

AN EVALUATION OF THE QUANAH HIGH SCHOOL,
QUANAH, TEXAS

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AN EVALUATION OF THE QUANAH HIGH SCHOOL,
QUANAH, TEXAS

THESIS

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

For the Degree of

MASTER OF SCIENCE

By

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Quanah, Texas

August, 1942

100442

100442

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CHAPTER I

INTRODUCTION

The problem of this study is to evaluate the Quanah High School of Quanah, Texas, by the use of criteria for determining the characteristics of good secondary schools.

Checklists for the study of the many desirable features of a good school, which apply to practically every feature of the program, were used. All checklists, evaluations, computations, and graphic ratings were made in compliance with instructions found in Evaluative Criteria, How to Evaluate a Secondary School, and Educational Temperatures, publications of the Cooperative Study of Secondary School Standards.

The following excerpt from Evaluative Criteria gives general instructions for the use of the checklists and the evaluative questions:

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 checklists are definitely made or

if conditions indicated are present to a very satisfactory degree, mark the item, in the parenthesis preceding it, with the symbol (/); (2) if the provision is only fairly well made or the conditions are only fairly well met, mark the item with the symbol (-); (3) if the provisions or conditions are needed but are not made, or are very poorly made, or are not present to any significant degree, mark the item with the symbol (0); (4) if it is unnecessary or unwise for the school to have or to supply what specific items call for, mark such items with the symbol (N). (Note: The figures are to be regarded merely as convenient symbols, not mathematical terms.)

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

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

- 5.--Very superior; the provisions or conditions are present and functioning to the extent found in approximately the best 10% of regionally-accredited schools.
- 4.--Superior; the provisions or conditions are present and functioning to the extent found in approximately the next 20% of regionally-accredited schools.
- 3.--Average; the provisions or conditions are present and functioning to the extent found in approximately the middle 40% of regionally-accredited schools.
- 2.--Inferior; the provisions or conditions are present and functioning to the extent found in approximately the next 20% of regionally-accredited schools.
- 1.--Very inferior; the provisions or conditions are found in approximately the lowest 10% of regionally-accredited schools.
- N.--Does not apply.¹

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

The percentile scores calculated for the various activities and phases of this school were plotted in graphic form by the use of educational thermometers. The Alpha, or complete scale, was used in this study. Instructions for using these thermometers together with two sample thermometers are given here for the purpose of interpreting the thermometer graphs used in this study.

The educational thermometer is basically nothing more than a percentile scale arranged in graphic form. The basic thermometer, as illustrated by the left-hand outline on the facing page, consists of an outline of an ordinary thermometer, with a numerical scale appearing on the left-hand side of it. This scale on the left-hand side of each thermometer is a percentile scale, graduated from 0 to 100. When the thermometer is used to report the results of an evaluation it is filled to the appropriate level as illustrated in 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 50 percentile rank.

On a few thermometers, which present quantitative data rather than qualitative evaluations, a second set of figures appears on the right-hand side of the thermometer. These are illustrated in the right-hand thermometer on the facing page. In this case the scale on the right-hand side of the thermometer is an absolute one, in terms of the actual number of titles in the library, while the scale on the left-hand side of the thermometer is the usual percentile rank. 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.

SAMPLE THERMOMETERS (I)

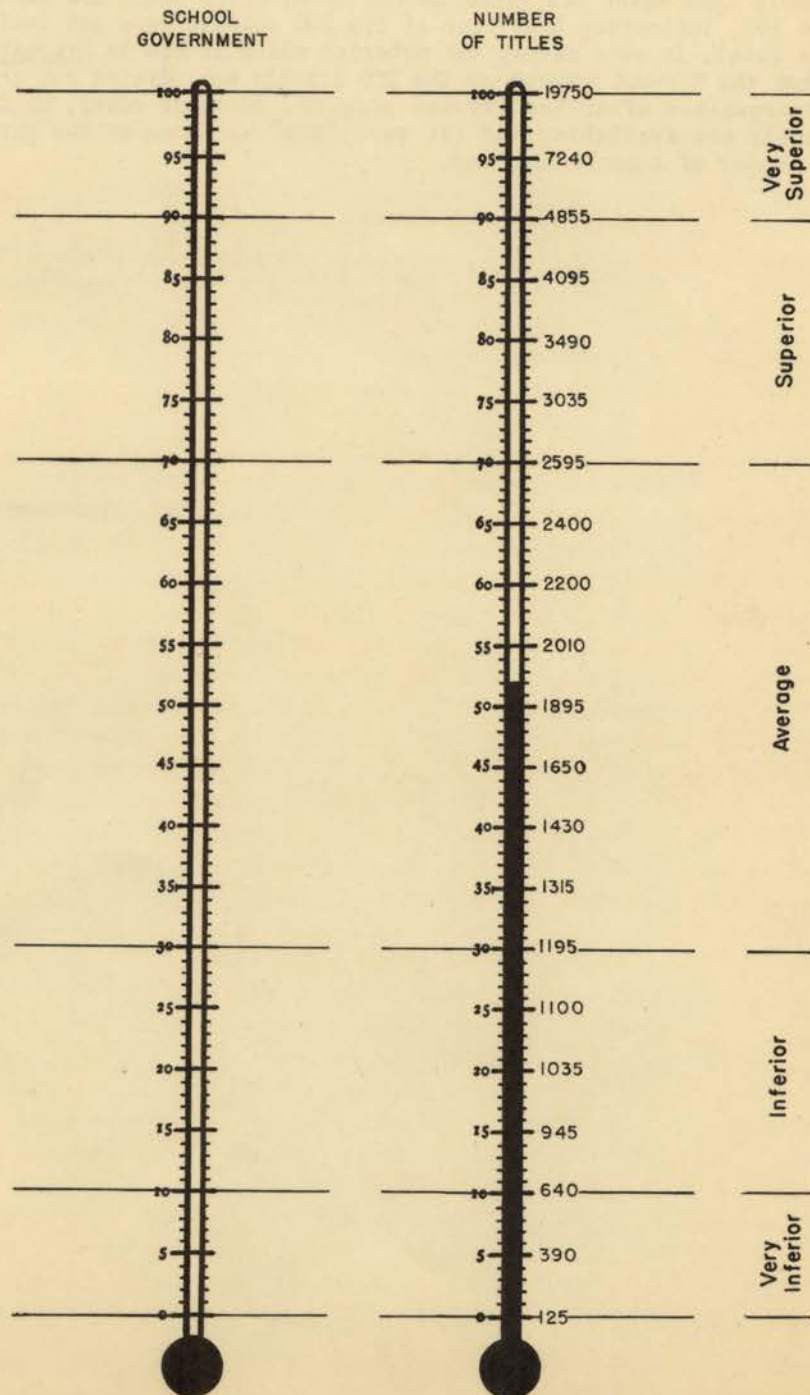


Fig. 1. -- First sample thermometer.

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.

In cases in which data are missing for a particular feature, or this feature does not properly apply to the school, the corresponding thermometers 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.²

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The study is presented in thirteen chapters. Chapter I contains the introduction, the use of the checklists, and the explanation of the interpretation of the thermometers.

²Cooperative Study of Secondary School Standards, Educational Temperatures, p. 1.

³Ibid., p. 2.

SAMPLE THERMOMETERS (2)

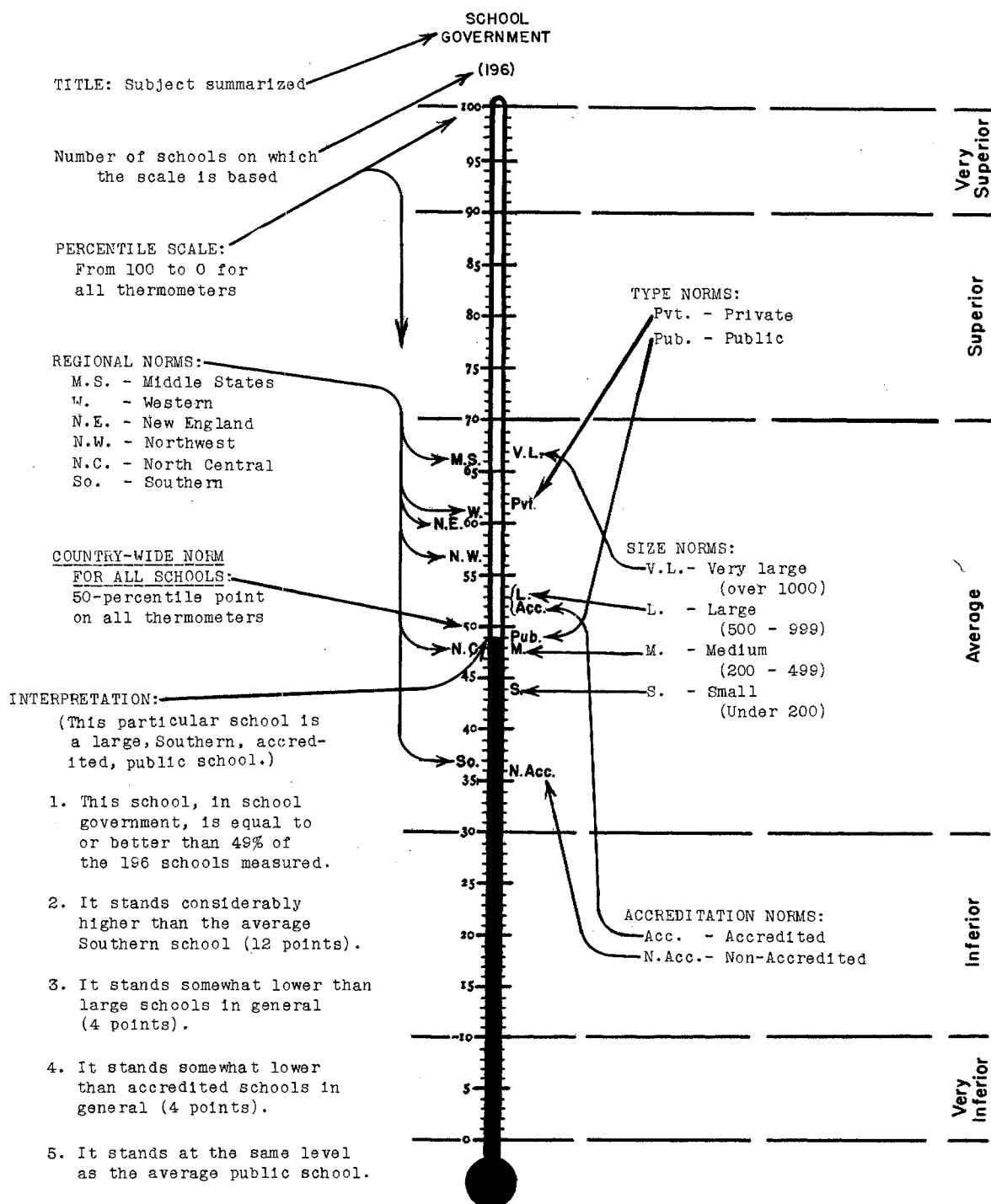


Fig. 2. -- Second sample thermometer.

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.

Chapter II presents a discussion of the school's philosophy and objectives and the method used in arriving at these objectives.

Chapter III contains a statistical picture of the pupil population and data regarding the community. The data regarding the pupils include information concerning graduates, withdrawals, a comparison with other Texas schools, educational and occupational intentions, age-grade distribution, and stability of enrollment. The data pertaining to the community include population data, occupational status of adults, financial resources and agencies, such as hospitals, churches, and libraries which are likely to affect education.

The study of the curriculum and courses of study is included in Chapter IV.

Chapter V deals with the pupil activity program, the type of organization, amount of pupil participation in school government (Civic League), music activities, school assemblies, school publications, dramatic and speech activities, school clubs, and financing of pupil activities.

The library service of the school and the findings as compared with accepted standards are taken up in Chapter VI. The library staff, organization and administration, adequacy of materials, and teacher and pupil use of the library are treated in this chapter.

Guidance service is treated in Chapter VII. The number of members on the guidance staff, special consultants, teacher participation, and evaluation of these are considered in this chapter. Basic information about the pupils, such as home and family background, personal and social development, and scholastic progress are also considered.

Chapter VIII deals with instruction, classroom activities, use of community and environment, textbooks and other instructional materials and methods of appraisal.

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

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

Chapter XI takes up the school plant. The site, the building, the equipment and materials are studied in respect to health, safety, economy, efficiency, and influence on the educational program.

The study of the administration is presented in Chapter XII. The administrative staff, organization, business management, supervision of instruction, and school and community relations are considered in this chapter.

Chapter XIII is a summary chapter which presents the conclusions and recommendations for improving the Quanah High School.

CHAPTER II

PHILOSOPHY AND OBJECTIVES

Educators of today are sensitive to the problems involved in educating all the people, regardless of race or social standing. The approved method as set forth by the evaluated school has been a rather set pattern or routine. This is not necessarily a criticism of the school, but of all schools. Educators have been prone to let things go, or take the course of least resistance. This cannot continue to be the case, for the present emergency has brought them face to face with the results of their neglect. They have failed to educate the community. They need not expect any school, county, state, or nation to rise much higher than the communities which comprise them.

The schools have been operating largely on a matter of self-development rather than adjustment to conditions or mastery of environment. The educational leaders must admit shortcomings in not having properly trained the youths so that they might go into the many jobs that the government needs filled so badly. If the educational leaders had been doing their duty, there would not have been so much time lost and expense involved during the

present emergency. They must start from the bottom and build a foundation which will meet the needs of the people. The curriculum and the courses of study must include vocational and business subjects and other fields of work more than ever before. Naturally this will cost more money, but if the public is properly educated, it will not hesitate to furnish the needed educational program.

Education is not apart from life; it is just the adult generation giving its own world to the new generation. The democratic problem in education is not primarily a problem of training children; it is the problem of making a community within which children cannot help growing to be democratic, intelligent, disciplined to freedom, reverent of the goods of life, and eager to share in the tasks of the age.¹

A school, to function properly should have a flexible philosophy and a definite set of objectives formulated. The following excerpt from Evaluative Criteria sets forth the necessity for an educational philosophy:

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 promoted the principles and spirit of American democracy. Each school should be able to justify any marked variation from generally accepted principles. The stated philosophy of education should be associated with and be made fundamental to the educational program of each school. This philosophy should be made specific in statement of objectives. Without such a statement of objectives growing out of a sane educational philosophy, a school leads an aimless life.²

¹Schools in Small Communities, Seventeenth Yearbook of the American Association of School Administrators, p. 8.

²Cooperative Study of Secondary School Standards, Evaluative Criteria, p. 6.

In a democracy every individual must have an opportunity of obtaining an education, because "a cultivated mind is the guardian genius of a democracy."³

The school exists for the child; that is, the child's development should always be foremost in the minds of those who are responsible for the school. The curriculum, faculty, school plant, and every other phase of the school should be directed toward the development of the child as he lives today and tomorrow in a democracy in order that the purpose of education within a democracy should be realized on the part of everyone, for example:

To develop within the individual the interest, the ideals, the habits, and the powers whereby the individual will find his place and use that place to shape both himself and society toward ever nobler ends.⁴

The teachers and the superintendent of the Quannah High School studied and discussed the different checklists in the Evaluative Criteria and gave their views concerning the type of curriculum best suited for this particular locality, the desired pupil activity program, library and guidance service, instructional outcomes, staff, plant, and methods of administration.

The statements listed below are those which are in accord with the philosophy of the educational staff of the

³Mirabeau B. Lamar, quoted from University of Texas Bulletin No. 1757, October 10, 1917, p. 3.

⁴Bureau of Education, Department of the Interior, Bulletin No. 35, 1918, p. 3.

Quanah High School, which was evaluated by the writer in the process of conducting this study:

1. The type of political organization most desirable for society is one in which all individuals share in the determination of policies in proportion to their abilities.
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 is one in which all individuals have equal social status regardless of economic, cultural, or intellectual qualifications and regardless of race or nationality.
4. In a democracy the school should place most emphasis upon helping to prepare pupils to make adjustments to meet changing conditions.
5. In a democracy free secondary education should be provided for all adolescents 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 some part in determining the content and activities which constitute their school experiences.
11. The offerings of the secondary school should be organized in terms of area of pupil interest in terms of functional experiences, irrespective of conventional subject matter classifications.
12. The offerings of the secondary school should be planned chiefly with a view to the discovered developmental and adjustment needs of its pupils regardless of their academic plans.
13. The educational program of the secondary school should be concerned primarily with selected experiences which pupils find interesting but whose major value is in adult life.
14. The responsibility of the secondary school for assisting in the development of well-rounded pupil personalities requires exploration of pupil, revelation of social heritage, and guided differentiation, all within a broad pattern of social integration.
15. In a well-organized pupil activity program pupils should develop plans cooperatively with sponsors.
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 seek to eliminate the dividing line between classroom and pupil activities; any project which has promise of contributing to pupil growth should be encouraged and teacher assistance should be provided without distinction of "classroom work" from "pupil activities."
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 pupil and staff member discover cooperatively the characteristics and needs of the pupil and decide the specific experiences to be provided.

21. In relation to elementary and higher schools, the secondary school should make definite provision for effective articulation. This should involve not only information about the school but cooperative efforts toward mutual understanding and toward elimination of conditions which make pupil adjustment difficult.
22. The secondary school should assume responsibility for assisting pupils in all phases of personal adjustment. The school's guidance function includes educational, vocational, social, recreational, and other phases.
23. Within the classroom the teacher should treat each pupil as an individual and assist him in achieving the maximum development of which he is capable in the given field.
24. Learning is promoted most effectively by participating in activities which require problem solving procedures, or reflective thinking, generalization, and application, with incidental direction of emotional responses.
25. The pupil should be taught to recognize what is worth thinking about as well as how to think.
26. Participation in the program of a secondary school should result in development of generalizations, appreciations, attitudes, and ideals in addition to the acquisition of knowledge, habits, and skills.
27. The final decision on the selection of the teachers should be made by the responsible head of the school, after consultation with heads of departments concerned; the board of control should only officially confirm the selection.
28. In selecting the staff of a secondary school the primary consideration (assuming equivalent personal qualifications) should be given to candidates who have completed a comprehensive and coordinated program which included subject matter specialization as well as professional preparation.
29. The most desirable viewpoint concerning the school plant in its relation to its community is that the school plant should be planned to meet community needs, social as well as educational, and should therefore be fully used by the community.
30. The school plant should be used by the staff and pupils as an active agency to promote educational values.

31. In the administration of a secondary school, the board of control should pass upon policies formulated by the administrative head in cooperation with the staff.
32. The efficiency of the instructional processes of a secondary school is promoted best by a type of supervision in which programs and procedure are determined cooperatively; he then inspects and directs teacher activities in order to insure conformity with these plans.⁵

The faculty of the Quannah High School, after careful study and due consideration, formulated the following objectives for the school:

1. The school should make it possible for the pupil to have an active and participating part in its program.
2. The school should be founded upon the idea that it is for all the pupils.
3. There should be developed in the school an attitude of fairness, open-mindedness, and tolerance.
4. More and better vocational subjects should be offered by the school.
5. The individual child should be developed mentally, physically, socially, and morally.
6. The student should be educated in the arts of communication.
7. The methods used should have the highest potential powers for the development of the child as an individual and as a social being.

⁵Cooperative Study of Secondary School Standards, Evaluative Criteria, pp. 8-13.

8. There should be established a closer relationship between the school family and the children's home.

9. There should be developed in the child a desire for personal cleanliness and health.

10. The school should assist the child in determining his field of interest and help him secure preliminary training in and specific training toward his chosen field.

11. The pupil should be developed in some way to have a desire to be a home builder.

12. The school plant should be made available for the use of the whole community during the entire year.

The best means of foretelling what any given group will do in the future is to consider, first, what they are doing at present, and second, what the adults such as they are likely to become . . . are doing. Although one can expect a certain degree of error in making such a prophecy, it is not likely to be as large as remote "authorities" who are familiar with the individual pupils and with the environment in which they live.⁶

The philosophy and objectives as set forth have been partially fulfilled. The ideals, habits, and program as set up for the evaluated school have been followed satisfactorily.

It is recommended that the school do all within its power to give the students courses that will prepare them not only for the present but for the future as well. If

⁶Thomas H. Briggs, Improving Instruction, p. 220.

this is done, the graduate may, upon the completion of the required course of study, be able to enter his chosen field prepared fairly well to meet the demands made upon him.

CHAPTER III

PUPIL POPULATION AND SCHOOL COMMUNITY

The school and community are not looked upon now as they were a few years ago. With the modern means of communication and transportation, the most remote school is not isolated as was once the condition. The school, community, town, and state are so closely related that all schools must adapt themselves to meet the needs of the nation. There can be no slack on the part of any of them if our democracy is to function as it should.

For an evaluation of a school to have any value, a survey of both the pupil population and the school community should be made. The needs for the pupils and the community should be weighed in order to see how far the school's practices are going toward meeting these needs.

The following quotation from the Evaluative Criteria shows how closely the school and the community are related:

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

The enrollment in the Quannah High School from the school year 1938-1939 to the school year 1941-1942 is shown in Table 1. The enrollment shows a small increase for the first three years of the study while the last year shows a decided drop in enrollment. The enrollment increase was the natural trend during this period among most high schools. The sudden drop in enrollment can be attributed,

TABLE 1

THE QUANAH HIGH SCHOOL ENROLLMENT FOR THE YEARS 1938-1941

Grade	1938-1939	1939-1940	1940-1941	1941-1942
Twelfth.....	..	..	..	89
Eleventh....	86	79	97	74
Tenth.....	85	119	92	92
Ninth.....	127	110	132	105
Eighth.....	116	122	112	..
Post-graduate	..	4	3	2
Total...	414	434	436	362

¹Cooperative Study of Secondary School Standards, Evaluative Criteria, p. 18.

in part, to the practice of a few large land owners in taking over the operation of their wheat and row-crop farms, which action forced families to move out of the county. Since about one third of the high school students had been coming from these contracted schools, the new policy caused a drop in enrollment. Then, too, many families have moved to defense centers where labor conditions are much better.

Table 2 shows the number who were graduated from the Quanah High School each year for the four-year period from 1938 to 1942.

TABLE 2
GRADUATES FROM QUANAH HIGH SCHOOL FOR YEARS 1938-1942

Year	Number
1938-1939	81
1939-1940	60
1940-1941	82
1941-1942	76

Table 3 shows the graduates who entered college or other schools the year following graduation. In 1939, twenty-three, or twenty-eight per cent, of eighty-one graduates entered college or other schools. In 1940, twenty-two, or thirty-five per cent, of sixty graduates continued their school studies; and in 1941, twenty-seven, or thirty-three per cent, of eighty-two graduates entered colleges or other schools. These figures, though not

TABLE 3

THE NUMBER OF HIGH SCHOOL GRADUATES WHO ENTERED
COLLEGE OR OTHER SCHOOLS FOR PERIOD 1938-1941

Year	Number
1938-1939	23
1939-1940	22
1940-1941	27

adequate enough, show a small increase or a tendency toward students continuing their school work. The school gives the students an opportunity to receive information concerning the selection of institutions of higher learning.

Table 4 shows the stability of enrollment in the Quannah High School. These data are for the graduating class of 1942. Two of the class of seventy-six had been enrolled in the school for one year, four had been enrolled for

TABLE 4

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

Number of Years	Number of Seniors
1	2
2	4
3	5
4	60
5	5
<hr/>	
Total	76

two years, and five had been in the school for three years. Sixty, or almost seventy-nine per cent, had been enrolled for the full four-year period. Five, or six per cent, had been enrolled for five years. This was due to a new semester ruling passed by the University Interscholastic League concerning competition in athletics.

Table 5 shows that seventy-six pupils withdrew from the Quanah High School during the twelve months preceding September, 1941. Of these, thirty-five, or forty-six per cent, were brought about by the family moving away. A statement has already been made concerning this cause.

TABLE 5

THE REASONS FOR WITHDRAWALS OF ALL PUPILS FROM THE
QUANAH HIGH SCHOOL FOR THE TWELVE MONTHS
PRECEDING SEPTEMBER 1, 1941

Reasons for Withdrawals	Number of Withdrawals
Graduated	2
Poor scholarship	3
Lack of interest in school	5
Disciplinary difficulties	2
Family moved away	35
Financial reasons	3
Illness of pupil	2
Pupil's help needed at home	4
Marriage	5
Other reasons	10
<hr/>	
Total	76

Table 6 shows that the family moving away is the most frequent reason given for withdrawals in Texas schools. The

data shown are from North Texas State Teachers College theses by Pope of Henrietta, Johnson of Bowie, Clay of New Boston, and Fincher of Trinidad.

TABLE 6
A COMPARISON OF THE REASONS FOR WITHDRAWALS
IN OTHER TEXAS SCHOOLS

Reasons for Withdrawals	Name of the School and the Number of Pupils Withdrawn				
	Quanah	Henrietta	Bowie	New Boston	Trinidad
Poor scholarship.....	3	4	..	2	1
Lack of interest.....	5	15	..	4	2
Disciplinary difficulties	2	..	..	..	..
Family moved away.....	35	12	14	7	6
Illness of pupil.....	2	..	5	..	..
Financial reasons.....	3	10	2	..	..
Pupil's help needed at home.....	4	2	6	..	..
Marriage.....	5	2	5	..	..
Other reasons.	10	4	10	..	..
Total.....	76	39	50	15	9

Table 7 shows the age-grade distribution of pupils of the Quanah High School based upon the enrollment of the school term for 1941-1942. There were eighty-eight pupils

enrolled in the twelfth grade, seventy-one in the eleventh grade, eighty-one in the tenth grade, and 111 in the ninth grade. There are more pupils retarded than accelerated, which is a weakness of the school.

TABLE 7

AGE-GRADE DISTRIBUTION OF THE PUPILS IN THE
QUANAH HIGH SCHOOL ON SEPTEMBER 8, 1941

Grade	Age									Totals
	12	13	14	15	16	17	18	19	20 up	
Twelfth...				11	39	20	13	5		88
Eleventh..			11	41	13	4	2			71
Tenth.....		3	37	23	14	4				81
Ninth.....	16	48	28	12	4	2	1			111
Total..	16	51	76	87	70	30	16	5		351

The evaluated school has not given any intelligence tests. In its guidance work it has given preference tests which show the fields or preferences of the students in the ninth grade. This test is followed up with another test in the junior or senior year to see if the pupil still has the same preference as earlier in his work. A profile is made from the information secured from the tests. It is a weakness of the administration in that some type of intelligence

test has not been given. Much can be accomplished from the proper use of intelligence tests. The teacher and the administration, while planning a curriculum for the child, can make much use of the results of these tests.

The educational intentions of the seniors of the Quanah High School are shown in Table 8. Ten of the class of seventy-six seniors expressed intentions of attending four-year colleges or universities. Twenty-three, or thirty per cent, planned to continue their educational training. Twenty-four, or thirty-one per cent, were undecided about continuing their education.

TABLE 8
EDUCATIONAL INTENTIONS OF THE QUANAH HIGH
SCHOOL SENIORS OF THE CLASS OF 1942

Intentions	Number
Attend four-year college	10
Attend other schools	23
Continue education but undecided on type of school	2
Stop formal education upon graduation.	12
Undecided	24
Unknown	5
<hr/>	
Total	76

The occupational intentions of the 1942 seniors are shown in Table 9. Twelve, or approximately sixteen per cent,

had chosen the professions. Twenty-three, or thirty per cent, were undecided, showing that the guidance program is working only fairly well. Twenty had chosen office work.

TABLE 9

THE NUMBER OF QUANAH HIGH SCHOOL SENIORS OF THE
CLASS OF 1942 WHO INDICATED EACH
OCCUPATIONAL PREFERENCE

Occupational Preference	Number
Professions	12
Agriculture	4
Sales work	6
Office work (secretarial and steno- graphic, bookkeeping and accounting, clerical)	20
Unskilled labor	5
Undecided	23
Unknown	10
	—
Total	76

The Quanah Independent School District, of which the evaluated school is a part, has a total population of 3,767. The estimated secondary school population is around five hundred. The enrollment for the school term 1941-1942 was 352. This is seventy per cent, based upon the above estimation. The evaluated school could and should be giving better service to the youth and the community.

The occupational status of the adults of the evaluated school community is shown in Table 10. This information was secured by a questionnaire given each student in attendance in May, 1942.

One hundred eighteen, or forty-four per cent of the men of the evaluated school community, are engaged in agriculture. Thirty-two men and four women are listed as office workers. Fifteen are following the occupation of manager or proprietor, ten men and one woman are members of professions, sixteen men and two women are unemployed or on relief, and twenty men, or seven per cent, are skilled laborers.

TABLE 10

THE OCCUPATIONAL STATUS OF THE PARENTS OF THE
PUPILS ENROLLED IN THE QUANAH HIGH SCHOOL
FOR THE SCHOOL YEAR 1941-1942

Occupation	Men	Women	Total
Professions.....	10	1	11
Manager or proprietor.....	15	..	15
Agriculture.....	118	..	118
Homemaking.....	..	206	206
Sales work.....	20	4	24
Office work (secretarial and stenographic, bookkeeping and accounting, clerical).....	32	4	36
Skilled labor.....	20	..	20
Domestic service or housekeeper.....	..	2	2
Unskilled labor.....	33	..	33
Unemployed or on relief.....	16	2	18
Miscellaneous.....	2	..	2
Total.....	266	219	485

The Quanah Independent School District, of which the evaluated secondary school is a part, has an assessed valuation of \$3,122,255. There is a local tax rate of \$1.00, sixty cents for maintenance and forty cents for bonds. The current expense, not including the capital outlay of the school, per pupil enrolled is \$51.79. This is based on the enrollment for the entire school system. Three schools, or twenty-seven per cent, were higher than the Quanah school, while seven, or seventy-three per cent, were as low as or lower than the evaluated school.²

By comparison the Quanah Independent School is average or above in regard to current expense per pupil enrolled. The secondary school current expense per pupil enrolled is \$79.46, as compared to \$82.33 for the State of Texas.³ The taxable wealth per pupil enrolled is \$2,729, as compared to \$2,167 for the State on all the independent districts.⁴

The churches most generally attended in the Quanah High School community by pupils and their parents are Baptist, Church of Christ, Methodist, First Christian, Episcopalian, and Presbyterian. All of the above churches have ministers and educational directors who cooperate with the school in many ways. The large churches sponsor Boy and

²L. A. Woods, Public School Directory, 1941-1942, pp. 70-118.

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

⁴Woods, op. cit.

Girl Scout troops and other youth programs in addition to their regular services.

There is no county library located in Quanah, but one will be moved there as soon as the community building is finished. At this time it is located in a neighboring city.

The Memorial Hospital and Clinic with its excellent corps of doctors and nurses serves a large territory. It gives the first basic training for nurses.

There is one city park, several playgrounds, the practically finished community building, and two hard-surface tennis courts. The greatest need is an adequate swimming pool within the city limits and another recreational park.

There are two motion picture houses in the community where programs are excellent for a town the size of Quanah.

The country club, a utilities clubhouse and lake, the Rotary Club, the Elks Club, the Lions Club, and the Business and Professional Women's Club and other clubs and civic welfare groups have done much toward the upbuilding of the community and providing recreational equipment for the school.

The population of the community and of neighboring communities is predominantly white. There is a small number of negroes who have their own addition, churches, and school. There has never been any serious racial disorder.

The sanitary health conditions of the school community are excellent. A full-time county health officer is employed by the city and the county.

CHAPTER IV

CURRICULUM AND COURSES OF STUDY

General Provisions

There should be much thought and planning before a curriculum and a course of study are formulated. The curriculum should be so well planned that it provides for all the experiences of the pupil while in school. If this is done the welfare of the individual will then be promoted through the classroom and the many other extra-curricular activities. Just what do we mean by the curriculum and courses of study? This question is answered in the following excerpt:

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

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

Because change is universal, constant adaptation and development of the curriculum is necessary. This should be a cooperative enterprise engaging all staff members, carried on under competent leadership, and using all available resources. Carefully conducted and supervised experimentation for curriculum development is particularly valuable. Pupils should be prepared for participation and leadership in present and future situations and activities.¹

John Dewey has this to say about the case of the child in regard to the curriculum:

It is his present powers which are to assert themselves; his present capacities which are to be exercised; his present attitudes which are to be realized. But save as the teacher knows, knows wisely and thoroughly, the race-experience which is embodied in that thing we call the curriculum, the teachers know neither what the present power, capacity, or attitude is, nor yet how it is to be asserted, exercised, and realized.²

Caswell and Campbell have this to say about the school's place and responsibility as a social institution:

If the school is to discharge its function of helping to achieve social ideals, there must be a reasonable clear concept of the nature of these ideals. . . . In a planned society autocratically controlled, definite goals are available, usually in objective form, toward which the energies of the social

¹Cooperative Study of Secondary School Standards, Evaluative Criteria, p. 31.

²John Dewey, The Child and the Curriculum, p. 40.

group are directed. This makes it possible for the school to proceed directly in planning a program which will contribute to desired social ends.³

Since there was no visiting committee, the items in the checklists were checked by the administrative heads after many conferences with heads of departments and observations of the work at different intervals. An effort was made to keep the purpose of the study constantly in mind. By doing this it served as a restraining agency to keep the evaluations from ranging too high, and at the same time to give credit for work well done.

Curriculum Development

The evaluation of the organization and procedure of curriculum development in the evaluated school is shown by the symbols preceding the items in the following checklist:

- (/) 1. The school's underlying philosophy of education is clearly formulated and discussed.
- (/) 2. The aims or objectives of the educational program are clearly formulated and frequently discussed.
- (-) 3. Provision is made for interrelating and unifying educational activities and materials, within years or grades and between consecutive years or grades.
- (-) 4. The interrelationship of subject matter fields and their relation to life situations are emphasized rather than subject matter fields as separate entities.
- (-) 5. 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.

³H. L. Caswell and D. S. Campbell, Curriculum Development, p. 28.

- (/) 6. Enlargement and enrichment of the pupil's scope of interests and activities are encouraged and too great specialization is avoided.
- (-) 7. Materials and activities are adapted to the degree of development and maturity of the pupils.
- (/) 8. Provision is made for promoting constant interrelationship between the pupil activity program and the regular classroom program.
- (-) 9. Provision is made for both teachers and pupils to have a part in the day-by-day and week-by-week planning and development of curriculum materials and experiences.
- (/) 10. Provision is made for assuring thoroughness and comprehensiveness of learning in two or more fields of knowledge.
- (-) 11. A study of the social and economic characteristics of the community.
- (-) 12. A careful, continuous study of what pupils leaving or graduating from the school do and where they go.
- (-) 13. A careful study of the social and economic changes in both the local and broader society in their relation to changes in educational theory.
- (/) 14. A study of courses of study of other schools.
- (/) 15. A study of curriculum material in educational literature.
- (O) 16. Carefully conducted and evaluated classroom experimentation in the local school or in other schools.
- (-) 17. A study of pupil interests and plans.
- (-) 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 to the curriculum and courses of study.
- (-) 21. Those charged with special responsibilities in connection with the development of the curriculum and courses of study are provided necessary time, materials, and working conditions.
- (O) 22. Qualified laymen are consulted regarding the curriculum and courses of study.
- (-) 23. The services of professional consultants are secured whenever needed.
- (/) 24. The teachers are made aware of the need for probable changes in the curriculum and courses of study and are trained for the task of helping make changes as need arises.

- (/) 25. Plans for revision and development aim at the constantly increasing use by the pupils of all accessible library, museum, laboratory, and field materials.
- (/) 26. The general plans for development and revision provide not only for changes to meet present social needs, but also for leadership in anticipating and preparing for future needs.
- (/) 27. Changes in the curriculum and courses of study, except in rare cases, are developmental and evolutionary in nature and plan, rather than abrupt.
- (/) 28. The educational activities and possibilities of other educational and social agencies in the community are definitely taken into account and provision is made for cooperation with them.⁴

Of the twenty-eight items in the above checklist, thirteen are checked (/), indicating that the conditions or provisions are present and met to a very satisfactory degree. Thirteen are checked (-), indicating that the conditions or provisions are present to some extent or only fairly well met; and two are checked (O), indicating that the conditions or provisions are not present or are not satisfactory.

In the light of the above checklist the leadership in curriculum development seems to be adequate. Provision should be made for teachers to have a greater part in the planning and development of curriculum materials and experiences. Caswell and Campbell express the same idea in the following excerpt:

When the curriculum is held to be composed of the experiences of children under the guidance of teachers,

⁴Cooperative Study of Secondary School Standards, Evaluative Criteria, pp. 31-33.

it becomes obvious that teachers must participate in curriculum development. It is under their direction that the curriculum activity takes form and they engage in curriculum development regardless of the formal recognition given the process.⁵

It would seem wise to consult some of the leading laymen in the community in regard to the courses of study, since they are in a strategic position and often know things that would help school officials in planning the curriculum. The following quotation from experts in the field of curriculum construction tends to verify this idea:

Since education of its members is one of the functions of society, the participation of laymen is implied in any fundamental reorganization of the instructional program. In our society the laymen have certain rights and obligations in the direction of the instruction of future citizens of the democracy.⁶

Evaluations have been made for the above checklist by scoring the following questions:

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

⁵Caswell and Campbell, op. cit., p. 74.

⁶Ibid., p. 473.

- (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?⁷

For the above eight evaluative questions the average score is 3.01, which was an average score based upon the study of two hundred try-out schools evaluated by the Cooperative Study of Secondary School Standards.

Course of Study

Table 11 shows the amount of offerings of the courses of study. The Quanah High School offers thirty-eight and one-half units of work, which seems to be fairly adequate. The school requires sixteen and one-half units for graduation, which is one and one-half units more than is required to enter a standard college or university.

TABLE 11

THE AMOUNT OF OFFERINGS OF THE COURSE OF STUDY OF THE QUANAH HIGH SCHOOL

Fields of Subject Matter	Number of Units	Enrollment in Each Field
English.....	4	366
Ancient languages.....	2	0
Modern languages.....	2	46
Mathematics.....	4	341
Science.....	4	106
Music.....	3	109
Homemaking.....	3	76
Agriculture.....	3	40
Business education.....	5	206
Physical education (boys).....	1	122
Physical education (girls).....	1	88
Speech.....	1	64
Social studies.....	5½	319

⁷Evaluative Criteria, pp. 31-33.

The content of offerings in the Quanah High School is shown in Table 12. The scoring was made by means of a checklist. It is found that fifty-eight of the items in the checklist were checked (\checkmark), fifty-four were checked (-), seven were checked (0); and two were checked (N), which means that the condition did not apply. From the above checks it would seem that the school rated about average in the content of subject matter offerings.

Table 13 gives the evaluations of the content of subject matter offerings. Forty-four scores are given. The average score is (2.7), which is below average for the two hundred try-out schools studied by the Cooperative Study of Secondary School Standards.

A summary of the evaluations of the curriculum and courses of study of the Quanah High School is presented in Table 14. The primary scores were converted into percentiles by means of a conversion table furnished with the Evaluative Criteria. The percentiles were weighted, using the alpha, or complete scale, and averaged. The resulting summary score for curriculum and courses of study was converted into percentile form by a summary conversion table. The curriculum and courses of study percentiles were plotted on twenty educational thermometers as shown in Figs. 3, 4, and 5.

TABLE 12

CHECKLIST OF THE CONTENT OF SUBJECT MATTER OFFERINGS
OF THE QUANAH HIGH SCHOOL

In each major field or area provision is made for:	English	Modern Language	Mathematics	Science
Stating the objectives to be attained.....	-	-	-	+
Emphasizing significant contributions of our social heritage to present-day life values.....	-	+	-	+
Promoting pupils' understanding of present-day social problems	N	+	N	-
Stimulating pupils' interests and satisfying their needs...	-	+	+	+
Modifying courses to meet individual differences.....	-	-	-	-
Including materials and experiences of potential value in adult life.....	+	+	+	+
Interrelating the work in different subject fields.....	-	+	+	+
Suggesting methods to be used in attaining objectives.....	-	-	+	-
Indicating materials to be used or activities to be carried out.....	+	+	-	-
Solving appropriate problems requires elementary research procedures.....	-	0	0	-
Formulating procedures for evaluating outcomes.....	+	-	-	+

TABLE 12 -- Continued

Social Studies	Music	Home- making	Agricul- ture	Business Education	Health and Physical Education	
					Boys	Girls
-	/	/	/	/	0	-
-	/	/	-	/	0	0
/	-	/	/	/	-	-
/	/	/	/	/	-	/
-	-	/	/	/	-	-
-	/	/	/	/	-	-
/	-	-	-	/	0	-
-	/	/	/	/	-	-
/	/	/	/	/	-	-
-	-	/	/	-	-	-
-	-	-	-	/	-	-

TABLE 13

EVALUATIONS OF THE CONTENT OF SUBJECT MATTER
OFFERINGS OF THE QUANAH HIGH SCHOOL

Evaluative Questions	English	Modern Lan- guage	Mathe- matics	Science
How well does the course of study accord with the philosophy and objectives?.....	3	3	3	3
How appropriate is the content of each course of study to meet the needs of the pupil population of the school?....	3	2	3	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?.....	2	3	3	3

TABLE 13 -- Continued

Social Studies	Music	Home- making	Agricul- ture	Business Education	Health and Physical Education	
					Boys	Girls
3	4	3	3	3	3	3
3	4	3	4	3	2	3
3	2	3	3	3	2	2
3	3	5	5	4	2	2

TABLE 14

SUMMARY FORMS FOR THE CURRICULUM AND COURSES
OF STUDY OF THE QUANAH HIGH SCHOOL

Item	Computation of Primary Scores							
	Evaluations					Total	Divisor	Score
General principles..	a	b	c			10	3	3.3
	4	3	3					
Curriculum develop- ment.....	a	b	c	d	e	17	5	3.4
	3	3	4	4	3			
Amount of offerings.	a	b	c			11	3	3.7
	4	4	3					
English.....	a	b	c	d		11	4	2.8
	3	3	3	2				
Ancient language....	a	b	c	d		N	4	N
	N	N	N	N				
Modern language.....	a	b	c	d		10	4	2.5
	3	2	2	3				
Mathematics.....	a	b	c	d		12	4	3.0
	3	3	3	3				
Science.....	a	b	c	d		12	4	3.0
	3	3	3	3				
Social studies.....	a	b	c	d		12	4	3.0
	3	3	3	3				
Music.....	a	b	c	d		13	4	3.2
	4	4	2	3				
Arts and crafts.....	a	b	c	d		N	4	N
	N	N	N	N				

TABLE 14 -- Continued

Computation of Summary Scores				
Percentile	Weights			Weighted Percentiles
	Alpha	Beta	Gamma	
62	10	15	..	620
66	15	5	30	990
74	15	..	..	1110
42	4	..	..	168
N	3	..	..	N
30	4	15	..	120
50	4	15	30	200
50	4	15	..	200
50	4	15	..	200
58	3	15	..	174
N	3	..	..	N

TABLE 14 -- Continued

Item	Computations of Primary Scores					Total	Divisor	Score
	Evaluations							
Industrial arts....	a N	b N	c N	d N		N	4	N
Homemaking.....	a 3	b 3	c 3	d 5		14	4	3.5
Agriculture.....	a 3	b 4	c 3	d 5		15	4	3.8
Business education.	a 3	b 3	c 3	d 4		13	4	3.2
Health and physical education (boys).	a 3	b 2	c 2	d 2		9	4	2.3
Health and physical education (girls)	a 3	b 3	c 2	d 2		10	4	2.5
Vocational shop....	a N	b N	c N	d N		N	4	N
General evaluation.	a 3	b 3	c 4			10	3	3.3

TABLE 14 -- Continued

Computation of Summary Scores				
Percentile	Weights			Weighted Percentiles
	Alpha	Beta	Gamma	
N	3	..	..	N
70	3	..	..	210
76	3	..	..	228
58	3	5	..	174
26	3	..	..	78
30	3	15	40	90
N	3	..	..	N
62	10	..	..	620
Totals....	100	100	100	5182
Summary score (divide by 100, unless there are "N's" in the "Percentile" column)...				59
Equivalent percentile (from summary conversion table).....				69

In general principles, the curriculum and courses of study of the Quanah High School rank as high or higher than sixty-two per cent of the schools of the nation. In curriculum development, the school is as good or better than sixty-six per cent of the two hundred schools measured. This is sixteen points above the national norm and twenty-two points above the norm for Southern schools. In amount of offering this school is equal to or better than seventy-four per cent of the two hundred schools measured. In English this school is as good as or better than forty-two per cent of the two hundred schools studied. In mathematics, this school is equal to or better than fifty per cent of all schools measured. In science and social studies, this school has a percentile rank of fifty, or average, based upon the national norm. In music, the school is as good as or better than fifty-eight per cent of the two hundred schools measured, which is seventeen points above the norm for Southern schools. Arts and crafts, industrial arts, and vocational shop are marked (N) on the thermometers, which means these courses are not offered. Homemaking has a percentile rank of seventy, indicating that this department is well above the average. In agriculture the percentile score is seventy-six per cent, which is twenty-six points above the national norm and thirty-eight points above the norm of the Southern schools. In business education, the evaluated school's percentile score is equal

CURRICULUM AND COURSES OF STUDY (I)

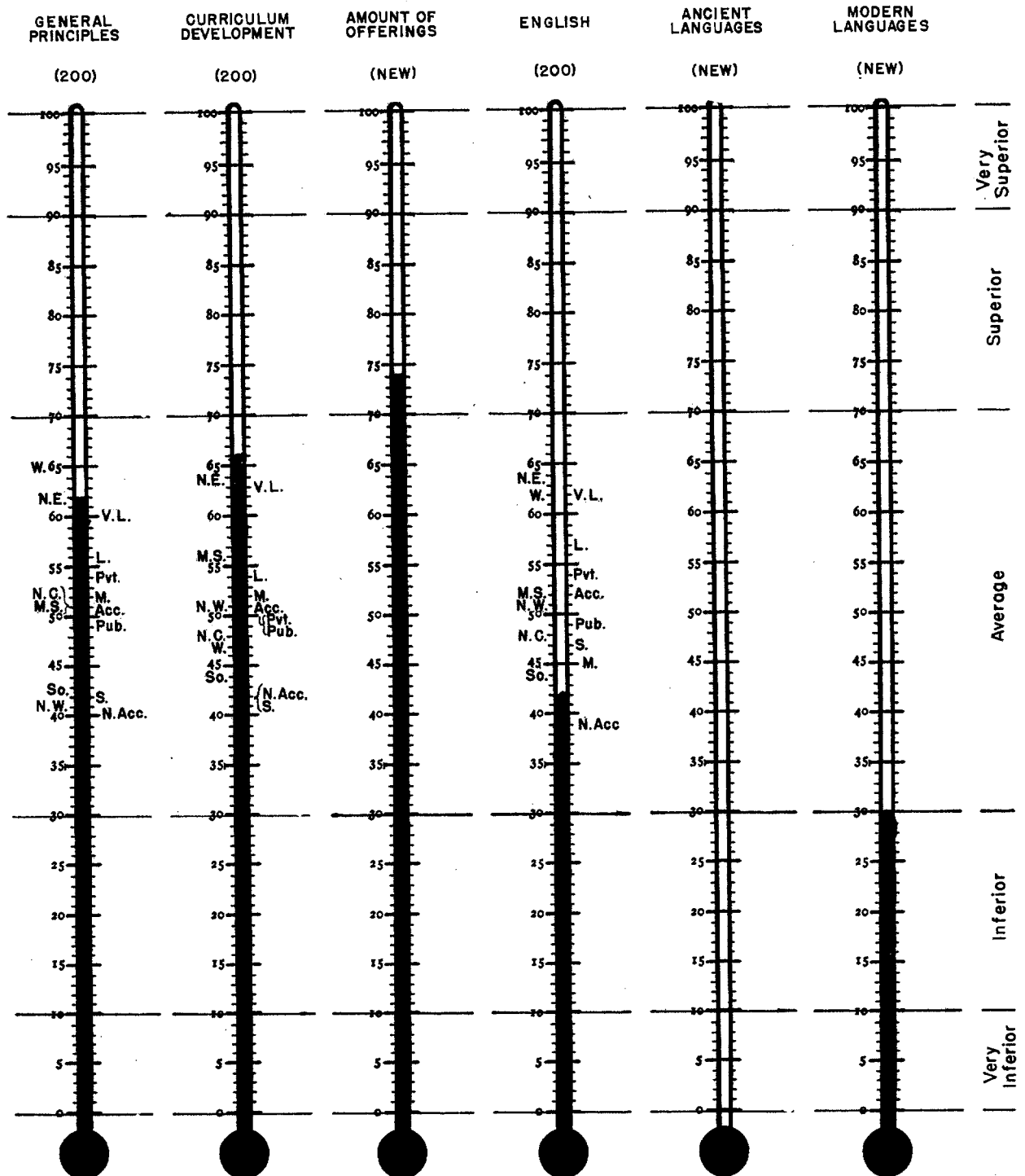


Fig. 3. -- The educational temperatures showing the percentile scores of the curriculum and courses of study of the Quanah High School (1).

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)

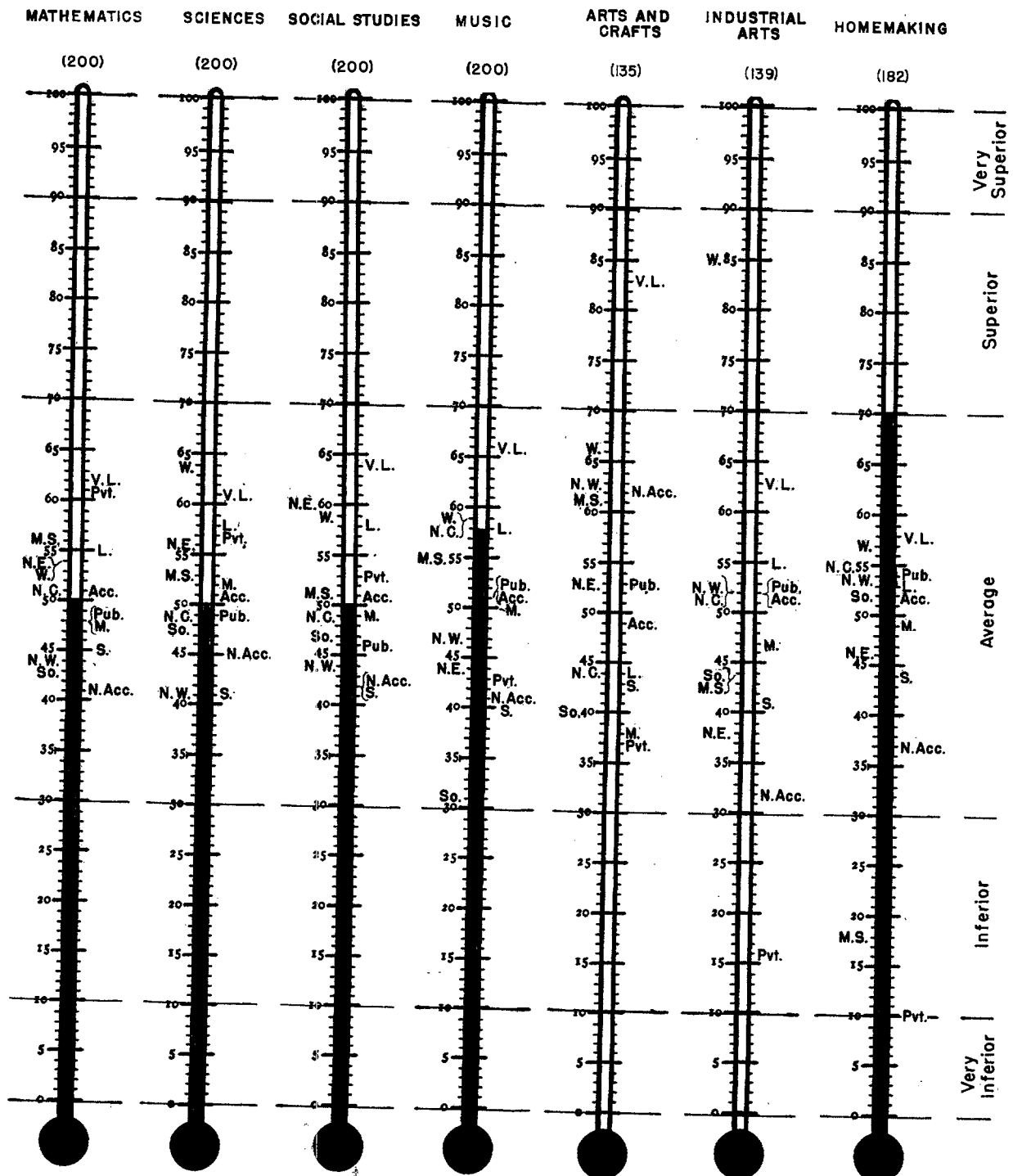


Fig. 4. -- The educational temperatures showing the percentile scores of the curriculum and courses of study of the Quannah High School (2).

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)

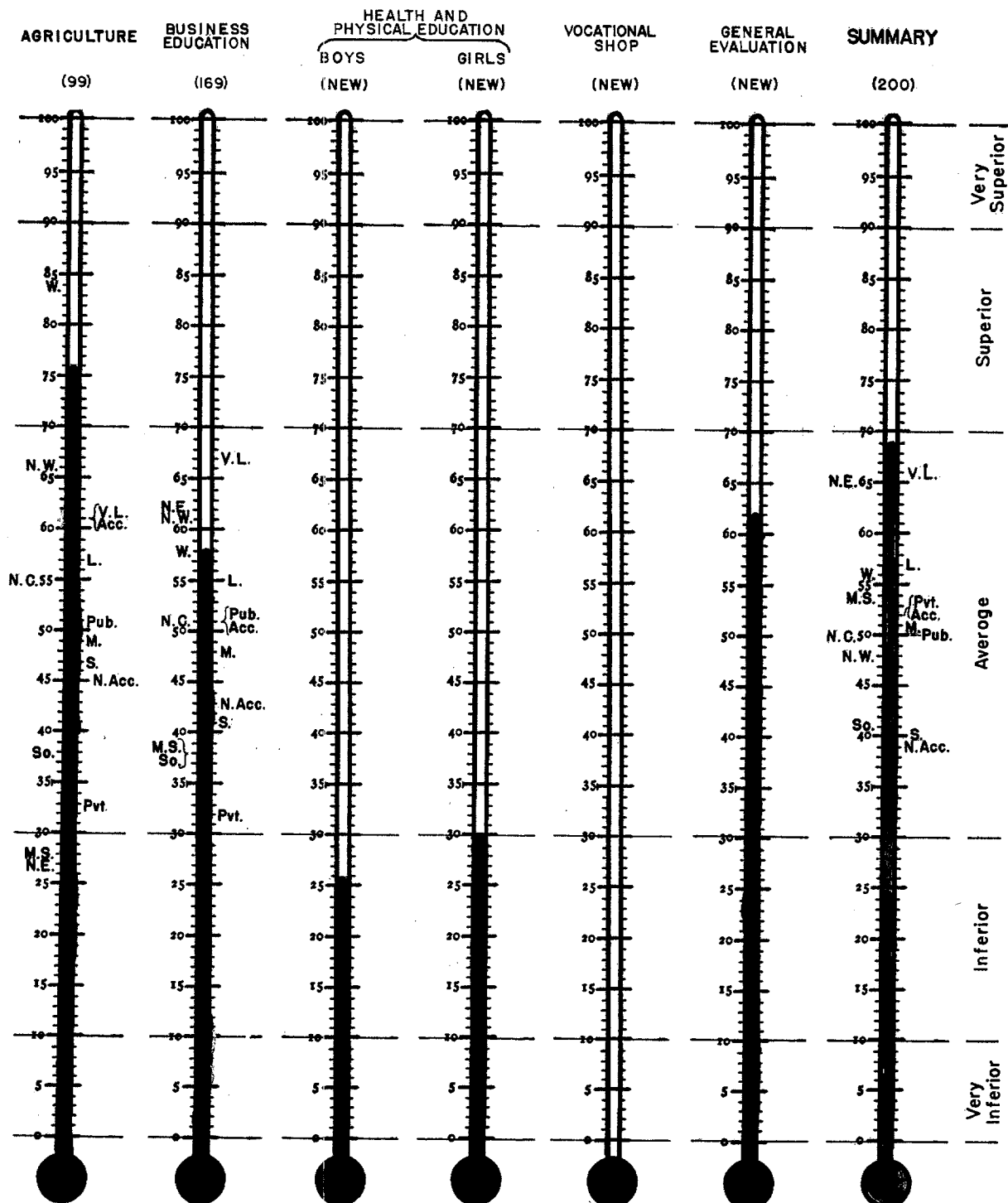


Fig. 5. -- The educational temperatures showing the percentile scores of the curriculum and courses of study of the Quana High School (3).

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).

to or better than fifty-eight per cent of the two hundred schools measured. In physical education for boys, this school is as good as or better than twenty-six per cent of the two hundred schools studied. This is well down in the inferior group. It is twenty-four points below the average schools. In physical education for girls, the school has a percentile score of thirty per cent. The summary score for the school's curriculum and courses of study is equal to or better than sixty-nine per cent of the two hundred schools measured. This is nineteen points above the average norm.

It is recommended that the school's amount of offerings be increased by the addition of one unit in sheet metal work, one unit in mechanical drawing and woodwork, and one unit in the study of elementary aeronautics. The reason for this is that from all reports, and from the many shops the government has set up, this is one of the weakest points in the present curriculum. If this training is provided in the public schools, the students would be able to go into defense and other work without having to take this extra training. According to the Home Craftsman Magazine, the government is looking for home shops or any other type of workshop. It has this to say:

Today plant executives are searching for shops that can perform simple operations in the production of small parts. It's not just an idea -- it's

reality! Hundreds of home workshops from the Atlantic to the Pacific are doing their bit to speed Uncle Sam's defense program. And countless thousands of others may join the parade.⁸

From this one can see just what a universal program in training can do in an emergency.

⁸"Defense Work for Home Shops," The Home Craftsman, September-October, 1941, p. 38.

CHAPTER V

PUPIL ACTIVITY PROGRAM

Introduction

The term activity program is not new. It has been in use, under different names, as long as the educational program. Extra-curricular activities has been the most popular name for it. The methods used by school authorities in conducting these activities, up until the last few years, have been by a rather haphazard manner. The lack of trained leaders and the existence of poor organization are the most frequently mentioned reasons for the lag in this phase of school life.

The following statement serves as a guiding principle for the pupil activity program:

Since the curriculum comprises all the experiences which pupils have while under the direction of the school, there can be no rigid dividing line, educationally, between the usual classroom activities and those activities sometimes called "extra-curricular activities" which commonly permit more freedom and are more largely initiated and directed by the pupils themselves. There is need for pupil participation and expression in experiences which are more nearly like out-of-school and daily life experiences than are the usual classroom procedures. The pupil activity program should aim to develop desirable social traits and behavior patterns in an environment favorable to their growth and, in general

character, so similar to life outside the classroom that a maximum carry-over may be expected. Under competent guidance, pupils should share responsibility for the selection, organization, and evaluation of such activities and of their probable outcomes. In all such activities the development of leadership ability in pupils should be one objective. Opportunities for exercising leadership should therefore be abundantly provided.¹

Roemer and Allen have this to say about the relationship of school to society:

We can not prepare our future citizens for life in society apart from the conditions to be met in society. The only way to prepare for the life out of school is to live as nearly as possible under such conditions of life in school.²

McKown has this to say as to the values of the home-room organization in pupil-teacher relations:

The teacher who has a home room has an opportunity to become acquainted with his students, and because of this can assist them and direct them more intelligently; they, in turn, can encourage this mutual understanding by learning to come to him for advice.³

He further says:

The home room and its organization cannot be forced upon either the teacher or student. . . . The home room must originate with the faculty. It takes a sympathetic faculty to develop the idea and ideal successfully. Consequently faculty study of objectives and procedures through appointed committees, with thorough discussion of plans and materials from other schools, should precede any attempts to organize.⁴

¹Evaluative Criteria, p. 39.

²Joseph Roemer and Charles Forrest Allen, Extra-curricular Activities in Junior and Senior High School, p. 3.

³Harry C. McKown, Extra-Curricular Activities, p.24.

⁴Ibid., p. 25.

Organization

The pupil activity program in the Quannah High School has grown greatly in the last ten years. It has not taken the place of regular classroom work, but has been made a part of it. The school government, home rooms, assemblies, music activities, dramatics and speech, and physical education for both boys and girls have regular places on the schedule. Programs are planned and given by the students.

The following checklist, with its items marked with the proper symbols, indicates the faculty's evaluations of the various phases of the pupil activity program of the evaluated 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 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 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 for pupil participation 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 are kept by each organization and made the basis of improvement and the development of better programs.
- (/) 24. Provision is made for pupils to evaluate progress and outcomes of their activities.
- (/) 25. Provision is made for training officers in the proper performance of their duties.

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

- (/) 40. Home rooms afford and encourage opportunity for full discussion and evaluation of various school conditions and problems and seek their improvement or correction.
- (-) 41. Home rooms encourage self-expression on the part of all their members to the end that creative abilities may be discovered and encouraged.
- (/) 42. In the home room, every member contributes to its activities and shares in its responsibilities.
- (-) 43. Time is provided in the weekly schedule for at least one class period (or the equivalent) for group discussion or conference.
- (/) 44. A school assembly committee is in charge of the general development and organization of the school assembly activities.
- (/) 45. School assembly programs are in large part given by pupils and by pupil organizations with pupils presiding.
- (/) 46. Assembly programs are planned so as to secure participation and contributions of many, not simply of the few.
- (/) 47. Assembly programs have definite entertainment, instructional, cultural, and inspirational values.
- (/) 48. Assembly programs often provide for audience participation by such means as group singing or discussion.
- (/) 49. Assembly programs are free from coarse and objectionable elements.
- (/) 50. Assembly programs are characterized by a variety of presentation, such as music, speaking, devotional exercises, dramatization, demonstration, and exhibits.
- (-) 51. Assembly programs stimulate the creative ability of pupils by such means as encouraging them to write and produce plays or other performances, design scenery and costumes, and devise unusual exhibitions and entertainments.
- (/) 52. Correct audience habits are developed -- no late-comers or early-leavers; reasonable applause; courteous attention to performers; no disturbances.
- (/) 53. A definite period and adequate time are provided for the school's assemblies.
- (-) 54. Provision is made for pupil evaluation of presentations.
- (-) 55. The assembly schedule provides for occasional programs utilizing great artists or leaders in various fields of activity.

- (/) 56. All work incident to the publication activities of the pupils -- collection of materials or news, organization, writing, publishing, and circulation -- is properly supervised.
- (/) 57. Particular attention is given to developing a sense of responsibility on the part of pupils for what they say in their publications and the way they say it.
- (/) 58. Untruth and offensiveness are avoided in all publications.
- (/) 59. Publications foster self-expression and creative work on the part of pupils; this includes news writing, editorials, short stories, feature stories, poetry, cartoons, illustrations, jokes, layouts, headlines.
- (/) 60. Publications foster cordial relations with other schools by reporting outstanding achievements, practicing and promoting good sportsmanship in all contests, exchange of publications, and otherwise.
- (/) 61. Staffs are efficiently organized and responsibility is fixed; staff members are selected on the basis of fitness.
- (-) 62. Publication activities are sufficiently diversified to enlist the interest and participation of a large number of pupils.
- (/) 63. Publications promote better school and community relations, chiefly through interpretation of the school and its activities to the public.
- (-) 64. School publications have a wide circulation and are extensively read in school and community.
- (/) 65. Over-emphasis on expensive publications is avoided.
- (/) 66. The school has one or more bands.
- (-) 67. The school has one or more orchestras.
- (/) 68. Provision is made for developing smaller instrumental units.
- (/) 69. Opportunity to take part in a school chorus is available to every student.
- (/) 70. Provision is made for developing glee clubs.
- (/) 71. Provision is made for other vocal groups such as octets, quartets, duets, and other small units.
- (-) 72. Provision is made for separate organizations for pupils of limited experience or ability and those of greater experience and ability.
- (/) 73. Over-emphasis on competitive musical performances is avoided.

- (/ 74. Provision is made for developing the dramatic abilities of pupils.
- (- 75. Pupils are encouraged to write and present their own dramatic productions.
- (/ 76. Provision is made for the practice of stage craft by pupils.
- (/ 77. Provision is made for participation in formal or prepared presentations such as addresses, debates, and radio programs.
- (/ 78. Provision is made for pupil participation in informal and extemporaneous presentations.
- (/ 79. Pupils markedly lacking the ability or confidence to express themselves in conversation or discussion are encouraged to participate in speech activities, particularly those of an informal nature.
- (/ 80. Provision is made for separate organizations for pupils of limited experience and ability and those of greater experience and ability.
- (/ 81. Provision is made for rooms or space appropriately furnished or readily adaptable for social life and activities.
- (- 82. Informal games and recreation are included in the social program.
- (- 83. Teas, parties, receptions, dances, and similar social affairs and activities are a definite part of pupil life.
- (- 84. Pupils are instructed regarding appropriate dress and conduct at various social functions such as banquets, teas, receptions, dances, and picnics.
- (/ 85. Opportunity is given for association of the two sexes.
- (/ 86. Attention is given to developing the art of conversation by all pupils.
- (- 87. Attention is given to developing desirable social graces by all pupils.
- (0 88. Proper instruction is furnished in social dancing.
- (/ 89. Fraternities or sororities or similar exclusive organizations are definitely discouraged.
- (/ 90. Physical activities are characterized by a diversity of sports and games; health, however, dictates the amount and nature of activity for each pupil.
- (/ 91. Each physical activity is under the direction of a competent, trained faculty member.
- (/ 92. Major attention is given to intra-school athletics or games.

- (-) 93. Major emphasis is given to those games, sports, or activities which have the greatest carry-over value for the individual.
- (/) 94. Provision is made for activities involving team play.
- (/) 95. In activities involving team play exploitation of individuals is discouraged.
- (/) 96. The physical activities program encourages good sportsmanship on the part of all spectators toward contestant, particularly toward visiting contestants.
- (/) 97. The athletic program is not overemphasized; it is simply one of many school activities and is so regarded by pupils.
- (/) 98. The athletic program is definitely under the control of the school authorities, not of some out-of-school individuals or organizations.
- (O) 99. Provision is made for boys and girls to play together in appropriate activities at designated times.
- (/) 100. Provision is made for different levels of ability by having separate groups for beginners and for those more advanced.
- (/) 101. Physical activities are characterized by a diversity of sports and games; health, however, dictates the amount and nature of activity for each pupil.
- (/) 102. Each physical activity is under the direction of a competent, trained faculty member.
- (/) 103. Major attention is given to intra-school athletics or games.
- (/) 104. Major emphasis is given to those games, sports, or activities which have the greatest carry-over value for the individual.
- (/) 105. Provision is made for activities involving team play.
- (/) 106. In activities involving team play exploitation of individuals is discouraged.
- (/) 107. The physical activities program encourages good sportsmanship on the part of all spectators toward contestants.
- (/) 108. The athletic program is not overemphasized; it is simply one of many school activities and is so regarded by pupils.
- (/) 109. The athletic program is definitely under the control of school authorities, not of some out-of-school individuals or organizations.
- (O) 110. Provision is made for boys and girls to play together in appropriate activities at designated times.

- (/) 111. Provision is made for different levels of ability by having separate groups for beginners and for those more advanced.
- (/) 112. School clubs under proper sponsorship are organized whenever there is sufficient pupil demand.
- (/) 113. Membership in clubs is voluntary.
- (/) 114. Pupils are encouraged to become active members in either school or community clubs.
- (/) 115. Clubs are so conducted as to reveal and develop additional interests and abilities of pupils.
- (-) 116. The school club program encourages self-expression in a variety of ways, such as musical, artistic, athletic, literary, forensics, inventive, and constructive.
- (-) 117. Clubs seek to develop hobbies and other leisure time or avocational interests.
- (/) 118. Every club, through a school assembly program or other appropriate means, enables the school as a whole to know the nature of its activities.
- (O) 119. Provision is made for different levels of ability by having separate groups or clubs for beginners and for those more advanced.
- (/) 120. Both pupils and teachers regard the handling of money and money values and the proper accounting therefor as valuable business experience.
- (/) 121. Both teachers and teachers regard the handling of money and money values for others as a responsibility involving personal honor.
- (O) 122. All funds or revenues handled by or for pupil activities organizations are considered a part of one general pupil activity fund under the supervision of a treasurer of pupil activity funds.
- (N) 123. The treasurer of pupil activity funds and organization treasurers handling large amounts of money are properly bonded.
- (/) 124. Officially approved forms and procedures for the accounting of all funds are used.
- (O) 125. Every organization treasurer keeps a correct account with the treasurer of pupil activity funds of all pupil activity money or money values handled for his organization.
- (O) 126. All money is deposited with the school treasurer of pupil activity funds.

- (/) 127. Provision is made for auditing all pupil activity funds at the expiration of each pupil treasurer's term of office; pupils are responsible for making the audit, under the supervision of the schools.
- (N) 128. Membership dues and admission fees are low enough to permit practically all pupils to belong to some organization and attend some school games or entertainments to which admission is charged.
- (-) 129. All tickets offered for general sale, in school or community, by or for pupil activity organizations, are printed by authorization of the treasurer of pupil activity funds, and are fully accounted for to him; duplication of such tickets is made difficult.
- (/) 130. Pupils are led to realize that gaining free admission to games or entertainments by improper means is an evidence of poor citizenship and poor sportsmanship and should therefore not be practiced.
- (-) 131. Provision is made by the administration, cooperating with pupil representatives, for an equitable apportionment of pupil activity funds for the various pupil activities on the basis of educational values.
- (/) 132. Means used for raising money are educationally justifiable.⁵

Of the above 132 items, ninety were checked (/), thirty-one were checked (-), ten were checked (0), and one was checked (N).

Since well over one half of the items are checked (/), it seems to indicate that the school is doing fairly good work toward meeting the needs of the pupils while in school. Provision should be made for boys and girls to have more social life. The school shows a decided weakness in this phase of guidance. This may be brought about by a greater

⁵Evaluative Criteria, pp. 39-47.

use being made of the building and by more freedom being allowed on the part of the administration.

Something should be done by the evaluated school in regard to thrift, or methods of banking, since this phase of activity is not provided for in the school.

McKown stresses this phase of pupil activity on the part of the school when he says:

The child must have a place in which he can deposit his savings regularly, and must be allowed freedom in judging and choosing, if thrift is to be taught him. School banking is not for the purpose of having the student accumulate money, but to help him acquire the habits. If the business of the school is to teach the student to do better the desirable things he is going to do anyway, then certainly it can well afford to give considerable time and attention to encouraging him to save systematically and to give, spend, and invest wisely.⁶

The forty-six evaluations of the various phases of the pupil activity program in the Quana High School were scored by the writer with the help of the superintendent of schools. The average score is (2.9), which is just below the average based upon the two hundred schools measured.

- (3) 1. How well does the pupil activity program complement and enrich the usual classroom activities?
- (3) 2. How well does it stimulate the development of attitudes and traits which are indicative of good citizenship?
- (3) 3. How wholeheartedly do pupils endorse and support the pupil activity program?
- (3) 4. How adequate is the general organization of the pupil activity program?
- (3) 5. How effectively does the general organization function?

⁶McKown, op. cit., p. 530.

- (4) 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?
- (3) 8. How effectively does pupil participation in school government develop pupil leadership and other socially desirable attitudes and abilities?
- (3) 9. How adequate are the provisions for home-room functions or activities?
- (2) 10. How actively and extensively do pupils participate in home-room activities?
- (2) 11. How satisfactorily do home-room activities provide opportunities for development of desirable personal, social, and civic traits?
- (3) 12. How adequate are the provisions for attaining conditions or results such as the above?
- (3) 13. How effectively are these conditions or results attained?
- (3) 14. How actively and extensively do pupils participate in the planning and presentation of programs?
- (3) 15. Evaluate the quality of four successive assembly programs.
- (2) 16. How adequate are the number and frequency of school publications?
- (3) 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?
- (4) 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?
- (3) 23. How adequate are the provisions for developing dramatic interests and abilities of pupils?
- (3) 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?
- (2) 26. What is the quality of the dramatic and speech productions?
- (2) 27. How adequate and appropriate are the provisions for social life and activities?
- (3) 28. How extensively do pupils participate in such activities?

- (2) 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?
- (2) 31. How adequate are the provisions for voluntary, organized physical activities for boys?
- (2) 32. How extensively do boys participate in voluntary physical activities?
- (3) 33. How satisfactorily is the physical, and the emotional health of participants safeguarded, particularly in competitive sports?
- (3) 34. How adequate are the provisions for voluntary, organized physical activities for girls?
- (2) 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?
- (4) 37. How adequate are the provisions for attaining conditions or results such as the above?
- (3) 38. How extensively do pupils participate in the work of each of the various clubs?
- (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?
- (2) 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 and organizations 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?
- (3) 46. To what extent is the school identifying problems in the pupil activity program and seeking their solution?⁶

⁶Ibid., pp. 39-48.

Summary and Recommendations

Table 15 gives the summary score for the pupil activity program of the Quanaah High School. The primary scores, the average of evaluation scores, are converted into percentile form and the weighted scores are calculated from these. The Alpha, or complete scale, is used. The final summary score is forty-seven, which is three points below the national norm.

The ratings for all phases of the pupil activity program have been plotted on fourteen thermometer graphs, as shown in Figs. 6 and 7. The nature of the organization, school assembly, and general evaluation have a score of fifty, which is the national norm for all schools measured. It is found that the school has a percentile score of eighty on music activities, sixty-two on school government, and sixty-two on school clubs. These percentile ranks are well above the national norm. The school has a percentile rank of twenty-six on home rooms. In social life, the percentile rank is thirty, which is at the very bottom of the average group and at the top of the inferior group. This is an outstanding weakness in the school.

It is recommended that more be done toward providing a better program in physical education for both boys and girls. The home rooms should be studied, with better

TABLE 15
SUMMARY FORM OF THE PUPIL ACTIVITY PROGRAM
OF THE QUANAH HIGH SCHOOL

Item	Computation of Primary Scores					Total	Divisor	Score
	Evaluation							
Nature of organization.....	a 3	b 3	c 3	d 3		15	5	3.0
School government....	a 4	b 3	c 3			11	3	3.3
Home rooms.....	a 3	b 2	c 2			7	3	2.3
School assembly.....	a 3	b 3	c 3	d 3		12	4	3.0
School publications..	a 2	b 3	c 3			8	3	2.7
Music activities.....	a 4	b 4	c 4	d 4		16	4	4.0
Dramatics and speech.	a 3	b 3	c 3	d 2		11	4	2.8
Social life.....	a 2	b 3	c 2	d 3		10	4	2.5

TABLE 15 -- Continued

Computation of Summary Scores				
Percentile	Weights			Weighted Percentiles
	Alpha	Beta	Gamma	
50	10	10	..	500
62	16	25	50	930
26	8	..	..	208
50	6	15	..	300
38	6	..	..	228
80	6	..	..	480
42	6	..	..	252
30	8	..	..	240

TABLE 15 -- Continued

Item	Computation of Primary Scores						
	Evaluations			Total	Divisor	Score	
Physical activities (boys).....	a	b	c				
	2	2	3	7	3	2.3	
Physical activities (girls).....	a	b	c				
	3	2	3	8	3	2.7	
School clubs.....	a	b	c				
	4	3	3	10	3	3.3	
Finances.....	a	b	c	d			
	3	2	3	3	11	4	2.8
General evaluation..	a	b	c				
	3	3	3	9	3	3.0	

TABLE 15 -- Continued

Computation of Summary Scores				
Percentile	Weights			Weighted Percentiles
	Alpha	Beta	Gamma	
26	5	..	..	130
38	5	30	50	190
62	8	20	..	496
42	7	..	..	294
50	10	..	..	500
Totals....	100	100	100	4748
Summary score (divide by 100, unless there are "N's" in the "Percentile" column.....)				47
Equivalent percentile (from summary conversion table).....				47

PUPIL ACTIVITY PROGRAM (I)

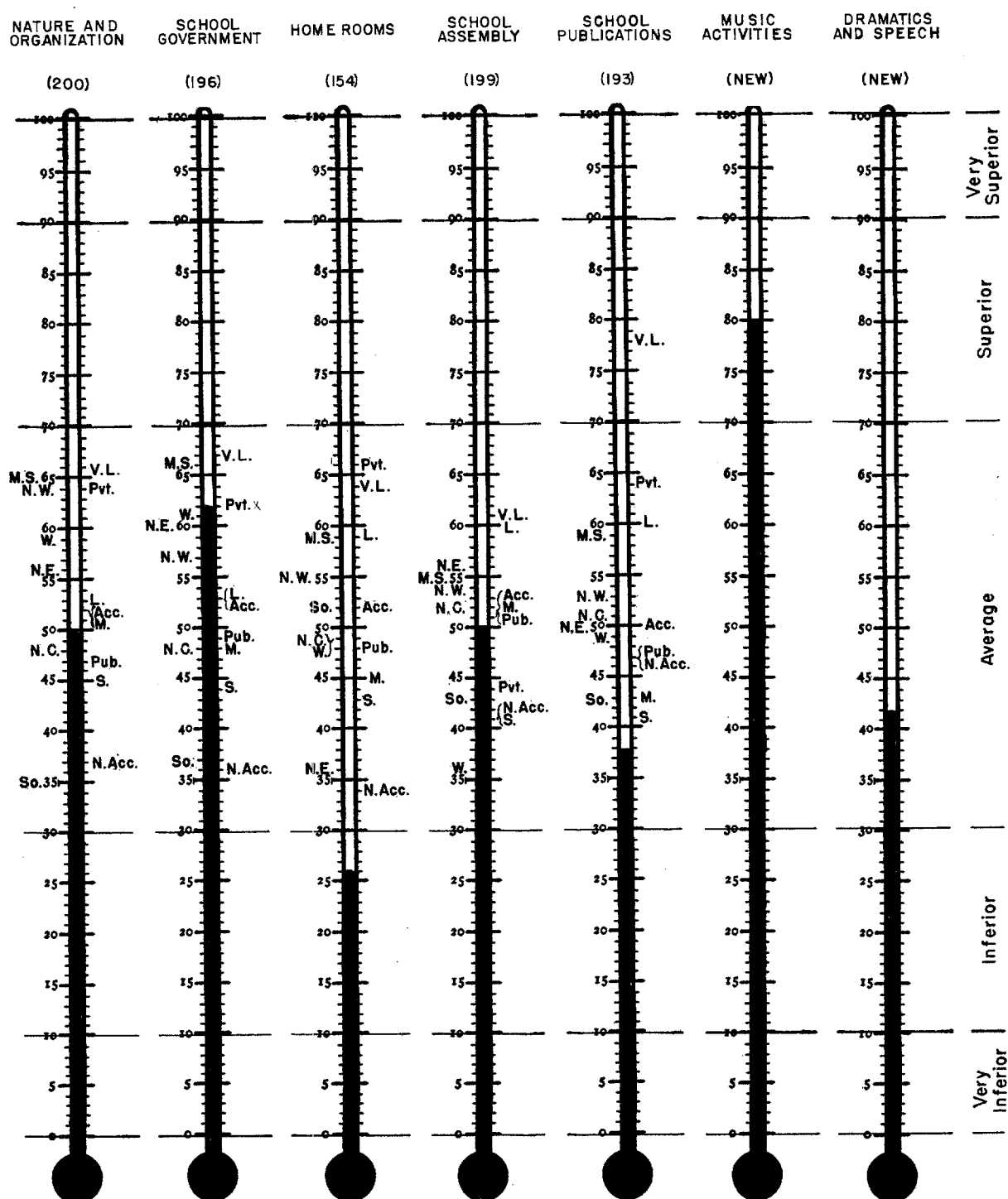


Fig. 6. -- The educational temperatures showing the percentile scores of the pupil activity program of the Quannah High School (1).

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)

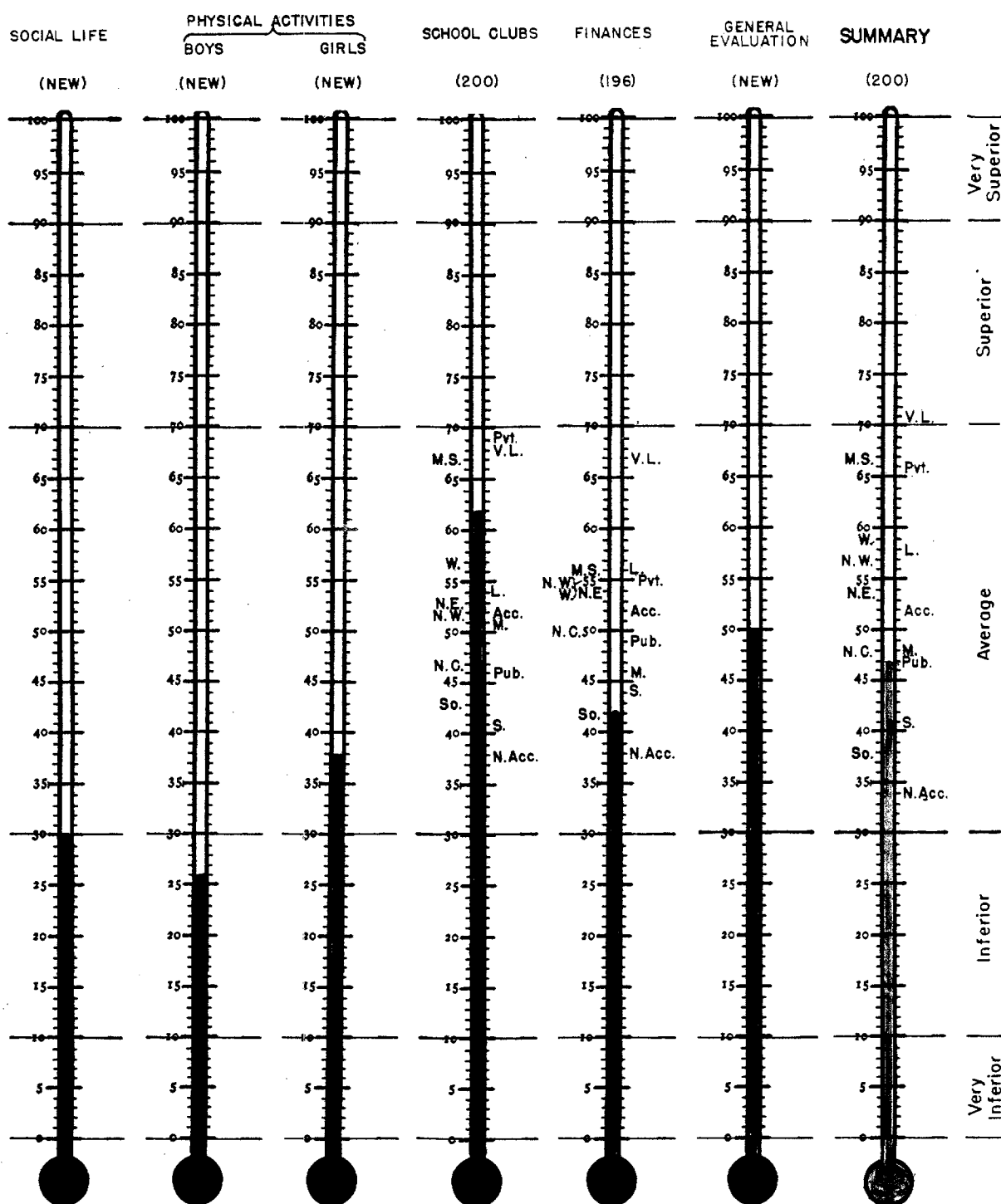


Fig. 7. -- The educational temperatures showing the percentile scores of the pupil activity program of the Quannah High School (2).

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.

programs offered and more emphasis placed upon pupil participation. The Quanah High School needs much thought devoted to the social life and activities of its students.

CHAPTER VI

LIBRARY SERVICE

Introduction

The library, if properly handled and supported, should become the center of all activities of the school. For any educational program to become effective it should be reinforced by an adequate library and a well-trained staff.

Cubberley has this to say about the library in the future:

It will, without doubt, be one of the missions of the twentieth-century school to direct the outside reading of the child, to cultivate an appreciation for good books, and to teach pupils how to use books as tools.¹

This study examines the library service with respect to the staff, organization and administration, adequacy of library materials, teachers and the library, and the use of the library by the students.

The Cooperative Study of Secondary School Standards gives the following statement of guiding principles for the library service:

¹Elwood P. Cubberley, Public School Administration, p. 400.

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 materials would supply. By teaching pupils how and where to find library materials, how to select them, and how to use them effectively, the library should provide pupils with valuable means not only of extending their knowledge and understanding but also of developing desirable leisure habits. The library and its facilities not only should be readily and easily accessible but also should be so attractively equipped that aesthetic tastes will be developed.

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

Johnson, Newlon, and Pickell have this to say as to the way school people should consider the library:

More than anything else we need to think the library into our every-day school consciousness. We need to feel that a school library, moreover, is vastly more than merely a collection of even choice books. The modern school has spread into an institution with function reaching far beyond that of merely intellectualizing the child. It cares for all that pertains to the complete flowering of the pupil's individuality, hygienic, intellectual, aesthetic, vocational, moral, religious.

²Evaluative Criteria, p. 51.

So the modern adequate school library must be, too, an institution for the distribution and display and for demonstration of all legitimate modern educational needs.³

The Library

In the evaluated school, the library staff consists of one full-time librarian, who holds a degree in library science, and twelve student assistants who have been given training by the librarian, and who have shown interest in this type of work. The library is located at one end of the senior high school study hall. Students have access to the reference books and the card catalog which are located in a separate room leading from the study hall. Books are issued through a window in the partition between the reference room and the study hall. All back issues of newspapers, magazines, and old reference books are kept in another room just across the hall from a private entrance to the library.

The amount of money spent for purchasing and binding books and periodicals during the last five years is shown in Table 16.

TABLE 16

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

Year	Amount Spent
1937-1938	\$ 16.83
1938-1939	282.19

³Charles H. Johnson, Jessie H. Newlon, and Frank G. Pickell, Junior-Senior High School Administration, p. 298.

TABLE 16 -- Continued

Year	Amount Spent
1939-1940	\$ 206.97
1940-1941	181.28
1941-1942	380.33
Average per year.	213.52

Evaluation of the Library

The Quannah High School library service was studied under the following phases: library staff, organization and administration, selection of library materials, and use of the library by teachers and pupils.

The library staff of the evaluated school was measured by the following checklist with symbols showing how each item was checked:

- (/) 1. Some one staff member is definitely charged with the 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 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 magazine and periodicals with their appropriateness for secondary schools.
- (N) 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 services required during regular vacation periods.
- (/) 21. Provisions for leaves of absence and retirement apply to members of the library staff.⁴

⁴Evaluative Criteria, pp. 51-53.

In the above checklist fifteen items were checked (/), indicating that conditions or provisions were present or made to a very satisfactory degree; five were checked (-), indicating that conditions or provisions were present to some extent or only fairly well met; and one was checked (N), indicating that the condition or provision did not apply.

The evaluated school's library staff is adequate since it includes one trained librarian and sufficient student assistants. The librarian should be one of the best trained members of the school personnel. She should have a good personality, since she is to deal with all types of students.

Breck, in the following quotation, has given some of the requirements as to training and personality of a librarian:

The work demands not only careful but broad scholarship. A mere high school education plus even the most technical training is not enough. We must have not only a librarian able to buy and catalogue, to issue and keep records of books lent, but the teacher-librarian with an intelligent knowledge of all sources of information desired, competent, if necessary, to supervise the preparation of records and special studies, cultured enough to make her library a place of refinement and inspiration. Moreover, she must have a strong personality, be able to command respect and therefore keep the library a laboratory for work; at the same time she must be one who attracts students to her and what she has to offer by her sympathy, encouragement, and power to interest and inspire.⁵

⁵Emma J. Breck, "The Efficient High School Library," English Journal, V (January, 1916), 16.

The checklist on the organization and administration of the library in the Quannah High School, marked with the proper symbols, is shown below:

- (-) 1. Funds are provided for purchasing, binding, and repairing books, periodicals, and other library materials.
- (-) 2. Funds are provided for necessary personnel service.
- (/) 3. The annual school budget regularly allots an adequate sum to library purposes.
- (/) 4. All money, including fines, handled by the library, is properly accounted for.
- (/) 5. Library funds are properly apportioned to new books, periodicals, repairing, binding, etc.
- (/) 6. Budget allotments for the library are available throughout the fiscal year.
- (/) 7. The library is arranged according to the Dewey decimal classification or other recognized standard system.
- (/) 8. A card catalog is maintained, arranged alphabetically, with author, title, and subject card for each title.
- (/) 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 and adequate length of time before the opening of school.
- (O) 16. The library is open for pupil use continuously throughout the day, including the lunch hour.
- (/) 17. The library is kept open as long after the close of school as demand justifies.
- (/) 18. Books are freely loaned to classrooms or study hall for such periods of time as are justifiable by results (include books housed in classrooms).

- (/) 19. Use of library facilities is made as easy as possible.
- (/) 20. Open shelves are used 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 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 aims, philosophy, and programs 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.⁶

In the above checklist forty-eight items on the organization and administration of the school library have been listed; of this number thirty-five were checked (/), indicating that conditions or provisions were present or made to a very satisfactory degree; twelve were checked (-), indicating that the conditions or provisions were present to

⁶Evaluative Criteria, pp. 53-55.

some extent or only fairly well made; and one was checked (O), indicating that conditions or provisions in this item were not present or not satisfactory.

The library is organized and administered by a librarian and her student helpers with help and advice being furnished by the school administration. For any library to function as it should, organization is essential. The following quotation by Reece gives some of the principles of the organization and administration of libraries:

The general organization and administration of libraries may be shown to rest upon principles which have proved valid in conducting comparable enterprises, and upon skill in applying these principles, procedures, methods, and contrivances may be taken up not as ends in themselves, but as means of service, and with regard to the need they meet and the extent to which they should be developed and utilized. Finally, foundations for correct perspective and grasp of essentials may be laid by giving ample stress to the social and psychological factors which underlie library work.⁷

It is recommended that the librarian be given an assistant in order that the library may be kept open during the noon hour for the use of anyone who desires to use it and especially for the students who are physically handicapped and are not able to get outside and take exercises.

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

⁷Ernest J. Reece, The Curriculum in Library Schools, p. 93.

- (-) 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.
- (-) 4. Slides, films, pictures, models, maps, and other illustrative materials are adequate for the needs of the educational program.
- (-) 5. Illustrative materials are organized and indexed.
- (N) 6. Provision is made for scheduling the use of projecting apparatus.
- (-) 7. Phonograph recordings of significance to the educational program are provided.
- (-) 8. Provision is made for informing the 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.
- (N) 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.
- (N) 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 receive 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 reader 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 Booklists, 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.⁸

Pertaining to the twenty-five items on library materials and their selection, thirteen were checked (/), indicating that provisions or conditions were present or made to a

⁸Evaluative Criteria, p. 58.

very satisfactory degree; nine were checked (-), indicating that the conditions or provisions were present or made to some extent or only fairly well made; and three were checked (N), indicating that the conditions or provisions did not apply.

The library is the foundation of the school. The choice and selection of books and other materials are very important and should be carefully made. The following quotation by Durry stresses this phase of the library service:

Books are the foundation on which the entire service structure of the staff rests; the selection of the books is an essential function which should not be neglected or relegated to odd moments, yet it is perhaps one of the easiest matters to slight, as it is one of the hardest to organize.⁹

Since there are no other libraries in the town of Quannah, other than those in the elementary schools, weaknesses are found in the amount of loans and other helps given to and received from other sources. This situation is being remedied at this time, since a community building is almost completed and a large section has been set aside to be used for a public library.

The evaluation of the use of the library by teachers and pupils is indicated by the following checklist, with the items marked with the proper symbols:

- (/) 1. Teachers use school and public libraries extensively in promoting their own personal and professional growth.

⁹Francis K. W. Durry, "Book Selection," Journal of the American Library Association, 1930, p. 3.

- (-) 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 material 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 the library work.
- (/) 12. Pupils, individually and in groups, commonly find the library a profitable center for classroom preparation.
- (-) 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.
- (N) 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

¹⁰Evaluative Criteria, p. 59.

Of the nineteen items pertaining to the use of the library by teachers and pupils, eleven were checked (/), indicating that the conditions or provisions 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; and two were checked (N), indicating that the conditions of provisions did not apply. The teachers and pupils appear to be using the library facilities to a satisfactory degree. An average of 1,500 books per month were circulated to pupils, which shows an active use and interest in the library's offerings.

The librarian, with the help of some of the teachers and the writer, checked the following evaluative questions on the library service of the Quanaah High School:

- (4) 1. How adequate are the provisions for the library staff?
- (3) 2. How adequate are the general preparation and qualifications of the library staff?
- (3) 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?
- (3) 5. How satisfactory are the conditions of service of the library staff?
- (3) 6. How adequately does the school support the library financially?
- (3) 7. How adequately are library materials organized for service?
- (4) 8. How well are library materials cared for?
- (4) 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?

- (3) 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?
- (2) 13. How adequate is the supply of pamphlets, bulletins, clippings, and other vertical file materials?
- (3) 14. How adequate is the supply of visual aid materials?
- (2) 15. How adequate is the supply of auditory materials?
- (3) 16. How well are such materials kept up to date?
- (2) 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 in their leisure reading?
- (3) 23. How effectively do teachers stimulate pupils to use library materials?
- (4) 24. How extensively do pupils use library books?
- (3) 25. How extensively do pupils use periodicals?
- (3) 26. How extensively do pupils use supplementary materials?
- (3) 27. How well does the library service accord with the philosophy of educational objectives as expressed for the schools?
- (3) 28. How well does the library service meet the needs of the school population and of the school community?
- (3) 29. To what extent is the school identifying problems in library service and seeking their solution?¹¹

The average score for the above evaluations was (3.2), which is above average, based on the study of the two hundred schools measured by the Cooperative Study of Secondary School Standards. It was found that the lowest rating was in the selection of supplementary materials.

¹¹Ibid., pp. 51-60.

TABLE 17

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

Classification	Number of Different Titles	Number of Dupli- cate Copies	Number of Titles in Wilson Catalog	Number of Titles Copy- righted within Last Ten Years
	(A)	(B)	(C)	(D)
Dictionaries.....	4	12	4	xxx
Encyclopedias.....	12	5	12	xxx
Other reference books.....	36	..	25	xxx
Philosophy.....	24	4	18	xxx
Religion.....	20	..	15	xxx
Sociology.....	7	3	5	4
Economics.....	13	4	10	6
Political science and gov- ernment.....	19	2	10	7
Education.....	17	1	12	8
Other social science.....	41	7	35	20
Philology.....	43	43	43	xxx
Mathematics.....	12	20	4	..
Physics.....	13	4	10	4
Chemistry.....	5	..	3	..
Biology.....	27	5	10	10
Other natural science.....	2	..	2	2
Engineering.....	..	..	..	xxx
Agriculture.....	11	..	..	xxx
Home economics.....	25	..	..	xxx
Business.....	8	..	..	xxx
Other useful arts.....	13	..	..	xxx

TABLE 17 -- Continued

Evaluation: How Ade- quate Is Each Clas- sification in Rela- tion to Need?	Average Evalua- tion of Each Group	Weight to Be Given to Each Group	Weighted Evalua- tion (Product of Col- umns E and F)	Number of Different Titles (Summar- ized from Column A)	Recency. Copyrighted within Last Ten Years (Summarized from Column C)
(E)	(F)	(G)	(H)	(I)	(J)
3 4 4	3.7	10	37	52	xxx
4	4	1	4	24	xxx
2	2	2	4	20	xxx
3 3					
3 3 3	3.0	10	30	97	45
4	4	2	8	43	xxx
2 4 2 4 2	2.8	15	42	59	16
N 3 3 2 3	2.8	10	28	57	xxx

TABLE 17 -- Continued

Classification	Number of Different Titles	Number of Dupli- cate Copies	Number of Titles in Wilson Catalog	Number of Titles Copy- righted within Last Ten Years
	(A)	(B)	(C)	(D)
Music.....	18	..	..	xxx
Art.....	4	..	..	xxx
Other fine arts.....	13	..	..	xxx
English and American literature.....	150	25	..	xxx
German literature.....	3	..	..	xxx
French literature.....	1	..	..	xxx
Spanish literature.....	8	..	..	xxx
Latin literature.....	10	..	..	xxx
Other literature.....	..	..	..	xxx
History, travel, biography.....	100	10	..	xxx
Fiction.....	700	10	..	xxx

TABLE 17 -- Continued

Evaluation: How Ade- quate Is Each Clas- sification in Rela- tion to Need?	Average Evalua- tion of Each Group	Weight to Be Given to Each Group	Weighted Evalua- tion (Product of Col- umns E and F)	Number of Different Titles (Summar- ized from Column A)	Recency. Copyrighted within Last Ten Years (Summarized from Column C)
(E)	(F)	(G)	(H)	(I)	(J)
4 2 3	3	5	15	22	xxx
4 3 2 3 3 3 ..	3	15	45	172	xxx
3	3	20	60	100	xxx
5	5	10	50	700	xxx
Totals.....			323	1446	61
Divisors.....			100	School score	156
Quotients.....			3.2		.39
			School score		39 per cent
					School score

Table 17 shows the adequacy of the book collection of the Quanah High School library. The evaluations are averaged by groups for each general classification of books, and the averages, or primary scores, are weighted and summarized.

Table 18 shows the results of an inventory of the periodicals and newspapers found in the Quanah High School library, with the quality score of each periodical or newspaper.

Summary and Recommendations

An evaluation of the library of the school in summary form is presented in Table 19. It gives the average of the evaluation of the following library services: library staff, organization and administration, supplementary materials, selection of materials, use of the library by both teachers and pupils, and general evaluation. Qualitative scores are used. Number of titles, recency, general adequacy, and periodicals were given quantitative scores based upon the book and periodical lists given in Tables 17 and 18. The primary scores were converted into percentile form and plotted on educational thermometers. The final score was secured by weighing the different percentiles and averaging them.

These percentile scores were plotted on a series of twelve educational thermometers including the general summary score. These scores are shown in Figs. 8 and 9.

TABLE 18

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

Score Points	Periodicals and Newspapers
(4)	American Magazine
(2)	Balance Sheet
(9)	Booklist
(3)	Congressional Record
(8)	First newspaper
(4)	Second newspaper
(1)	Third and additional newspaper
(6)	Good Housekeeping
(8)	Hygeia
(6)	Life
(2)	McCall's Magazine
(2)	Pathfinder
(9)	Reader's Digest
(10)	Reader's Guide to Periodical Literature
(9)	Scholastic
(9)	Scientific American
(7)	Time
(9)	Wilson Bulletin for Librarians
(1)	Holland's Magazine
(1)	Vocational Trends
(1)	Junior Red Cross Journal
110	Total points

The library staff has a percentile rank of seventy, which is at the top of the average group. Organization and administration has a score of seventy-two, which is twenty-two points above the national norm. On book collection, and number of titles the percentile rank is forty-two, which is eight points below the median score. On book collection,

TABLE 19

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

Items	Computation of Primary Scores			
	Evaluations	Total	Divisor	Score
Library staff.....	a b c d e 4 3 3 4 3	17	5	3.5
Organization and admin- istration.....	a b c d e 3 3 4 4 4 f g 3 4	25	7	3.6
Book collection: number of titles.....				2.8
Book collection: recency				3.4
Book collection: general adequacy.....				3.2
Periodicals.....	a b c d e			2.1
Supplementary materials..	2 3 2 3 4	14	5	2.8
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 3 3	10	3	3.3
General evaluation.....	a b c 4 4 3	11	3	3.7

TABLE 19 -- Continued

Computation of Summary Scores				
Percentile	Weights			Weighted Percentiles
	Alpha	Beta	Gamma	
70	20	5	..	1400
72	15	15	..	1080
42	6	5	..	252
66	4	..	..	264
58	15	20	30	1120
22	8	25	30	176
42	5	..	..	210
74	4	5	..	296
62	5	25	40	310
62	8	..	..	496
74	10	..	..	740
Totals...	100	100	100	6444
Summary score (divide by 100 unless there are "N's" in the "Percentile" column.....)				64
Equivalent percentile (from summary con- version table).....				75

recency, the percentile score is sixty-six, which is near the top of the average group. On periodicals the percentile rank is twenty-two, which is near the middle of the inferior group. This is twenty-eight points below the national norm and twenty-six points below the median for Southern schools. The general summary score is seventy-five, which is above the average group based upon the two hundred schools measured.

Figure 10 shows eleven thermometers dealing with the number of titles in each of the main classes of the Dewey decimal classification. The scores are based on the number of titles. On reference books the school has a percentile rank of sixty-seven, which is near the top of the average group. The school's collection of titles on philosophy has a percentile rank of sixty-eight, which is adequate. The school's percentile rank on books on religion is fifty-five, which is five points above the national norm. In social science the school's percentile rank is twenty-eight, which is in the inferior group, twenty-two points below the average score for the 196 schools measured. In philology, the school has a percentile rank of seventy-four, which is twenty-four points above the average for the schools measured. The school's score is in the inferior group on the following: twenty-seven in useful arts, twenty-three in literature, and nine on history, travel, and biography. This is very inadequate, and attention should

LIBRARY SERVICE (I)

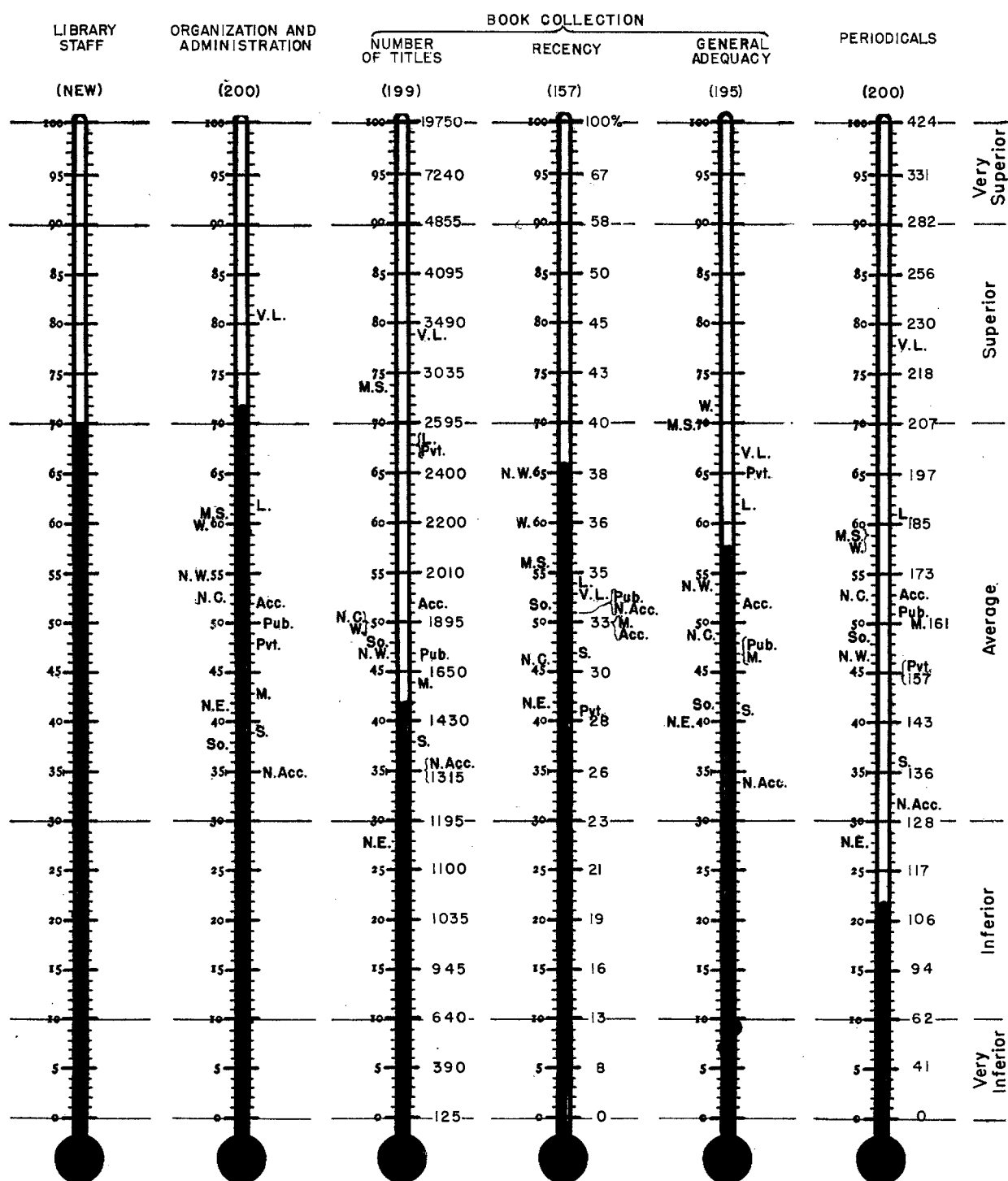


Fig. 8. -- The educational temperatures showing the percentile scores of the library service in the Quannah High School (1).

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 (3)

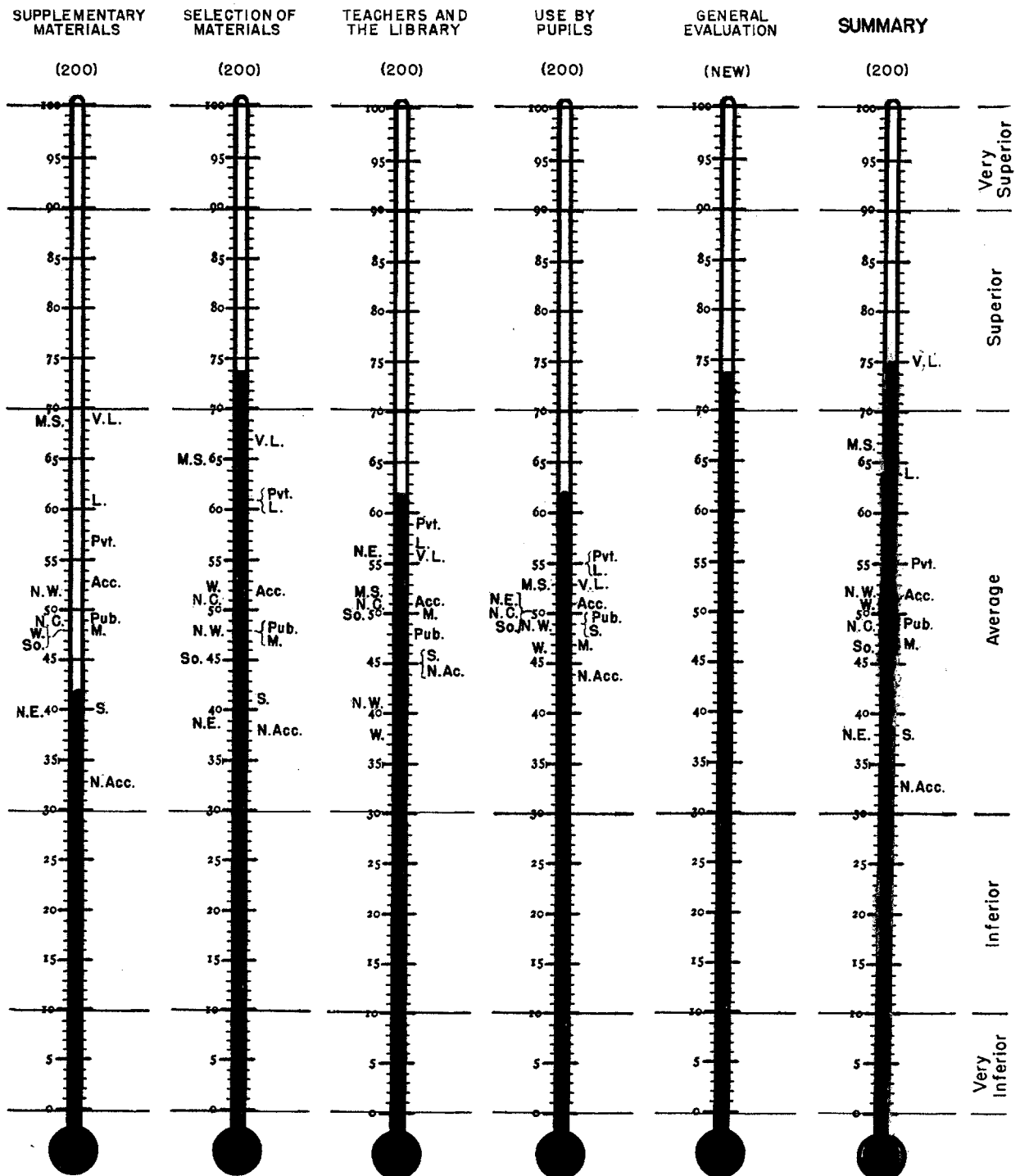


Fig. 9. -- The educational temperatures showing the percentile scores of the library service in the Quanah High School (2).

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.

LIBRARY SERVICE (2)

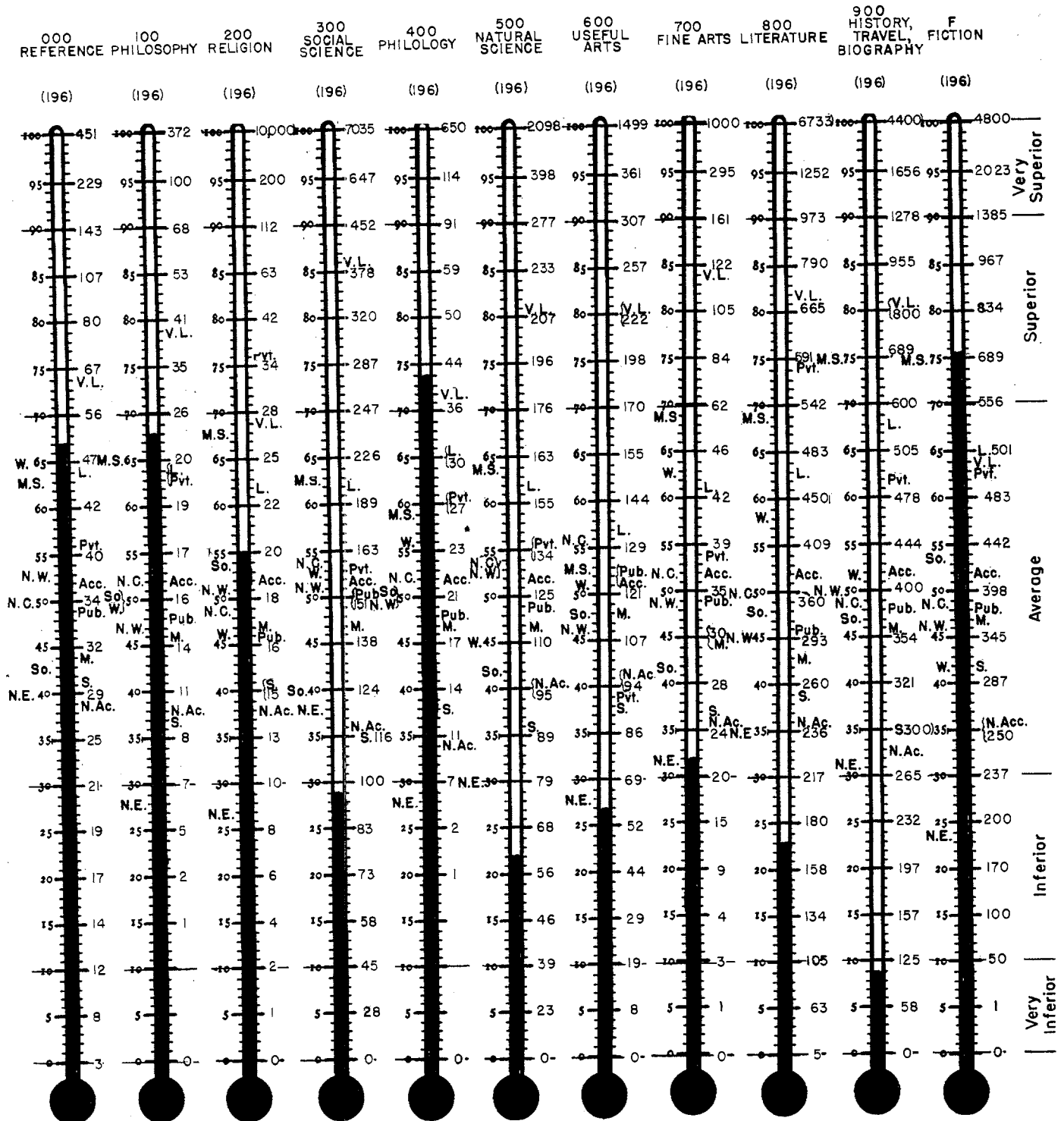


Fig. 10. -- The educational temperatures showing the percentile scores of the library service in the Quana High School (3).

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.

be given to the improvement of the situation. In fine arts, the school score is thirty-two, which is at the bottom of the average group. In fiction, the collection of titles is adequate with a score of seventy-five. This is the strongest point of the library service.

It is recommended that the library shelves be made more accessible to the pupils and that the social science department be increased. It is also recommended that the natural science collection be doubled and useful and fine arts be increased by fifty per cent. The periodical collection should be increased fifty to seventy-five per cent. It is further recommended that pamphlets, bulletins, and clippings, together with auditory materials, be supplied and used by the library.

CHAPTER VII

GUIDANCE SERVICE

In most schools the guidance program has been allowed to lag. This condition is not due to the lack of interest on the part of the public schools but to the lack of people trained to take the lead in conducting it. In any school the guidance program should contribute toward helping the pupil to develop a well-rounded personality. It should help pupils to make educational and vocational decisions.

Koos and Kefauver have this to say as to the demands of civilization on everyone:

The genius of our civilization demands that everyone, both for the best good of society and for his own happiness, be encouraged to find his optimal occupational level.¹

The evaluation of the guidance service considers the general nature and organization, guidance staff, special consultants and teacher participation, basic information about the pupils, procedures in guidance, phases of guidance, and results of the guidance program. The physical and mental status and the information obtained from tests

¹Leonard V. Koos and Grayson N. Kefauver, Guidance in Secondary Schools, p. 14.

was left out since there was not enough information on these items to be of any value.

The following interpretation of guidance is made by the Cooperative Study of Secondary School Standards:

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

Guidance, as applied to the secondary school, should be thought of as an organized service designed to give systematic aid to pupils in making adjustments to various types of problems which they must meet -- educational, vocational, health, moral, social, civic, and personal. It should endeavor to help the pupil to know himself as an individual and as a member of society; to enable him to correct certain of his shortcomings that interfere with progress; to know about vocations and professions so that he may intelligently choose and prepare, in whole or in part, for a life career; and to assist him in the constant discovery and development of abiding creative and recreational interests. Such objectives should be achieved through a better understanding among the school, the home, and the community; through a closer coordination of the work of the secondary school and the school or schools from which its pupils are received; through adequate and specific data on the individual pupil secured at or prior to his entrance to the school; through a system of cumulative records and reports; through a comprehensive and effective system of counseling and guidance; and through definite provisions for articulating the work of the school with whatever activity the individual engages in after he leaves it.²

²Evaluative Criteria, p. 63.

General Nature and Organization

The items in the checklist designed to measure the general nature and organization of the guidance program were checked to indicate how well the school has met the various provisions.

- (-) 1. All staff members regard guidance as a co-operative 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.
- (0) 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 the cooperation of these individuals and organizations is sought in promoting the school's guidance service.
- (-) 6. Cooperation of 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.
- (0) 9. Causes of maladjustments are sought and efforts made toward their elimination.
- (0) 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 the cases too difficult for them from people more skilled or better trained.³

³Ibid.

Two items in the above checklist were checked (✓), indicating that the conditions or provisions were present or met to a very satisfactory degree; seven were checked (-), indicating that the conditions or provisions were present to some extent or only fairly well met; and three were checked (0), indicating that the provisions or conditions were not present or were not satisfactory.

The school shows weakness in the study of the causes of maladjustment. The study of the best methods of counseling and the results needs attention. A better and more efficient plan is needed for coordinating the services of guidance in this school with similar services in the elementary school, colleges, trade schools, and industry. The school needs at least one well-trained leader in the guidance field to be the head of the guidance staff.

Jones says:

Any effective leadership program must have guidance as its central feature. All resources of the school in personnel and equipment should be organized and mobilized so as to give each potential leader the assistance that he needs in determining his life goals, occupational, civic, cultural, and in planning his educational program in accordance with these goals. Guidance should begin as soon as the child enters school, it should continue throughout his school life and until he is able to make his own adjustments. Its purpose should be self-adjustment, and the assistance given at any stage should be determined by the ability of the individual to get along without help. It should develop independence and power, not a feeling of dependence upon others.⁴

⁴Arthur J. Jones, The Education of Youth for Leadership, p. 234.

The Guidance Staff

The guidance staff is composed of two teachers and the principal. To this staff are appointed, by the superintendent, five other teachers who serve as special consultants. All of the teachers are aware of the importance of guidance and are doing much toward getting the guidance program to functioning in the school. The faculty realizes the shortcomings of the guidance service and seems to be trying to improve the situation.

It is generally agreed that all teachers have some responsibility for guidance. The specific parts to be played by classroom teachers, home-room teachers, and sponsors of activities, will depend upon the guidance organization within a particular school and upon the school's philosophy of education and objectives. The home-room teacher should be made aware of the need for pupil guidance, the particular organization through which the school attempts to meet this responsibility, and the contribution the individual teacher is expected to make.⁵

The items in the following checklist were used to evaluate the school as to leadership, special consultants, and teacher participation in the guidance program. The symbols preceding each item show to what extent the condition is present and functioning:

- (-) 1. An education which is the equivalent of the requirements for the Master's degree.
- (/) 2. A broad education involving study in the sciences, the social studies, and the arts.
- (0) 3. Extensive preparation in psychology, mental hygiene, health education, and character education.

⁵Evaluative Criteria, p. 67.

- (0) 4. An extensive study of guidance as a factor in the educational program.
- (-) 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.
- (0) 7. Experience in various types of social service other than serving as a teacher.
- (0) 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 with conditions 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.
- (0) 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.
- (0) 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.⁶

Twelve of the above thirty-two items were checked (/), indicating that the conditions or provisions were present or met to a very satisfactory degree; thirteen were checked (-), indicating that the conditions or provisions were present to some extent, or only fairly well met; and six were checked (0), indicating that the conditions or provisions were not present or were not satisfactory.

From this study it is revealed that in this school the guidance staff and consultants are chosen directly from the faculty and that they are given definite responsibilities

⁶Ibid., pp. 65-67.

for the guidance program. This necessity was brought about by not having a well-trained leader in the school. It is recommended that books, periodicals, tests, and other guidance materials for the staff be provided in adequate amounts.

Basic Information about the Pupils

For any guidance program to function as it should, such basic information as home and family background, physical and mental status, personal and social development, scholastic progress, mental ability, and scholastic attainment is essential.

The following checklist, with each item checked with the proper symbol, shows how the school rates on basic information about the pupil:

- (/) 1. The permanent cumulative record includes such information as name, sex, place and date of birth.
- (/) 2. The permanent cumulative record includes full name of each parent (or guardian).
- (/) 3. The permanent cumulative record contains the parent's address and telephone number.
- (/) 4. The permanent cumulative record shows the occupation of each parent and regularity of employment.
- (-) 5. The permanent record includes the race, nationality, and birthplace of parents.
- (N) 6. The permanent cumulative record shows the citizenship status of parents; how long residents of this country.
- (O) 7. The permanent cumulative record shows the educational and cultural status of parents.
- (N) 8. The permanent cumulative record shows the marital status of parents; living together, divorced, separated, remarried.
- (N) 9. The permanent cumulative record includes the ages of brothers and sisters of pupil.
- (N) 10. The permanent cumulative record includes marked talents or accomplishments of family members or near relatives.

- (N) 11. The permanent cumulative record includes the health status of family members.
- (N) 12. The permanent cumulative record includes the economic status of family; home ownership.
- (N) 13. The permanent cumulative record shows the attitude of the home toward school and toward attendance of pupil at school.
- (N) 14. The permanent cumulative record includes facilities for home study -- library, magazines, conveniences for study.
- (N) 15. The permanent cumulative record gives plans of the parents for the pupil's future.
- (N) 16. The permanent cumulative record includes neighborhood conditions.
- (O) 17. The permanent cumulative record includes information on such matters as marked interests.
- (-) 18. The permanent cumulative record includes information on such matters as special talents -- musical, artistic, athletic, inventive, literary, dramatic, scientific.
- (N) 19. The permanent cumulative record includes information as to voluntary reading.
- (-) 20. The permanent cumulative record includes information on special achievements in school and out of school; honors received.
- (/) 21. The permanent cumulative record includes information on participation in pupil activity program.
- (/) 22. The permanent cumulative record includes information on educational intentions.
- (-) 23. The permanent cumulative record includes information on vocational preferences at successive stages of development.
- (-) 24. The permanent cumulative record includes information on evidences of vocational aptitudes -- interest and skill in performance.
- (N) 25. The permanent cumulative record includes information on attitude toward the school and school activities.
- (N) 26. The permanent cumulative record includes information on membership in out-of-school clubs, groups, or cliques; environment of these organizations.
- (-) 27. The permanent cumulative record includes information on employment during out-of-school hours -- home chores with or without pay; other employment -- nature, amount of time required, remuneration, use of money, etc.
- (N) 28. The permanent cumulative record includes information on the use of leisure time -- amount of time given to play, reading, hobbies, movies, radio.

- (N) 29. The permanent cumulative record includes information on religious interests and activities.
- (O) 30. The permanent cumulative record includes information on conduct or citizenship record; explanation of unusual behavior.
- (N) 31. The permanent cumulative record includes information on degree of socialization; difficulties or problems in socialization.
- (N) 32. The permanent cumulative record includes information on periodic ratings by teachers on personality traits.
- (-) 33. The permanent cumulative record includes information on anecdotal records of pupils.
- (N) 34. The permanent cumulative record includes information on a careful study of each problem pupil with record of interviews and incidents that promise information of value for adjustment and correction.
- (/) 35. The permanent cumulative record includes information on name and location of school or schools attended.
- (/) 36. The permanent cumulative record includes information on complete academic record, including courses, year taken, marks, and credits received.
- (/) 37. The permanent cumulative record includes information on record of failures with reason for failure.
- (/) 38. The permanent cumulative record includes information on scholastic distinctions received.
- (O) 39. The permanent scholastic record includes information on curriculum or pattern of courses selected; record of changes with reasons for change.
- (-) 40. The permanent cumulative record includes information on attendance and tardiness record; reasons for excessive absence or tardiness.
- (/) 41. The permanent cumulative record includes information on record of subsequent entry to other educational institutions.⁷

Of the above forty-one items, eleven were checked (/), indicating that the conditions or provisions were present or functioning to a very satisfactory degree; nine were checked (-), which indicated that the conditions or provisions were

⁷ Ibid., pp. 67-69.

present to some extent, or only fairly well met; three were checked (O), indicating that the conditions or provisions were not satisfactory; and eighteen, or almost half of them, were checked (N), indicating that the conditions or provisions do not apply. From the above information the school shows a decided weakness on information about the pupil and the community. The cumulative record cards have some good qualities, but much additional information is necessary if a complete study of the child is to be made. The following statement shows the need for complete information about the pupil:

In thinking of the pupil as a personality, the counselor must have definite factors on which to focus attention. The factors must have a pertinent bearing on the problem under consideration, and be amenable to such measurement that the counselor can orient the pupil in his social group.⁸

Procedures in Guidance

An indication as to how well the school meets the conditions and provisions in guidance procedures is given in the following checklist, in which each item is checked with the proper symbol:

- (/) 1. Records are easily accessible to all who have approved reason to use them and use them properly, but only to such persons.
- (/) 2. All pupil and school records of permanent value are kept in a fireproof safe or vault; whenever removed such records are carefully guarded against loss in any way.

⁸R. Emerson Langfitt and N. William Newsom, The Small High School at Work, p. 108.

- (/) 3. All entry, assignments, 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.
- (O) 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 of 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 others and each is a vital part of the whole system.
- (/) 9. Forms are compact, data are easily and accurately recorded; checked, and filed for later use.
- (/) 10. Codes and marking systems are carefully explained on each form on which they are used (unless entirely confidential).
- (N) 11. Graphs are used wherever appropriate to indicate relative progress.
- (-) 12. Appropriate tests are given near the time of admission and periodically thereafter.
- (N) 13. Periodic personality ratings of the pupil by his teacher.
- (N) 14. Case studies of individual pupils presenting special problems are provided.
- (-) 15. Orientation through study of school handbooks.
- (N) 16. Exploratory courses in various fields.
- (/) 17. Classes for the study of occupations and professions are provided.
- (-) 18. Informational talks having guidance value.
- (-) 19. Cooperation of the library in selection and use of suitable guidance materials is sought.
- (O) 20. Experiences having vocational and avocational value through appropriate phases of the pupil activity program are provided.
- (O) 21. Study of individual and group problems in home rooms is provided.
- (-) 22. Counseling with pupils about their problems and plans is provided.
- (-) 23. Adjustment of program of individual pupils to meet needs revealed by the guidance service is provided.

- (-) 24. Interviews with parents, other family members, and interested friends of the pupil are given.
- (O) 25. Visits are made to the pupil's home.
- (-) 26. Periodic pupil progress reports are made to the home.
- (O) 27. Special reports are made to parents whenever such a report may be helpful in the pupil's development.
- (/) 28. Interviews with the pupil's teachers and classmates are provided.
- (-) 29. Follow-up work -- interviewing the pupil and employers after employment is made.⁹

Ten of the above items were checked (/), indicating that the conditions or provisions were present or met to a very satisfactory degree; ten were checked (-), indicating that the conditions or provisions were present to some extent or only fairly well met; five were checked (O), indicating that the conditions or provisions were not present or were not satisfactory; and four were checked (N), indicating that the conditions or provisions do not apply.

The school should have a few duplicates of parts of the pupil's permanent cumulative record or other records for use by the staff members having need for them. A more thorough study needs to be made of individual and group problems in home rooms. Special reports to parents and visits to pupils' homes are suggested. It is also recommended that periodic personality ratings of the pupil by his teachers and case studies of individual pupils presenting special problems be made. The school has some good

⁹Evaluative Criteria, pp. 70-71.

records as shown by the checklist, but needs to add to the above in order to render better service.

Phases of Guidance

This study of guidance includes educational guidance, vocational guidance and placement, guidance in the use of leisure time, and personal guidance. The school gives a preference test in the first year of high school and follows with a test in the junior or senior year to see how closely the student follows his first preferences.

The items in the following checklist, checked with the appropriate symbols, are designed to measure conditions and provisions found in the evaluated school on the above phases of guidance:

- (-) 1. Provision is made for 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. Provision is made for studying carefully the aims and functions of both schools.
- (-) 3. Provision is made for studying carefully the program and facilities of both schools.
- (/) 4. Provision is made for seeking to organize their programs so that the pupil's work may be as continuous as possible from one school to the other.
- (0) 5. Provision is made for making proper adjustments for exceptional pupils passing from one school to the other.
- (/) 6. Provision is made for understanding the factors which determine promotion from one school to the other.
- (-) 7. Provision is made for reporting to the lower school on scholastic progress, social and personal adjustment, and outstanding achievements of its pupils.

- (/) 8. Provision is made for guiding pupils in the general aim and purpose of the school.
- (/) 9. Provision is made for guiding pupils in the traditions and codes of conduct of school.
- (/) 10. Provision is made for guiding pupils in the purposes and objectives of various courses and curricula.
- (-) 11. Provision is made for guiding pupils in the sequence and relationships of specific courses.
- (/) 12. Provision is made for guiding pupils in planning a sequence of studies for the semester, year, and following years.
- (-) 13. Provision is made for guiding pupils in selecting appropriate pupil activities.
- (-) 14. Provision is made for guiding pupils in 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 matter.
- (/) 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.
- (0) 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.
- (0) 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 correlation.
- (-) 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.
- (O) 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.
- (-) 32. Pupils are given 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 information and preparation for occupational life.
- (N) 34. A placement service for pupils withdrawn from school and for graduates is provided.
- (O) 35. The director of guidance or counselor has a conference with each pupil planning to withdraw from school, seeking a full understanding of the pupil's situation and plans.
- (O) 36. Assistance in satisfactory placement is extended to the pupils who must or why 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 is extended to the pupil entering employment; the school keeps informed regarding his progress.
- (O) 40. Problems of placement and adjustment are studied by school and employer.
- (/) 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.
- (O) 43. Provisions are made for exploration by pupils of a wide variety of activities which may have avocational values.
- (O) 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.
- (/) 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.
- (0) 56. The school regularly seeks information from former pupils relative to their individual adjustment to social and civic life.
- (-) 57. Provision is made for assisting pupils in determining appropriate personal goals.
- (0) 58. Provision is made for assisting pupils in developing intelligent plans for achieving these goals.
- (-) 59. Provision is made for assisting pupils in learning to keep an open mind regarding important matters and choices and yet to make a decision when necessary.
- (-) 60. Provision is made for assisting pupils in analyzing their own interests, aptitudes, and ideals; determining their worth; and seeking their full and complete development and utilization.
- (-) 61. Provision is made for assisting pupils in analyzing their own deficiencies and limitations and seeking their cause and correction.
- (-) 62. Provision is made for assisting pupils in understanding their emotions and learning to modify and control them.
- (-) 63. Provision is made for assisting pupils in understanding the shortcomings of fallacious methods of guidance such as phrenology, astrology, and palmistry.¹⁰

Of the above sixty-three checklist items, twenty-two were checked (✓), indicating that the conditions or provisions were present or made to a very satisfactory degree; twenty-seven were checked (-), indicating that the conditions or provisions were present to some extent or only fairly well met; eleven were checked (0), indicating that the conditions or provisions were not present or were not satisfactory; and three were checked (N), indicating that the conditions or provisions did not apply.

¹⁰Ibid., pp. 71-74.

The school is meeting fairly well these phases of guidance, since forty-nine of the sixty-three items were checked average or above. It is recommended that the school make arrangements for proper adjustments of exceptional pupils passing from one school to the other. This may be done by giving extra work or the responsibility of leadership in a group. Pupils should be counseled on other vocations near their ability if it is not advisable for them to enter college. More should be done toward organizing a placement service for withdrawals and graduates.

Results of Guidance

The results of the guidance program in the Quanah High School are shown in the following checklist preceded by the proper symbol for each item:

- (/) 1. The guidance program results in a high rate of retention of pupils in school and return of pupils who have withdrawn.
- (O) 2. The guidance program results in the formulation by pupils of long-time planning programs.
- (-) 3. The guidance program results in the understanding by pupils of the dangers of short-cut methods in education and in business and social relations.
- (N) 4. The guidance program results in the understanding of the limitations or falsity of character and ability analyses such as those based on astrology, palmistry, and similar devices.
- (-) 5. The guidance program results in the understanding of occupational problems and opportunities.
- (/) 6. The guidance program results in the wise decisions by pupils concerning post-secondary school plans.

- (/) 7. The guidance program results in cordial relations between school and business and extensive placement of pupils in occupations.
- (-) 8. The guidance program results in a careful selection by pupils of post-secondary schools.
- (-) 9. The guidance program results in the ability of self-direction by pupils in securing positions, in social and civic participation, and in use of leisure.
- (-) 10. The guidance program results in the development of a wide range of leisure interests and activities on the part of pupils.¹¹

Three items were checked (/), indicating that the conditions or provisions were present or met to a very satisfactory degree; five were checked (-), indicating that the conditions or provisions were present to some extent or only fairly well met; one was checked (O), indicating that the condition or provision was not present or was not satisfactory; and one was checked (N), indicating that it did not apply.

The guidance program of the evaluated school seems to be average when compared with studies that have been made of other schools the size of the evaluated school. The retention of pupils in the school is good. Pupils seem to be making wise decisions concerning post-secondary school plans, since about one third of the graduates continue in college and others are going into high-type fields of work. There are cordial relations between the school and business, as many of the pupils are employed locally, with the school's reference carrying much weight in the selection.

¹¹Ibid., p. 75.

Evaluations have been made for all of the above checklists by scoring the following questions:

- (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 adequate is provision for leadership and coordination of the guidance service?
- (2) 5. How satisfactory are the personal qualifications of counselors or guidance leaders?
- (2) 6. How adequate are the preparation and experience of counselors or guidance leaders?
- (3) 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?
- (3) 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 guidance service?
- (3) 12. How effectively do teachers participate in appropriate phases of guidance service?
- (2) 13. How adequately is information concerning home and family background provided?
- (3) 14. How well are records kept up to date?
- (2) 15. How adequately is information concerning personal and social development provided?
- (2) 16. How well are records kept up to date?
- (4) 17. How adequately is information concerning scholastic progress provided?
- (4) 18. How well are records kept up to date?
- (3) 19. How accessible are records and how well are they organized for use?
- (3) 20. How effectively are records used for guidance?
- (3) 21. How well does the school make such provisions as the above?
- (3) 22. How well are they used for pupil guidance?
- (3) 23. How well are procedures such as the above on cooperation used for pupil guidance?
- (3) 24. How effective are procedures for articulation with lower schools?

- (4) 25. How adequately is guidance provided in such as curricular and school guidance matters?
- (3) 26. How adequate are provisions for assisting pupils in choices concerning the post-secondary school?
- (3) 27. How adequate are provisions for assisting pupils to make wise vocational choices?
- (2) 28. How adequate are provisions for placement and follow-up service?
- (3) 29. How adequately are pupils making wise choices of leisure activities?
- (3) 30. How adequately are pupils assisted in making wise choices in matters involving social and civic relationships?
- (3) 31. How adequately are pupils assisted in making wise choices in personal matters?
- (3) 32. How effective has the guidance program been in promoting better in-school relationships on the part of pupils?
- (3) 33. How effective has it been in promoting better post-school and out-of-school relationships on the part of pupils?
- (3) 34. How effective has it been in making pupils more self-reliant?
- (4) 35. How well does the guidance service accord with the philosophy and objectives as described in Section B?
- (3) 36. How well does the school's guidance service meet the needs of the pupil population and of the community as indicated in Section C?
- (3) 37. To what extent is the school identifying problems of guidance and seeking their solution?¹²

The average score on all evaluations of the different phases of the guidance service is (2.8). This is below the average for the two hundred schools measured by the Cooperative Study of Secondary School Standards. The physical and mental phases were not treated in this study, since the school has not done anything toward this important phase of guidance. More needs to be done toward adding information about the home and family background on the cumulative

¹²Ibid., pp. 63-76.

record cards. The report card and other contacts from the office are adequate, but there is need for more community interest in the school.

The evaluations made of the guidance service in the Quanah High School are summarized in Table 20. Each primary score was plotted on its appropriate thermometer, and the summary score of the main areas given in the table was plotted on the appropriate thermometer (Fig. 11).

In nature and organization of the guidance service, the school ranks as high as or better than fifty per cent of the schools measured. This is an average score. The guidance staff was as good as or better than forty-six per cent of the schools. On the information about the pupils, the school's percentile rank was forty-two, which is eight points below the average. This is the lowest rank received on any phase of the guidance service. Guidance procedures were as good as or better than those in fifty-six per cent of the schools measured. In phases of guidance and results of guidance, the school's percentile rank was fifty. This is a new study, and there are no tables or figures with which to make comparisons. In general evaluation, the school was as good as or better than sixty-two per cent of the evaluated schools. On summary of all phases of the guidance service, the school has a percentile

TABLE 20

A SUMMARY FORM OF THE COMPUTATION OF SCORES OF THE
VARIOUS PHASES OF GUIDANCE SERVICE IN
THE QUANAH HIGH SCHOOL

Items	Computation of Primary Scores			
	Evaluations	Total	Divisor	Score
Nature of organization	a b c 3 3 3	9	3	3.0
Guidance staff.....	a b c d e 3 2 2 4 3 f g h i 3 3 3 3	26	9	2.9
Information about pupils.....	a b c d e 3 2 N N 2 f g h i j 2 4 4 N N	17	6	2.8
Guidance procedures...	a b c d e 4 4 3 3 3	17	5	3.2
Phases of guidance....	a b c d e 3 4 3 3 2 f g h 3 3 3	24	8	3.0
Results.....	a b c 3 3 3	9	3	3.0
General evaluation....	a b c 4 3 3	10	3	3.3

TABLE 20 -- Continued

Computation of Summary Scores				
Percentile	Weights			Weighted Percentiles
	Alpha	Beta	Gamma	
50	5	..	..	250
46	20	15	..	920
42	10	40	60	420
58	20	..	..	1160
50	30	45	40	1500
50	5	..	..	250
62	10	..	..	620
Totals.....	100	100	100	5120
Summary score (divide by 100 unless there are "N's" in the "Percentile" column.....)				51.2
Equivalent percentile (from summary conversion table).....				53

GUIDANCE SERVICE

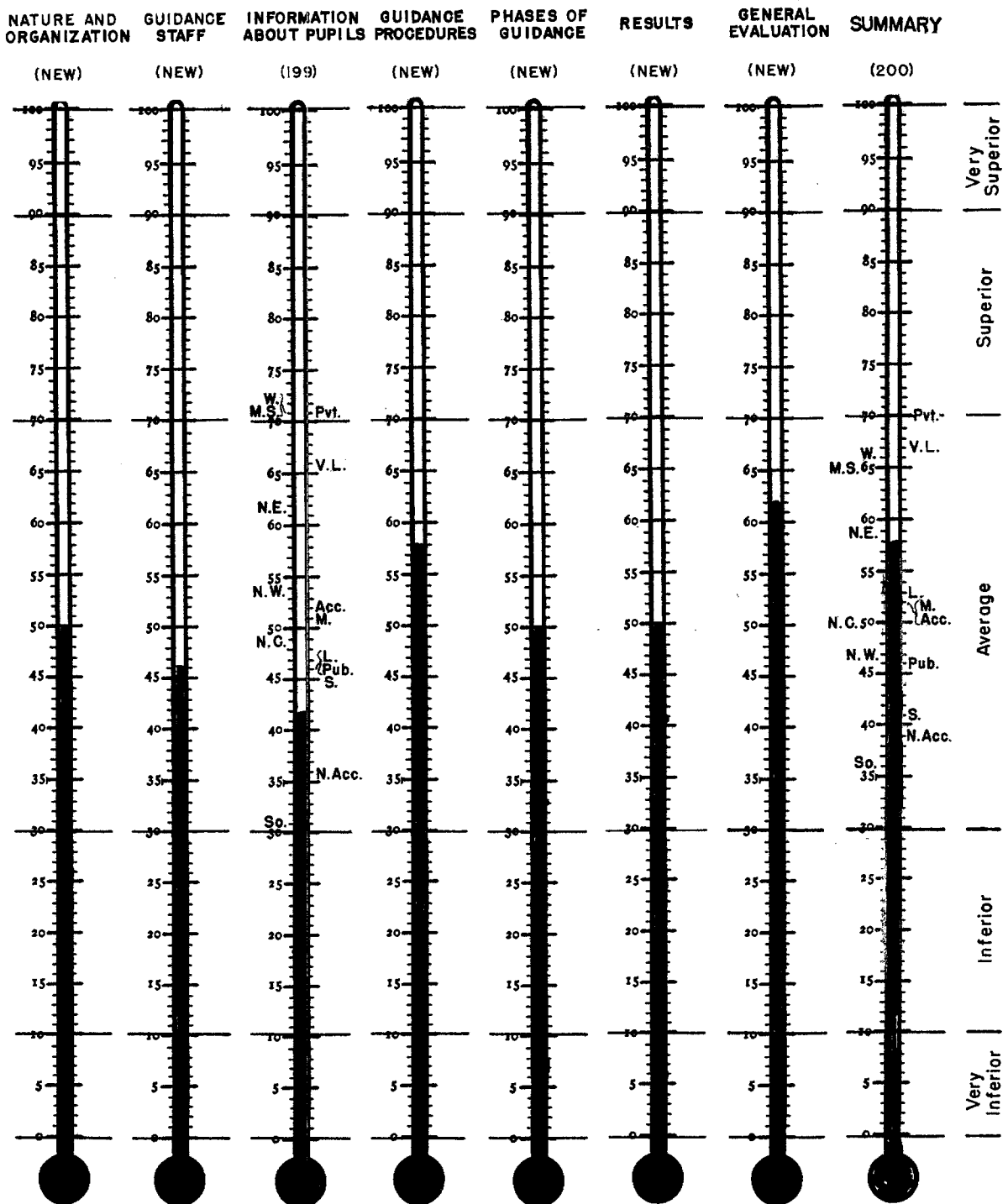


Fig. 11. -- The educational temperatures showing the percentile scores of the guidance service in the QuanaH High School .

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.

rank of fifty-three, which is three points above the national norm based on the two hundred schools evaluated.

It is recommended that attention be given to all phases of guidance with special attention being devoted to the information about pupils and the community. It is further recommended that much emphasis be given to the training of the guidance staff.

The duties of each counselor demand a high standard in personality, in vision, and in training. . . . The counselor should have a broad comprehensive knowledge of the occupational possibilities and requirements through first-hand contacts. The diagnosis and recommendations must be based upon accurate knowledge, both of the individual whose case is under consideration and of the condition affecting the individual's decisions.¹³

¹³Department of Secondary School Principals, Guidance in Secondary Schools, Bulletin 19, January, 1938, p. 49.

CHAPTER VIII

INSTRUCTION

The Cooperative Study of Secondary School Standards gives the following guiding principles as criteria for instruction in the secondary school:

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

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

¹Evaluative Criteria, p. 78.

The program of instruction in the Quannah High School was studied with respect to classroom activities, use of community materials and environment, textbooks and other instructional materials, and methods of appraisal. The items in the following checklist covering these phases of instruction were rated for each of the twelve full-time teachers in the evaluated 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 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 for memorizing; this is done in meaningful situations to satisfy felt needs on the part of the learners.
10. In the classroom the teacher is alert to reading difficulties on the part of pupils and seeks correction thereof.
11. In the classroom the teacher makes flexible or differentiated assignments to provide for different abilities and interests of pupils.

12. In the classroom the teacher makes the pupil responsible for some work done independently in order to develop power and self-direction.
13. In the classroom the teacher makes pupils responsible for doing some work 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 reading 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 and exhibit an active and sustained interest in it.
19. The pupils and the teacher cooperatively keep the room orderly and attractive and attend to routine matters quickly and efficiently.
20. The pupils and the teacher cooperatively cultivate desirable social usage in their relations with one another.
21. The pupils and the teacher cooperatively make readily available for classroom use desirable equipment, supplies, and other educational materials.
22. The pupils and the teacher cooperatively plan and develop units of work or learning projects.
23. The pupils and the teacher cooperatively modify plans when evaluation and progress suggest the need for change.
24. The pupils and the teacher cooperatively seek to integrate their learning with their own past experience and with the total educational program.
25. The pupils and the teacher cooperatively evaluate outcomes.
26. The teacher and pupils study the community and environment as means of enriching teaching and learning experiences in such respects as characteristic mores, customs, and language peculiarities.
27. The teacher and pupils study the community and environment as means of enriching teaching and learning experiences in such respects as economic resources and their relation to living conditions.
28. The teacher and pupils study the community and environment as means of enriching teaching and learning experiences in such respects as historical incidents; places and individuals of note.

29. The teacher and pupils study the community and environment as means of enriching teaching and learning experiences in such respects as elements of beauty; means of improving aesthetically undesirable conditions.
30. The teacher and pupils study the community and environment as means of enriching teaching and learning experiences in such respects as health conditions and means of improving them.
31. The teacher and pupils study the community and environment as means of enriching teaching and learning experiences in such respects as recreational facilities; use of leisure; enrichment of leisure activities.
32. The teacher and pupils study the community and environment as means of enriching teaching and learning experiences in such respects as sociological conditions and problems.
33. The teacher and pupils study the community and environment as means of enriching teaching and learning experiences in such respects as political institutions and their services.
34. The teacher and pupils study the community and environment as means of enriching teaching and learning experiences in such respects as religious life and activities.
35. The teacher and pupils study the community and environment as means of enriching teaching and learning experiences in such respects as museums, art galleries, industrial establishments, etc., as profitable field trips.
36. Textbooks are sufficiently recent in publication to assure that their content is up to date.
37. Textbooks contain adequate study aids and suggestions.
38. Appropriate illustrations or other graphic representations in adequate amount are provided.
39. The content of texts is well organized and adapted to the needs and degree of development of the pupils.
40. Textbooks contain extensive but well selected 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 workbooks is recognized and provision is made for supplementing them adequately.
47. Mimeographed (or similar) material is provided in adequate amount and effectively used in the classroom.
48. Work materials needed in the various classrooms, shops, and laboratories are readily available and are satisfactory in quality.
49. Pictures, models, and other illustrative materials are always available for use and are adequate in amount and variety.
50. Notebooks are used as an effective aid to learning.
51. Notebooks show evidence of adequate instruction in their preparation and use.
52. Bulletin boards are effectively used as an aid to learning; pupils assist in selection and arrangement of materials.
53. Appropriate educational films and other visual aids are used to enrich the instructional program.
54. Phonograph records, radio programs, speech recording devices, and similar instructional aids are used where appropriate.
55. Periodicals, pamphlets, and vertical file materials are used where appropriate.
56. Supplementary references are provided and pupils guided in their use.
57. The teacher understands the proper use, the advantages, and the limitations of various types of tests and uses them accordingly.
58. The complete testing program provides for many short tests and a few relatively long ones.
59. Standardized achievement tests are used as well as tests of the teacher's own construction.
60. Tests formulated by the teacher are so planned that they are easily and economically administered, mechanically easy for pupils to take, and easy to score.
61. Testing and measuring is an integral part of the teaching and learning program rather than an activity set apart for certain days.
62. The testing and measuring program emphasizes pupil progress rather than comparison.

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

The thirteen questions listed below were evaluated by the individual teachers and revised by the writer. There was no visiting committee to review the evaluations; therefore, most of the checks on the evaluations were left as they were marked by the teachers. (Individual scores are shown in Table 40 in 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 satisfactory are the textbooks which are used?
8. How well does the teacher direct pupils in the proper use and the effective use of such books?

²Ibid., pp. 157-160.

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?³

Table 21 presents a summary of the evaluations of classroom activities for the teachers of the evaluated school. Four evaluations for each teacher are included in this section. Since this study is based upon twelve teachers, there are forty-eight evaluations. Column A of this table shows the different weights of the evaluations while Column B shows the number of evaluations. The product of Columns A and B, when totaled and divided by forty-eight, the total number of evaluations, gives a score of (3.3). This is three tenths of a point above the average or median for all schools measured.

TABLE 21

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

Evaluations	Number of Evaluations	Product of A and B
(A)	(B)	(C)
5	1	5
4	16	64
3	28	84
2	3	6
1	..	..
Total.....	48	159
School score		3.3

³Ibid.

Table 22 shows the summary of the community and environment in the instructional program of the Quanaah High School. The school score, based upon twenty-four evaluations, was (3.2), which falls in the average group just two tenths of a point above the national norm. This phase of instruction is adequate, since field trips are made and encouraged by both the teachers and the administration.

TABLE 22

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

Evaluations	Number of Evaluations	Product of A and B
(A)	(B)	(C)
5	2	10
4	6	24
3	13	39
2	3	6
1	..	..
Total.....	24	79
School score.....		3.2

Table 23 is a summary of the evaluations of textbooks and other instructional materials as checked by each member of the school staff. There were four evaluations for each

TABLE 23

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

Evaluations	Number of Evaluations	Product of A and B
(A)	(B)	(C)
5	3	15
4	17	68
3	28	84
2	..	..
1	..	..
Total.....	48	167
School score.....		3.4

teacher, making a total of forty-eight evaluations. The school score on this phase of instruction was (3.4), which is four tenths of a point above the average score or rank for the nation as a whole. The textbooks and other instructional materials seem to be adequate.

Table 24 presents a summary of evaluations of methods of appraisal as they were checked by all teachers. There are thirty-six evaluations, or three to each teacher. The average score for the evaluated school is (3.1), which is one tenth of a point above the national norm.

TABLE 24

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

Evaluations	Number of Evaluations	Product of A and B
(A)	(B)	(C)
5	..	..
4	7	28
3	26	78
2	3	6
1	..	..
Total.....	36	112
School score...		3.1

It has now become an accepted fact that instruction is not confined to the narrow space of the classroom and to the contents of textbooks. It goes out into the community and considers the many phases of environment in order to give the student a broader view, and at the same time, a better understanding of the society to which he is a contributing part. Spears says:

The classroom or the school is no longer a restricted unit of society. The school is rightfully incorporating the community into its learning environment, and there is a growing respect for curricular activities that originate in the life of

the community. Field trips, firsthand experiences, and social and other activities directed by the school outside its own plant are growing in popularity.⁴

He further states the position of behavior as to proof of learning when he says:

As educators more and more are looking upon behavior as the proof of learning, the classroom walls are losing their former position as a boundary between educational and the so-called extra-educational or extra-curricular activities. The walls of the school plant itself fade into the whole life of the community.⁵

In the evaluated school, the textbooks, as previously stated, are satisfactory. They are not regarded by the teachers as full authority in the field. Their contents are understood to be limited and incomplete. They are looked upon as providing materials for use in the solution of problems rather than sources of information to be memorized. Stormzand says:

That textbooks should have a prominent place in our methods in instruction is easily explained, and is to a very large degree justifiable. The chief purpose of this book is to show teachers how they may gradually progress from this necessary form of inexperienced instruction to higher levels of professional efficiency by substituting more and more, some of the other general methods of instruction that have been evolved. This purpose is not merely to give variety to instruction and learning, but to improve their effectiveness as well.⁶

⁴Harold Spears, Secondary Education in American Life, p. 147.

⁵Ibid., pp. 147-148.

⁶Martin J. Stromzand, Progressive Methods in Teaching, p. 2.

The faculty use problem-solving methods in their classroom procedures. This is done by directing students in the right methods in seeking to find out needed information. When students learn this way, they will become independent thinkers and need teacher guidance only on new problems.

Briggs says:

There is general agreement that youth should learn to take the responsibility for thinking for themselves and thus for coming to sound conclusions about the worth of the tasks that they may undertake. There should be equally general agreement that teachers should assume the responsibility for judging the worth of the experiences proposed, by them and others, for youth to have as contributory to the educative process.⁷

Table 25 is a summary table form showing the primary scores of the evaluated school's instructional program on classroom activities, use of the community and environment, textbooks and other instructional materials, and methods of appraisal. There was no special committee score, but the general evaluation scores are included in this table. These primary scores are, by means of a conversion table, converted into percentile scores. For computing the final equivalent percentile, or summary score, for the entire instructional program of the school, the percentile scores are weighted, using the Alpha, or complete scale. These weighted percentiles are averaged to compute

⁷Briggs, op. cit., p. 223.

the summary score. The percentile scores and the final summary scores are plotted on educational thermometers, shown in Fig. 12.

The scores given on the results of instruction in the Quanah High School do not have any authentic data on which to make comparisons, since this is a new phase of the study. In classroom activities, the school has a percentile rank of sixty-two, which seems adequate. In the use of the community and environment, the score of fifty-five is made, which is in the average group.

The teachers and advisers of the school have scored the textbooks and the other instructional materials as sixty-six, which is sixteen points above the median score. The methods of appraisal, the testing program of the teachers of the evaluated school, have a percentile score of fifty-four, which is four points above the national norm. On general evaluation of the instructional program of the evaluated school, a percentile rank of sixty-two is made, which is twelve points above the national norm.

The percentile score on summary for the entire instructional program of the Quanah High School is sixty-seven. This is seventeen points above the national norm and twenty-six points above the average of all Southern schools.

TABLE 25

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

Item	Computation of Primary Scores			
	Evaluations	Total	Divisor	Score
Classroom activities..	3.3
Use of community.....	3.2
Textbooks.....	3.4
Methods of appraisal..	3.1
Special committee.....	N
General evaluation....	3.3

TABLE 25 -- Continued

Computation of Summary Scores				
Percentile	Weights			Weighted Percentiles
	Alpha	Beta	Gamma	
62	25	25	35	1550
58	10	..	..	580
66	10	..	..	660
54	10	10	..	540
N	35	65	65	..
62	10	..	..	620
Totals.....	100	100	100	3950
Summary score (divide by 100, unless there are "N's" in the "Percentile" column.....)				61
Equivalent percentile (from summary conversion table).....				67

INSTRUCTION

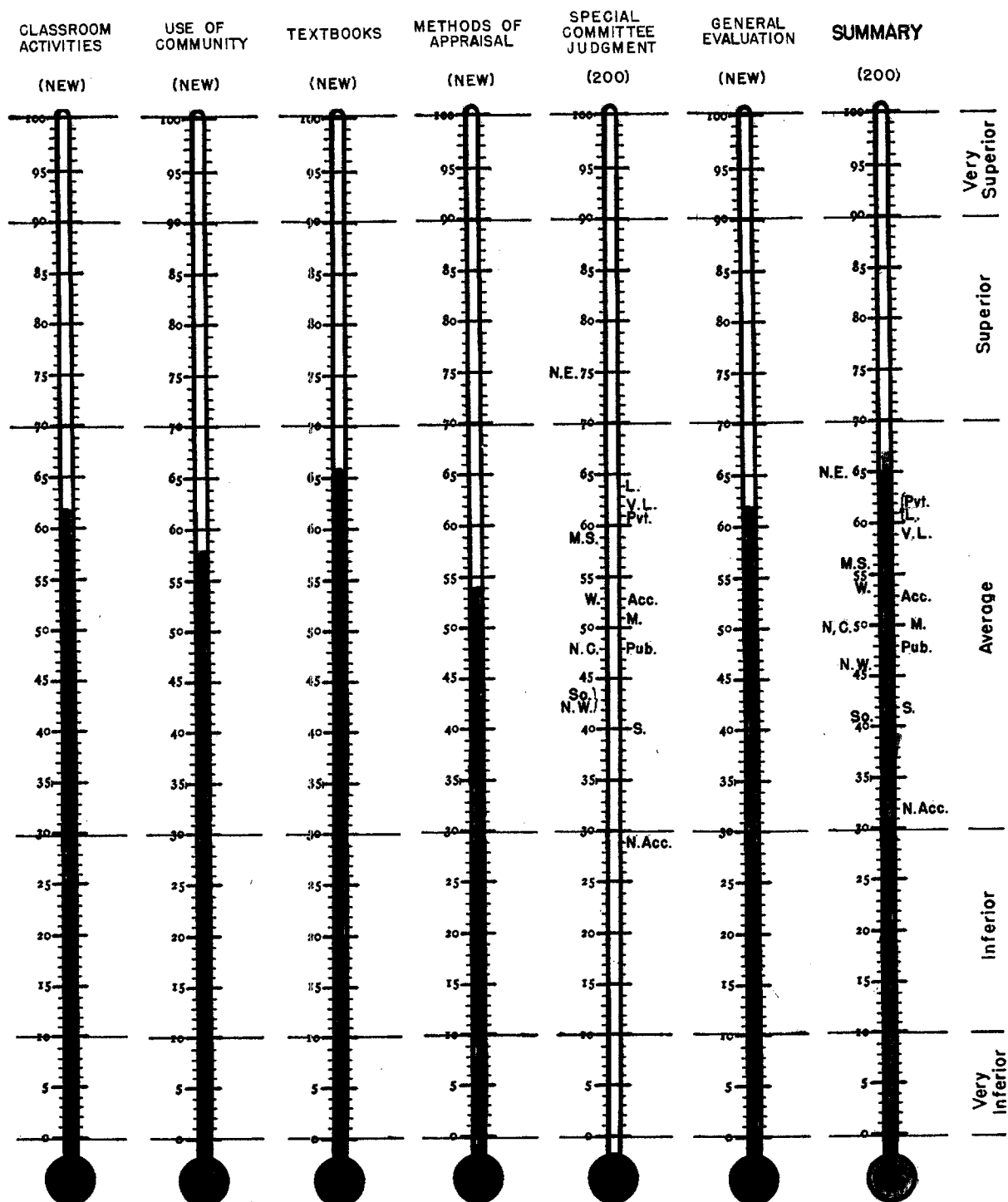


Fig. 12. -- The educational temperatures showing the percentile scores of instruction in the Quannah High School.

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).

It is recommended that the teachers and the administration continue to "sell the schools" to the community and to encourage the community to help enrich classroom experiences.

It is further recommended that the best diagnostic and standardized tests be studied and used by the faculty. That the results be taken as a guide in pupil progress rather than for use in making comparisons of groups, should be recognized and practiced is an indisputable fact. An occasional faculty meeting or panel should be held for the purpose of reviewing some of the specific cases which will arise. In this way different ideas will be given which will lead to a better solution of the problems at hand.

CHAPTER IX

OUTCOMES OF THE EDUCATIONAL PROGRAM

The schools should not expect their educational program to be supported unless it is so planned that desirable outcomes are very evident. The administration and staff too often depend on unreliable means of measuring outcomes. Personal opinions are often used to measure outcomes. This plan is not reliable because of the human element that enters into such a form of measuring. The organization of the school, the pattern of the educational program, and the practices in school administration have little justification except as they stimulate and facilitate educational progress.¹

The guiding principles for the outcomes of the educational program are stated as follows by the Cooperative Study of Secondary School Standards:

In the educational program of a good secondary school, major concern should be given to attaining desirable outcomes and to the various kinds of evidence indicating that such outcomes are being realized. It may be necessary to test some outcomes by departments or in class groups. This, however,

¹William L. Wrinkle, The New High School in the Making, p. 24.

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.²

The principles as given in the above quotation were constantly before the writer when checking the items of the checklist and scoring the evaluations in this chapter.

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

²Evaluative Criteria, p. 83.

The School's Procedures for Evaluating Outcomes

The items in the checklists designed to measure the school's procedures for evaluating outcomes were checked with the proper symbols to indicate how well the school had met the conditions or provisions:

- (-) 1. Procedures for evaluating outcomes are being constantly improved.
- (-) 2. Responsibility is placed upon the supervisory staff for studying new evaluation techniques.
- (0) 3. Activities of pupils during out-of-school hours are studied.
- (/) 4. Systematic appraisal is made of the achievement 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.
- (0) 9. Cooperation of parents and other members of the school community in evaluating the outcomes of the educational program is systematically sought.
- (-) 10. Informal observations of pupils are recorded in some form such as an anecdotal record.
- (-) 11. Pupil appraisal of the outcomes of the educational program is encouraged.³

Only two of the above items were checked (/), six were checked (-), and three were checked (0). This indicates that the school needs to study more thoroughly its procedures for evaluating outcomes. Activities of pupils during out-of-school hours was given a check of (0), indicating that the conditions or provisions were not present

³Ibid.

or were not satisfactory. Cooperation of the parents and other members of the school community in evaluating the outcomes of the educational program is not practiced to any appreciable degree. This is a weakness of the school, since it is a valuable source of help.

As the chief institution developed by society for education, the school should actively seek the advice and cooperation of community agencies in planning and carrying on the educational program of the school.⁴

Outcomes in the Principal Subject-Matter Fields

In evaluating the school as to subject-matter fields, the heads of the different departments were asked to check the items in the checklist in their field of work.

The following checklist items, checked with the proper symbols, measure the outcomes in the English department of the evaluated school:

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

- (-) 1. Reading and interpreting a variety of literary products.
- (-) 2. Evaluating the quality of literary products.
- (-) 3. Understanding the relation to their own lives of current social problems as revealed in literature.
- (-) 4. Enjoying and developing a taste for good literature.
- (O) 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.

⁴Ibid., p. 6.

- (/) 7. Understanding characteristic literary and social trends and movements.
- (-) 8. Reading rapidly and effectively.
- (/) 9. Using English correctly and effectively in various types of written discourse.
- (/) 10. Developing a speaking voice habitually characterized by clearness, distinctness, and good modulation.
- (-) 11. Understanding the underlying principles of speech production.
- (-) 12. Observing in ordinary conversation those speech forms sanctioned by correct usage.
- (/) 13. Participating in class discussion, public speaking, story telling, dramatics, and other forms of oral discourse.
- (-) 14. Producing, where talent warrants it, work of a creative nature in written or spoken forms.⁵

Of the fourteen items in the above checklist, five were checked (/), indicating that the conditions or provisions were present or met to a very satisfactory degree; eight were checked (-), indicating that the conditions or provisions were present to some extent or only fairly well met; and one was checked (0), indicating that the condition or provision was not present or was not satisfactory. The results of this study reveal that the school is average on most of the items checked; however, some study needs to be made in regard to proper skills, habits, tastes, and appreciations to be formed toward reading and speaking in the English language. Wrinkle in the following excerpt says:

Speaking in broad terms, the program should recognize its function to be the development of reading abilities and skill, abilities in oral and

⁵Ibid., pp. 84-85.

written expression, and standards of literary appreciation. . . . Therefore, objectives of major importance are the development of an effective vocabulary and a knowledge of the functions of words in sentences in order that clear and meaningful expression of ideas, orally or in writing, may be possible.⁶

Ancient language, arts and crafts, industrial arts, and vocational shop and related work are not offered in the evaluated school. Some shop work is offered in the present courses in vocational agriculture.

Spanish is the only modern language taught. This course is very valuable at the present time due to the war. The modern modes of travel and communication bring the countries of Central and South America close to this country.

The items in the checklist that measure conditions relating to modern language were checked to indicate how well the conditions existed in the school:

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

- (✓) 1. Knowledge of vocabulary.
- (-) 2. Knowledge of the structure of the language.
- (-) 3. Reading the language extensively and understanding it readily.
- (✓) 4. Increased ability to read the language at sight.
- (-) 5. Increased understanding and effective use of English.
- (0) 6. Reading and interpreting different kinds of literature written by a variety of authors.

⁶Wrinkle, op. cit., p. 78.

- (/) 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.⁷

Four of the above items were checked (/), seven were checked (-), and one was checked (0). From this it is seen that the school is doing fairly good work in the modern language field. The Spanish classes have grown in size due to interest having been stimulated by the presentation of programs in clubs and by one assembly being given over each year to the Spanish class and club. The lowest score was made on reading and interpreting different kinds of literature written by a variety of authors. One reason for studying foreign language is to be able to understand the customs of the countries of the world. Howard says:

No more contentious subject exists today than the overshadowing problem of American foreign policy and its relation to the new international order. Uppermost in the minds of the people of this country, and in the minds of all countries, is the absorbing question, "What is the probable course of American opinion and policy with regard to the war?"⁸

⁷Evaluative Criteria, p. 86.

⁸Greame K. Howard, America and a New World Order, p. 1.

The following checklist is for evaluating outcomes of the educational program in mathematics:

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

- (-) 1. Making computations and making 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.
- (0) 5. Developing clear, definite concepts of quantitative relationships.
- (-) 6. Using and interpreting graphs and other means of visualizing relationships.
- (0) 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.⁹

Two of the above items were checked (/), five were checked (-), and two were checked (0). Seven of the nine items were checked average or above, which indicates the outcomes of instruction in mathematics in the evaluated school as average. The mathematics students seem to have acquired skills in the checking of results and in being accurate; in understanding the nature of proof and in showing facility in the use of inductive and deductive reasoning; in using and interpreting graphs and in analyzing and

⁹Evaluative Criteria, p. 86.

interpreting problems in out-of-school life; in understanding principles and in applying them to practical situations. The results show, however, that the students are not developing appreciation of mathematical elements in such fields as art, music, architecture, astronomy, games, and industry.

The items in the checklist relating to outcomes in the sciences were checked to indicate how well the provisions had been met by the school.

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

- (✓) 1. 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.
- (O) 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 plan, desires, and well-being.

- (-) 11. Recognizing the use of electricity to promote man's plans, desires, and well-being.
- (/) 12. Recognizing the use of sound to promote man's plans, desires, and well-being -- speech, sound pictures, radio, music, telephone, etc.
- (-) 13. Recognizing and applying natural laws or principles in tools and machines; recognizing the operation of these laws in plants, animals, and nature in general.
- (-) 14. Learning to reason correctly from data to conclusions.
- (-) 15. Demonstrating skill in use of laboratory equipment.
- (-) 16. Employing a critical attitude toward claims in advertisements of commercial products.¹⁰

Of the sixteen items listed above, six were checked (/), nine were checked (-), and one was checked (O). The outcomes of instruction in science are seen to be average. There is a decided weak point, however, in that no provision is made for recognizing the part played by chemical reaction in medicines, cosmetics, clothing, and industrial processes. Fair skill is demonstrated in the pupils' use of laboratory equipment, and an increasing critical attitude is being encouraged in regard to claims in advertisements of commercial products. Most of the students in science have learned to reason fairly well and reach conclusions from given data.

For men to be free and happy certain material wants must be satisfied. Food, clothing, shelter, and a sense of security are necessary. Men have always hoped for better material conditions of living

¹⁰Ibid., p. 87.

and science has made it possible for men of today to enjoy material comforts. In a despotism, however, men are of no importance, consequently the advances of science are directed towards war to keep the people in line.¹¹

The following checklist items checked with appropriate symbols show the evaluation of the outcomes of the educational program in the social studies:

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

- (/) 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.
- (O) 7. Relation of density of population to natural resources.
- (O) 8. Relation of density of population to modes of living and of culture; its effect on personal independence.
- (O) 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.

¹¹P. M. Bail, "The Function of Science in Democracy," Science Education, January, 1942, p. 1.

- (-) 14. Importance of being an intelligent producer and consumer; resistance to propaganda and pressure salesmanship.
- (/) 15. Constant struggle for security, liberty, and equality.
- (-) 16. Education and the school; preservation and transmission of culture; enrichment of culture.
- (-) 17. Similarities and differences between races and cultures and their relation to form of government.
- (-) 18. Democracy as a mode of living, thinking, understanding, cooperating, and sharing responsibility.
- (0) 19. Nationalism and internationalism; humanitarianism; world peace.
- (/) 20. Relationships between capital and labor.
- (/) 21. Laissez-faire versus planned economy.
- (/) 22. Formation of public opinion.
- (/) 23. Conservation of human as well as natural resources.
- (-) 24. Economic and social maladjustments.
-) 25. Necessity for collection and use of data in the solution of problems.¹²

Of the above items, nine were checked (/), twelve were checked (-), and four were checked (0). There is definite evidence that pupils are understanding the desirability and the necessity of government and law. The pupils are learning how man's increasing control over nature through increasing knowledge and inventions affects the lives of all. The students are being taught the importance of being an intelligent producer and consumer and how to think for themselves in order to resist propaganda and salesmanship. The results of the study show a weakness in the relation of density of population to modes of living and of culture; its effects on personal independence and nationalism and

¹²Evaluative Criteria, p. 88.

internationalism, humanitarianism, and world peace. One of the purposes of social studies is stated by Morrison as follows:

The problem at bottom evidently is to build up in the younger generation a series of intelligent attitudes toward government in general and toward American civil institutions in particular.¹³

Millis and Millis in their summary of social studies say:

As modern society becomes more fully organized on an economic basis it becomes necessary that the school train its pupils in the economic principles which constitute the platform of American life. The common man needs such training as well as the leader, the laborer as well as the capitalist.¹⁴

The items in the following checklist were checked with the appropriate symbols to indicate the outcomes in music in the evaluated school:

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

- (/) 1. Appreciating harmony and beauty of tone produced by the voice, and distinguishing the good from the poor.
- (/) 2. Appreciating harmony and beauty of tone produced by 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.
- (N) 5. Producing musical work of a creative nature.
- (-) 6. Understanding and appreciating the history of music and its contributions to our culture.

¹³H. C. Morrison, The Practice of Teaching in the Secondary School, p. 174.

¹⁴William A. Millis and Harriet H. Millis, The Teaching of High School Subjects, p. 216.

- (-) 7. Understanding musical theory and harmony.
- (-) 8. Understanding the form and structure of various types of musical composition.
- (-) 9. Recognizing the principal works of the leading composers.¹⁵

Four of the above items were checked (/), four were checked (-), and one was checked (N). It is seen by the above checks that the music program seems to be adequate. The main weakness in the department is that no provision is made for composition or creative work. There is definite evidence that appreciation of harmony and beauty of tone produced by the voice or by musical instruments is being developed.

The following statements from Wrinkle seem to sum up the true aim of music:

In a modern program of music education the full enjoyment of participation in musical activities is the greatest aim. Factual knowledge, ability to perform well, appreciation of various types of music, all are desirable by-products or means to an end. . . . If there is a desire to participate in a certain type of music activity by the student, certainly an opportunity to engage in that activity should be provided by the school.¹⁶

The items in the checklist below have been checked to show the outcomes of the educational program in homemaking:

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

¹⁵Evaluative Criteria, p. 89.

¹⁶Wrinkle, op. cit., p. 190.

- (-) 1. Managing personal finances effectively -- selecting and purchasing goods and services on the basis of value and appropriateness.
- (-) 2. Assisting with family financial problems -- accounting, budgeting, purchasing goods and services.
- (-) 3. Managing time and energy for self and assisting in planning for the division of activities among members of 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 furnishing 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 relations 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 sickness and accidents.
- (-) 13. Understanding suitable procedures in infant and child care.¹⁷

¹⁷Evaluative Criteria, p. 91.

Six items in the above checklist were checked (✓), and seven were checked (-). The school seems to be doing fairly well in this phase of instruction. There is definite evidence that the pupils have developed desirable habits, skills, and tastes in selecting, making, caring for, and repairing clothing for themselves and members of their families. They are being taught how to buy, prepare, serve, and care for food. Through a Summer Home Project they have been assisting in the guidance of the physical, social, and educational development of children in the family and in the community. More should be done toward managing personal finances effectively -- selecting and purchasing goods and services on the basis of value and appreciation.

The items in the checklist that measured outcomes in agriculture were checked with the proper symbols to indicate how well the conditions or provisions existed in the school:

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

- (✓) 1. Effectively using and caring for farm tools or machines.
- (-) 2. Estimating the worth of farm tools and machines and 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.¹⁸

Seven of the above items were checked (✓), and three were checked (-). In the light of these checks it can be seen that the school is above average in this phase of its instruction. Definite objectives are set up at the beginning of each school year and are executed throughout the full twelve months. As soon as one project is finished, the boys are encouraged to take up a new one where the results of the first can be used. There is definite evidence that the pupils have developed desirable skills in feeding and caring for farm animals; propagating and caring for plants; maintaining, conserving, and fertilizing the soil; and in budgeting and marketing.

In the following excerpt from Millis and Millis is expressed the value of training given in agriculture:

The boy is trained for farming by causing him, as the approach to vocational mastery, to acquire a knowledge of the different soils, the constituent elements, how procured, the normal proportions, the physical conditions necessary to plant growth, the best tools to employ in securing the desired physical conditions of the soil.¹⁹

The business education program of the evaluated school has been studied and appropriately scored on the following criteria:

¹⁸Ibid., p. 92.

¹⁹Millis and Millis, op. cit., p. 353.

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

- (/) 1. Displaying 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.
- (-) 5. Knowing business practices and being proficient in those business skills needed by all intelligent consumers.
- (0) 6. Developing a personality which will be welcomed in business and society alike.
- (-) 7. Understanding ethical business standards.²⁰

Two of the above items were checked (/), four were checked (-), and one was checked (0). This is below the average. Schools have been too limited in their facilities for offering business education. This should not be the case, especially during this emergency when the demand for workers trained in business education is so great. Wrinkle says:

By making typewriting for personal use available to younger students and removing economics and other courses which can be logically placed in other areas, the courses remaining should obviously enroll students for vocational reasons. . . . The commercial arts program should then become a unified general course devoted to the total job of preparation for the type of

²⁰Evaluative Criteria, p. 92.

business activity to be recognized by the program -- secretarial work, clerical work, or selling.²¹

The items for measuring the outcomes of health and physical education for boys were checked with the proper symbols:

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

- (/) 1. Appreciating the value and advantages of good health and health habits.
- (0) 2. Understanding the human organism and its functions and the functions of its units.
- (0) 3. Having periodic medical and health examinations.
- (-) 4. Following recommended medical treatments and health rules.
- (0) 5. Taking proper care of eyes, ears, teeth, gums, skin, hair, scalp, feet, hands, and nails.
- (0) 6. Sleeping and resting sufficiently.
- (-) 7. Eating and dressing properly, so as to promote health.
- (-) 8. Developing and maintaining good mental health -- healthful attitudes and emotional life.
- (-) 9. Engaging regularly in physical activities adapted to the needs of the individual.
- (0) 10. Developing leisure recreation, including out-of-door activities.²²

Only one of the above items was checked (/). Four were checked (-), and five were checked (0). This indicates that the health and physical education program for boys in the evaluated school is very inferior. This might be attributed to the failure of the administration to provide equipment for an effective physical education program, or to

²¹Wrinkle, op. cit., pp. 143-144.

²²Evaluative Criteria, p. 93.

the failure of the State Department of Education to enforce the requirements of an effective physical education program in the public schools. There is definite evidence that the pupils appreciate the advantage and value of good health and health habits. More work should be presented toward understanding the human organism and its functions and the functions of its units. The program should provide for periodic medical and health examinations, and instruction in effective health habits.

The items designed to measure the outcomes in the health and physical program for girls were marked with the proper symbols to indicate how well the condition or provision had been met in the school:

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

- (✓) 1. Appreciating the value and advantages of good health and health habits.
- (-) 2. Understanding the human organism and its functions and the functions of its units.
- (0) 3. Having periodic medical and health examinations.
- (0) 4. Following recommended medical treatments and health rules.
- (-) 5. Taking proper care of eyes, ears, teeth, gums, skin, hair, scalp, feet, hands, and nails.
- (-) 6. Sleeping and resting sufficiently.
- (-) 7. Eating and dressing properly, so as to promote health.
- (-) 8. Developing and maintaining good mental health -- healthful attitudes and emotional life.

- (-) 9. Engaging regularly in physical activities adapted to the needs of the individual.
- (-) 10. Developing leisure recreations, including out-of-door activities.²³

Of the above items, only one was checked (✓), seven were checked (-), and two were checked (O). There is definite evidence that the pupils appreciate the value and the advantage of good health and health habits. Some effort has been made to provide equipment for offering an effective program in physical education for girls. An archery range has been added during the past year. A better dressing room and shower facilities are badly needed.

Outcomes in the Attitudes and Appreciations

The following checklist is designed for evaluating the school's educational program in attitudes and appreciations:

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

- (✓) 1. Open-mindedness -- willingness to revise opinions and conclusions in the light of new evidence.
- (-) 2. Critical-mindedness -- disposition to seek causes or explanations, to weigh evidence carefully, and to withhold judgments until sufficient evidence is available.
- (-) 3. Concentration -- ability to give attention through a considerable period of time in spite of difficulties or distractions.
- (-) 4. Industriousness -- disposition to use time and ability effectively and constructively.

²³Ibid.

- (/) 5. Responsibility -- willingness to acknowledge responsibility for one's acts and obligations.
- (-) 6. Self-reliance -- willingness to make decisions and carry out plans oneself instead of depending on others or the school.
- (/) 7. Self-control -- ability to avoid display of temper or uncontrolled emotion.
- (/) 8. Creativeness -- desire to do or say things in a new and better way.
- (/) 9. Enthusiasm -- readiness to enjoy life and participate in its wholesome activities.
- (-) 10. Social-mindedness -- willingness to subordinate personal advantage to the common welfare.
- (/) 11. Cooperation -- desire to work harmoniously with others.
- (/) 12. Tolerance -- good will toward individuals or groups of different race, customs, or opinions.
- (/) 13. Courtesy -- consideration in relations with others.
- (/) 14. Generosity -- willingness to share opportunities or privileges.
- (/) 15. Honesty -- integrity in handling money; straightforwardness; sincerity in personal relationships.
- (/) 16. Dependability -- practice of fulfilling promises, discharging obligations, and finishing tasks.
- (/) 17. Loyalty -- devotion to the interests of friends, school, home, community, nation.
- (-) 18. Appreciation of beauty in nature and art.
- (/) 19. Appreciation of good workmanship.
- (/) 20. Appreciation of home and family.
- (/) 21. Appreciation of spiritual and religious values.
- (/) 22. Appreciation of commendable conduct and qualities in others.
- (/) 23. Appreciation of one's own ability and worth.
- (/) 24. Appreciation of the value of law and constituted authority.²⁴

Seventeen of the above checklist items were checked (/),

²⁴Ibid., p. 95.

and seven were checked (-). The school seems strong in the outcomes of attitudes and appreciations. The pupils show evidence of accepting responsibilities -- willingness to acknowledge responsibility for one's acts and obligations. Self-control -- ability to avoid display of temper or uncontrolled emotion -- is in evidence. Honesty, integrity in handling money, dependability, practice of fulfilling promises, discharging obligations, and finishing tasks are shown. The pupils also show evidence of having developed desirable appreciation of beauty in nature and art; they appreciate good craftsmanship; they appreciate the value of law and constituted authority; and they also appreciate spiritual and religious values.

The outcomes of the entire educational program of the Quanah High School were scored on the following evaluative questions:

- (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?
- (2) 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?
- (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 and around the school?
- (4) 9. To what extent do pupils have a functional knowledge of the vocabulary and structure of the language studies?
- (3) 10. How well do pupils read the language studies with a minimum of translations?
- (3) 11. How well do pupils use the language studies in oral discourse?
- (3) 12. How effectively is a better understanding of English developed?
- (3) 13. How great is the understanding of the contributions to our culture of the people whose language is being studied?
- (3) 14. How efficient are pupils in the use of mathematical concepts, processes, and symbols?
- (3) 15. How effectively do pupils use and understand graphic methods?
- (3) 16. How extensively and effectively do pupils use mathematics in other school subjects and in general school activities?
- (4) 17. How well do pupils understand elementary science concepts?
- (4) 18. How satisfactorily have pupils developed appropriate scientific attitudes?
- (3) 19. How extensive is the recognition by pupils of the presence of physical, chemical, and biological factors in their daily environment?
- (3) 20. How well do pupils give evidence of applying scientific principles to phenomena with which they come in contact?
- (3) 21. How well do pupils understand contributions of the past to our present civilization?
- (4) 22. How thoroughly do pupils understand the structure and function of local, state, and national governmental agencies?
- (3) 23. To what extent are pupils interested in identifying and studying economic, political, and social problems?
- (2) 24. How actively and intelligently do pupils discuss contemporary economic, political, and social problems?
- (3) 25. 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) 26. What degree of excellence is shown by pupils in ensemble work?
- (4) 27. How great is the excellence shown by pupils who have definite musical ability when they perform individually?

- (4) 28. To what extent do pupils show appreciation of good music?
- (4) 29. To what degree do pupils show intelligence in the selection of goods (food, clothing, equipment, furnishings) and services on the basis of values?
- (4) 30. How well have the necessary skills for home-making been developed?
- (3) 31. To what extent do pupils demonstrate appreciation of beauty through making self and surroundings more attractive?
- (3) 32. To what degree do they show understanding of children and child welfare?
- (4) 33. To what extent are pupils intelligent in the selection and use of tools and machines?
- (4) 34. To what extent are they intelligent in the care and breeding of farm animals?
- (3) 35. To what extent are they intelligent in the care and propagation of plants?
- (3) 36. To what extent do they show understanding and appreciation of farm life and agriculture?
- (4) 37. To what extent is the work in agriculture improving farm practices and activities in the community?
- (3) 38. How effectively are pupils prepared for vocational service?
- (3) 39. How well do pupils understand the importance of personal qualities in securing and holding a job?
- (3) 40. How well do they appreciate the part business plays in the everyday life of the individual and of society?
- (3) 41. How well do boys practice desirable health habits?
- (2) 42. How satisfactory are skills necessary for participating in life-long physical activities being developed?
- (2) 43. To what extent are remediable defects, both medical and orthopedic, being recognized and corrective procedures carried out?
- (3) 44. How well do girls practice desirable health habits?
- (2) 45. How satisfactorily are skills necessary for participating in life-long physical activities being developed?
- (2) 46. To what extent are remediable defects, both medical and orthopedic, being recognized and corrective procedures carried out?
- (3) 47. How satisfactorily have pupils attained desirable personal attitudes?
- (4) 48. How satisfactorily have pupils attained desirable appreciations?

- (3) 49. How well do outcomes of the educational program accord with the philosophy of education and objectives as described in Section B?
- (4) 50. 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?
- (3) 51. To what extent is the school identifying problems in the outcomes of the educational program and seeking their solution?²⁵

The average score for the outcomes of the educational program in the evaluated school is (3.1). This is one tenth of a point above the median for all schools measured.

Summary and Recommendations

Table 26 presents a summary of the evaluations of the outcomes of the educational program of the Quanah High School. The percentile scores and the final summary percentile of outcomes of the educational program as they were computed on this summary form are plotted on educational thermometers shown in Figs. 13, 14, and 15. In evaluation procedures, the school has a percentile rank of fifty. This is a new phase of the study, and no comparison can be made. In the subject-matter field of English, the school's percentile score is sixty-six, which is sixteen points above the national norm based on the two hundred schools measured. In modern language, the percentile score is fifty-eight, which is eight points above the national norm. In mathematics, the school's percentile rank is fifty, which is an average score. The percentile rank of the school

²⁵Ibid., pp. 83-96.

TABLE 26

A SUMMARY OF THE EVALUATION OF THE OUTCOMES OF
THE EDUCATIONAL PROGRAM OF THE
QUANAH 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 N N N N	N	4	N
Modern language.....	a b c d e 4 3 3 3 3	16	5	3.2
Mathematics.....	a b c 3 3 3	9	3	3.0
Sciences.....	a b c d 4 4 3 3	14	4	3.5
Social studies.....	a b c d e 3 4 3 2 3	15	5	3.0
Music.....	a b c 4 4 4	12	3	4.0
Arts and crafts.....	a b c N N N	N	3	N
Industrial arts.....	a b c N N N	N	3	N

TABLE 26 -- Continued

Computation of Summary Scores				
Percentile	Weights			Weighted Percentiles
	Alpha	Beta	Gamma	
50	5	..	..	250
66	5	15	45	330
N	4	..	..	N
58	5	..	..	290
50	5	..	..	250
70	5	..	..	350
50	5	10	..	250
80	4	..	..	320
N	4	10	..	N
N	4	20	..	N

TABLE 26 -- Continued

Items	Computation of Primary Scores			
	Evaluations	Total	Divisor	Score
Homemaking.....	a b c d 4 4 3 3	14	4	3.5
Agriculture.....	a b c d e 4 4 3 3 4	18	5	3.6
Business education.	a b c 3 3 3	9	3	3.0
Health and physical education (boys).	a b c 3 2 2	7	3	2.3
Health and physical education (girls)	a b c 3 2 2	7	3	2.3
Vocational shop....	a b c N N N	N	3	N
Attitudes and ap- preciations.....	a b c 3 4 4	11	3	3.7
General evaluation.	a b c 3 4 3	10	3	3.3

TABLE 26 -- Continued

Computation of Summary Scores				
Percentile	Weights			Weighted Percentiles
	Alpha	Beta	Gamma	
70	4	10	..	280
72	4	..	..	288
50	4	..	..	200
26	4	5	..	104
26	4	..	..	104
N	4	..	..	N
74	20	30	55	1480
62	10	..	..	620
Totals.....	100	100	100	5116
Summary score (divide by 100, unless there are "N's" in the percentile column.....)				61
Equivalent percentile (from summary conversion table).....				71

OUTCOMES OF THE EDUCATIONAL PROGRAM (I)

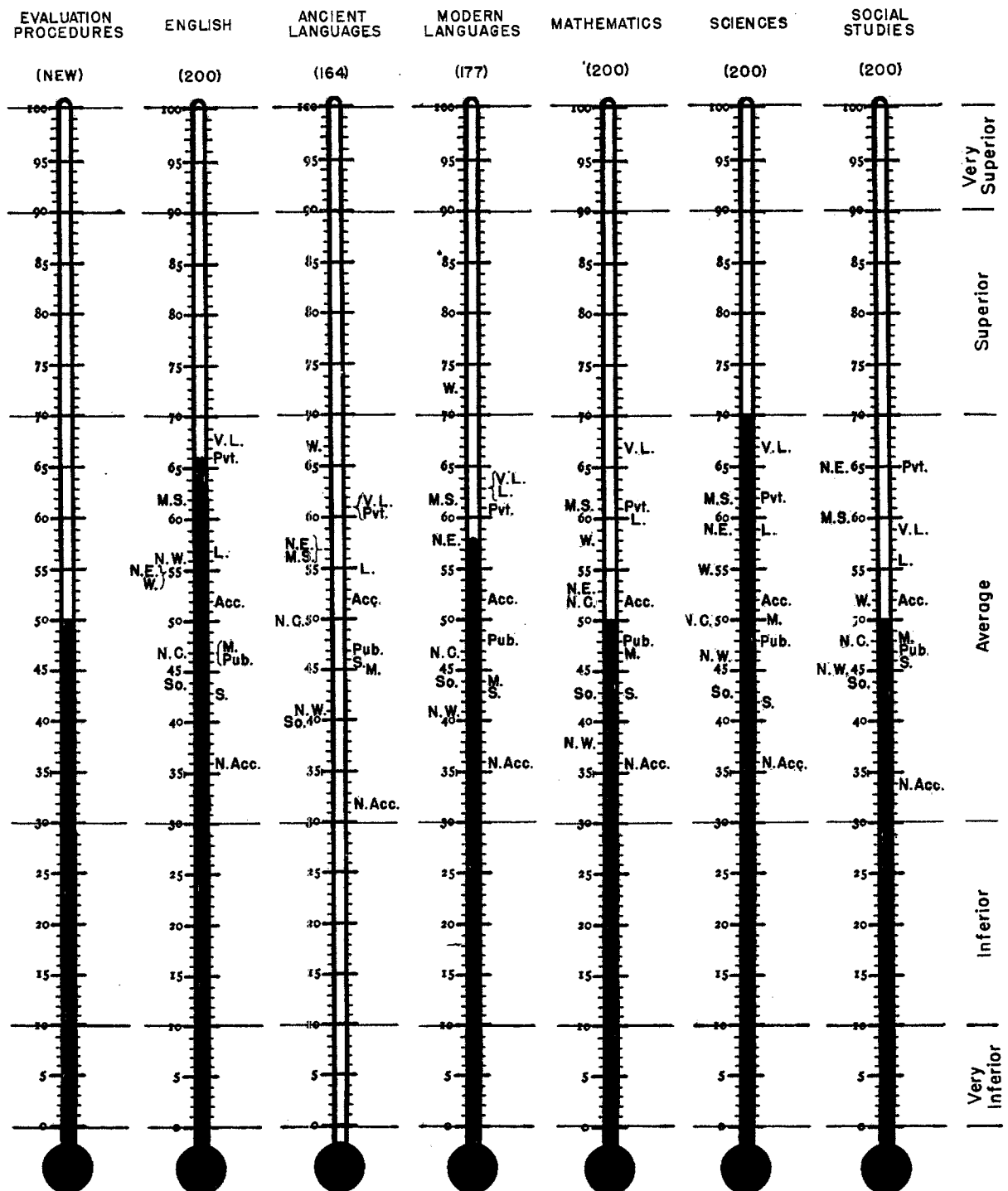


Fig. 13. -- The educational temperatures showing the percentile scores of the outcomes of the educational program in the Quanah High School (1).

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)

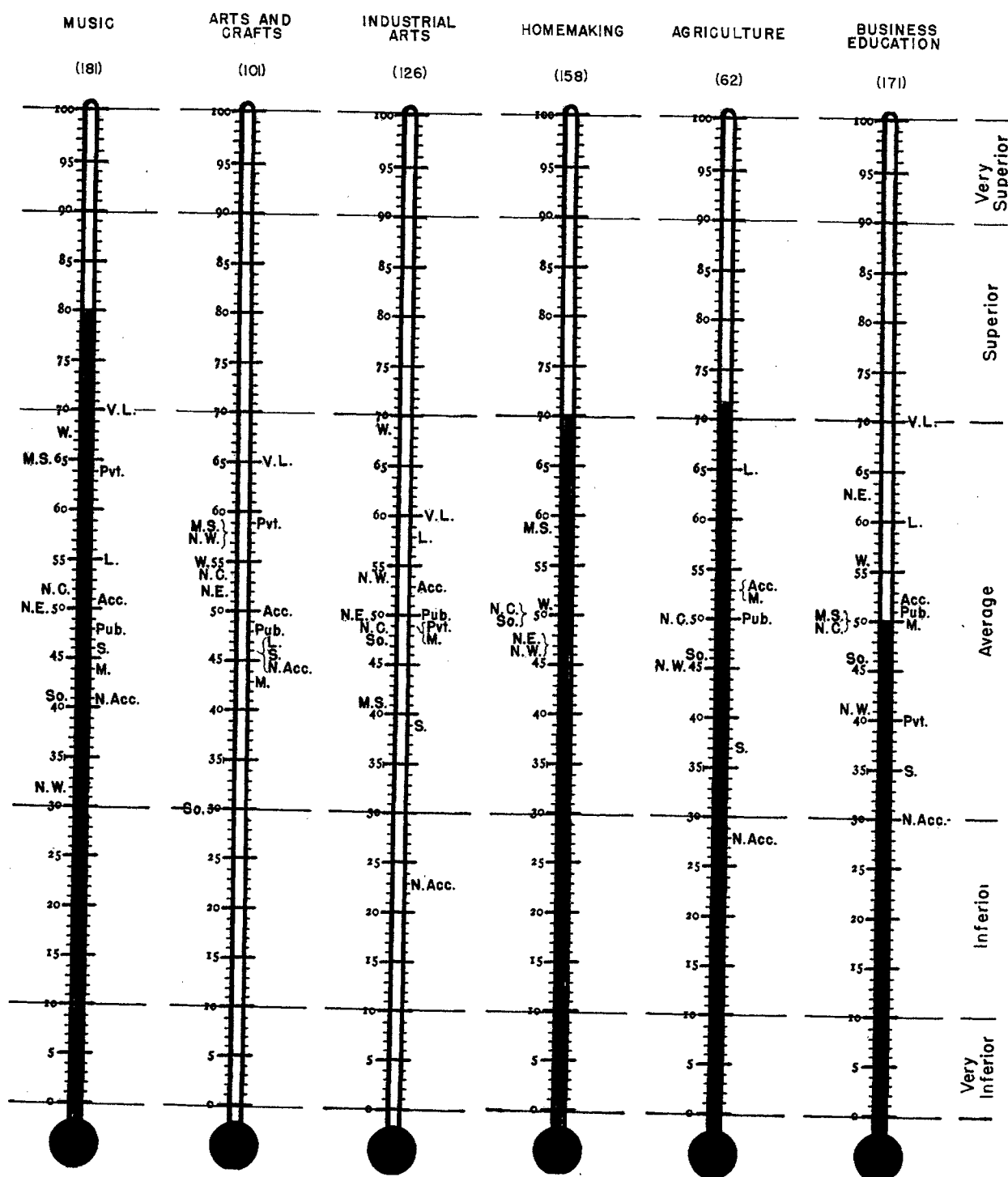


Fig. 14. -- The educational temperatures showing the percentile scores of the outcomes of the educational program in the Quanah High School (2).

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)

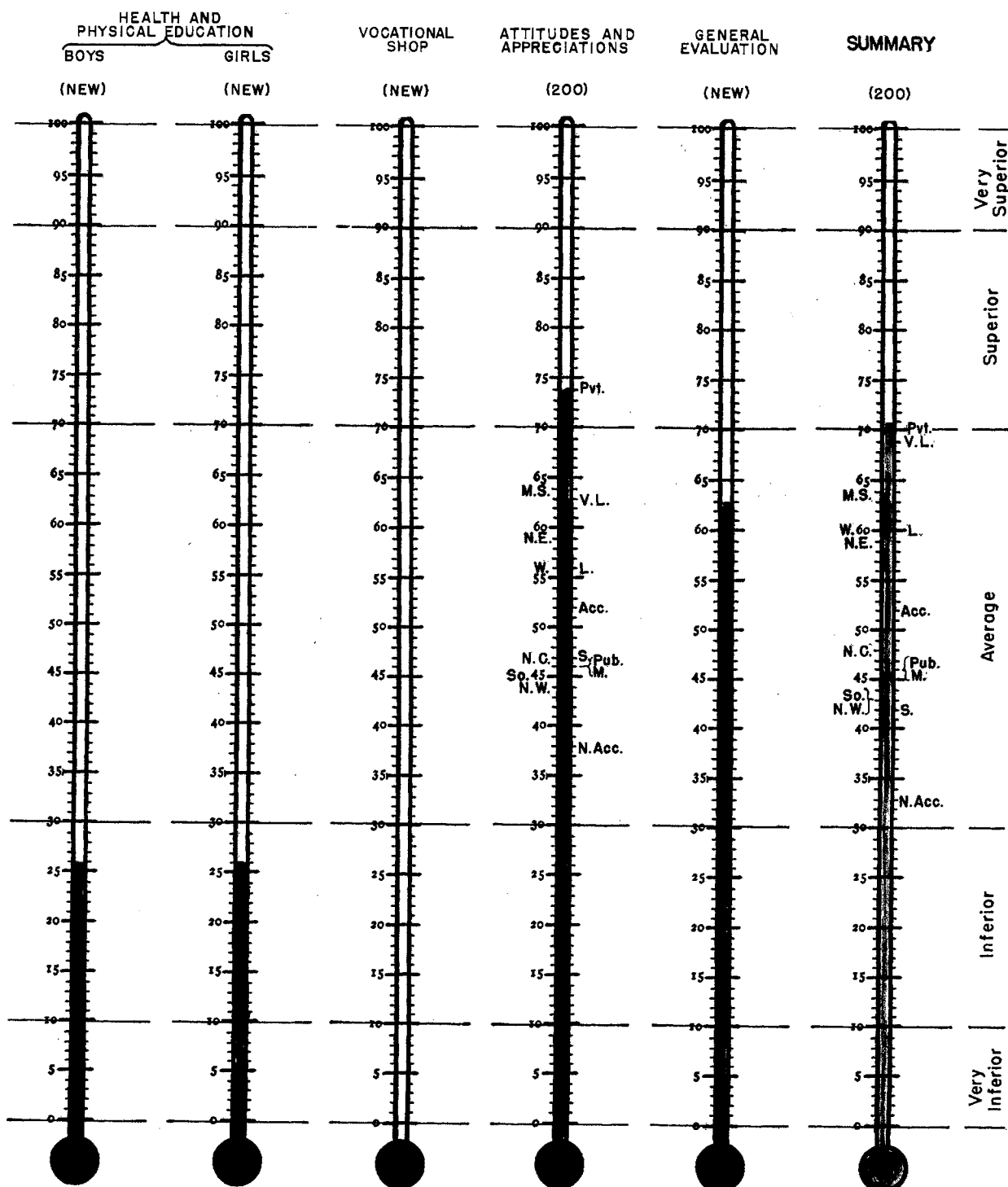


Fig. 15. -- The educational temperatures showing the percentile scores of the outcomes of the educational program in the Quanah High School (3).

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.

in science is seventy. This is twenty-five points above the average rank of all Southern schools. In social studies, the school has a percentile rank of fifty, which is an average score based on the study made by the Cooperative Study of Secondary School Standards. The highest score for the school is in music. Here the percentile rank is eighty. This is in the middle of the superior group and well above the national norm. In homemaking, the outcomes of the educational program are such as to be equal to or better than seventy per cent of the schools studied. The outcomes in agricultural instruction show a percentile rank of seventy-two, which is twenty-two points above the national norm for all schools measured. In business education, the percentile rank is fifty, which is average. In physical education for both boys and girls, the school has a percentile score of only twenty-six, which is inferior. This is the weakest phase of the educational program of the evaluated school. The school has a percentile rank of seventy-four on attitudes and appreciations, which is twenty-four points above the national norm for all schools. The final summary score of the outcomes of the educational program is seventy-one, which is twenty-one points above the average of the two hundred schools measured.

It is recommended that better programs be provided in physical education for boys and girls; and that an effort

be made to establish some phase of industrial arts and other arts and crafts. It is further recommended that the business education department be enlarged so as to meet the demand being made on this phase of the public school program at the present time.

There is a need for attempting a testing program in the school. This program should include the giving of mental, educational, diagnostic, and prognostic tests, the results of which should be used as a basis for properly guiding the pupils and the teachers.

CHAPTER X

THE SCHOOL STAFF

The Professional Staff

The school is one of the most important institutions in a community. To function as it should, cooperation must be uppermost in the minds of all concerned. The administration, the staff, the non-professional staff, and all connected with the school should be ready at all times to serve the community in which they work, if the school is to make progress.

This section includes the evaluation of the methods of selection, qualifications, improvement in service, and conditions of service of the professional staff members of the Quanah High School.

The following items in the checklist were checked with the proper symbols to show how each item was scored:

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

- (/) 4. Candidates are selected in the light of full personal, family, and health records of all candidates and in the light of their records of education and experience.
- (/) 5. Confidential recommendations from reliable persons who are well acquainted with the candidate are secured; these 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 general teacher planning and participation rather than by monopolization of time by one or a few individuals.
- (O) 9. The staffs constantly study the school's aims and philosophy of education.
- (-) 10. They are definitely studying the improvement of teaching.
- (-) 11. They are definitely studying the improvement of the library and its service.
- (/) 12. They are definitely studying the problems of guidance and the improvement of guidance service.
- (-) 13. They are definitely studying the pupil activity program and seeking to improve it.
- (-) 14. They are definitely studying how to promote health and health conditions of pupils and school.
- (-) 15. They are actively studying the curriculum and how to improve it.
- (/) 16. They are actively cooperating in other phases of school improvement, such as better use of English, respect for property, beautification of the school plant, and better school and community relations.
- (/) 17. The school has a definite salary schedule for professional staff members.
- (O) 18. The maximum, minimum, and average salaries are related to appropriate standards of living and social and economic conditions in the community.
- (-) 19. The initial salary in the schedule is determined chiefly by the amount of training and experience of the candidate.
- (/) 20. Regular increments in salary are spread over a large proportion of the potential service career.

- (-) 21. The salary schedule is sufficiently flexible to care for special cases of unusual merit because of high qualifications, professional growth, or excellence of service rendered.
- (-) 22. Persons of the same type or rank of position receive equal salaries for equivalent training and experience (except as provided for in 21).
- (-) 23. The maximum salary for any position is approximately twice as much as the minimum salary for the same position.
- (N) 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 the employee's work and conduct merit it.
- (/) 26. The proposed dismissal of an employee on account of incompetence, misconduct, or neglect of duty is preceded by a warning and specific statement of defects, and dismissal is made only after failure of real efforts by administrative or supervisory officers to improve the employee.
- (/) 27. Employees who do not desire to continue in their positions give reasonable notice of their intention to leave.
- (-) 28. Provision is made for employees to leave their regular school duties a limited number of days each year to attend professional meetings or for other professional purposes; no reduction in pay is made for such absences.
- (/) 29. Provision is made for employees to have a limited number of days of absence from school duties because of personal sickness on 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.
- (N) 32. Adequate provision is made for the proper care of the school's disabled or over-age employees.
- (N) 33. Employees are retired when old age or disability prevents further efficient service.
- (/) 34. All those employed since the introduction of the retirement system are contributors to the retirement fund and share in its benefits.

- (/) 35. Periodic actuarial investigations of the retirement system are made to insure its financial soundness.
- (/) 36. Individual retirement deposits of each employee are returnable upon withdrawal from educational service or upon death prior to retirement.¹

Of the above items, sixteen were checked (/), fourteen were checked (-), two were checked (O), and four were checked (N). In the light of the above checklist items, the school is below average. No provision is made by the school district for teacher retirement. However, all teachers participate in the state retirement plan. Leaves of absence are seldom given to teachers in order that they may continue their educational training. No provision is made for tenure; however, tenure is good in the school. Before the dismissal of any employee, he is given due consideration preceded by a warning and a specific statement of the defects. The superintendent considers the advice of the principals and heads of departments before making his recommendation to the board for the re-election of teachers. Much harmony and cooperation are evident in the selection of the professional staff members.

The evaluative questions listed below are scored for the above checklist:

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

¹Evaluative Criteria, pp. 100-105.

- (4) 3. To what extent is consideration given to the personal qualifications of prospective staff members?
- (3) 4. How well is the entire professional staff organized for improvement in service?
- (3) 5. How well has the work of improvement been done?
- (3) 6. How extensive are the efforts of these staffs, as groups, to effect improvement?
- (3) 7. How well does the salary schedule of the school meet the provisions set forth above?
- (3) 8. How carefully is the school's salary schedule being observed?
- (2) 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?
- (N) 12. How adequate is the retirement system which applies to the professional staff members of this school?²

Of the twelve evaluative questions listed above, three were scored (4), seven were scored (3), one was scored (2), and one was scored (N). The average score is (2.9), which is below the average for the schools measured in regard to staff qualifications, selections, improvement in service, and conditions in service. Some plan should be initiated to improve the conditions as to leaves of absence, especially when further study is contemplated.

The checklist given below is for the purpose of evaluating the personal and instructional qualifications of the twelve full-time members of the Quannah High School staff. Each teacher was checked individually by this checklist; the symbols indicating the way each item was checked are shown in Table 41 in the Appendix.

²Ibid.

- a. The staff members possess such qualifications as cooperation -- get along well with others; adapt plans or procedures to their needs or convenience when desirable or necessary.
- b. The staff member possesses such qualifications as sincerity and loyalty -- associates accord him respect and confidence and he accords them support.
- c. The staff member possesses such qualifications as intelligence -- resourcefulness, adaptability, and judgment enable the attainment of desirable results.
- d. The staff member possesses such qualifications as self-control -- calm, well-poised, and temperate in conduct and speech; well-modulated voice.
- e. The staff member possesses such qualifications as general culture -- broad interests; refined tastes; interesting conversation; commendable personal habits; care in dress and personal appearance.
- f. The staff member possesses such qualifications as interest in current problems -- studies them and participates in activities or organizations seeking their solution.
- g. The staff member possesses such qualifications as good mental health -- friendly, cheerful, and sanely optimistic.
- h. The staff member possesses such qualifications as enjoyment and understanding of adolescents -- pupils are cordially friendly toward him.
- i. The staff member possesses such qualifications as good physical health -- has good health habits; is energetic and physically fit; enjoys physical activity.
- j. The staff member possesses such qualifications as understanding of educative value of environmental factors -- careful as to appearance and hygienic conditions in his classroom.
- k. The teacher is thoroughly prepared in his field or fields of instruction.
- l. The teacher is adequately informed in fields which relate closely to his field of instruction.
- m. The teacher's preparation includes study of fundamental aspects of our culture, such as problems of social, economic, and political life.
- n. The teacher has made extensive study of the nature of pupil growth and development.
- o. The teacher has had experience in or contact with non-school activities which enables him to make practical applications in his field of instruction.
- p. The teacher is able to stimulate pupils to purposeful and effective study.

- q. The teacher keeps up with new developments and findings in his teaching fields.
- r. The teacher keeps up with new theories and practices in teaching procedures.³

The following evaluative questions for the above checklist were scored for each full-time teacher in the evaluated school (individual scores are given in Table 42 in the Appendix):

- 1. 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?
- 2. How satisfactory are the personal qualifications of this staff member?
- 3. How up-to-date is this teacher's preparation in his teaching field and teaching procedures?
- 4. How adequate is this teacher's ability to stimulate pupils to desirable learning activities?⁴

Of the forty-eight evaluations made for the twelve teachers, four for each teacher, two were (5), twenty-two were (4), twenty-three were (3), and one was (2). The average rating on the evaluations pertaining to personal and instructional qualifications of the teachers is (3.5), which is five tenths of a point above average.

Certain legal requirements, such as teacher's certificates, age, college training, health certificates, and specialization in subject-matter fields are necessary before being allowed to teach in most public schools. These are important and necessary, but there are many other things which should be included.

³Ibid., p. 153.

⁴Ibid.

To hold the respect and confidence of her pupils, a teacher must possess mastery of course offerings or content materials, she must be thoroughly acquainted with child nature, and she must know how to get the child to have the desired experiences in subject-matter fields. By maintaining a proper balance within this trinity of college courses -- in subject-matter, in child nature, and in method -- one acquires the ability to teach. . . . To render this service effectively, a teacher should possess such qualities as friendliness, courtesy, self-control, tact, sense of justice, and the spirit of cooperation.⁵

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

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 experienced members.

⁵Charles Myron Reinoehl and Fred C. Ayer, Classroom Administration and Pupil Adjustment, p. 494.

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.⁶

The professional staff of the Quanah High School consists of eleven full-time instructional members, a superintendent, who devotes all of his time to administration and supervision, a principal, who teaches three periods a day, and a music teacher, who teaches three periods a day in the high school and the remainder of the time in the junior high school. The total number of full-time instructional staff members is twelve. The administrative staff seems to be numerically adequate.

All schools should economize; but the theory that the first place to cut expense is in the staff is usually a false supposition.

If there are too few teachers, the efficiency of instruction will not be at its highest; if there are too many, there will be financial inefficiency and waste.⁷

The question of who should select the teachers is answered in the following quotation:

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 principal and other administrative co-workers, should be delegated to perform the function of selecting all teachers. . . .

⁶Evaluative Criteria, p. 99.

⁷Ward G. Reeder, The Fundamentals of Public School Administration, p. 59.

In fact, to give the superintendent of schools this function by state law would mean a forward step in education.⁸

Table 27 presents a summary of the evaluations of personal qualifications of all professional staff members of the Quanaah High School. The average of the evaluations is (3.7), which is seven tenths of a point above the average of all schools measured.

TABLE 27

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

Rating (A)	Number of Ratings (B)	Product of A and B (C)
5	..	..
4	8	32
3	4	12
2	..	..
1	..	..
Totals..	12	44
School score.		3.7

⁸Ibid., p. 57.

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 of the twelve full-time teachers is (3.5), which is above the average for the nation's schools.

TABLE 28

A SUMMARY OF THE EVALUATIONS OF THE INSTRUCTIONAL
QUALIFICATIONS OF THE PROFESSIONAL STAFF OF
THE QUANAH HIGH SCHOOL

Rating (A)	Number of Ratings (B)	Product of A and B (C)
5	2	10
4	14	56
3	19	57
2	1	2
1	..	..
Totals...	36	125
School score..		3.5

The adequacy of the academic preparation of the professional staff of the evaluated school is shown in Table 29. No teacher was rated (5), but six teachers were given ratings of (4), and six were rated (3). The average for academic

TABLE 29

A SUMMARY OF THE EVALUATIONS OF THE ADEQUACY OF
THE ACADEMIC PREPARATIONS OF THE PROFESSIONAL
STAFF MEMBERS OF THE QUANAH HIGH SCHOOL

Rating (A)	Number of Ratings (B)	Product of A and B (C)
5	..	..
4	6	24
3	6	18
2	..	..
1	..	..
Totals....	12	42
School score...		3.5

preparation for all the teachers of the professional staff is (3.5), which is five tenths of a point above the national norm. All teachers hold at least a bachelor's degree and some have a master's degree. All teachers are teaching full-time in their major or first-minor fields of academic preparation, with the exception of two, who teach half-time in other fields. These two teachers have had some training in the field in which they are teaching, but not enough to

meet the state requirement of twelve semester hours. From the above information it seems that the academic preparation of the teachers in the evaluated school is adequate.

Table 30 presents a summary of the adequacy of the professional staff members of the evaluated school. One teacher was rated (5) in professional preparation, two were rated (4), and nine were rated (3). The average score is (3.3), which is three tenths of a point above the national

TABLE 30

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

Rating (A)	Number of Ratings (B)	Product of A and B (C)
5	1	5
4	2	8
3	9	27
2	..	..
1	..	..
Totals....	12	40
School score..		3.3

norm. Most of the teachers subscribe to some professional magazines; all of them belong to the Texas State Teachers Association; and most of them attend colleges and universities occasionally.

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

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

The number of semester hours of professional preparation, which is shown in the left-hand column of Table 31, is the total of all graduate and undergraduate work listed by each teacher on his individual form. Nine teachers have had between eighteen and twenty-nine semester hours of professional preparation, which gives them a rating of (3); two teachers have had between thirty and forty-three semester hours of professional preparation, which gives them a rating of (4); and one teacher has had forty-four semester

hours, which gives him a rating of (5). (The number of semester hours of professional preparation of each teacher is shown in Table 43 in the Appendix.)

Table 32 shows the educational experiences and service of each full-time teacher in the evaluated school.

TABLE 32

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

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)
19...	2	38	1	19
18...	2	36	1	18
17...	1	17	..	..
16...	..	..	1	16
12...	1	12	1	12
11...	1	11	..	..
10...	1	10	1	10
6...	..	..	1	6
5...	..	..	1	5
4...	..	..	1	4
3...	1	3	1	3
2...	1	2	1	2
1...	2	2	2	2
Total..	12	132	12	97
Average		11.0		8.00

The professional staff of the school has an average rank in school experience and tenure. Of the two teachers who have taught for nineteen years, one has had his entire teaching experience in the present school, whereas the other has been on the staff of the evaluated school for eighteen years. Of the two teachers who have been in the teaching profession for eighteen years, one has been sixteen years and the other twelve years in the present school. One teacher has taught seventeen years, ten of which have been in the present system. One has taught for twelve years, six of which have been in the present system. One has taught eleven years, five of which have been in the evaluated school. Another has taught ten years, with four in the evaluated school. Four teachers have taught for three years or less, all of which has been in the evaluated school.

The twelve teachers have taught a total of 132 years, an average of eleven years per teacher. They have taught a total of ninety-seven years in the present school, which gives an average of eight years per staff member.

Experience is sought and is necessary for a sound teaching force. It is valued by all administrators in the choice of teachers. The trouble in securing this desired experience in the staff is due to the low salaries being paid in most localities.

We must beware, however, of the illusion that a statement of high requirements with low compensation proves that we are securing much for the money; it might prove the opposite.⁸

Table 33 presents a summary of the evaluations given the teachers on individual improvement. This study includes such items as reading, both professional and non-professional;

TABLE 33

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

Ratings (A)	Number of Ratings (B)	Product of A and B (C)
5	2	10
4	8	32
3	8	24
2	6	12
1	..	..
Total.....	24	78
School score...		3.2

membership in national or state professional organizations; travel; writing; visits to other schools; and college credit

⁸William A. Cook, High School Administration, pp. 127-128.

secured within the last three years in education and other subject-matter fields. The average evaluation of individual improvement of the professional staff members is (3.2), which is two tenths of a point above average. Based upon similar studies, the teachers of the evaluated school seem to be as progressive as those in other schools of its size.

The annual salaries received by the instructional staff members of the Quannah High School are shown in Table 34. This does not include the salaries paid substitutes or part-time teachers. Seven teachers receive between \$800 and \$999, two receive between \$1000 and \$1199, one receives between \$1200 and \$1399, one receives between \$1600 and \$1799, and one receives \$1800. The school does not have a definite salary schedule. Increments are based on training, experience, tenure in the school, and extra duties assigned. The salaries are not adequate. This is a weakness of the school; however, an effort is being made at this time to remedy this condition.

TABLE 34

THE ANNUAL SALARIES OF THE PROFESSIONAL STAFF MEMBERS
OF THE QUANAH HIGH SCHOOL

Salary	Staff Members
\$2600-\$2799	1
1800- 1999	1
1600- 1799	1
1200- 1399	1
1000- 1199	2
800- 999	7

The amount of salaries paid teachers has a big influence on the kind of school a community has. Reeder says:

A salary of \$2,000 will generally purchase a higher type of qualification than a salary of \$1,000. In the long run the public gets approximately the grade of ability and service for which it is willing to pay.⁹

He says further:

Other things being equal, teachers tend to gravitate to the school systems which pay larger salaries. A school system which has a low schedule of pay for its teachers is in danger of losing its well-qualified teachers, if it is fortunate enough to have any, to school systems which pay larger salaries -- or what is still worse -- losing them to other businesses, trades, or professions.¹⁰

Table 35 shows the non-school experience of the professional staff members of the evaluated school. The aggregate number of years of non-school experience of the teachers in the school is nine. The number of staff members is twelve. The average number of years of non-school experience is (.75), which is below the average for the nation.

TABLE 35

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

Aggregate number of years	9
Number of staff members	12
Average . . . . .	.75

⁹Reeder, op. cit., p. 114.

¹⁰Ibid., p. 115.

. . . The method of computing the teacher load of each teacher is based upon the Douglass formula. This formula takes into consideration not only the number of pupils in the teacher's classes, but also the subject taught, the number of class periods taught, the amount of non-teaching activities, and the length of the class period. The unit in which teacher load is expressed is the total work required for teaching a class of 20 pupils in a foreign language or mathematics for one class period of forty-five minutes.¹¹

The teaching load was computed for all full-time teachers in the school. The aggregate number of teacher-load points for all teachers is 356. The number of staff members is twelve. By dividing 356 by the number of teachers the average load is found to be (29.68), which is the load for each teacher. According to the criteria, the teacher-load score is above average.

Non-Professional Staff

The non-professional staff of the Quannah High School consists of one secretary to the superintendent and principal, one full-time custodian, and one half-time custodian. The following checklist for evaluating the non-professional staff was checked with the appropriate symbols to show how well the provisions are met in the school:

- (-) 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.

¹¹Cooperative Study of Secondary School Standards, How to Evaluate a Secondary School, p. 72.

- (/) 4. They are trustworthy -- they protect school interests and property and keep certain information confidential.
- (-) 5. They are resourceful -- they readily adapt themselves to different kinds of work and changed conditions and find better ways of doing things.
- (/) 6. They are cooperative -- they get along well with others and adapt their plans and procedures to the needs and 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.
- (O) 10. The non-professional staff members are improving office procedures such as correspondence service -- prompt and accurate replies, and filing.
- (-) 11. The non-professional staff members are improving office procedures such as office and school forms -- permits, record cards, requisitions, and forms.
- (/) 12. The non-professional staff members are improving office procedures such as filing system for office and school records.
- (/) 13. The non-professional 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.
- (-) 17. Maximum, minimum, and average salaries of these groups are related to appropriate standards of living and economic conditions in the community.
- (-) 18. Regular increments in salaries are spread over a larger 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.

- (O) 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.
- (N) 21. Adequate provision is made for the proper care of the school's disabled or over-age employees.
- (N) 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 what 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. These staff members are seeking improvement along such lines as time schedules for the performance of regular and occasional tasks.
- (/) 33. These staff members are seeking improvement along such lines as selection and proper use of cleansing agents.
- (/) 34. These staff members are seeking improvement along such lines as proper use of supplies and other forms of school property.
- (-) 35. These staff members are seeking improvement along such lines as proper heating and ventilation of the buildings and rooms.
- (/) 36. These 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.
- (-) 41. Regular increments in salaries are spread over a large proportion of the potential service career.¹²

The items included in the study of the non-professional staff were qualifications, improvement in service, and conditions of service. Of the above items checked, nineteen were checked (/), eighteen were checked (-), two were checked (O), and two were checked (N). The ratings indicate that the score for the school is below average. The reason for the lack of training in this phase of the school program is that the salary is not adequate to interest persons with the proper training. There are no regular increments in salaries for the non-professional staff. No provision is made for the school's disabled or over-age employees. The staff is efficient -- work is done properly and in a reasonable length of time. All members are trustworthy, resourceful, cooperative, courteous, and agreeable.

The evaluative questions for the above checklist are checked with the appropriate symbols and given below. The

¹²Evaluative Criteria, pp. 106-109.

average score is (2.7), which is below the average for the nation in respect to the non-professional staff.

- (4) a. How satisfactory are the technical qualifications of the clerical and accounting staffs?
- (3) b. How satisfactory are the personal qualifications of these staff members?
- (2) c. How extensive are efforts of these staffs to effect improvements?
- (3) d. How well has the work of improvement been done?
- (3) e. How carefully are clerical and accounting staff members selected?
- (2) f. How adequate are provisions and conditions for leave of absence?
- (1) g. How adequate are provisions for retirement of disabled or over-age employees?
- (2) h. How satisfactory are the salaries and the salary schedule?
- (3) i. How satisfactory are the provisions and conditions of tenure?
- (3) j. How satisfactory are the technical qualifications of the custodial and maintenance staffs?
- (3) k. How satisfactory are the personal qualifications of these staff members.
- (4) l. How extensive are the efforts of these staffs to effect improvements?
- (3) m. How effective have been the efforts at improvement?
- (3) n. How carefully are custodial and maintenance staff members selected?
- (2) o. How adequate are provisions and conditions for leave of absence?
- (N) p. How adequate are provisions for retirement of disabled or over-age employees?
- (3) q. How satisfactory are the salaries and the salary schedules?¹³

Since the school does not operate a bus service, no checklist was scored for the bus drivers. As previously stated, several schools send part or all of their pupils to the Quanah school system, but they are contracted on tuition and state-apportionment bases. For this reason the evaluated

¹³Ibid.

school has no responsibility for, or jurisdiction over, the bus drivers.

Summary and Recommendations

Table 36 presents in summary form an evaluation of the staff of the Quanah High School. The form shows the average of the evaluations of the various phases of the service of the evaluated school's staff. These averages, or primary scores, were converted into percentile scores by the use of a conversion table prepared by the Cooperative Study of Secondary School Standards. The percentile scores were weighted, using the Alpha, or complete scale, and then averaged to compute the final summary score. This final summary score was, in turn, converted into an equivalent percentile by the use of a summary conversion table.

These percentile scores and the final summary score for the school staff were plotted on educational thermometers as shown in Figs. 16, 17, and 18.

In numerical adequacy the staff of the evaluated school has a percentile score of seventy. Since this is a new phase of the study, no material is available for the making of comparisons. In method of selection of the staff members, the school has a percentile score of seventy-four, which is twenty-four points above the national norm. In personal qualifications, the school has a percentile rank of seventy-four. This is eighteen points above the rank

TABLE 36

THE SUMMARY OF THE EVALUATIONS OF THE STAFF
OF THE QUANAH HIGH SCHOOL

Items	Computation of Primary Scores			
	Evaluations	Total	Divisor	Score
Numerical adequacy.....	a b c d e 3 3 N 4 4	14	4	3.5
Selection.....	a b c 3 4 4	11	3	3.7
Personal qualifications	..	..	..	3.7
Instructional quali- fications.....	..	..	..	3.5
Adequacy of prepara- tion: academic.....	..	..	..	3.5
Adequacy of prepara- tion: professional.	..	..	..	3.3
School experience.....	..	..	..	11.16
Service in this school.	..	..	..	8.0
Non-school experience..	..	..	..	.75
Group improvement.....	a b c 3 3 3	9	3	3.0
Individual improvement.	..	..	..	3.2
Salaries.....	a b c 3 3 2	8	3	2.6

TABLE 36 -- Continued

Computation of Summary Scores				
Percentile	Weights			Weighted Percentile
	Alpha	Beta	Gamma	
70	5	..	..	350
74	10	10	15	740
74	3	..	..	222
70	3	3	15	210
89	7	10	15	623
76	5	..	..	380
54	4	..	..	216
69	3	5	..	207
45	3	..	..	135
50	3	15	20	150
58	15	25	25	870
34	8	10	10	272

TABLE 36 -- Continued

Items	Computation of Primary Scores			
	Evaluations	Total	Divisor	Score
Teacher load.....	..	..	..	29.7
Tenure, leave, and retirement.....	a b c 3 3 4	10	3	3.3
Clerical and ac- counting.....	a b c d e 4 3 2 3 3 f g h i 2 1 2 3	23	9	2.6
Custodial and main- tenance.....	a b c d e 3 3 4 3 3 f g h i 2 1 2 3	25	9	2.8
Bus drivers.....	a b c d e N N N N N f g h i N N N N	N	9	N
General evaluation..	a b c 4 3 3	10	3	3.3

TABLE 36 -- Continued

Computation of Summary Scores				
Percentile	Weights			Weighted Percentile
	Alpha	Beta	Gamma	
65	5	10	..	325
62	10	10	..	620
34	2	..	..	68
42	2	..	..	84
N	2	..	..	N
62	10	..	..	620
Totals.....	100	100	100	6092
Summary score (divide by 100 unless there are "N's" in the "Percentile" column.....				63
Equivalent percentile (from summary con- version table).....				82

SCHOOL STAFF (I)

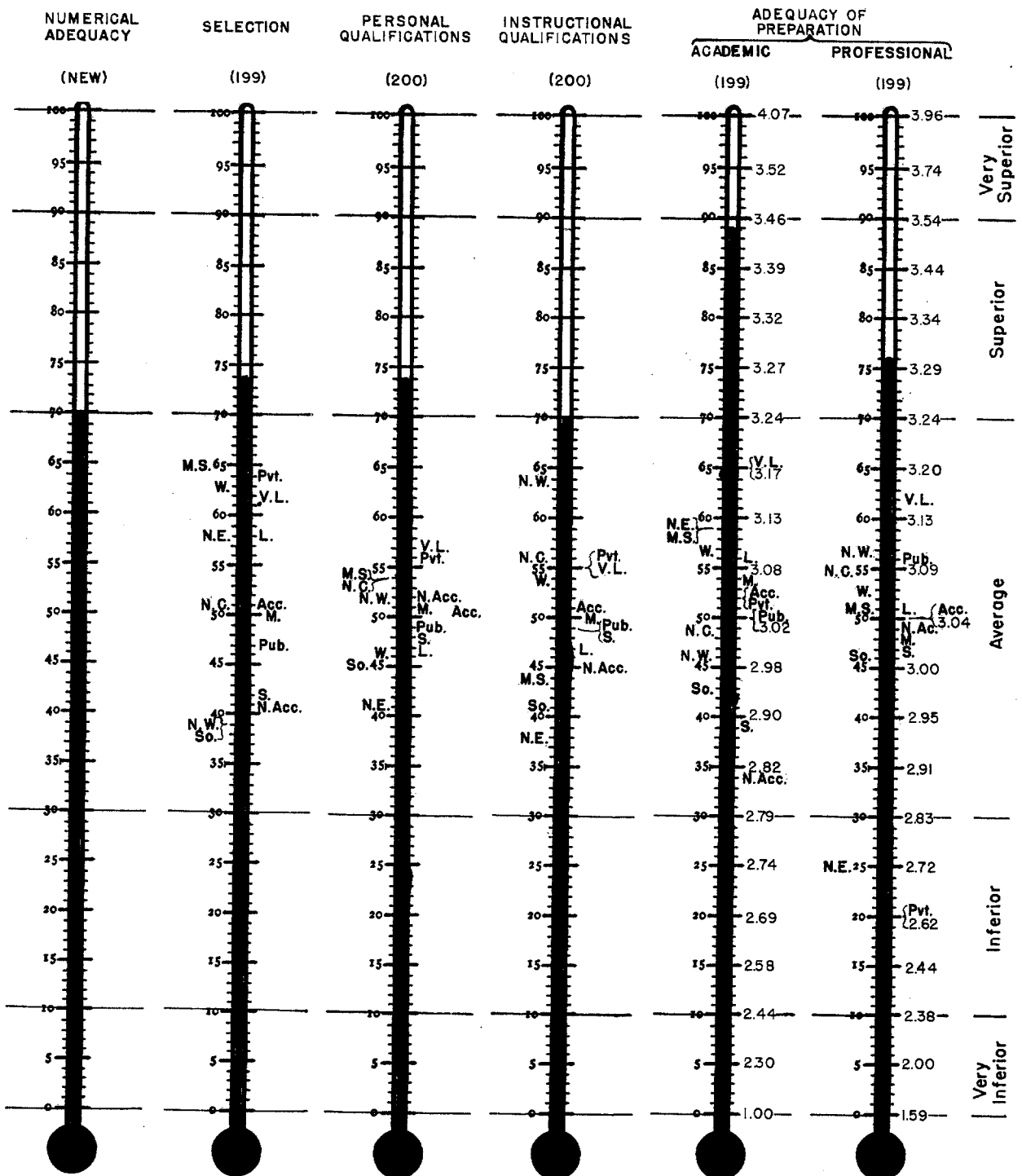


Fig. 16. -- The educational temperatures showing the percentile scores of the school staff of the educational program of the Quanah High School (1).

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).

Fig. 17. -- The educational temperatures showing the percentile scores of the school staff of the educational program of the Quanah 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)

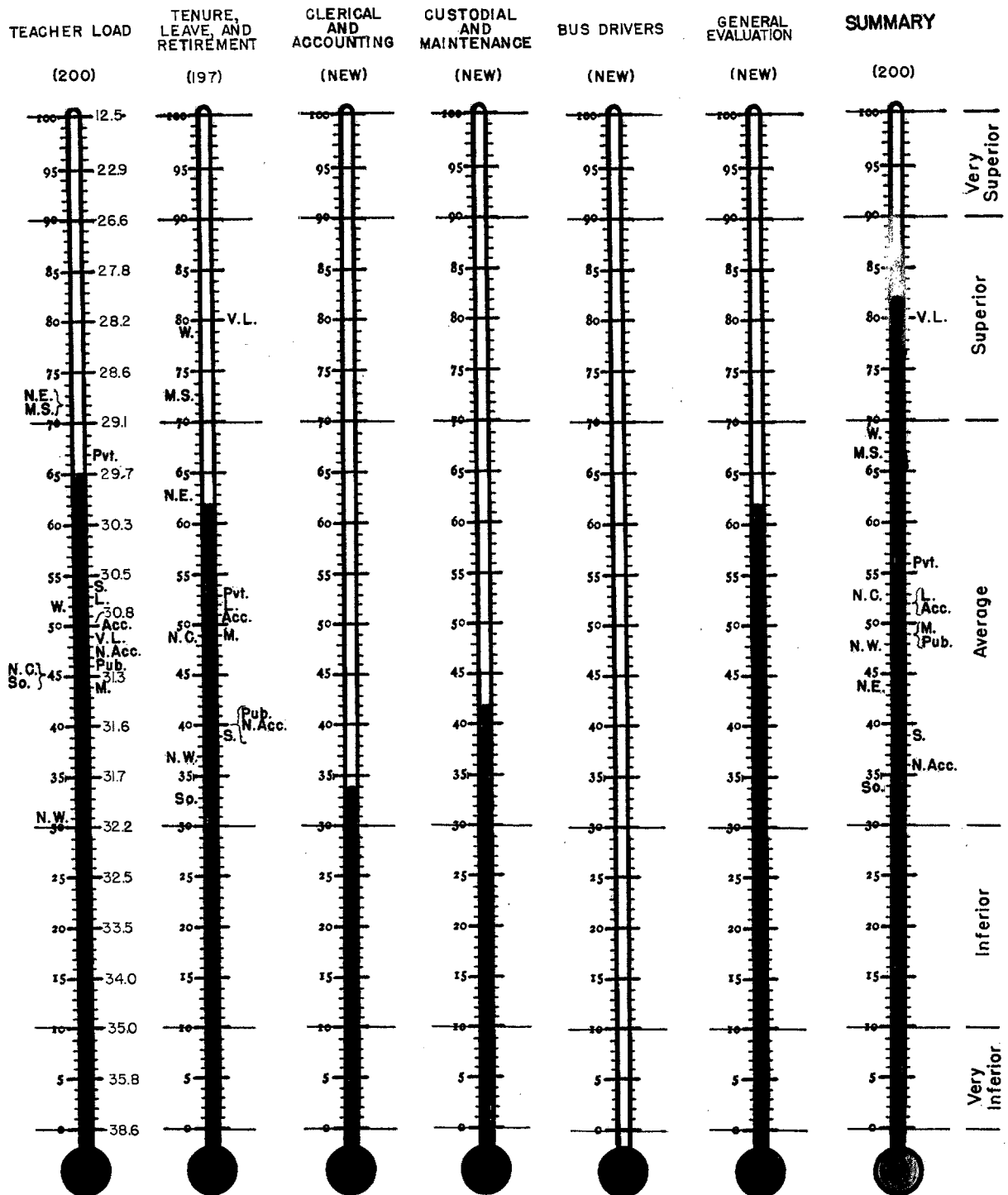


Fig. 18. -- The educational temperatures showing the percentile scores of the school staff of the educational program of the Quanah High School (3).

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).

of private schools. In instruction qualifications, the school has a percentile rank of seventy, which is twenty points above the average. In adequacy of academic preparation of the professional staff members, the school has a percentile rank of eighty-nine. In school experience of the professional staff members, the percentile score is fifty-four, which is a little above average. In service of the teacher in the present school, the percentile rank is sixty-nine, which is nineteen points above the national norm. In non-school experience, relating to the professional staff, the percentile score is forty-five, which is five points below the average of the national norm. In improvement of the professional staff, the percentile score is fifty, which is average. In individual improvement of the staff, the percentile score is fifty-eight. This is a new phase of the study, and therefore no data for comparison are available. In salaries of the staff, the percentile score is thirty-four, which is sixteen points below the average. This is a very low score, and the condition that causes it needs immediate attention. In teacher load the percentile rank is sixty-five, which is fifteen points above the national norm for the two hundred schools measured. In tenure, leave, and retirement of the professional staff, the school has a percentile score of thirty-four, which is sixteen points below the average. On custodial and maintenance staff, the

school has a percentile rank of forty-two, which is eight points below the national norm. No score is given for bus drivers, since the school does not furnish any buses. On general evaluation of the staff, the school has a percentile rank of sixty-two. This is a new phase of the study, and no data are available for comparison. On the final summary for the staff, the school has a percentile score of eighty-two. This is thirty-two points above the national norm and twenty-six points above the rank of private schools.

In personal and instructional qualifications, the school has a satisfactory score. In academic and professional preparation of the staff, the school has a good score; however, in some phases or conditions of the service the ratings are below average, and in some cases inferior.

It is recommended that the salaries of teachers be raised and that the yearly increment for extra duty be increased in proportion to the time spent performing the duty. There should be some plan evolved which requires the teachers to go to school at least six weeks every third year until a master's degree or its equivalent is earned. It is further recommended that the clerical staff be requested to take some form of training so that the standard of this department of the school may be raised.

CHAPTER XI

SCHOOL PLANT

Introduction

The school plant is one of the most important factors of a good school, as it has a direct bearing upon the educational program. From the selection of the site to the purchasing of the most minute part of the equipment, the thought should always be upon the pupil population as to health, safety, convenience, and use. The entire plant should be so planned as to meet the needs of the community, and should be a part of the community planning program.

Those who are delegated to plan a building program should always be on the alert for the big opportunity for waste. Reeder says:

Unless school buildings are properly planned, constructed, and financed, unless the equipment for them is well selected and economically purchased, and unless the sites are properly selected and purchased, there will be waste and incongruity. . . . Probably in no other school expenditure -- unless it should be in poor teaching -- is there as much waste as in the planning and construction of school buildings. Certain it is that no school waste is so glaring and so easily detected by competent persons; as evidence for this generalization, witness almost any building in any community.¹

¹Reeder, op. cit., p. 185.

The plant and grounds should be made beautiful and inviting to both students, parents, and teachers.

For a given expenditure nothing adds as much to the exterior appearance of a building as proper landscaping. An ugly school building may be transformed into a beautiful building, and a beautiful building may be made still more beautiful, by means of trees, shrubbery, flowers, grass, proper grading of the site, appropriate barriers, and other landscaping effects.²

In planning a building, the size, shape, and topography should meet proper standards; it should be in walking distance of most of the pupils, free from railroads and highways, as much as possible; and it should be located in an environment which would be wholesome for conducting school. The soil should be of such a nature as to dry quickly, and be good for flowers and shrubs. It should have self-drainage, if at all possible.

The following statement of guiding principles has been considered and kept constantly in mind in checking and evaluating the various features of the school plant:

The plant is one of the major conditioning factors of 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 different 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

²Ibid., p. 344.

be made for these additional functions. Provisions for classroom instruction, while still a major consideration, are far from sufficient.

When a new plant is being planned or an existing building is to be enlarged or remodeled, certain principles generally regarded as fundamental should be given full consideration. Plans should contemplate meeting not only present needs but also needs of the future, in so far as these may be foreseen. The school plant should be made flexible. The effort should be made to attain more efficient schools at a minimum cost. Wasteful expenditures can never be justified. The building should be attractive and appropriate in design so that beauty may be evident both within and without; it should assure the safety of its occupants; even in emergencies; and the ground about the building should have well-kept lawns and shrubbery. While provisions such as those mentioned very probably will result in a plant that is economical to maintain and easy to keep sanitary, those responsible for planning must regard such conditions as highly important. The site as well as the building should assure healthful conditions. The entire plant should, whenever possible, be an integral part of a community planning program.³

The School Site

This section deals with the conditions affecting health and safety, economy and efficiency, and influence on the educational program.

The checklist below, marked with the appropriate symbols, shows how well the conditions and provisions are made for the above in the Quannah High School:

- (✓) 1. The site is free from environmental noises and confusion.
- (✓) 2. It is free from environmental bad odors and contamination.
- (-) 3. It is free from environmental smoke and dust.
- (✓) 4. An adequate supply of pure water for all purposes is readily available (or near the site).

³Evaluative Criteria, p. 115.

- (✓) 5. Facilities for disposal of sewage 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 (rocks, trees, ditches, gullies, etc.).
- (✓) 10. Facilities for fire protection are readily available and kept in working order.
- (✓) 11. Facilities for parking are adequate.
- (✓) 12. Facilities for receiving and discharging pupils transported in school buses are adequate.
- (✓) 13. Drives or walks lead from all building exits.
- (✓) 14. The site is readily accessible to the school population.
- (-) 15. It is sufficiently extensive for building and play needs, driveways, and landscaping.
- (✓) 16. It is accessible over surfaced roads and adequate walks.
- (-) 17. Play areas are readily accessible.
- (-) 18. The site has possibility of future expansions, extensions, or adaptation without too great cost.
- (✓) 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.
- (0) 28. Facilities are provided for a large variety of sports and games.

- (-) 29. Certain areas are surfaced and marked for special sports and games.
- (-) 30. Screens or fences are provided wherever needed.
- (-) 31. Bleachers are provided for spectators.⁴

Twenty of the items in the above checklist were checked (/), ten were checked (-), and one was checked (0). The score seems to indicate that the school is better than average with relation to its site. The grounds, though too small, are fairly well arranged. Separate places are provided for boys and girls to play. The grounds are well drained and landscaped. Grounds near by, which are suitable for games, should be secured to help relieve the over-taxed space and equipment.

The evaluative questions for the above checklist on school site were scored and listed below:

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

⁴Ibid., pp. 115-116.

⁵Ibid.

Of the above evaluative questions, five were scored (4), five were scored (3), and one was scored (2). This gives an average score of (3.3), which is three tenths of a point above the national norm.

The site for the Quanah High School is in the most thickly populated part of town. No highways and railroads are within four blocks of the grounds. It is located on a good paved street, which is intersected by all-weather streets. Special walks lead to bus stops. These buses have certain places to stop and unload, avoiding congestion when school is dismissed. The bus stops are located on the side streets in order that the town people may use the paved street in front of the building to pick up their children during bad weather. The athletic field is located one mile from the building, making it negligible for use other than for football. Some of the best tennis courts are located across town from the school, which makes their use during school hours impossible. A safety patrol functions during times when it is needed. The city has erected traffic stops and signs near the site.

The Building

The checklist items given below are appropriately checked to show how well the Quanah High School's building meets the conditions affecting health and safety, economy and efficiency, and the educational program.

- (/) 1. Pupils when seated are not obliged to face direct light continuously.
- (/) 2. Enclosed (indirect or semi-direct) artificial light supplements natural light so that all reading and study surfaces have adequate light intensity at all times.
- (/) 3. Windows have shades adjustable at both top and bottom and in working order, or the panes are of diffusing glass.
- (/) 4. Windows' shades are translucent or of the Venetian type.
- (/) 5. Marked differences in illumination on any reading surface are guarded against.
- (-) 6. Blackboards and all reading surfaces have no glare.
- (/) 7. Walls, ceilings, and trim are tinted to reflect light but have no glare.
- (/) 8. Illumination of the auditorium and the stage is adequate and adjustable to varying needs; the audience does not face glaring lights.
- (-) 9. Illumination of the gymnasium is adequate and adjustable to varying needs.
- (/) 10. Illumination of rooms intended for special purposes -- offices, workrooms, dining rooms, social rooms -- is adequate and appropriate for their purpose.
- (-) 11. Stairways, corridors, building exits, toilet rooms, and other spaces are always adequately illuminated.
- (/) 12. Particular attention is given to proper illumination in the library, reading, and study rooms, and in other areas requiring special lighting.
- (/) 13. Provision is made for the safe and easy regulation of lighting (sufficient number of outlets well distributed; lights on the dark side of the room may be turned on or off without affecting those on the other side).
- (-) 14. Illumination surveys of all rooms are made several times each year; teachers participate in these surveys.
- (-) 15. Pupils are made to realize the importance of proper illumination.
- (/) 16. A temperature of 68 to 70 degrees Fahrenheit is maintained in class and reading rooms when the temperature outside is low enough to require heating the rooms.
- (/) 17. Ventilating facilities assure a proper supply of clean outside air and its circulation in all parts of the building.

- (-) 18. Provision is made to prevent direct drafts on pupils and staff members.
- (-) 19. In the gymnasium, ventilation makes it possible to approximate out-of-door conditions (but without strong drafts or too low temperatures).
- (O) 20. Lockers and locker rooms are adequately vented and ventilated.
- (-) 21. All rooms having floors at or below ground level have moisture proof floors and walls and no floor is more than three feet below ground level (fuel and boiler rooms excepted).
- (-) 22. All general toilet and lavatory rooms and all shower rooms have moisture proof floors, walls, and ceilings.
- (O) 23. Provision is made for controlling humidity in school rooms.
- (/) 24. Provision is made for toilet and lavatory facilities for boys and girls on each floor of large buildings.
- (-) 25. Provision is made for toilets and lavatory facilities readily accessible to the stage dressing rooms.
- (/) 26. Toilets and lavatory facilities are provided in connection with gymnasium and dressing rooms.
- (N) 27. Provision is made for toilet and lavatory facilities in the medical and health suite.
- (-) 28. Toilet and laboratory facilities are provided for men and for women faculty members.
- (/) 29. Provision is made for toilet and lavatory facilities conveniently accessible to the administrative suite.
- (-) 30. Provision is made for toilet and lavatory facilities for the custodial and maintenance staffs.
- (-) 31. Provision is made for lavatory facilities in laboratories, shops, and art and crafts rooms.
- (N) 32. Provision is made for lavatory facilities in the librarian's and teachers' work rooms.
- (/) 33. Provision is made for lavatory facilities in or immediately adjoining the cafeteria.
- (/) 34. Provision is made for servicing of lavatory facilities with hot and cold water.
- (-) 35. Provision is made for proper ventilation and venting of all toilet rooms.
- (/) 36. Provision is made for screening of entrances and windows of all toilet rooms so as to assure proper privacy.
- (/) 37. Provision is made for sanitary drinking fountains in sufficient number and easily accessible.
- (/) 38. Provision is made for servicing of drinking fountains with pure water.

- (/) 39. Provision is made for showers with hot and cold water in the gymnasium suite.
- (-) 40. Provision is made for rest rooms for staff members.
- (-) 41. Provision is made for rest rooms (or infirmary) for pupils.
- (/) 42. Stairways, corridors, and exits are sufficient in number and width to assure safety from congestion at all times.
- (/) 43. Stairways are provided with continuous handrails within reach of all pupils using them.
- (-) 44. Stairs have proper riser and tread dimensions and non-slip treads and landings.
- (-) 45. Stairways lead directly to outside exits from the building.
- (/) 46. All rooms used for class or study purposes have adequate exits to safety.
- (/) 47. The gymnasium and auditorium have adequate exits to safety, clearly marked.
- (/) 48. All outside doors open outward and are equipped with safety or panic-proof hardware.
- (/) 49. The furnace room is fire-proofed.
- (/) 50. The safe condition of high-pressure boilers is assured at all times; they are periodically inspected by a qualified official.
- (/) 51. Vaults or cabinets for storing permanent school records are fireproof.
- (-) 52. Fumes from laboratories, stoves, etc., are properly vented.
- (-) 53. The building is regularly inspected to prevent possibility of explosion from gas leaks.
- (/) 54. All electric conduits and wiring are properly insulated and have been inspected and certified by a public inspector.
- (/) 55. Materials used in the building and the construction of the building are such as to promote and facilitate safety and sanitation.
- (-) 56. Floor materials are not slippery and are as nearly dustless and noiseless as possible.
- (N) 57. In case school activities are housed in several buildings, provision is made for the protection of pupils against inclement weather or dangerous traffic conditions.
- (-) 58. The building is so planned that it may be expanded to meet future demands because of increased attendance or modified educational or instructional needs without too great cost.
- (O) 59. It has non-bearing classroom partitions so that change in dimensions and arrangement of rooms may be readily effected.

- (/) 60. It is so planned that the library and study hall space can be readily adapted to changing library and instructional needs.
- (-) 61. Provision is made for expansion of the heating plant.
- (/) 62. Rooms designed primarily for one purpose are so planned as to serve other purposes also.
- (/) 63. A few classrooms are smaller and a few others larger than the normal sized rooms.
- (/) 64. Provision is made for entrance to and exit from certain rooms or areas commonly used by the public or at night while other parts of the building are closed.
- (/) 65. Provision is made for heating and lighting certain used rooms or areas without heating or lighting other parts of the building.
- (/) 66. Facilities for promoting economy of space include administrative office space, well planned, centrally located, and easily accessible to the public.
- (/) 67. Well planned space for the clerical and accounting staffs promote economy and efficiency.
- (-) 68. Work room and dressing room space for the custodial staff promote economy of space and efficiency.
- (-) 69. Conveniently located service and supply closets with sinks and running water for the custodial staff promote economy and efficiency.
- (/) 70. The major portion of the floor area devoted to instructional purposes promotes economy and efficiency.
- (/) 71. General storage space readily accessible to the rooms in which equipment and supplies are used promote economy and efficiency.
- (/) 72. A plain, effective roof with adequate gutters and downspouts promotes economy and efficiency.
- (/) 73. Freedom from such ornamentation and architectural features as tend to promote deterioration is an evidence of economy and efficiency.
- (O) 74. Arrangement of driveways, doorways, and floor levels to facilitate truck deliveries promotes economy and efficiency.
- (/) 75. Provision for individual lockers on classroom floors so located as to be easily accessible and supervised promotes economy and efficiency.
- (-) 76. Sound-proofed or deadened floors, walls, and ceilings of halls, auditorium, cafeteria, and other rooms housing noise-producing activities promote economy and efficiency.
- (-) 77. Good acoustic properties in the auditorium promote economy and efficiency.

- (N) 78. In case school activities are housed in several buildings these are so arranged as to economise the time of pupils and facilitate the educational program.
- (-) 79. The type of architecture harmonizes with such environmental factors as climate, city or open country, and other buildings.
- (-) 80. The materials and workmanship of the building, both interior and exterior, are aesthetically satisfying.
- (/) 81. All architectural features such as columns, color, windows, doorways, and decorations have aesthetic value and promote appreciation of beauty.
- (/) 82. The colors of the walls, ceilings, and trim harmonize with each other and are appropriate, thus promoting beauty and the appreciation of beauty.
- (/) 83. The appearance of the building, both exterior and interior, is such as to encourage pupil co-operation in its proper maintenance.
- (/) 84. An adequate amount of space is provided for English classrooms.
- (/) 85. An adequate amount of space is provided for foreign language classrooms.
- (/) 86. An adequate amount of space is provided for mathematics classrooms.
- (/) 87. An adequate amount of space is provided for social studies classrooms.
- (/) 88. An adequate amount of space is provided for music classrooms.
- (/) 89. An adequate amount of space is provided for business education classrooms.
- (/) 90. An adequate amount of space is provided for science laboratories and shops.
- (/) 91. An adequate amount of space is provided for homemaking laboratories.
- (/) 92. An adequate amount of space is provided for agriculture laboratories and shops.
- (N) 93. An adequate amount of space is provided for arts and crafts laboratories and shops.
- (N) 94. An adequate amount of space is provided for industrial arts laboratories and shops.
- (-) 95. An adequate amount of space is provided for health and physical education.
- (-) 96. An adequate amount of space is provided for showers.
- (-) 97. An adequate amount of space is provided for locker and dressing rooms.
- (N) 98. An adequate amount of space is provided for clinics.

- (/) 99. An adequate amount of space is provided for reading and study.
- (/) 100. An adequate amount of space is provided for auditorium.
- (/) 101. An adequate amount of space is provided for pupil activity program.
- (-) 102. An adequate amount of space is provided for conferences.
- (/) 103. An adequate amount of space is provided for administration.
- (O) 104. An adequate amount of space is provided for cafeteria.
- (-) 105. Electrical outlets, including wall and floor plugs, are wherever needed.
- (-) 106. Good blackboards, well mounted at the proper height, are in all rooms used for instructional purposes.
- (O) 107. Adequate bulletin and mounting board space is in all rooms used for instructional purposes.
- (-) 108. Bulletins and mounting boards for educational or communication purposes are in offices, corridors, study hall, or wherever needed.
- (-) 109. Display cases, cabinets, and other means of exhibiting products and materials are adequate.
- (/) 110. Gas outlets, conveniently located, are wherever needed.
- (/) 111. Sinks and lavatories with hot and cold water are located wherever needed.
- (-) 112. Comfortable, noiseless seats are in the auditorium.
- (O) 113. Good curtain and stage properties are used.
- (-) 114. A gymnasium floor is so marked as to facilitate games.
- (O) 115. Permanent equipment to facilitate a modern physical education program, is adequate.
- (-) 116. Facilities for locking certain cabinets, drawers, rooms, etc., are provided.⁶

Of the 116 items in the above checklist on the adequacy of the school building, sixty were checked (/), forty-one were checked (-), eight were checked (O), and seven were checked (N). From this it is seen that the school building is above average as to health and safety, economy and

⁶Ibid., pp. 117-12.

efficiency, and influence on the educational program. More and better-finished blackboards are needed in several rooms. The building does not have a medical or nurse's room. Some type of first-aid room should be provided by the school. A first-aid course should be offered during school hours so that the rural students might be given a chance to secure this valuable information.

The evaluative questions listed below have been scored for the above checklist:

- (3) a. How adequate are provisions for illumination?
- (3) b. How effectively are they used to assure proper illumination?
- (3) c. How well has provision been made for maintaining proper condition of air?
- (3) d. How attentive are teachers and pupils to maintaining proper condition of air?
- (3) e. How adequately do the toilet and lavatory facilities meet the above conditions?
- (3) f. How well do pupils discharge their responsibility for proper care of such facilities?
- (3) g. How adequate are provisions for the above facilities?
- (2) h. How effectively are deficiencies being corrected?
- (4) i. How well are such conditions as the above met?
- (3) j. How effectively are deficiencies being corrected?
- (4) k. How well does the building provide for flexibility?
- (3) l. How effectively does the available flexibility find application in use?
- (4) m. How well are such provisions as the above met?
- (3) n. How effectively are deficiencies being corrected?
- (3) o. How well are such provisions as the above met?
- (3) p. How effectively are undesirable conditions being corrected?
- (4) q. How great is the aesthetic quality of the exterior of the building?
- (3) r. How great is the aesthetic quality of the interior of the building?
- (3) s. To what extent does the building stimulate maintaining or improving beauty, both interior and exterior?

- (5) t. How adequate is the space provided for class-rooms?
- (4) u. How adequate is the space provided for laboratories?
- (3) v. How adequate is the space provided for special services?
- (2) w. How adequately are such facilities as the above provided?
- (3) x. How effectively are they used?
- (3) y. How well do pupils accept the responsibility for proper use of these facilities?⁷

One of the above evaluative questions was rated (5), four were rated (4), fifteen were rated (3), and two were rated (2). The average score on all evaluative questions is (3.3), which is three tenths of a point above the norm for all schools measured.

The Quannah High School building is a well-constructed brick structure, with a combination of asphalt and sand and tile roofing. The roofing has just been repaired, and other fixtures have been recently painted. When two additional fire escapes were added, one to each wing of the plant, they made the building safe from fire hazards. More and better-equipped locker rooms are needed for the physical education department. Illumination surveys of all rooms should be made several times each year, with teachers taking the lead in instruction of the pupils as to proper methods of illumination for home and school. A combination band and gymnasium building is needed very badly. This building is on the list for the next building program. Stairways,

⁷Ibid.

corridors, building exits, toilet rooms, and other spaces are adequate for the present enrollment. All rooms should be equipped with bulletin boards and filing cabinets for each teacher. The auditorium is large, well-lighted, and has plenty of good seats; however, the stage equipment is deplorable and needs replacing with equipment that is both adequate and serviceable.

The Equipment

The equipment of a school building is fully as important as the instruction in the school. It has much to do with the instruction and with the outcomes of any educational program. The type and use of a building is determined by its equipment.

Before the problem of plant designing can be solved intelligently, equipment needs must be determined by the executive on the basis of the educational needs of the community.⁸

The equipment in the evaluated school was checked as to conditions affecting health and safety, economy and efficiency, and the influence on the educational program. The checklist below, in which each item is marked with the proper symbol, measures the school as to its equipment:

- (-) 1. Provision is made for soap dispensers, waste paper containers in toilet and lavatory rooms.
- (-) 2. Soap, towels (or electric dryers), and toilet paper are provided in toilet rooms.
- (/) 3. Provision is made for soap in shower rooms and clean towels in dressing rooms.
- (O) 4. Provision is made for proper facilities for caring for and drying clothing in the dressing rooms.

⁸Arthur B. Moehlman, Public School Plant Program, pp. 35-36.

- (-) 5. Provision is made for antiseptic basins in shower and gymnasium locker rooms.
- (-) 6. Provision is made for keeping gymnasium mats in sanitary condition.
- (0) 7. Provision is made for the special facilities needed in the medical and health suite.
- (/) 8. Provision is made for screens on windows and doors of cafeteria or lunch room and kitchen, clinic, restrooms, toilet rooms, and ground floor rooms.
- (0) 9. Provision is made for adequate facilities for caring for and disposing of garbage and waste.
- (-) 10. Provision is made for seats and tables or other writing surfaces which encourage hygienic and comfortable postures.
- (/) 11. Provision is made for properly maintained guards or screens on machinery and belts.
- (/) 12. Provision is made for heavy protective screens on windows and light fixtures of the gymnasium.
- (0) 13. Provision is made for mats, padding on sharp corners, screening on radiators, and other precautions against accidents in the gymnasium.
- (-) 14. Provision is made for proper arrangement and installation of furniture and fixtures.
- (-) 15. Proper provision is made for lockers and drinking fountains so located that they do not interfere with traffic.
- (/) 16. Provision is made for proper and adequate storage and care of chemical and other dangerous laboratory materials.
- (/) 17. Provision is made for gongs, fire extinguishers, and other fire fighting equipment always in good working order.
- (/) 18. Provision is made for adequate facilities for caring for combustible materials in storage.
- (/) 19. All bus bodies are large enough to provide adequate seating space and high enough to assure safety of exit and entrance.
- (/) 20. All school buses have steel bodies.
- (/) 21. All chassis are well constructed and built for use as school buses.
- (/) 22. All buses are clearly marked by name and color to assure identification as school buses.
- (/) 23. All tires are of such weight and size and are in such condition as to assure the safety of passengers at all times; a spare tire is always carried on each bus.
- (-) 24. All buses have adequate braking equipment -- two sets, each of adequate effectiveness and always kept in good condition.

- (-) 25. Exhaust pipes do not leak; they extend beyond the rear of the bodies.
- (/) 26. Only safety or shatter-proof glass is used in windows, doors, and windshields.
- (/) 27. The service door of each bus which is operated by the driver is of adequate height and width and equipped with such safety appliances as will facilitate safe exit and entrance.
- (-) 28. An emergency door with proper fastening devices opens from aisle of sufficient width to assure safe exit from each bus.
- (/) 29. Adequate provision is made for proper heating and ventilation.
- (-) 30. Adequate provision is made for proper illumination of buses, including illumination of steps.
- (-) 31. Riser and tread dimensions of steps are such as to assure safety of exit; treads are non-slip.
- (/) 32. All buses are equipped with good windshield wipers, sun shields, and rear view mirrors.
- (-) 33. All buses are equipped with semaphores or similar signaling devices.
- (/) 34. All buses are equipped with substantial bumpers and window guards.
- (-) 35. Each bus carries such emergency equipment as a full kit of tools, ax and shovel, and a first aid kit.
- (-) 36. Teaching and learning materials are provided wherever needed.
- (-) 37. Working materials and facilities for the administrative and supervisors staffs are provided.
- (/) 38. Working materials and facilities for the library staff are provided.
- (/) 39. Working materials and facilities for the clerical staff and accounting staff are provided.
- (/) 40. Working materials and facilities for the custodial staff are provided.
- (-) 41. Telephone and communication facilities, internal and external, are provided.
- (O) 42. A signal system, carefully and centrally controlled, is installed.
- (-) 43. Equipment and supplies definitely planned for and adapted to the learning activities of each classroom are provided.
- (O) 44. Equipment and supplies of good materials and construction are supplied.
- (-) 45. Equipment whose material, workmanship, and design have aesthetic values and qualities is provided.

- (-) 46. Pupils' chairs, desks, and tables are comfortable and encourage correct posture.
- (/) 47. Globes, maps, and charts are readily available whenever needed.
- (O) 48. Lanterns, slides, and screens are readily available whenever needed.
- (-) 49. Silent motion pictures are provided.
- (/) 50. Motion pictures with sound effects are provided.
- (/) 51. Radios are provided.
- (/) 52. Teachers' desk and chair are provided.
- (-) 53. Dustless crayon and good erasers, rulers, and pointers are wherever needed.
- (O) 54. Adequate cabinet, shelving, and filing facilities are provided.
- (O) 55. Clocks are wherever needed.
- (N) 56. Public address system is provided.
- (/) 57. Phonographs are provided.
- (/) 58. Chairs and tables of suitable size and type are provided for the library.
- (/) 59. Loan desk is provided for the library.
- (-) 60. Cabinets and other filing equipment including equipment for filing visual aid and vertical file materials are provided for the library.
- (O) 61. Table or stand for dictionaries and atlases is provided for the library.
- (/) 62. Conveniently accessible card catalog cabinet is provided for the library.
- (/) 63. Newspaper and magazine racks or other means of making periodicals accessible are provided for the library.
- (/) 64. Typewriter with suitable desk and chair is in the library.
- (/) 65. Library supplies are provided as needed.
- (/) 66. Bulletin boards are provided for the library.
- (-) 67. Appropriate means of beautification are provided for the library.
- (/) 68. Science laboratories are adequately equipped for their purpose.
- (/) 69. Social studies classrooms and conference rooms are adequately equipped for their purpose.
- (/) 70. Homemaking laboratories are adequately equipped for their purpose.
- (/) 71. Agricultural laboratories and other facilities are adequately equipped for their purpose.
- (O) 72. Shops are adequately equipped.
- (/) 73. Business education rooms are adequately equipped.
- (/) 74. Music rooms are properly equipped.
- (N) 75. Arts and crafts rooms are properly equipped.
- (O) 76. Health and physical education rooms are adequately equipped for their purpose.

- (-) 77. Auditorium is adequately equipped.
- (/) 78. Offices and conference rooms are adequately equipped for their purpose.
- (O) 79. Staff work rooms are adequately equipped.
- (/) 80. Speech laboratory is adequately equipped.
- (-) 81. Reading clinic is adequately equipped.⁹

Of the eighty-one items listed above, forty were checked (/), twenty-six were checked (-), thirteen were checked (O), and two were checked (N). These checks indicate that the school is average or better, since sixty-six of the items were marked average or above. Better equipment and better supplies are needed in the English, mathematics, business education, and history rooms. Mats, padding on sharp corners, screening on radiators, and other protections as precautions against accidents in the gymnasium are needed. The buses, which are owned by the contracted districts, are in excellent condition. These contracted school districts retain all of their local tax money, which makes them financially able to buy buses when needed.

The following evaluative questions, marked with the appropriate symbols, are used to measure the adequacy of the equipment in the evaluated school:

- (3) a. How well are the facilities for health and safety provided?
- (3) b. How well are these facilities used or adjusted to assure health?
- (3) c. How well do pupils discharge their responsibility for proper care of these facilities?
- (4) d. How well are the above facilities provided?
- (4) e. How well are these facilities used or adjusted to assure safety?

⁹Evaluative Criteria, pp. 122-125.

- (3) f. How effectively are undesirable conditions being corrected?
- (4) g. How well do bus chassis and bodies assure safety of passengers?
- (4) h. How well does the interior equipment assure safety and health of passengers?
- (4) i. How well does the exterior equipment assure safety of passengers?
- (3) j. How well does the exterior equipment assure safety of passengers -- how carefully are buses and their equipment cleaned, inspected, and kept in good repair?
- (3) k. How adequate are such instructional facilities as the above provided?
- (3) l. How efficiently are they being used?
- (3) m. How adequately are such non-instructional facilities as the above provided?
- (3) n. How efficiently are they being used?
- (2) o. How adequate are facilities for instruction provided?
- (3) p. How effectively and extensively are they used?
- (3) q. How well do pupils care for and use equipment and supplies?
- (4) r. How adequate is the library equipment?
- (3) s. How effectively is the equipment being used?
- (3) t. How well do pupils care for and use equipment and supplies?
- (4) u. How adequate are the above rooms equipped with materials for their purposes?
- (3) v. How effectively is the equipment which is provided being used?
- (4) w. How well do pupils care for and use equipment and supplies?
- (4) x. How well does the school plant accord with the philosophy of education and objectives as described in Section B?
- (3) y. How well does the school plant meet the needs of the pupil population and of the community as indicated in Section C?
- (3) z. To what extent is the school identifying problems in the school plant and seeking their solution?¹⁰

Of the twenty-six evaluation questions for measuring the above checklist, nine were scored (4), sixteen were scored (3), and one was scored (2). The average is (3.3),

¹⁰Ibid.

which is three tenths of a point above the national norm. The health and safety aspects of the equipment are satisfactory. Facilities are badly needed in caring for and drying clothing in the dressing rooms. Stands are needed for dictionaries and atlases in the library and classrooms. Adequate facilities for caring for and disposing of garbage and waste from the lunch room and other places should be provided. The visual education program is adequate. A 16 m.m. machine is provided, with teacher-selected films accessible for classroom instruction. Teachers and pupils praise the use of films as supplementary material in instruction. An efficient clock and automatic bell system are needed to take the place of the system now in use.

Summary and Recommendations

A summary of the evaluations of the school plant of the Quanah High School is presented in Table 37. By the use of a conversion table the percentiles of the primary scores were computed. These percentiles were weighted, using the Alpha, or complete, scale, and plotted on educational thermometers as shown in Figs. 19 and 20.

In health and safety the school is, so far as the site is concerned, equal to or better than seventy per cent of the schools measured. In economy and efficiency, the school site has a percentile rank of seventy-four, which is twenty-four points above the average for schools measured

TABLE 37

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

Items	Computation of Primary Scores			
	Evaluations	Total	Divisor	Score
Site: health and safety.....	a b c d 3 3 4 4	14	4	3.5
Site: economy and efficiency.....	a b c 4 4 3	11	3	3.7
Site: educational program.....	a b c d 3 4 2 3	12	4	3.0
Building: health and safety.....	a b c d e f 3 3 3 3 3 3 g h i j 3 2 4 3	30	10	3.0
Building: economy and efficiency.....	a b c d e f 4 3 4 2 3 2	18	6	3.0
Building: educational program.....	a b c d e f 4 3 3 5 4 3 g h i j k l 2 3 3 3 3 3	39	12	3.3
Equipment: health and safety.....	a b c d e f 3 3 3 4 4 3 g h i j N N N N	20	6	3.3

TABLE 37 -- Continued

Computation of Summary Scores				
Percentile	Weights			Weighted Percentile
	Alpha	Beta	Gamma	
70	5	10	5	350
74	5	..	..	370
50	10	..	..	500
50	10	..	..	500
50	5	..	..	250
62	25	10	20	1550
62	5	..	..	310

TABLE 37 -- Continued

Items	Computations of Primary Scores			
	Evaluations	Total	Divisor	Score
Equipment: economy and efficiency....	a b c d 3 3 3 3	12	4	3.0
Equipment: educa- tional program....	a b c d e 2 3 3 4 3 f g h i 3 4 3 4	29	9	3.2
Special services.....	a b c d e N N N N N f g N N	N	7	N
General evaluation...	a b c 4 3 3	10	3	3.3

TABLE 37 -- Continued

Computation of Summary Scores				
Percentile	Weights			Weighted Percentile
	Alpha	Beta	Gamma	
50	5	40	75	250
58	15	40	..	870
N	5	..	..	N
62	10	..	..	620
Totals.....	100	100	100	5570
Summary score (divide by 100, unless there are "N's" in the "Percentile" column.....				59
Equivalent percentile (from summary con- version table).....				61

SCHOOL PLANT (I)

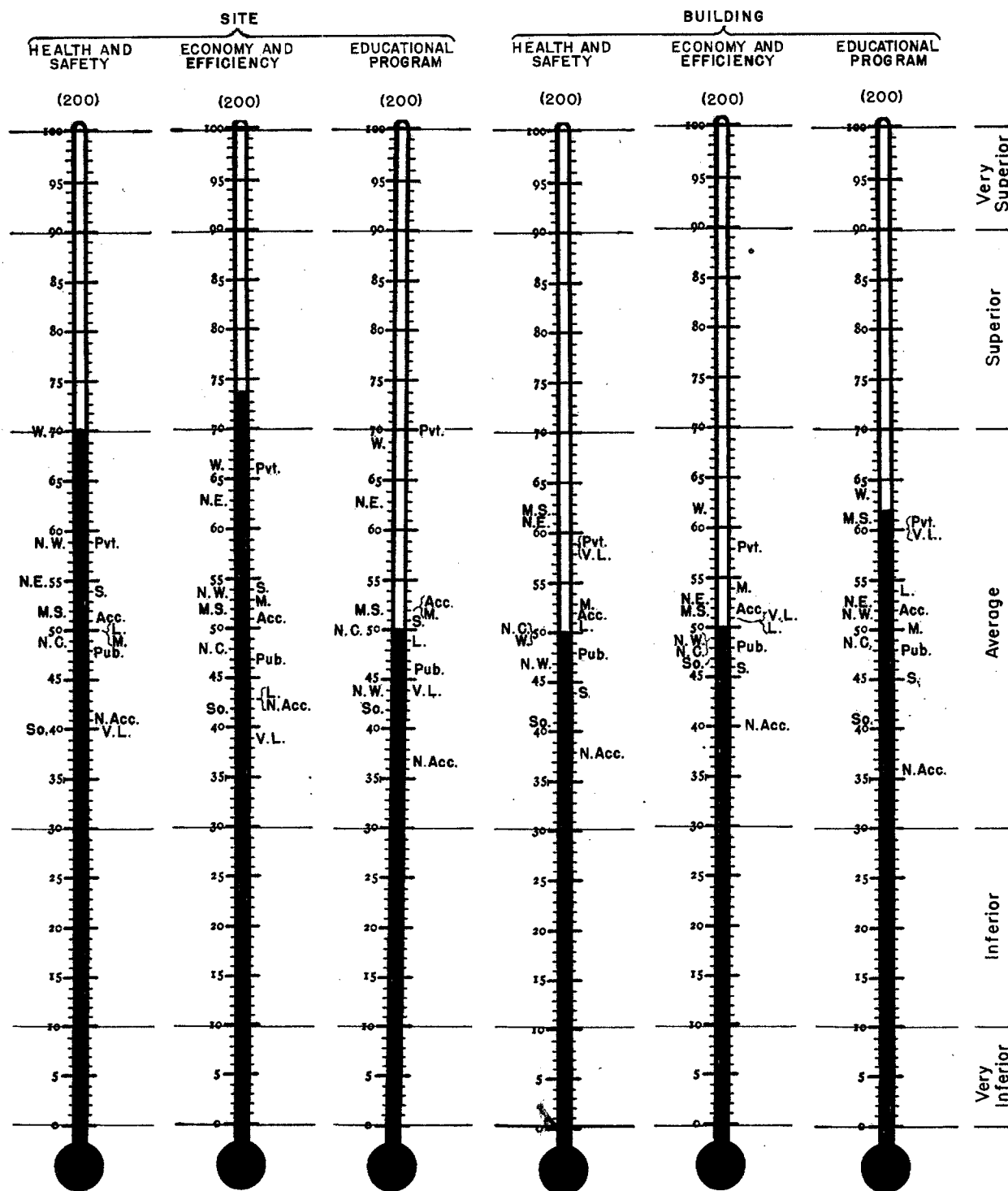


Fig. 19. -- The educational temperatures showing the percentile scores of the school plant of the Quanah High School (1).

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)

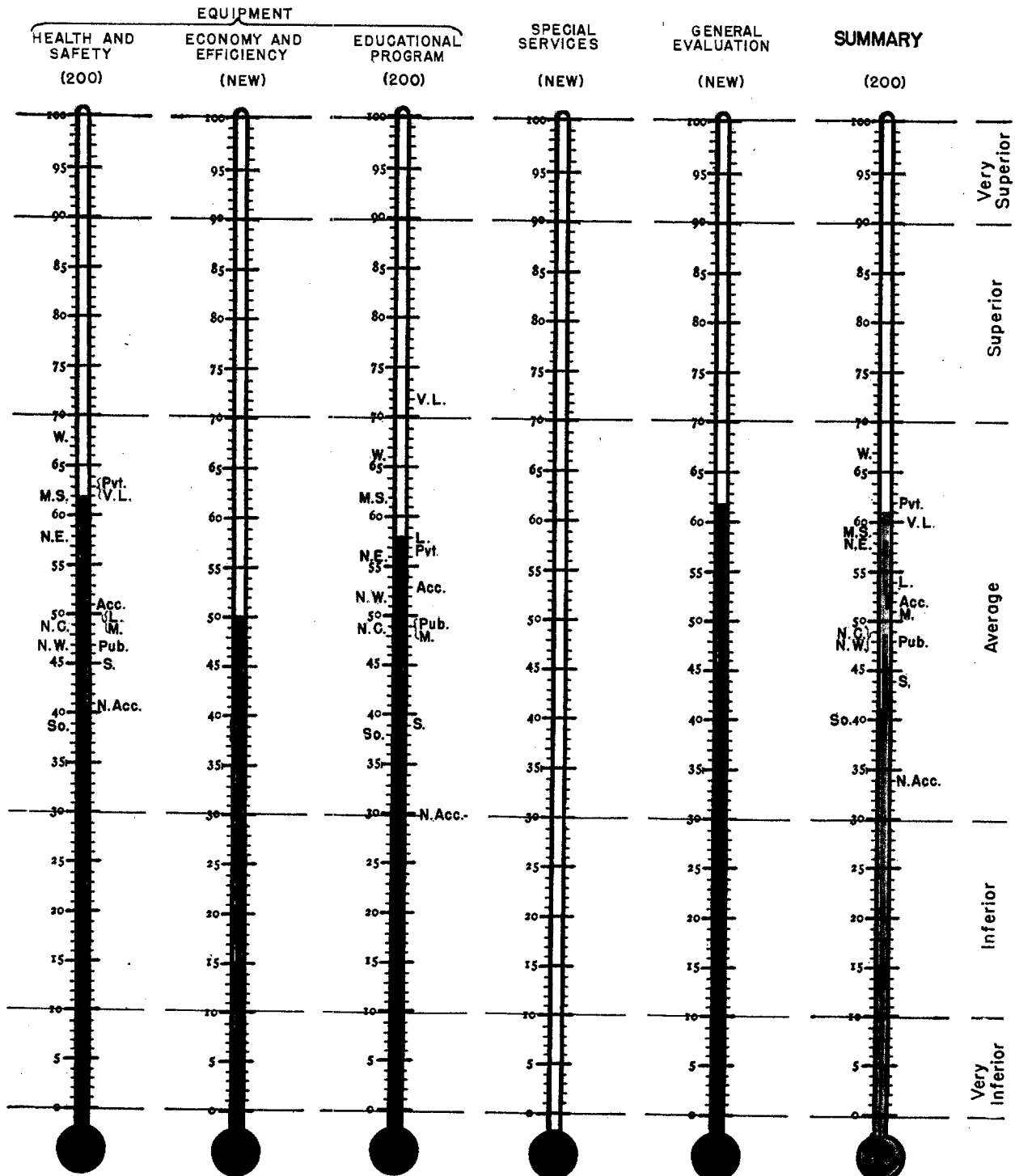


Fig. 20. -- The educational temperatures showing the percentile scores of the school plant of the Quanah High School (2).

SCHOOL ADMINISTRATION

General Statement

All thermometers on this chart are based upon Section L 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.

by the Cooperative Study of Secondary School Standards. In influence on the educational program, the school site has a percentile rank of fifty. This is an average score based upon all schools measured. In health and safety, the school building has a percentile rank of fifty, which is an average score. In economy and efficiency, the school building ranks fifty, which is average based upon all schools measured. In influence on the educational program, the school building rates sixty-two. This is twelve points above the national norm and twenty-one points above the norm for all Southern schools. In health and safety, the equipment of the evaluated school has a percentile rank of sixty-two, which is twelve points above the norm for accredited schools. In economy and efficiency, the equipment of the school rates fifty, which is an average score. In influence on the educational program, the equipment of the school rates fifty-eight, which is eight points above the national norm. In the general evaluation of the school plant, the school has a percentile score of sixty-two. This is a new study, and for this reason no data are available for making comparisons. The final summary score is sixty-one. This is eleven points above the norm for all schools measured and twenty-one points beyond the norm for Southern schools.

The school plant, site, and equipment of the Quanah High School, though falling short in a few places, are

meeting the needs of the school and the community. It is recommended that a combination band and physical education building be erected, if at all possible. The school furnishes satisfactory uniforms for band and athletic teams, but there is a shortage of equipment in the physical education department. Playgrounds near the school are needed. There are vacant lots near the school site which could be secured for a small sum. It is further recommended that scenery and curtains be secured for the auditorium and that a public address system be installed.

CHAPTER XII

SCHOOL ADMINISTRATION

Education has had one of the most phenomenal growths of any business in the United States. This has been brought about by the leaders of the country seeing the many benefits derived from it. It is one of the most important business institutions of a state because it is dealing in the training and welfare of human beings.

In the following excerpt Reeder sets forth the guiding principles of school administration:

The important, gigantic, and complex business of a school system cannot run itself. Every business, whether public or private, must be properly administered if it is to pay dividends in money, or in efficient service. Stockholders of industrial concerns have historically been aware of the need for proper administration of such concerns, and for almost as long the public has been cognizant of the necessity for -- though unfortunately not so 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 functions of school administration.¹

¹Reeder, op. cit., p. 3.

The purpose for which school administration exists is expressed by Reeder when he says:

School administration does not exist for itself; it is only a means, to an end. . . . School administration which facilitates education, and does so without financial waste, is justifiable and worth spending money upon; . . . School administration which does not facilitate education is a parasite -- a debauchery of public funds. School administration, therefore, exists only for the pupil, and its efficacy must be measured by the extent to which it contributes to teaching and learning; to teaching and learning it must always be a servant. It makes its largest contributions by providing efficient teachers and by furnishing them and their pupils with the proper tools and environment with which and in which to work.²

Organization

The general organization of the administration of the Quanaah High School is studied in this section. The board of control and its functions, the general policies of organization, and the superintendent and his duties and responsibilities are considered. This study will try to show whether the administration is providing for the needs of the pupils and the community as well as or better than the administration of the two hundred schools studied by the Co-operative Study of Secondary School Standards.

The checklist for evaluating the organization of the administration is given below. Each item is checked with the appropriate symbol to show to what degree the conditions are being met in the school.

²Ibid., p. 4.

- (-) 1. The board of control has rules and regulations for determining its policies, organization, and procedures.
- (-) 2. The board holds regular meetings at stated times.
- (/) 3. The board keeps accurate minutes of all its proceedings.
- (/) 4. The board acts as a judicial and policy determining body; it delegates all executive functions to the administrative head of the school system.
- (/) 5. The board elects school employees only on recommendation of the administrative head of the school system.
- (/) 6. The board authorizes the preparation and presentation of an annual budget, which it studies, publishes, modifies if desirable, and adopts.
- (/) 7. The board and superintendent of schools, with the advice of the principal, formulate regulations regarding the use of the school plant and other school property.
- (-) 8. The board functions only when in official session; at other times its members have no authority regarding school matters, except as specifically authorized by the board.
- (-) 9. The board accepts fully its responsibility for adequate financing of the educational program.
- (/) 10. All employees understand that their positions and all organizations in the school exist for the promotion of the educational program and the welfare of pupils and are therefore secondary in importance to those ends.
- (-) 11. Authority and responsibility are vested in certain officials who may delegate some of this authority to others. All relationships, however, are democratic and cooperative rather than authoritative and arbitrary.
- (/) 12. When responsibility is delegated, commensurate authority is delegated also, but supervision is exercised by the person delegating the authority.
- (-) 13. Units and individuals within the system understand their duties and interrelationships and function as parts of an integrated system.
- (/) 14. Pupils are helped to understand the school aims and policies which are approved by the administrative officers of the school and their relation to pupil interests and purposes.

- (-) 15. The school does not permit the exploitation of its staff members and pupils by any agency or for any purpose.
- (-) 16. Teachers teach only in those subject fields in which they have made adequate preparation.
- (/) 17. All income intended for school purposes is collected and made available for the schools; there is no diversion of school funds to other purposes.
- (/) 18. A complete audit of the financial records and accounts of the school 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.
- (0) 23. He promotes a continuous, efficient program of school and community relations.
- (/) 24. He administers efficiently the business affairs of the school system.
- (/) 25. He takes an accurate school census at least annually and organizes and uses the resultant data effectively.
- (-) 26. He uses an efficient system of school and pupil records.
- (0) 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. The principal 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.
- (O) 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 faculty growth in the ability to sponsor pupil activity organizations.
- (-) 46. He provides for an adequate guidance program.
- (-) 47. He is actively instrumental in the development and use of a good library.
- (-) 48. He directs the public relations program of his school.
- (/) 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 and other employees into the school and community.
- (/) 51. He makes frequent reports to his superiors regarding status and progress of the school.
- (/) 52. He checks school membership and attendance regularly against the school census record.
- (-) 53. He reserves time for professional reading and professional contacts in order to promote his own improvement and that of the school.
- (N) 54. He plans or approves and supervises all aspects of the transportation service.³

Of the fifty-four items, twenty-nine were checked (/), twenty-one were checked (-), three were checked (O), and one was checked (N). The checklist items indicate that the school rates a little above the average in the organization of the administrative functions of the school. No research investigations have been made and used as a basis for long-time planning of the educational program. The superintendent of the school is the main administrative and supervisory officer, devoting all of his time to these two phases of the school work. The evaluative questions to determine how well the organization of administration is functioning in the school are appropriately scored and given below:

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

The average score for organization is (3.3), which is three tenths of a point above average.

³Evaluative Criteria, pp. 134-136.

⁴Ibid.

The responsibility for the administration of the school policies is in the hands of the superintendent. He supervises all school employees and their school activities, recommends teachers and other employees, promotes a program of school and community relations, takes accurate school census annually, and administers the business affairs of the school system. He delegates many of the administrative duties to his principal, who checks the attendance, inspects the school plant and its maintenance, prepares a schedule of classes and other pupil activities, handles all discipline cases, supervises the instructional activities of teachers, and makes reports to his superiors regarding the progress of the school. To the school board goes the responsibility for regulating policies, organization, and procedures of the school. The board does not hold regular monthly meetings. When a board meeting is needed, it is called and presided over by the superintendent. Too many board meetings are scheduled when there is no business to attend to. Too often this type of meeting can result in hasty decisions that have not been given much thought. The board elects school employees only on the recommendation of the superintendent or the administrative head of the school. A more efficient system of school and pupil records should be kept. Certain clearly defined responsibilities should be delegated to other employees, granting

them commensurate authority, and requiring efficient performance. The necessity for having a delegated person to be responsible for the administration of the school and of school policies is expressed in the following excerpt:

Administration is necessary in order to coordinate the educational program, the staff, and the school plant, and to make them all operate effectively for the development of pupils. Responsibility for the administration of schools is usually entrusted to some type of board of control. Members of such boards should be prevaillingly, if not exclusively, laymen.

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 for the school, including school plant and equipment, and for the administration of the educational program, including supervision of instruction. This should require organization of resources both material and personal; delegation of duties and authority; and supervision of all delegated tasks and of all individuals to whom authority and responsibility are assigned. The better the administrative personnel, the more efficient will be the organization and management and the greater the probability of the successful attainment of the school's objectives, provided the personnel is always mindful of the primary function of the school -- the development of its pupils. Success should be measured in terms of results, not of machinery.⁵

Supervision and Instruction

Supervision is one of the most important phases of school work. It is hard to keep inspection out of supervision. Until this condition is corrected, supervision cannot

⁵Ibid., p. 131.

hope to be as useful and as completely accepted as it should be. Reeder says:

The fundamental test of the efficacy of supervision is whether it exercises leadership and whether there develops from such leadership a better type of education for the pupils. Unless supervision contributes to securing for the pupils a better type of education, it is a parasite and a debauchery of public funds.⁶

For supervision to reach the highest potential value possible, those who are to do the supervisory work should have the right attitudes and the proper spirit about the work.

Always [the supervisor] should keep an open mind; his methods should be impersonal and free from bias. He should realize that there are a very few things in education about which he can be sure, and nothing about which he can be dogmatic; at present there are many things about which one person's opinion is as good as another's. . . . His methods should seldom, if ever, be the methods. He should make the teacher feel that he is his friend and that he is there to help him, if possible.⁷

The supervision of the Quannah High School is evaluated from the standpoints of its objectives, procedures and activities, principles of supervision, and results of supervision. The items composing the checklist to show the extent to which the conditions of supervision of instruction are present and functioning are marked with the appropriate symbols and given below.

- (-) 1. The supervisory procedures are designed to promote the development of desirable habits and skills in pupils and teachers.

⁶Reeder, op. cit., p. 101.

⁷Ibid., pp. 101-102.

- (/) 2. The supervisory procedures are designed to promote the development or acquisition of desirable attitudes, ideals, and appreciations in pupils and teachers.
- (-) 3. The supervisory procedures are designed to promote the development or acquisition of desirable knowledge and understanding on the part of pupils and teachers.
- (-) 4. The supervisory procedures are designed to promote the development or acquisition of better understanding by teachers of the nature of pupil growth and development.
- (-) 5. 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.
- (O) 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 of increasing efficiency in the selection and use of satisfactory instructional procedures by teachers.
- (-) 9. The supervisory procedures are designed to promote the development or acquisition of greater skill in devising and using tests and in diagnosing and evaluating their results.
- (-) 10. The supervisory procedures are designed to promote the development or acquisition of greater ability in identifying and evaluating the outcomes of instruction through other means than classroom tests.
- (O) 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 increasing ability in the proper appraisal of the efforts of self and of others by the supervisor.
- (/) 16. The supervisory procedures are designed to promote the development or acquisition of zeal for self-improvement by the supervisor.
- (-) 17. The supervisory procedures are designed to promote the development or acquisition of long-term planning for systematic study by all concerned in the educational program.
- (-) 18. The supervisory procedures include such activities as determining the needs of individual pupils.
- (-) 19. The supervisory procedures include such activities as defining the objectives of instruction in various subjects.
- (/) 20. The supervisory procedures include such activities as evaluating and improving the courses of study in various fields.
- (-) 21. The supervisory procedures include such activities as studying and improving the equipment and supplies used in instruction.
- (/) 22. The supervisory procedures include such activities as studying activities of teachers in the classroom.
- (/) 23. The supervisory procedures include such activities as studying activities of pupils in the classroom.
- (-) 24. The supervisory procedures include such activities as evaluating the outcomes of instruction.
- (-) 25. The supervisory procedures include such activities as conferring with teachers individually and in groups regarding problems of instruction.
- (-) 26. The supervisory procedures include such activities as organizing teacher committees for work on school problems such as curriculum improvement.
- (-) 27. The supervisory procedures include such activities as holding teachers' meetings -- by grades, subject fields, or all teachers -- for professional study.
- (0) 28. The supervisory procedures include such activities as providing for demonstration teaching -- by teacher or supervisor -- for individuals or groups.

- (O) 29. The supervisory procedures include such activities as arranging for visitation by teachers of other teachers in the system or in other systems.
- (-) 30. The supervisory procedures include such activities as changing teacher assignments, temporarily or permanently, in order to extend the range of teachers' experience.
- (N) 31. The supervisory procedures include such activities as exchanging of teachers by systems for semester or year.
- (-) 32. The supervisory procedures include such activities as making suggestions for professional reading.
- (-) 33. The supervisory procedures include such activities as helping teachers to plan further professional study.
- (-) 34. Supervisors and teachers understand their mutual relationships and responsibilities; sympathetic understanding and good will characterize their relations.
- (-) 35. Supervisors and teachers have arrived cooperatively at an understanding of the educational philosophy of the school, of its purposes and objectives, and of a philosophy of supervision.
- (-) 36. Supervisors and teachers together formulate definite objectives for given time periods or undertakings and well organized plans of activities for attaining these objectives.
- (/) 37. The teachers understand clearly to whom they are responsible for their various duties and are not the victims of conflicting claims of authority among superiors.
- (/) 38. The supervisory program seeks to determine the qualities, procedures, and outcomes that characterize good supervision and those that characterize poor supervision.
- (-) 39. It seeks to determine the qualities, procedures, and outcomes that characterize good teaching and those that characterize poor teaching.
- (O) 40. Standardized tests and measurements are used freely and properly, their limitations being recognized.
- (-) 41. The construction and use of tests -- both old and new types -- is encouraged, their value and limitations being recognized.
- (O) 42. Well-planned experimentation and careful testing and evaluation of outcomes are provided for.

- (O) 43. Art products, handwork, written work, and similar objective evidence are used as bases for evaluation and further planning.
- (-) 44. Recorded data and other factual information are carefully studied for use in the educational program.
- (-) 45. Objective measurement and data and statistical study are supplemented by careful observation and judgment.
- (-) 46. The educational program is evaluated in the light of all pertinent factors.
- (-) 47. Available literature, particularly reports on experiments and research, are studied and used to improve the educational processes, their limitations being carefully noted.
- (-) 48. The training, experience, and abilities of teachers are studied, and desirable adaptations in supervisory procedures are made accordingly.
- (/) 49. Particular attention is given to the needs of inexperienced teachers.
- (/) 50. The varying backgrounds, interests, and abilities of pupil groups are considered in appraising the work of individual teachers.
- (/) 51. The limitations of plant, equipment, and supplies are recognized in planning and in evaluating instructional procedures.
- (-) 52. Progressive efforts at formulating a philosophy of education are made.
- (-) 53. Understanding of pupil and community needs is sought.
- (/) 54. Clear statements of objectives are made.
- (-) 55. Well-planned courses are sought.
- (/) 56. Effective classroom procedures are used.
- (-) 57. Careful evaluation of results of instruction is made.
- (/) 58. Reliance upon scientific principles and objective methods in solving school problems are present.
- (/) 59. Extensive and effective cooperation among teachers, pupils, and supervisors is present.
- (/) 60. Initiative, originality, and independence of teachers is noteworthy.
- (/) 61. Efforts at continuous self-improvement are made by teachers.
- (-) 62. Careful evaluation is made of the supervisory program.⁸

⁸Evaluative Criteria, pp. 137-139.

Of the sixty-two items listed above, nineteen were checked (\checkmark), thirty-five were checked (-), seven were checked (0), and one was checked (N). This indicates that the school is below average in supervision of instruction. One of the main causes of this is the fact that the principal has to teach three periods each day. If this condition did not exist, the principal could devote more time to the supervision of instruction. This would tend to raise the school's standards in this phase of its work.

The evaluative questions which served as a basis for measuring supervision in the school were scored to indicate how well the conditions or provisions were being met:

- (3) a. How satisfactory are such objectives as the above recognized in the supervisory program?
- (3) b. How great a variety of such procedures and activities does the supervisory staff use?
- (3) c. How well do teachers and supervisors understand their relationships with and responsibilities toward one another?
- (2) d. How well do they understand the various objectives which they together are to attain?
- (4) e. How well do they cooperate?
- (2) f. How extensively are scientific attitudes on the part of teachers and supervisors encouraged?
- (3) g. How well do teachers and supervisors exemplify scientific-mindedness in their work?
- (3) h. How flexible are the supervisory procedures?
- (3) i. How effective is the supervisory program in improving the teaching-learning situation?
- (3) j. How effective is the supervisory program in the professional improvement of teachers?⁹

Of the above evaluative questions, one was rated (4), six were rated (3), and three were rated (2). This gives

⁹Ibid.

an average score of (2.8), which is two tenths of a point below the national norm. Standardized tests and measurements need to be used more. Planned experimentation and careful testing and evaluating of outcomes should be a part of the regular school program. Some plan should be initiated to allow teachers certain days to visit other classrooms and other schools, if possible.

On the whole, the most satisfactory type of visiting is that which is undertaken in the school system in which one works. There is indicated in this interchange of courtesies an appreciation of the good work that is being done at home and a definite plan for spreading through the school system the very best that is done by any of the teachers. Much good may come from the organization by the supervisory corps of visits by young teachers to the older members of the corps, who are able to demonstrate skill in particular fields, and in some cases, an equal gain may come where the older teacher visits his younger colleague, who has gathered from his recent training and experience a technique which can be easily assimilated by more mature teachers.¹⁰

The supervisory staff of the evaluated school, which is composed of the superintendent and the principal, has studied the training, experience, and abilities of the teachers and has given particular attention to the needs of inexperienced teachers. The young teacher who comes into a community needs proper guidance in order to stay clear of the many pitfalls that are awaiting her. On the other hand, the young teacher has some obligations to her school and to the

¹⁰George Drayton Strayer and N. L. Engelhardt, The Classroom Teacher, p. 54.

administration. Umstattd lists a few of them in the following excerpt:

The young teacher should do his utmost to fit in to the organization as he finds it. There are reasons for the system that he will find in operation; and, although some of the reasons may not be sound, his obligation at first is to fit into the plan. He will have had the opportunity to learn of the school before signing his contract. Later, if he has objections to certain practices of the school, he has the right to state his objections to the principal or the superintendent. He has, however, no right to criticize the school to anyone except officials.¹¹

Business Management

The business management of the Quannah High School is administered by the superintendent of the school. He is assisted by a collector and assessor of taxes, who writes all checks other than those dealing with immediate school and pupil activity funds.

The business management of the school was evaluated with respect to the general duties and procedures, the budget, the accounting, and the maintenance and operation of the school plant. The items composing the checklist were checked with the proper symbols to indicate the score of each item for measuring the business management of the school.

- (✓) 1. The business management is under the supervision of the administrative head of the school system.

¹¹J. G. Umstattd, Secondary School Teaching, p. 422.

- (/) 2. The business management gives proper attention to the care of and the accounting for all school property.
- (N) 3. The business management supervises the accounts of the school cafeteria.
- (/) 4. The business management exercises proper control over the care and distribution of supplies and equipment.
- (-) 5. All purchases are made on the basis of fitness of goods for the purpose intended.
- (/) 6. Members of the professional staff are consulted regarding materials and supplies intended for use by such staff members.
- (N) 7. The business management purchases school buses and keeps them in proper condition or makes suitable arrangements for bus service.
- (/) 8. The officials definitely responsible for the handling and accounting of school funds are adequately bonded.
- (/) 9. All school property, including equipment and supplies, is adequately insured.
- (/) 10. Records, deeds, and other valuable papers are kept in fireproof vaults or cabinets.
- (/) 11. The business management has satisfactory forms and procedures for making purchases and accounting for them.
- (/) 12. The business management uses forms, classifications, and procedures which are approved by national school accounting organizations.
- (-) 13. The business system is economical of time, labor, costs without sacrificing desirable completeness of information, accuracy, or reliability.
- (/) 14. The business management regularly makes accurate reports to the board of control and to other legal authorities through the proper administrative channels.
- (-) 15. The business management makes regular reports to each individual charged with the use of funds or supplies, indicating the status of his account.
- (-) 16. The superintendent and principal in conference with the supervisory, library, instructional, guidance, and health staffs outline the educational program for the secondary school.
- (-) 17. The superintendent and principal in conference with the business management staff outline the proposed expenditures to support the educational program.

- (/) 18. The budget is based on adequate consideration of the school program, as well as a study of the budgets of a number of preceding years.
- (/) 19. The budget is determined only after carefully considering a tentative desirable developmental program for a period of years.
- (-) 20. On appropriate forms, all employees report their supplies and equipment for the current year and their needs for the coming year, together with suggested desirable changes.
- (/) 21. The budget indicates proposed expenditures classified under such captions as (a) capital outlay, (b) debt service, and (c) current expense, this last item being further classified under such headings as general control, instruction, plant operation, plant maintenance, coordinate activities, auxiliary agencies, and fixed charges, unless otherwise specified by state law.
- (-) 22. Reallocation of funds approved in the budget is made only after careful consideration of the other needs of the educational program.
- (/) 23. The budget indicates estimated receipts from all available sources.
- (/) 24. The budget presents comparative data on all its important sections over a period of several years.
- (N) 25. The principal is made responsible for keeping the school's accounts, or he receives regular and full reports from the central accounting office indicating the status of all accounts that relate to the secondary school or its staff.
- (/) 26. Each teacher or other employee is accountable for all supplies, material, or equipment charged to him; a room, department, or building is accountable for materials charged to it.
- (-) 27. Regular inventories are made, at least annually, on forms devised for the purpose. These inventories indicate the quantity of each item, quality or state of preservation, and its location and the person, room, or department against which it is charged, as well as the date of inventory.
- (/) 28. The school accounting system gives a complete record of all funds received and expended and the amount of each transaction.
- (/) 29. The accounting system is organized in sufficient detail to make possible computation of important unit costs.

- (-) 30. The accounting system provides for and requires the filing of all original supporting data of a transaction.
- (/) 31. The accounting system indicates the full history or record of each financial transaction.
- (/) 32. All equipment, supplies, and other materials are carefully checked with the invoice both as to quantity and quality when received.
- (/) 33. The accounting department pays only for such materials and supplies as have been purchased in accordance with the required forms and procedures.
- (/) 34. The accounting system is so organized that the accounts are easily checked and audited.
- (/) 35. The accounting staff has devised forms and procedures which are used by the school's auxiliary agencies and the pupil activity program, and supervises the financial activities and accounts of these agencies or organizations.
- (-) 36. Careful and periodic inspection is made of all parts of the school plant and reports are made of necessary repairs or undesirable conditions.
- (-) 37. All equipment, including school buses, is carefully inspected at regular intervals, the more fragile or used equipment being inspected more frequently than others; a report of any conditions needing attention is made.
- (-) 38. Repairs to plant or equipment are made promptly, without interfering unduly with the educational program.
- (/) 39. Particular attention is given to the prevention of fires and other hazards and to the elimination of such hazards.
- (-) 40. The school grounds and play areas are properly maintained at all times.
- (/) 41. Walls, windows, woodwork, light fixtures, pictures, statuary, shelving, furniture, toilet rooms and their fixtures, lavatories, and drinking fountains are cleaned in accordance with a regular schedule.
- (/) 42. Floors are appropriately treated at regular intervals to keep them in satisfactory condition (preservation, dustlessness, etc.).
- (N) 43. A vacuum cleaning system is provided.
- (/) 44. Proper cleansing agents for the various materials and items to be cleaned and the proper way of using these agents have been determined; they are used accordingly.

- (/) 45. Painting and varnishing, both interior and exterior, are done at regularly scheduled intervals, special attention being given to outside doors, window sills and frames, and other unusually exposed or vulnerable parts.
- (/) 46. The maintenance and custodial staffs and their work give evidence of such attention to cleanliness and orderliness and to the well-being of pupils and teachers that they merit and receive the cooperation of all.¹²

Of the forty-six items in the above checklist, twenty-nine were checked (/), thirteen were checked (-), and four were checked (N). The frequency of these symbols indicates that the business management of the school is above average. The evaluative questions listed below were appropriately scored for the above checklist on business management:

- (4) a. How efficiently is the purchase and distribution of school materials handled?
- (4) b. How adequate are the provisions for caring for deeds, records, and valuable papers?
- (4) c. How satisfactory are the reports made by the business management?
- (3) d. How satisfactory are general procedures such as the above followed in formulating the budget?
- (2) e. How extensively do the members of the school staff provide data on educational needs as a basis for the budget?
- (3) f. How satisfactorily are the provisions of the budget followed in making expenditures?
- (4) g. How efficient is the system for keeping accounts and how effectively is it used?
- (3) h. How well does it provide for computing unit costs?
- (3) i. How comprehensive is the plan for inspecting all school property?
- (4) j. How well are the various forms of school property maintained, repaired, and painted.
- (4) k. How good is the program for cleaning the building and equipment?
- (3) l. How well is the program carried out?¹³

¹²Evaluative Criteria, pp. 141-144.

¹³Ibid.

Of the twelve evaluative questions given above, six were rated (4), five were rated (3), and one was rated (2). This gives an average score of (3.4), which is four tenths of a point above the average for the schools measured.

To the superintendent of schools is delegated the full responsibility for the business management of the evaluated school. A purchase order must be secured and recorded before any article is bought. He gives attention to buying and distributing all supplies and all equipment. He is responsible for planning and making the school's budget. In this annual statement should be included, in addition to money matters, such information as what has been accomplished during the year, innovations during the year, current needs and recommendations, and future plans. The superintendent is responsible for keeping the school's accounts and for filing all original supporting data of each business transaction. Part of these duties are delegated to his school secretary and to the tax assessor-collector, previously mentioned.

The business manager, who is the superintendent in most cases, must have a general knowledge of many things.

If the schools are to function to their highest degree of efficiency, the chief executive of the schools, the superintendent, must have a considerable knowledge of the business side of school administration. In small school systems he must be trained to direct both the business and the educational functions; not

only must he be a Jack-at-all-trades in school administration, but also, as far as possible, a master of them all.¹⁴

School and Community Relations

The school that does not have some form of a home-school-community relationship program organized and functioning is missing one of its best opportunities of selling the school to the public. In the following excerpt Yeager says:

Most criticisms of education come from individuals or groups who criticize that which they least understand. In the long run where the people are taken into confidence, that community enjoys a popular support of its educational program. School officials must decide if the people shall be intelligently and completely taken into that confidence which shall lead to a more sympathetic understanding of public school purposes, needs, and accomplishments, or be deluded by hearsay, victimized by propaganda, or perhaps turned to opposition of the school. Cooperative endeavor in the interest of complete child welfare is the desideratum.¹⁵

Besides furnishing information about the school to the parents and the community, the school has many community services to render. Some of these are making school playgrounds available to community recreational programs, making the auditorium available for community use, setting up community playgrounds, and furnishing directors or teachers to lead different community affairs. The items in the complete checklist for evaluating the school and community relations program are appropriately checked and given below:

¹⁴Reeder, op. cit., p. 37.

¹⁵William A. Yeager, Home-School-Community Relations, p. 12.

- (0) 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.
- (0) 6. The school furnishes the parents and community with information about the school plant and its equipment.
- (-) 7. The school furnishes the parents and community with information about financial needs.
- (-) 8. The school furnishes parents and community with information about business management.
- (-) 9. The school furnishes the parents and community with information about the school guidance program.
- (0) 10. The school furnishes the parents and community with information about community relations organizations.
- (/) 11. The school furnishes the parents and community with information about rules and regulations regarding school attendance, home study, reports, etc.
- (/) 12. The community frequently calls upon the school for assistance in activities which contribute to community 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.
- (0) 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.
- (0) 16. The school encourages the holding of public forums for the discussion of educational, social, economic, or other problems that may promote community welfare.

- (-) 17. The school encourages the organization of classes for the education of adults and permits the use of school facilities by such classes.
- (/) 18. The auditorium is made available for community programs.
- (O) 19. Clubrooms and facilities are made available to 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. All 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.
- (O) 25. Representative citizens of the community serve on committees for developing better school and community relations.
- (O) 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. The school entertainments of various kinds are given and are open to the public; these entertainments are largely planned and given by pupils and many pupils participate in them.

- (/) 32. Programs and exercises connected with commencement are used as a means of interpreting the school, its program, and its needs to the community.
- (-) 33. The financial status and resources of the school are such as to assure the offerings and other conditions set forth in the school's literature.
- (/) 34. Whatever other purpose the school may have, the education and welfare of its pupils is always made the matter of first importance.
- (-) 35. Only those prospective pupils are solicited whose present and prospective plans and needs may be adequately promoted or met by the school and its offerings.
- (/) 36. Pupils not solicited but wishing to enroll in the school are clearly informed regarding the nature and extent of the school's offering and regarding its purposes and objectives.
- (/) 37. In the awarding of scholarships, only those pupils or prospective pupils are considered whose primary interest and objective is further education in the regular curricular offerings of the school.
- (-) 38. Interschool relationships are restricted to such schools and activities as will promote the educational welfare of the pupils.¹⁶

Of the thirty-eight items in the above checklist, thirteen were checked (/), seventeen were checked (-), and eight were checked (0). On school and community relations the school does not have a satisfactory score. The school and community public relations program needs urgent attention. The direction of any organization should come under the supervision of the school; however, the officers should come mainly from the laymen of the school community. Let it be their organization, but let the guidance come from within the school.

¹⁶Evaluative Criteria, pp. 145-147.

The following evaluative questions were properly scored to show how well the school and community relations program was functioning:

- (2) a. How well is information about the school provided to the parents and community?
- (3) b. How extensive is the participation of staff members in community life and activities?
- (2) c. How well does the school provide for the educational needs of its public?
- (2) d. How well does the school provide for the recreational needs of its public?
- (4) e. How well does the school provide for the use of the public and school press to promote better school and community relations?
- (4) f. How effectively does the school provide special exhibits, entertainments, or similar special occasions to promote such relations?
- (2) g. How well does the community cooperate with the school and support school projects?
- (3) h. How well are such conditions as those described above provided for in the organization of the school?
- (4) i. How carefully are such provisions followed in practice?
- (4) j. How well does the administration of the school accord with the philosophy of education and objectives as described in Section B?
- (3) k. How well does the administration of the school meet the needs of the pupil population and of the community as indicated in Section C?
- (3) l. To what extent is the school identifying problems in the school administration and seeking their solution?¹⁷

Of the above evaluative questions, four were rated (4), four were rated (3), and four were rated (2). The average score on the questions is (3.0). This is the average score for the two hundred schools measured. Encouragement of the use of the school plant and its equipment should be stressed. Definite purposes and objectives of the school should be

¹⁷Ibid., pp. 145-148.

furnished the parents and community at different intervals throughout the year. Club rooms and other facilities should be made available for social activities of the community.

Summary and Recommendations

All of the evaluations made for the administration of the Quannah High School are presented in Table 38. The average evaluations, or primary scores, were converted into percentiles by the use of a conversion table. These percentiles were weighted, using the Alpha, or complete scale, and averaged to compute the final summary score, which was converted into percentile form by the use of the summary conversion table. The percentile scores were plotted in graphic form on Fig. 21. On the administration of the school, the school has a percentile rank of seventy-four. This is a new study, and therefore no data are available for comparison. In organization of school administration, the school has a percentile rank of fifty, which is an average rank. In supervision of instruction, the school has a percentile rank of forty-two. This is eight points below the norm for all schools measured and needs immediate attention. Since the school has no cafeteria, dormitory, or school bus service, the thermometer for supervision of special services is marked (N). In business management, the school has a percentile rank of sixty-six. This is sixteen points above the norm for all schools measured and twenty-

TABLE 38

A SUMMARY OF THE EVALUATIONS OF THE SCHOOL
ADMINISTRATION OF THE QUANAH HIGH SCHOOL

Items	Computation of Primary Scores			
	Evaluations	Total	Divisor	Score
Administrative staff.....	a b c d e f g 4 4 4 3 3 4 4	26	7	3.7
Organization.....	a b c d 3 3 3 3	12	4	3.0
Supervision of instruction...	a b c d e f g 3 2 3 2 4 2 3 h i j 3 3 3	28	10	2.9
Supervision of special services.....	a b c d e f g N N N N N N N	N	7	N
Business management.....	a b c d e f g 4 4 4 3 2 3 4 h i j k l 3 3 4 4 3	41	12	3.4
School and community relations.....	a b c d e f g 2 3 2 2 4 4 2 h i j N 3 4	26	9	2.9
General evaluation.....	a b c 4 3 3	10	3	3.3

TABLE 38 -- Continued

Computation of Summary Scores				
Percentile	Weights			Weighted Percentile
	Alpha	Beta	Gamma	
74	20	20	..	1480
50	20	..	..	1000
42	20	30	45	840
N	5	..	..	N
66	15	40	55	990
46	10	10	..	460
62	10	..	..	620
Totals.....	100	100	100	5390
Summary score (divide by 100 unless there are "N's" in the "Percentile" column.....)				57
Equivalent percentile (from summary con- version table).....				61

SCHOOL ADMINISTRATION

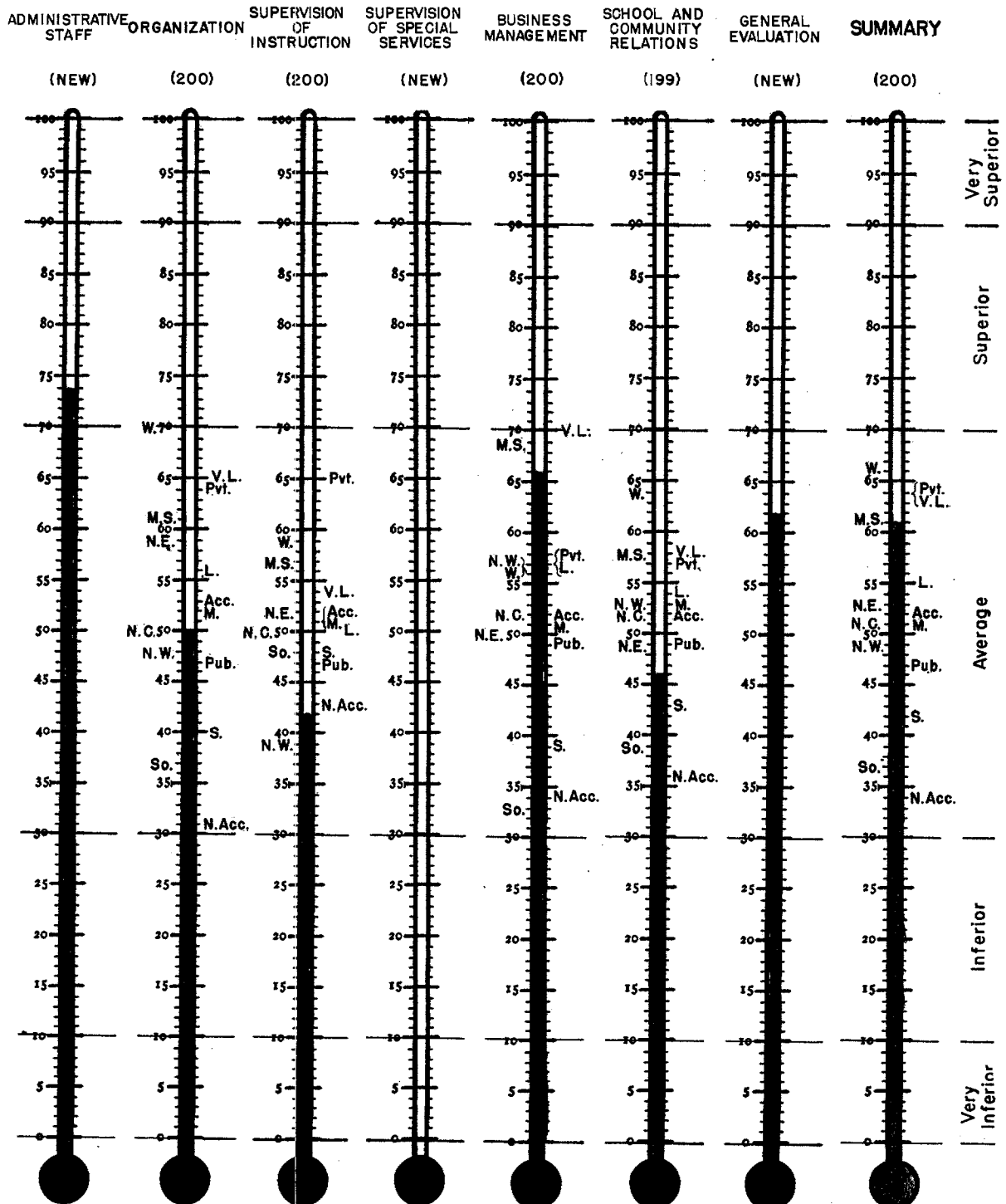


Fig. 21. -- The educational temperatures showing the percentile scores of the school administration of the educational program of the Quanah High School.

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."

eight points above the median for Southern schools. In school and community relations, the school has a percentile rank of forty-six. This is four points below the national norm and eleven points below the norm for private schools. In general evaluation, the school has a percentile rank of sixty-seven. This is a new phase of the study, and for this reason data for comparison are not available. On the final summary form, the percentile rank of the school is sixty-one. This is eleven points above the norm for all schools measured and twenty-six points above the norm for Southern schools.

It is recommended that the school help to effect an organization to sponsor better home-school-community relations. The principal should be relieved of classroom duties in order to devote more time to the supervision of instruction. It is further recommended that some time and study be directed toward a wider use of the school plant by the community.

CHAPTER XIII

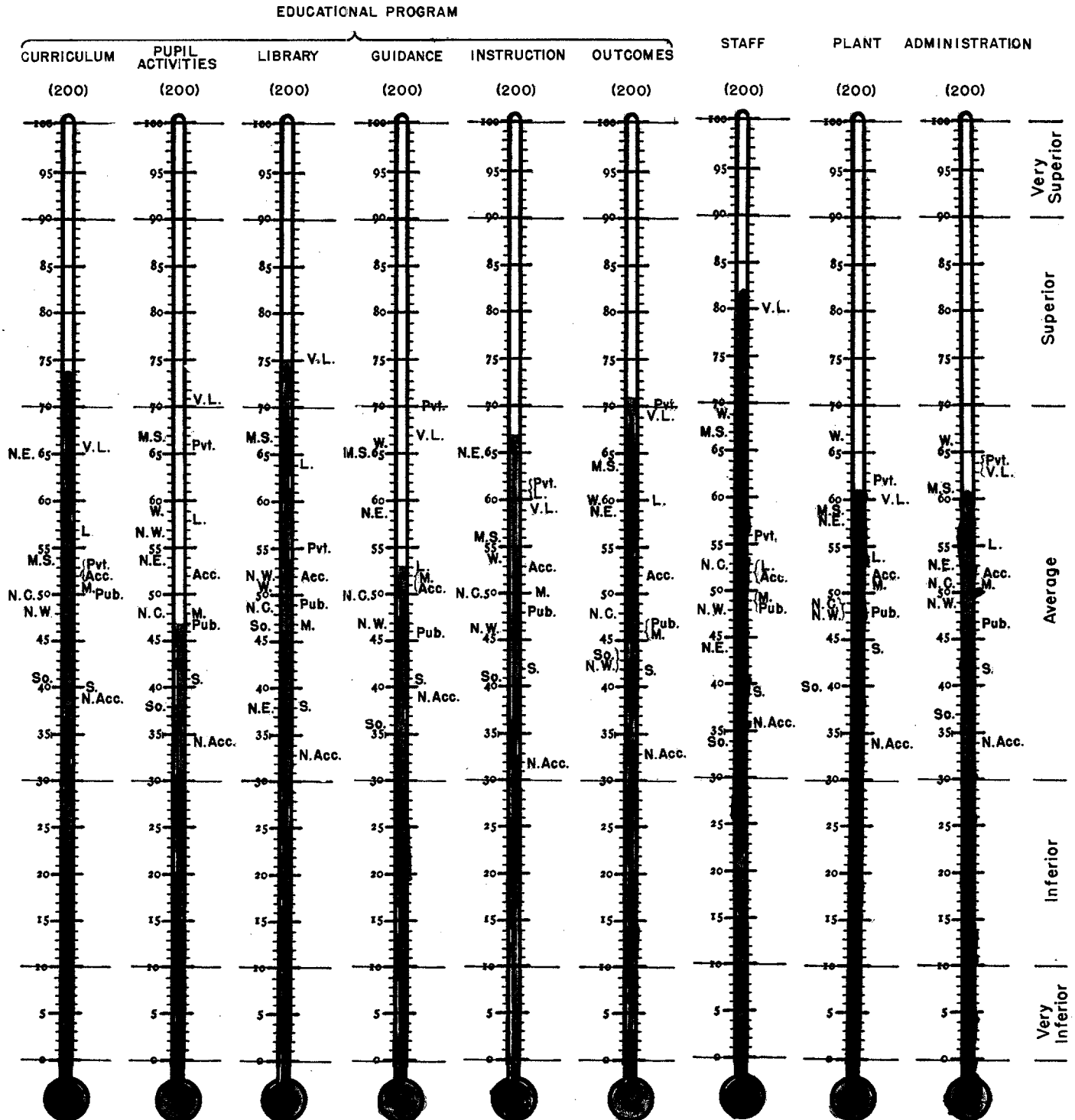
CONCLUSIONS AND RECOMMENDATIONS

Conclusions

This study of the Quanah High School revealed that, previous to this study, the school had no clearly formulated philosophy of education and specific objectives. It revealed that very little permanent data or records had been kept concerning the school community, and that the cumulative record cards were not adequate. It is believed that any study or survey will be more meaningful if the desirable and the undesirable points shown in its summaries are compared with the schools studied by the Cooperative Study of Secondary School Standards. Figure 22 shows the educational temperatures of the evaluated school based upon the summary scores of the major divisions of the school program.

In its curriculum and course of study, the Quanah High School is equal to or better than sixty-nine per cent of the schools studied by the Cooperative Study of Secondary School Standards. This is nineteen points above the national norm and twenty-eight points above the norm of Southern schools.

SUMMARY OF EVALUATIVE CRITERIA



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).

On the pupil activity program, the evaluated school is equal to or better than forty-seven per cent of all schools measured. This is three points below the national norm and fourteen points below the norm of private schools.

In regard to its library, the school is equal to or better than seventy-five per cent of all schools measured. This is twenty-five points above the national norm of schools studied and twenty-eight points above the norm for Southern schools.

In guidance, the school has a percentile score of fifty-three. This is three points above the national norm and fourteen points above the norm of private schools. More information should be secured about the students and a better guidance program should be instituted.

In educational outcomes, the Quanah High School is as good as or better than seventy per cent of the schools studied. This is nineteen points above the norm of accredited schools and three points above the norm of very large public schools.

On the school staff's rating, the school is as good as or better than eighty-two per cent of the schools studied. This is eighteen points above the norm of private schools and two points above the norm of very large public schools.

The summary thermometer of the school plant shows the evaluated school to be equal to or better than sixty-one

per cent of the schools studied. This is eleven points above the national norm and only one point below the norm of private schools.

In administration, the Quanah High School has a percentile rank of sixty-one. This is a satisfactory rating, being eleven points above the norm of the schools measured, nine points above the norm of accredited schools, and only three points below the norm of private and very large public schools.

Recommendations

In the light of the findings and conclusions drawn as a result of this evaluative study of the Quanah High School, the following recommendations for the improvement of the school are suggested:

1. A more clearly stated educational philosophy and a more definite set of objectives should be formulated. The administration and instructional staff should keep abreast of the times in order that the school's philosophy and objectives may be changed from time to time to meet the needs of the community and the pupils.

2. A campaign should be instituted to help "sell the school" to the public. This should include some emphasis upon the importance of keeping boys and girls in school and the many advantages the school has to offer.

3. In order for the school to meet to a more satisfactory degree the needs of the pupils and of the government, additional units of instruction should be added in elementary aeronautics, sheet metal, mechanical drawing, and business education.

4. It is recommended that the library shelves be made more accessible to the students. The community should be encouraged to use the library more, and material should be added to the library to meet the demands and needs of the community.

5. A better trained guidance staff is recommended. More attention should be given to gathering information about the students and the community.

6. Better playgrounds and playground equipment are badly needed. Parts of the present playgrounds need to be better drained.

7. A better balanced program of health and physical education for boys and girls should be provided. This phase of the school work is inferior and tends to lower the standard of work done in other departments.

8. A combination gymnasium and band room is recommended.

9. It is recommended that a more specific salary schedule be put into operation and that teachers be required

to attend college every third summer until a master's degree is acquired.

10. A public address system is recommended.

11. A new automatic clock and bell system should be installed.

12. It is recommended that a public relations program be instituted and carried on by the school.

It is hoped that this study will prove, in some measure, to be of benefit both to the school and to the community, because it is believed that through careful studies of other schools of similar and of higher rating the shortcomings of the Quanah High School can be partially corrected.

APPENDIX

TABLE 39

THE RATING GIVEN EACH TEACHER OF QUANAH HIGH SCHOOL
ON EACH ITEM OF THE CHECKLIST ON INSTRUCTION*

Item Checked	Teacher											
	A	B	C	D	E	F	G	H	I	J	K	L
1.....	/	/	-	-	-	/	/	/	-	/	/	-
2.....	/	-	-	-	-	-	/	/	/	-	-	-
3.....	/	O	/	-	/	-	-	/	-	/	-	O
4.....	/	/	/	/	/	-	/	-	/	/	/	-
5.....	-	/	-	-	N	/	O	-	/	-	-	-
6.....	/	-	-	/	-	/	/	-	-	/	/	/
7.....	-	-	/	-	-	-	-	-	/	-	-	-
8.....	-	/	/	-	/	-	/	O	/	-	/	/
9.....	/	/	/	-	/	-	-	O	-	-	/	/
10.....	-	-	-	-	-	-	-	-	/	/	-	-
11.....	/	O	-	-	-	-	/	O	-	-	-	-
12.....	/	/	/	-	/	/	-	/	-	/	/	-
13.....	-	/	-	-	/	-	-	N	-	-	/	/
14.....	-	O	-	-	/	-	-	N	-	-	-	N
15.....	-	/	/	O	-	/	/	/	/	/	/	-
16.....	/	O	/	-	-	-	/	N	-	-	-	-
17.....	-	/	/	-	/	/	-	/	/	/	/	-
18.....	/	-	-	-	-	/	-	/	/	/	-	-
19.....	/	-	/	-	/	/	/	-	-	/	/	/
20.....	-	/	/	/	/	/	/	-	-	-	-	-
21.....	/	/	/	-	-	-	-	/	/	-	-	-
22.....	-	O	-	-	-	-	/	-	/	-	-	-
23.....	-	/	-	-	-	-	/	/	/	-	/	-
24.....	-	/	/	-	/	-	-	/	/	-	/	/
25.....	/	O	-	-	-	/	-	-	/	-	-	-
26.....	-	O	-	-	-	-	N	/	-	-	-	-
27.....	-	O	-	-	-	-	/	-	/	/	/	/
28.....	-	O	-	-	/	/	O	O	-	-	/	-
29.....	-	O	/	N	/	/	/	O	/	-	-	-
30.....	-	O	N	-	N	O	-	/	/	-	-	/

TABLE 39 -- Continued

Item Checked	Teacher											
	A	B	C	D	E	F	G	H	I	J	K	L
31.....	-	-	N	-	N	-	/	/	-	O	-	/
32.....	/	O	-	/	-	-	-	/	/	-	/	-
33.....	-	O	-	-	-	-	N	-	-	-	/	-
34.....	/	O	-	-	-	-	-	-	-	O	/	-
35.....	-	/	-	-	O	/	N	O	-	-	O	N
36.....	/	/	-	/	-	/	/	/	/	/	/	/
37.....	/	/	-	/	-	/	-	/	/	/	/	/
38.....	/	/	-	-	-	/	/	/	/	/	/	-
39.....	/	/	/	-	/	-	-	-	/	/	/	-
40.....	-	-	-	/	-	-	/	/	/	O	-	/
41.....	-	/	/	/	/	-	/	/	/	/	/	/
42.....	/	-	/	-	/	/	/	-	/	O	-	-
43.....	/	/	-	-	-	/	-	/	-	-	-	-
44.....	/	/	/	-	/	/	/	-	-	-	-	-
45.....	/	/	-	/	-	/	/	/	/	O	/	/
46.....	N	O	-	-	N	/	N	/	/	/	/	-
47.....	-	/	O	O	O	-	-	O	-	-	-	O
48.....	-	O	-	N	-	-	/	-	-	-	-	-
49.....	-	O	-	O	-	-	/	-	-	-	-	-
50.....	/	/	-	N	/	/	O	/	/	/	-	/
51.....	/	/	-	N	-	/	O	/	/	/	/	/
52.....	/	/	O	N	-	O	/	N	O	-	-	-
53.....	/	O	-	N	-	-	/	N	/	O	-	-
54.....	-	O	-	N	O	-	-	N	-	-	-	O
55.....	/	O	O	/	O	-	/	N	/	-	-	-
56.....	/	/	-	/	-	-	/	O	/	-	-	-
57.....	/	-	-	/	-	-	-	/	/	/	-	-
58.....	/	/	/	-	/	/	/	/	-	/	-	-
59.....	-	O	-	O	-	-	O	-	O	-	-	-
60.....	/	/	/	/	/	/	-	/	-	-	/	-
61.....	/	/	-	-	-	/	/	/	/	-	/	/
62.....	/	/	/	-	/	/	-	-	-	-	-	/
63.....	/	-	/	/	/	-	/	-	-	-	/	/
64.....	-	/	/	-	/	-	/	/	/	-	-	/
65.....	/	O	-	-	-	-	/	-	-	-	-	-
66.....	/	O	-	-	-	-	/	-	-	-	-	-
67.....	-	O	O	O	O	/	-	O	-	-	-	O
68.....	-	O	-	O	-	/	-	-	-	-	-	-
69.....	/	-	-	-	-	/	-	-	-	/	-	-

*Items are listed on pp. 132-136.

TABLE 40

THE SCORE GIVEN EACH TEACHER OF THE QUANAH HIGH SCHOOL
ON EACH EVALUATIVE QUESTION ON INSTRUCTION*

Evaluation Rated	Teacher											
	A	B	C	D	E	F	G	H	I	J	K	L
1....	5	3	4	3	4	3	3	3	4	4	3	3
2....	4	4	4	3	3	3	3	4	4	4	4	3
3....	4	3	4	3	3	4	3	4	4	3	3	3
4....	3	3	4	3	2	3	3	3	4	3	3	3
5....	4	2	5	3	3	4	3	3	4	3	3	3
6....	3	2	4	2	3	3	3	3	5	3	3	3
7....	4	4	4	4	3	3	3	4	5	3	4	4
8....	4	4	4	3	4	4	3	5	5	4	3	4
9....	3	3	3	3	3	3	2	3	3	4	3	3
10....	3	3	3	3	3	4	2	3	3	3	4	3
11....	4	3	3	3	3	3	3	3	3	4	3	3
12....	3	3	3	2	3	3	3	2	3	3	3	3
13....	3	3	3	3	3	3	3	2	3	4	3	4

*Items are listed on pp. 136-137.

TABLE 41

THE RATING GIVEN EACH TEACHER OF THE QUANAH HIGH SCHOOL
ON EACH ITEM OF THE CHECKLIST ON PERSONAL AND INSTRU-
CTIONAL QUALIFICATIONS OF TEACHERS*

Item	Teacher											
	A	B	C	D	E	F	G	H	I	J	K	L
1....	/	-	/	/	/	/	/	-	/	/	/	/
2....	/	/	/	/	/	/	/	/	/	/	/	/
3....	/	/	/	-	/	/	/	/	/	-	/	-
4....	/	-	-	-	-	-	-	-	-	/	-	-
5....	-	/	-	/	-	/	-	-	-	-	-	-
6....	/	-	-	-	-	-	-	/	-	-	/	/
7....	/	-	-	-	/	/	/	/	-	-	/	/
8....	/	/	/	-	/	/	/	/	/	/	/	-
9....	/	/	-	-	-	/	/	-	/	/	/	/
10....	/	-	/	-	/	-	-	-	-	0	-	/
11....	/	/	/	-	/	/	/	/	/	/	/	-
12....	/	-	/	/	-	/	/	/	/	-	/	-
13....	-	-	-	-	/	/	/	/	/	-	-	/
14....	/	0	-	0	-	0	0	-	-	-	-	/
15....	-	/	-	-	-	0	0	-	-	-	-	/
16....	/	/	-	/	-	-	-	-	/	/	-	-
17....	/	-	/	-	/	-	-	-	/	/	/	-
18....	/	-	-	-	/	-	-	-	/	-	-	/

*Items are listed on pp. 188-189.

TABLE 42

THE SCORE GIVEN EACH TEACHER OF THE QUANAH HIGH
SCHOOL ON EACH EVALUATIVE QUESTION ON
PERSONAL AND INSTRUCTIONAL QUALI-
FICATIONS OF TEACHERS*

Evaluation Rated	Teacher											
	A	B	C	D	E	F	G	H	I	J	K	L
A.....	4	3	4	4	4	4	4	3	4	3	3	4
B.....	5	3	4	4	4	3	4	4	4	3	3	3
C.....	4	4	3	3	4	2	4	3	5	3	4	3
D.....	4	3	3	3	3	4	3	3	4	3	3	3

*Evaluations are listed on p. 189.

TABLE 43
 NUMBER OF SEMESTER HOURS OF PROFESSIONAL
 PREPARATION OF EACH TEACHER OF THE
 QUANAH HIGH SCHOOL*

Teacher	Number of Semester Hours
A	30
B	27
C	27
D	29
E	27
F	24
G	18
H	24
I	34
J	27
K	24
L	44

*See p. 196.

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