessary repairs of undesirable conditions.
- (/) 31. 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.
- (/) 32. Repairs to plant or equipment are made promptly, without interfering unduly with the educational program.
- (/) 33. Particular attention is given to the prevention of fires and other hazards and to the elimination of such hazards.

- (✓) 34. The school grounds and play areas are properly maintained at all times.
- (✓) 35. 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.
- (✓) 36. Floors and all other such equipment are appropriately treated at regular intervals to keep them in satisfactory condition (preservation, dustlessness, etc.).
- (O) 37. A vacuum cleaning system is provided.
- (✓) 38. Proper cleansing agents for the various materials and items to be cleaned and the proper way of using them have been determined; they are used accordingly.
- (✓) 39. 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.
- (✓) 40. 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.¹⁰

Of the forty items checked on the business management of the Coleman High School, twelve were checked (✓), indicating that the conditions or provisions were present or were made to a very satisfactory degree. Twenty-six items were checked (-), indicating that the conditions or provisions were present to some extent or were fairly well made. Two items were checked (O), indicating that the conditions or provisions were not present or were not satisfactory.

The business management of the Coleman High School is not under the supervision of the superintendent. The duties

¹⁰Evaluative Criteria, pp. 141-144.

of this department are under the direction of a business manager, appointed by the school board, who has an office in town. It seems that the business office is not as closely associated with the school as it should be in order to know the school's actual needs, except in regard to its finances. The business manager is doing a good job of handling the school's finances but the superintendent, in most cases, is trained to aid in the preparation of the budget; and, since he understands the pupil and community needs, perhaps, as no one else does, the general practice is that he should have a part in planning the school program and the expenditure of school funds and certainly in the administration of the budget. Reeder has this to say about the superintendent's part in the preparation of the budget:

Since the superintendent is the chief executive officer of the school system and has, or should have, the chief responsibility for the operation of the school system in all its parts, he should have the responsibility of performing that function which has much to do with determining the efficiency of the school system; that function is preparing the budget. This recommendation does not mean that the superintendent must collect in person, and organize, all the detailed data which are necessary for the preparation of the budget. Because of the many other duties of the superintendent much of the work of budget preparation will need to be delegated by the superintendent to the clerk, the business manager, or other school official or officials; such delegation will be particularly necessary in the larger school systems. . . .

Of course, the board of education should always have the function of approving, amending, or disapproving the budget which the superintendent of schools prepares and presents. The superintendent

probably knows -- at least he should know -- more about the needs of the schools in their several parts than any other person in the school system. The members of the board of education, because of their longer residence in the community, probably know more about the willingness and ability of the community to finance the schools than any other persons in the system. There must, therefore, be cooperation between the superintendent and the board in preparing the school budget.¹¹

The following evaluations were made for the checklist on business management:

- (3) 1. How efficiently is the purchase and distribution of school materials handled?
- (3) 2. How adequate are the provisions for caring for deeds, records, and valuable papers?
- (3) 3. How satisfactory are the reports made by the business management?
- (3) 4. How satisfactory are general procedures such as the above followed in formulating the budget?
- (3) 5. How extensively do the members of the school staff provide data on educational needs as a basis for the budget?
- (3) 6. How satisfactorily are the provisions of the budget followed in making expenditures?
- (3) 7. How efficient is the system for keeping accounts and how effectively is it used?
- (3) 8. How well does it provide for computing unit costs?
- (4) 9. How comprehensive is the plan for inspecting all school property?
- (4) 10. How well are the various forms of school property maintained, repaired, and painted?
- (4) 11. How good is the program for cleaning the building and equipment?
- (4) 12. How well is the program carried out?¹²

The business management of the school was scored (4) on all questions pertaining to the maintenance and the operation of the school plant. All other questions were

¹¹Reeder, The Fundamentals of Public School Administration, pp. 167-168.

¹²Evaluative Criteria, pp. 141-144.

scored (3). The average score on all questions regarding the business management of the school is (3.3), which rates with the group of schools classed as average by the Cooperative Study of Secondary School Standards.

Below is given the checklist for evaluating the school and community relations, with appropriate symbols showing to what extent the proper conditions are present and functioning:

- (✓) 1. The school furnishes the parents and community with information about the purposes and objectives of the school.
- (✓) 2. The school furnishes the parents and community with information about the curricular offerings and their aims.
- (✓) 3. The school furnishes the parents and community with information about the pupil activity program and its objectives.
- (-) 4. The school furnishes the parents and community with information about the library service and its objectives.
- (✓) 5. The school furnishes the parents and community with information about the school staff -- its personnel and organization.
- (-) 6. The school furnishes the parents and community with information about the school plant and its equipment.
- (-) 7. The school furnishes the parents and community with information about financial needs.
- (0) 8. The school furnishes the parents and community with information about business management.
- (-) 9. The school furnishes the parents and community with information about the school guidance program.
- (-) 10. The school furnishes the parents and community with information about community relations organizations.
- (✓) 11. The school furnishes the parents and community with 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 as to interfere 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 services are made available to the public at such times and under such conditions as will not interfere with the school program.
- (-) 16. The school encourages the holding of public forums for the discussion of educational, social, economic, or other problems that may promote community welfare.
- (0) 17. The school encourages the organization of classes for the education of adults and permits the use of school facilities for such classes.
- (-) 18. The auditorium is made available for community programs.
- (0) 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 in 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.
- (0) 25. Representative citizens of the community serve on committees for developing better school and community relations.
- (/) 26. The school has developed an organization of patrons and teachers as an important means of securing better cooperation between school and community.
- (/) 27. Home rooms, clubs, assembly programs, school publications, and school games and entertainments promote better understanding between school and community.

- (-) 28. The school has such special occasions as education week, book week, and father-son banquet for interpreting the school to the public.
- (/) 29. The school has one or more special visiting days or night sessions to which it invites all parents or pupils to observe the regular class work and pupil activities.
- (-) 30. The school uses various types of exhibits and demonstrations to interpret its work to the public.
- (/) 31. School entertainments of various kinds are given and are open to the public; these entertainments are largely planned and given by pupils and many pupils participate in them.
- (-) 32. Programs and exercises connected with commencement are used as a means of interpreting the school, its program, and its needs to the community.¹³

Of the thirty-two items checked on the school and community relations program of the Coleman High School, thirteen were checked (/), indicating that the conditions or provisions were present or were made to a very satisfactory degree. Fifteen items were checked (-), indicating that the conditions or provisions were present to some extent or were only fairly well made. Four items were checked (0), indicating that the conditions or provisions were not present or were not satisfactory.

The following evaluative questions were scored to show how well the school and community relations program is effected:

- (3) 1. How well is information about the school provided to the parents and community?
- (4) 2. How extensive is the participation of staff members in community life and activities?

¹³Ibid., pp. 145-146.

- (3) 3. How well does the school provide for the educational needs of its public?
- (3) 4. How well does the school provide for the recreational needs of its public?
- (3) 5. How well does the school use the public and school press to promote better school and community relations?
- (3) 6. How effectively does the school provide special exhibits, entertainments, or similar special occasions to promote such relations?
- (3) 7. How well does the community cooperate with the school and support school projects?¹⁴

The questions on the school-community relations program of the Coleman High School were all scored (3) except the question pertaining to the participation of the staff members in the community life and activities which was scored (4). The average score on the seven questions is (3.1).

The members of any school staff should learn the objectives of a good school-community relations program and attempt to promote a desirable program in the community where they work. Reeder makes the following comments about the aim of a school-community relations program:

The aim of public-school relations is to keep the people informed concerning the purposes, accomplishments, conditions, and needs of the schools. When they are informed it is believed that they will be better qualified, and more inclined, to cooperate with the schools. . . . Like all other phases of school administration, it is designed to advance the welfare of the persons for whom the schools exist, namely, the pupils.

Although the providing of information concerning the purposes, accomplishments, conditions, and needs of the schools is the heart of the public-relations

¹⁴Ibid.

program, it is not all the program. Any honest effort which attempts to bring the community into closer cooperation with the schools may be properly called public relations. Every act and every word, therefore, of school officials and employees has an effect on public relations. Manifestly that effect may be beneficial or harmful; but the desideratum is to make it beneficial.¹⁵

In discussing the need for a public-relations program, Reeder has this to say:

The need for a public-relations program is as urgent in the administration of the schools as it is in the administration of private businesses. The schools were established by the people, they are financed by the people, and they belong to the people. The people are, therefore, entitled to regular and truthful information concerning them. All the people are stockholders in the school enterprise and they have the same right to be kept informed concerning their investment as have stockholders in private businesses. To provide this information is an obligation of school officials and school employees. Failure to provide it is almost a species of unethical practice. It is certain that such failure will handicap the schools; moreover, it will injure the fortunes of the persons who have been given the responsibility of conducting the schools. In public relations, familiarity with the school is not likely to "breed contempt"; on the contrary, lack of it is likely to "breed contempt."¹⁶

Reeder also has this to say regarding the agents of the school-community relations program:

The persons who have the chief responsibility for the program are the members of the official and the employed personnel of the school system. These groups consist of such persons as the members of the board of education, the superintendent of schools and the headquarters staff, principals, supervisors, teachers, janitors, and bus drivers. It is the obligation of these persons to take the lead in the public-

¹⁵Reeder, An Introduction to Public-School Relations, p. 2.

¹⁶Ibid., p. 4.

relations program -- to give it direction, meaning, and vitality -- and to stimulate and motivate the other agents.

The official and the employed personnel, therefore, constitutes the so-called active agents, whereas the remaining agents are the more or less passive ones. Among the more important of the so-called passive agents are the pupils, parent-teacher associations, alumni organizations, editors, reporters, and the clergy.¹⁷

Table 38 gives a summary of the evaluations of the school administration of the Coleman High School. The different phases of school administration shown here have already been discussed to some extent and they will each be taken up again in the discussion of the thermometers in Fig. 21 which shows the rating of each phase of school administration of the school.

On the administrative staff, the Coleman High School had a percentile rank of seventy-eight. This is a new thermometer and consequently no comparison can be made with other groups of schools. In organization of administration, the school had a percentile rank of eighty, which is thirty points above the norm for all the schools studied by the Cooperative Study of Secondary School Standards. It is forty-three points above the norm for the schools that are members of the Southern Association of Colleges and Secondary Schools. In supervision of instruction, the school had a percentile rank of seventy, which is twenty

¹⁷Ibid., pp. 12-13.

TABLE 38

A SUMMARY OF THE EVALUATIONS OF THE SCHOOL ADMINISTRATION
OF THE COLEMAN HIGH SCHOOL

Items	Computation of Primary Scores			
	Evaluations	Total	Divisor	Score
Administrative staff..	a b c d e f 3 4 4 4 4 4 g 4	27	7	3.9
Organization.....	a b c d 4 4 4 4	16	4	4.0
Supervision of in- struction.....	a b c d e 3 3 4 4 4 f g h i j 4 4 3 3 3	35	10	3.5
Supervision of special services...	a b c d e f N N N N N N g N	..	7	N
Business management...	a b c d e f 3 3 3 3 3 3 g h i j k l 3 3 4 4 4 4	40	12	3.3
School and community relations.....	a b c d e 3 4 3 3 3 f g h i j 3 3 N N N	22	7	3.1
General evaluation....	a b c 3 3 4	10	3	3.3

TABLE 38 -- Continued

Computation of Summary Score				
Percentile	Weights			Weighted Percentile
	Alpha	Beta	Gamma	
78	20	20	..	1560
80	20	..	..	1600
70	20	30	45	1400
..
62	15	40	55	930
54	10	10	..	540
62	10	..	..	620
Totals.....	95	100	100	6650
Summary score (divide by 95).....				70
Equivalent percentile (from summary con- version table).....				81

SCHOOL ADMINISTRATION

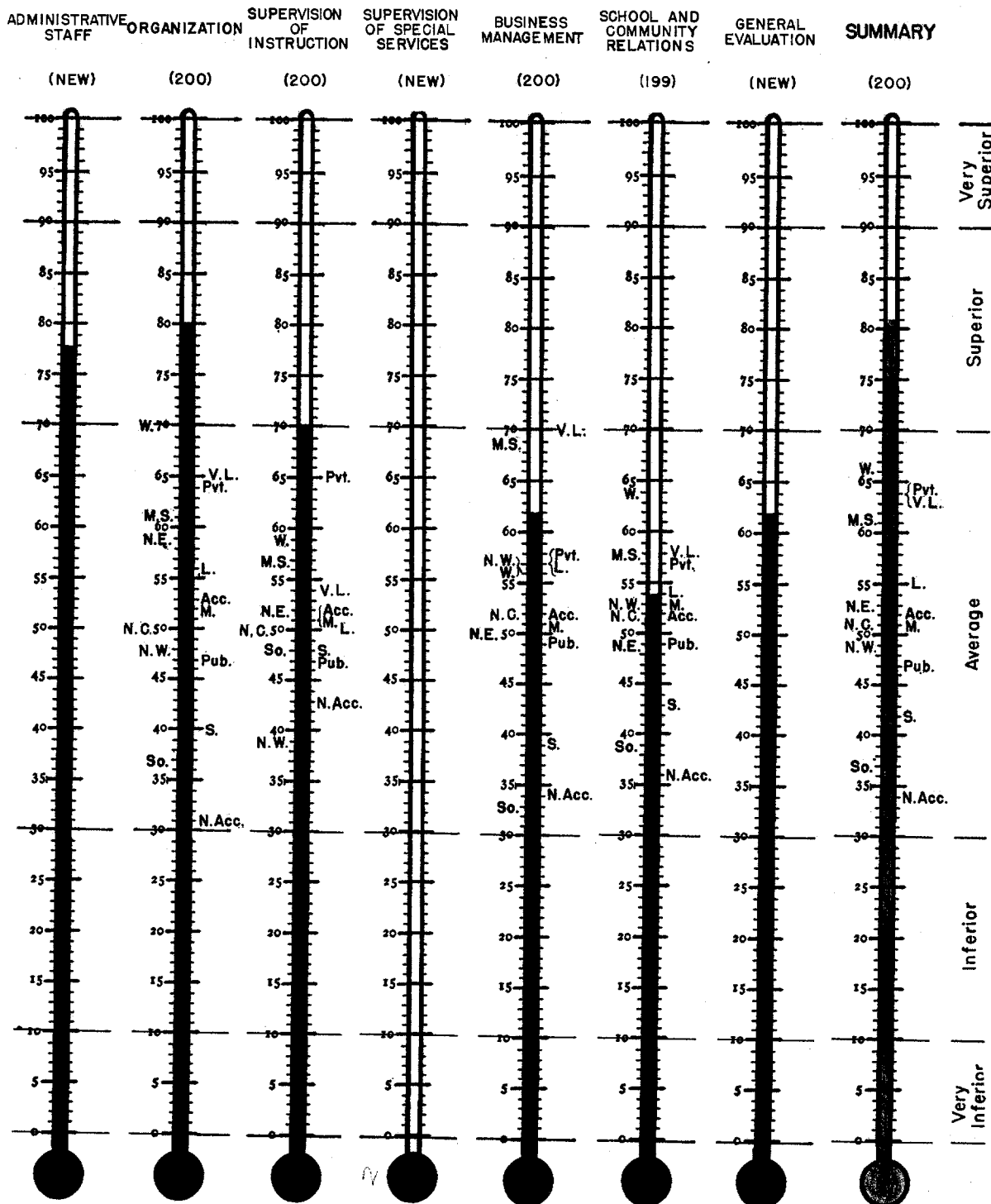


Fig. 21. -- The educational temperatures showing the percentile scores of the school administration of the Coleman High School.

PUPIL JUDGMENT

General Statement

All thermometers in this section are based upon a special study of the judgments of 17,246 pupils in 198 schools. Information was furnished by each pupil on a separate blank. For a copy of the blank used see E. D. Grizzell, "The Cooperative Study of Secondary School Standards," North Central Association Quarterly (July 1937), 12: 42; also in Evaluation of Secondary Schools: Supplementary Reprints, No. 2.

1. Guidance

Based upon Question 4. The special scale on the right-hand side of the thermometer is "percentage of possible score," the different responses being given the following weights: "a great deal," 3; "some," 2; "very little," 1; "none," 0. Each of the six subdivisions is given equal weight in computing a school score. For further explanation and discussion see W. C. Eells, "Pupil Judgment on Value of Guidance Received," School Review (April 1938), 46: 265-275; also in Evaluation of Secondary Schools: Supplementary Reprints, No. 19.

2. Pupil Activities

Based upon Questions 7, 8, and 9. The special scale on the right-hand side of the thermometer is "percentage of possible score," the different responses being given the following weights: Question 7: "about right number," 3; "too many," 2; "not enough," 1; Question 8: "about right amount," 3; "too much," 2; "not enough," 1; "none at all," 0; Question 9: "very valuable," 3; "some value," 2; "very little value," 1; "no value," 0. The three questions were given the following weights in combining them for the weighted scores of the thermometer: Question 7, 20%; Question 8, 20%; Question 9, 60%. For further explanation and discussion see W. C. Eells, "What Secondary School Pupils Think of Pupil Activities," The Clearing House (April 1938), 12: 469-475; also in Evaluation of Secondary Schools: Supplementary Reprints, No. 9.

3. Best and Least Liked Features

Based upon Questions 11 and 12. For details of the special scale on the right-hand side of the thermometer and its use see K. W. Eells, "A Scale for Evaluation of Pupils' Judgments on Best-Liked and Least-Liked Aspects of Secondary Schools," Journal of Educational Research (January 1938), 31: 321-334; also in Evaluation of Secondary Schools: Supplementary Reprints, No. 28.

4. Total Experience

Based upon Question 13. The special scale on the right-hand side of the thermometer is the average of the different responses when given weights varying from 7 for "most satisfactory experience I have ever had" to 1 for "most unsatisfactory experience I have ever had."

NON-COLLEGE SUCCESS

General Statement

All thermometers in this section are based upon a special study of the success of 5,924 pupils, graduates and non-graduates of 72 secondary schools, who did not enter any higher educational institution; and upon judgments expressed by these pupils concerning their secondary schools. Information was furnished on a separate blank for each pupil. For a copy of the blank used see E. D. Grizzell, "The Cooperative Study of Secondary School Standards," North Central Association Quarterly (July 1937), 12: 38-39; also in Evaluation of Secondary Schools: Supplementary Reprints, No. 2.

1. Reason for Leaving School

Based upon 5,924 answers to Question K. The special scale on the right-hand side of the thermometer is percentage of total number of pupils who left school for any of the first three reasons.

2. Value for Present Position

Based upon 3,128 answers to Question N. The special scale on the right-hand side of the thermometer is the average of the different responses when they are given weights varying from 5 for "indispensable," to 0 for "no help."

3. Value for Life

Based upon 3,310 answers to Question O. The special scale on the right-hand side of the thermometer is the average of the different responses when they are given weights varying from 3 for "very much" to 0 for "none."

4. Best and Least Liked Features

Based upon 2,873 answers to Questions Q and R. For details of the special scale on the right-hand side of the thermometer and its use see K. W. Eells, "A Scale for Evaluation of Pupils' Judgments on Best-Liked and Least-Liked Aspects of Secondary Schools," Journal of Educational Research (January 1938), 31: 321-334; also in Evaluation of Secondary Schools: Supplementary Reprints, No. 28.

5. Total Experience

Based upon 3,555 answers to Question P. The special scale on the right-hand side of the thermometer is the average of the different responses when they are given weights varying from 7 for "most satisfactory experience I have ever had" to 1 for "most unsatisfactory experience I have ever had."

points above the norm for all the schools and it is eleven points above the norm for the top-ranking regional association. In business management, the school had a percentile rank of sixty-two, which is twelve points above the norm for the two hundred schools surveyed by the Cooperative Study of Secondary School Standards. It is twenty-nine points above the norm for the schools that are members of the Southern Association of Colleges and Secondary Schools. In school and community relations, the school had a percentile rank of fifty-four, which is four points above the norm for all of the schools of the nation. This rank is fifteen points above the norm for the schools holding membership in the Southern Association of Colleges and Secondary Schools. On general evaluations of the administration, the school had a percentile rank of sixty-two. This is a new thermometer and for this reason no comparison can be made with other groups of schools. On the summary score of the administration, the school had a percentile rank of eighty-one, which is a superior rating. This rank is thirty-one points above the norm for the schools that are members of the Southern Association of Colleges and Secondary Schools.

It is recommended that consideration be given to a lessening of the teaching load of the principal; that a cumulative system of permanent record cards be instituted

in the elementary schools and that these cards be continued through the high school; that the administrative staff make a thorough study of supervision, and give more time to the supervision of instruction, especially for beginning teachers; that the superintendent have a part in planning the expenditure of school funds and in the administration of the school budget; and that the administrative staff be vigilant in regard to the school and community relations program.

CHAPTER XIII

CONCLUSIONS AND RECOMMENDATIONS

A study of the data secured in making the evaluation of the Coleman High School shows that the pupils of the school have a fine spirit of cooperation and a pride in their school. This spirit of cooperation has evolved from a continual program of instruction and guidance, furnished by the superintendents of schools of the present and past years and the able teaching staff of the school.

A study of the pupil population and the school community revealed that more than one third of the pupils drop out of school between the time they enter high school as freshmen and the time the class graduates. Except for "pupils moving away," the cause most frequently given for pupils dropping out of school is the "lack of interest."

The study also revealed that the school does not have an adequate physical education program and that it has no building for use in launching an enlarged program of physical education.

It further revealed that the guidance service of the school is being done very well with the limited facilities

and the time allowed in the administration of this service but that the school needs to strengthen and enlarge this phase of its work.

It was found that, on the whole, the teachers do not have a very long tenure in this school and that the teachers are heavily loaded with class work. However, the evaluation reveals that some good work is being done.

The thermometers shown in Fig. 22 give a summary of this entire study. On the curriculum, the Coleman High School had a percentile rank of forty-eight, which is two points below the national norm for the two hundred schools studied by the Cooperative Study of Secondary School Standards but it is eleven points above the median for the schools that are members of the Southern Association of Colleges and Secondary Schools. On the pupil activities, the school had a percentile rank of seventy-two, which is twenty-two points above the national norm and thirty-four points above the median for the schools that are members of the Southern Association of Colleges and Secondary Schools. On the library, the school had a percentile rank of seventy-six, which is twenty-six points above the national norm and one point above the norm for the top-ranking group of schools studied by the Cooperative Study of Secondary School Standards. On guidance, the school had a percentile rank of sixty, which is ten points above the national

norm and twenty-four points above the median for the schools that are members of the Southern Association of Colleges and Secondary Schools.

On the instructional program, the school had a percentile rank of seventy-six, which is twenty-six points above the national norm for the two hundred schools studied by the Cooperative Study of Secondary School Standards and it is twenty points above the median for the medium-sized high schools that were studied. On outcomes of the educational program, the school had a percentile rank of fifty-six, which is six points above the national norm but it is eight points below the norm for the medium-sized high schools studied by the Cooperative Study of Secondary School Standards. On the staff, the school had a percentile rank of seventy-six, which is forty-two points above the median for the schools that are members of the Southern Association of Colleges and Secondary Schools. On the plant, the school had a percentile rank of sixty-five, which is fifteen points above the national norm for the schools studied by the Cooperative Study of Secondary School Standards. On administration, the school had a percentile rank of eighty-one, which is thirty-one points above the national norm and fifteen points above the norm for the top-ranking regional association of colleges and secondary schools. The thermometers reveal that, generally, the

SUMMARY OF EVALUATIVE CRITERIA

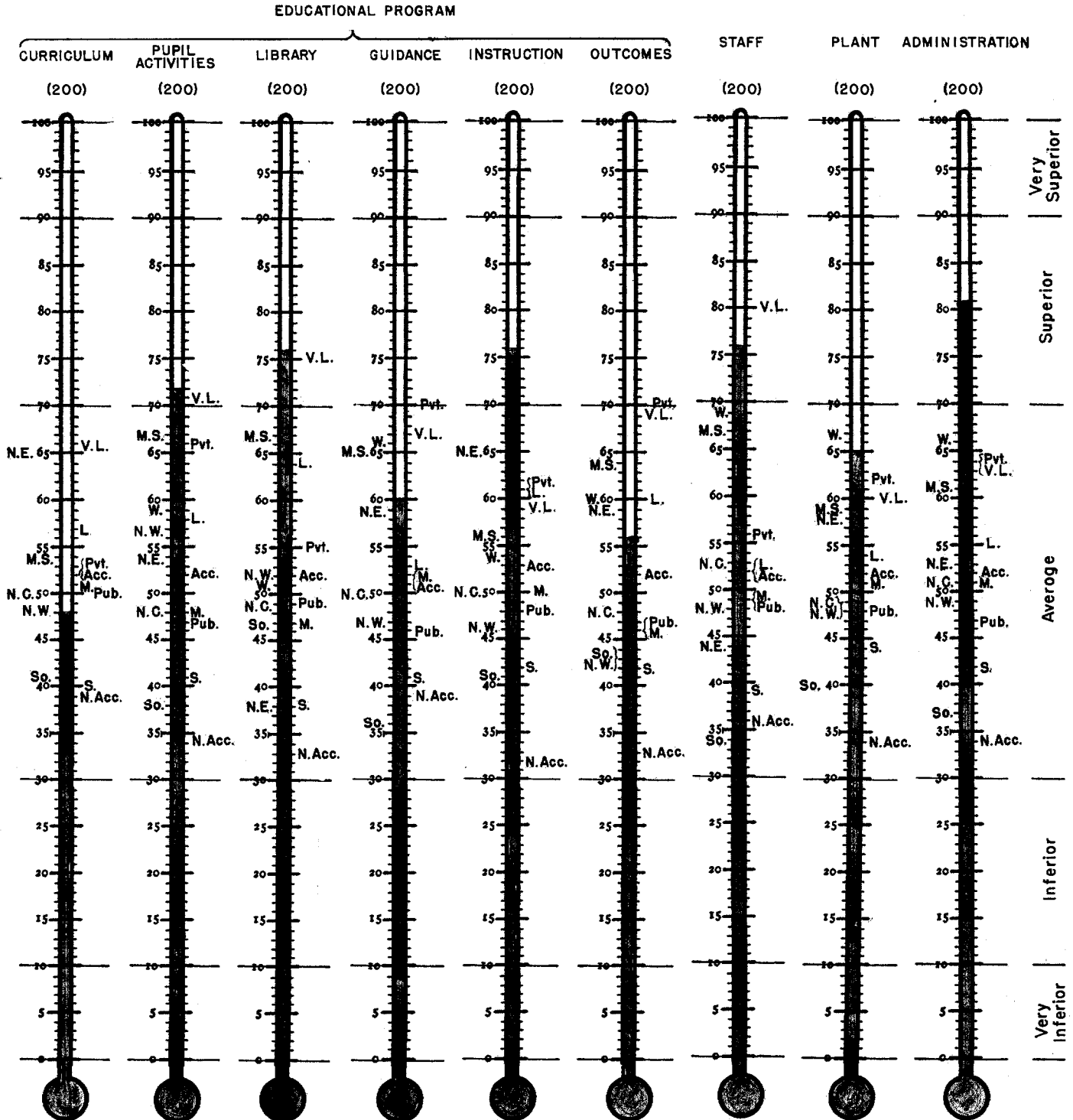


Fig. 22. -- Summary thermometers showing the percentile scores of the educational program of the Coleman High School.

CURRICULUM AND COURSES OF STUDY (1)

General Statement

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

1. General Principles

Based upon three evaluations under I, "General Principles" (page 31).

2. Curriculum Development

Based upon five evaluations under II, "Curriculum Development" (pages 32-33).

3. Amount of Offerings

Based upon three evaluations under III-A, "Amount of Offerings" (page 34).

4. English

Based upon four evaluations in the first column of the tables under III-B, "Content of Offerings" (page 35).

5. Ancient Languages

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

6. Modern Languages

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

Coleman High School ranks far above the average of the high schools throughout the nation in the nine departments of school organization. The school ranks with the superior schools in five aspects, namely, the pupil activity program, the library, the instructional program, the staff, and the school administration. The phases of work which need the greatest attention are the curriculum, the guidance program, and the outcomes of the educational program.

In view of the findings and conclusions resulting from this evaluative study of the Coleman High School, it is recommended that:

1. A careful study of the offerings included in the courses of study be made with the view of determining their suitability in meeting the needs of the pupils.
2. A study of the pupils be made in order to determine the cause or causes of the pupils' leaving school before graduation.
3. The teachers strive to obtain more pupil participation in the home-room programs.
4. The school add a graded course in physical education for both boys and girls.
5. The school add instruction in vocal music and in orchestra.
6. The school provide the necessary visual aid equipment and visual aid supplies for use in such phases of the work as instruction, guidance, and recreation.

7. The teachers of the school take an active part in stimulating the pupils' interest in recreational reading and in the use of the library and its facilities.

8. The school use standardized tests for measuring achievement, intelligence, vocational interests, and aptitudes, and use these results to assist the staff members in the guidance of the pupils.

9. The staff members be allowed more time in order for them to take part in the guidance program.

10. The school institute a set of cumulative pupil records to supplement the known facts about the pupils.

11. The teaching load of the principal be reduced in order to allow him more time to assist the superintendent with the supervision of instruction, the guidance program, and the school administration.

12. The administrative staff make a thorough study of supervision and give more time to the supervision of instruction.

13. The superintendent be given a part in planning the expenditure of school funds and in the administration of the school's budget.

14. The school make a study of school publicity and strive to enrich the program of home-school-community relations.

15. The school enlarge its school plant in order to meet the needs of the physical education program and also to provide for more social activities among the pupils.

16. The school make provisions for paying teachers adequate salaries in order to hold the high type of teaching staff of which the Coleman High School now boasts.

APPENDIX

TABLE 39

THE RATING GIVEN EACH TEACHER OF THE COLEMAN HIGH SCHOOL
ON EACH ITEM OF THE CHECKLIST ON INSTRUCTION*

Items Checked	Teachers															
	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P
1....	/	/	/	-	/	/	/	/	/	/	/	-	N	/	/	/
2....	/	/	/	-	/	-	-	/	-	-	/	/	N	/	-	/
3....	/	/	/	-	/	-	-	/	-	-	/	/	N	/	-	/
4....	-	/	/	-	/	/	-	/	-	-	-	/	N	/	-	/
5....	/	/	/	/	-	/	/	/	-	/	/	-	N	-	-	-
6....	/	/	/	/	/	-	/	-	-	-	/	-	N	-	-	-
7....	-	/	/	-	/	-	-	-	-	/	-	/	N	/	-	/
8....	/	/	-	-	-	-	O	-	-	-	-	-	N	O	-	-
9....	/	/	-	O	-	/	-	/	-	/	/	-	N	/	/	-
10....	-	-	-	-	/	-	-	/	-	-	-	/	N	-	/	-
11....	-	-	/	/	-	/	-	-	-	/	/	-	N	-	/	-
12....	/	/	/	/	/	/	/	/	/	-	-	/	N	/	/	/
13....	-	/	/	/	/	/	-	-	-	/	/	-	N	-	/	-
14....	O	-	/	/	-	/	-	-	-	/	O	-	N	/	-	-
15....	O	/	/	-	-	/	-	/	/	/	/	/	N	-	N	-
16....	-	/	-	-	/	/	-	/	/	-	-	/	N	-	/	/
17....	/	/	/	/	/	-	/	/	/	/	/	/	N	/	/	-
18....	-	/	-	-	-	/	-	/	/	-	/	/	N	/	-	-
19....	-	/	-	/	/	/	/	/	/	/	/	/	N	-	-	-
20....	-	/	/	/	/	/	-	/	/	-	-	/	N	/	-	/
21....	/	-	/	-	/	/	/	/	-	/	/	/	N	-	/	-
22....	-	-	/	-	-	/	-	/	/	/	/	/	N	/	/	/
23....	/	/	/	-	/	/	/	-	-	/	/	/	N	-	/	-
24....	/	/	/	-	/	/	/	/	-	-	-	-	N	-	N	-
25....	-	/	-	-	-	-	-	/	-	-	-	-	N	-	/	-
26....	/	O	/	/	-	/	O	-	-	-	-	-	N	/	N	/
27....	/	O	/	/	-	/	-	/	-	-	/	/	N	O	N	/
28....	-	-	-	-	-	/	O	-	-	-	-	/	N	-	N	/
29....	/	O	/	/	-	-	O	/	/	-	-	/	N	/	N	-
30....	N	O	/	/	/	-	/	/	-	-	-	/	N	-	/	/

TABLE 39 -- Continued

Items Checked	Teachers															
	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P
31.....	/	-	/	-	/	-	-	-	-	-	-	/	N	-	N	-
32.....	N	O	-	-	/	-	-	-	-	O	-	-	N	-	N	/
33.....	-	O	-	/	-	/	N	-	-	-	-	-	N	-	N	-
34.....	N	O	-	-	/	/	O	-	-	-	-	/	N	-	N	-
35.....	-	N	/	-	-	N	-	/	-	-	/	-	N	-	N	/
36.....	-	/	/	/	/	/	/	/	/	/	/	/	N	/	/	/
37.....	/	/	-	-	/	-	/	-	-	/	-	/	N	/	/	/
38.....	-	/	-	-	/	-	/	-	-	-	-	/	N	/	/	/
39.....	/	/	-	-	/	/	/	-	-	-	-	-	N	/	/	/
40.....	/	/	/	/	/	/	/	-	-	/	-	-	N	/	-	/
41.....	/	/	/	/	/	/	/	/	/	/	/	/	N	/	-	/
42.....	-	N	/	-	/	/	/	/	/	/	/	/	N	/	/	/
43.....	/	/	/	/	/	/	/	/	/	/	/	/	N	/	/	/
44.....	/	/	/	-	/	/	/	/	/	/	/	/	N	/	/	/
45.....	-	/	/	/	/	/	/	/	/	/	/	/	N	/	/	/
46.....	N	/	N	N	N	N	-	/	N	N	N	O	N	/	/	/
47.....	-	O	-	-	-	-	O	-	-	-	/	-	N	/	/	-
48.....	-	-	/	-	-	-	-	/	-	-	-	/	N	/	/	/
49.....	-	-	-	/	-	-	-	-	-	-	-	-	N	/	/	-
50.....	/	/	/	-	/	/	-	/	-	/	-	/	N	/	-	-
51.....	-	/	-	-	/	-	-	/	-	-	-	-	N	/	-	-
52.....	-	/	-	O	-	-	O	-	-	-	-	-	N	O	-	-
53.....	N	N	O	N	O	O	O	-	-	O	O	-	N	O	N	O
54.....	N	O	O	N	O	-	O	-	-	O	O	/	N	O	-	-
55.....	O	-	-	-	O	O	O	/	-	-	/	-	N	-	/	-
56.....	-	/	/	/	/	/	-	/	-	-	-	-	N	/	/	-
57.....	/	/	-	/	/	/	-	/	-	-	-	/	N	/	/	/
58.....	/	/	-	/	/	/	-	/	-	-	-	/	N	/	/	/
59.....	O	-	O	O	O	O	O	-	O	-	-	/	N	O	-	O
60.....	-	-	-	-	/	/	-	-	-	-	/	/	N	-	/	/
61.....	/	/	-	-	/	/	-	/	-	-	/	/	N	/	/	/
62.....	/	/	/	/	/	/	-	/	-	-	/	/	N	/	O	/
63.....	/	/	/	-	/	/	-	/	-	-	/	/	N	/	/	/
64.....	/	/	/	/	/	/	-	/	-	/	/	/	N	-	/	/
65.....	-	/	/	-	-	/	-	-	-	-	-	/	N	O	/	-
66.....	-	/	-	-	-	O	-	-	-	/	-	/	N	-	O	-
67.....	/	O	-	-	-	-	O	-	N	-	-	-	N	-	/	-
68.....	-	/	/	/	O	O	-	-	/	-	-	/	N	O	-	-
69.....	/	/	/	/	-	-	/	/	-	-	-	/	N	/	/	/

*Items are listed on pp. 129-133.

TABLE 40

SCORE FOR EACH TEACHER OF COLEMAN HIGH SCHOOL ON
EACH EVALUATIVE QUESTION ON INSTRUCTION*

Evaluation Rated	Teachers															
	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P
1...	4	4	5	3	3	4	4	4	3	4	4	3	N	4	2	4
2...	4	3	4	3	4	4	4	3	4	4	4	3	N	4	2	4
3...	3	4	4	3	3	3	3	3	3	4	4	3	N	4	3	4
4...	3	4	4	3	4	3	4	4	4	4	4	3	N	3	4	4
5...	3	3	4	2	3	2	3	3	3	3	4	3	N	2	3	3
6...	3	3	5	3	3	3	3	3	3	4	3	3	N	3	3	3
7...	3	4	4	3	4	4	4	4	4	3	3	3	N	4	4	4
8...	4	4	4	3	4	4	4	3	3	4	4	3	N	4	3	4
9...	3	3	4	3	3	3	2	3	3	3	3	3	N	3	3	3
10...	3	4	5	3	4	3	4	3	3	4	3	3	N	3	3	4
11...	3	3	3	3	3	3	3	3	3	3	3	3	N	3	3	3
12...	3	3	3	2	3	3	3	3	3	3	3	3	N	3	3	3
13...	4	3	3	3	3	3	3	3	3	3	4	3	N	4	3	3
14...	4	4	4	3	4	4	4	3	3	4	4	3	N	4	3	4

*Evaluations are listed on pp. 133-134.

TABLE 41

THE RATING OF EACH TEACHER OF THE COLEMAN HIGH SCHOOL
ON EACH ITEM OF THE CHECKLIST ON PERSONAL AND
INSTRUCTIONAL QUALIFICATIONS OF TEACHERS*

Items Rated	Teachers															
	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P
1...	/	/	-	-	/	/	-	/	/	/	/	/	/	/	-	/
2...	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	-
3...	/	/	/	-	/	-	/	/	/	/	-	-	/	-	-	/
4...	-	/	-	/	-	/	/	-	-	/	/	-	/	/	-	-
5...	-	/	/	-	/	-	-	/	/	-	/	-	/	/	-	/
6...	-	-	/	/	-	/	-	-	-	-	-	-	/	/	/	/
7...	/	/	/	/	/	/	/	/	-	/	/	/	/	-	/	/
8...	/	/	/	/	-	/	/	/	/	/	/	/	/	/	/	/
9...	/	/	/	/	/	/	/	/	/	/	/	/	/	-	/	/
10...	-	/	/	-	/	/	-	/	/	-	/	-	/	/	-	-
11...	/	/	-	/	/	-	-	/	-	/	/	-	-	/	/	/
12...	/	/	/	/	/	/	/	/	-	-	-	-	/	/	/	/
13...	-	-	-	/	-	/	/	/	/	/	/	-	/	/	-	/
14...	/	-	-	-	-	/	-	-	-	-	-	-	-	-	-	-
15...	-	-	/	/	/	-	-	/	-	/	/	-	-	/	/	/
16...	-	/	-	-	/	-	/	/	-	-	/	-	/	-	-	/
17...	/	/	/	/	/	/	-	/	/	/	-	-	/	/	/	-
18...	/	/	/	/	/	/	/	/	/	/	/	/	/	-	/	/

*Items evaluated are listed on pp. 187-188.

TABLE 42

THE SCORE GIVEN EACH TEACHER OF COLEMAN HIGH SCHOOL
ON EACH EVALUATIVE QUESTION ON PERSONAL AND
INSTRUCTIONAL QUALIFICATIONS OF TEACHERS*

Evaluation Rated	Teachers															
	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P
1...	4	4	5	4	4	4	4	4	4	4	4	3	4	4	3	4
2...	3	3	4	4	3	4	3	3	3	4	4	3	4	4	2	3
3...	4	4	5	4	3	4	4	4	4	4	4	3	4	4	3	4
4...	3	4	4	3	4	3	4	3	3	4	4	3	4	4	3	4

*Items evaluated are listed on pp. 188-189.

TABLE 43

NUMBER OF SEMESTER HOURS OF PROFESSIONAL PREPARATION
OF EACH TEACHER OF THE COLEMAN HIGH SCHOOL

Teacher	Number of Semester Hours
A	48
B	14
C	37
D	21
E	28
F	30
G	21
H	24
I	12
J	20
K	23
L	10
M	21
N	25
O	N
P	25

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