1951

A comprehensive survey and evaluation of the Drummond Montana high school

James Merritt Tindall
The University of Montana

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A COMPREHENSIVE SURVEY AND EVALUATION
OF THE DRUMMOND, MONTANA, HIGH SCHOOL

by

JAMES MERRITT TINDALL
B.A., Asbury College, Wilmore, Kentucky, 1924

Presented in partial fulfillment
of the requirements for the degree of
Master of Education

MONTANA STATE UNIVERSITY
1951
This professional paper has been approved by the Board of Examiners in partial fulfillment of the requirements for the degree of Master of Education.

[Signature]
Chairman of the Board of Examiners

W. F. Clark
Dean of the Graduate School

Date 8/16/67
ACKNOWLEDGEMENTS

In order to better serve the educational needs of the boys and girls of the Drummond community and surrounding areas this survey of the Drummond High School has been undertaken to reveal those phases of the overall educational program that stand in need of improvement.

Grateful acknowledgement is made to the members of the grade and high school faculty for their cooperation and courtesy in serving on the survey committees. Among these are: Genevieve Hawkins, instructor in English and Librarian; Reva Wilson, instructor in Home Economics and Social Studies; Gladys Ramberg, instructor in Music; Harold Foss, instructor in Science and Shop; Robert Whalen, instructor in Commercial subjects and Athletics; Roy Crossman, Grade Principal and Eighth grade; Edna Pioche, Seventh grade; Robert Schmauck and Evelyn Morse, Sixth grade; Gladys Furman, Fifth grade; Bernice Foss, Fourth Grade; Rose Petersen, Third grade; Barbara Mullen, Second grade; Phyllis Ohrmann, First grade.

The author wishes to express special appreciation to the following district school superintendents for their follow-up survey and evaluations: Earl H. Fellbaum, Superintendent of Schools, Helena, Montana; Charles D. Haynes, Superintendent of Schools, Hamilton, Montana. The findings and recom-
mandations of this follow-up committee will be found in Chapter XII at the close of this survey.
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CHAPTER I

OBJECTIVES AND PATTERN

This survey and evaluation has as its primary purpose the improvement of the Drummond High School in the service it is rendering to the boys and girls of the community and the surrounding areas. The survey has been conducted strictly on a professional basis and every attempt has been made to be objective in its evaluations. In scope the survey has covered all the facilities of the educational program as they existed during the school year 1950-51 and for the fiscal year beginning July 1, 1950 and ending June 30, 1951. It has likewise included the basic data regarding the community and the surrounding areas served by the school.

The survey has followed the pattern and materials set forth in the EVALUATIVE CRITERIA\(^1\) for secondary schools as it appears in successive chapters of this paper. The findings of this self-evaluation have been checked by a visiting committee comprised of professional men in the educational field of the state of Montana, whose attitude has been one of professional cooperation, helpfulness and constructive criticism.

It has been one of the purposes of this study to point out the existing weaknesses of the present educational program as it now exists at this school. The entire study has been made on the premises of digging out the facts as they revealed themselves in the survey and then asking the question: How well does the Drummond High School measure up to the standards set forth in the EVALUATIVE CRITERIA?

The survey was conducted by the author assisted by the grade and high school faculties of fourteen members and covers the following fields of the educational program at Drummond: Pupil Population and School Community; Educational Needs of Youth; Program of Studies; Pupil Activity Program; Guidance Services; School Plant; School Staff and Administration; Statistical Summary of Evaluation; Graphic Summary.

Since the material of the survey was comprehensive, and the time limited, it is easily possible that the author and his committee may have erred in some of their judgments. Although different members of the committee disagreed at times, when the work was finished, however, there was noticeable unanimity of opinion regarding the school's salient points of strengths and weaknesses.
CHAPTER II

PUPIL POPULATION AND SCHOOL COMMUNITY

Exact data were not always available in making the determinations and evaluations on this section of the survey. Many factors concerning the community made it impossible to always give as close a determination of the facts as would be desirable in making this survey. Every effort was made, however, to give as accurate a picture as possible of the pupil population and school community.

I. BASIC DATA REGARDING PUPILS

A. Enrollments and graduates. Although no studies have been made regarding the progress of a group of pupils who entered the lowest grade at the same time, questioning pupils now in school and graduates still in the community has brought out these pertinent facts: (1) there has been approximately a thirty-three per cent drop in enrollment of each class from the time a class entered high school to the time of graduation. This is indicated on page 22 of the EVALUATIVE CRITERIA. For example the class of '49 started with an enrollment of twenty-one pupils and graduated only thirteen; the class of '50 started with twenty-two pupils and graduated fifteen; and the class of '51 started with sixteen pupils and graduated eight; (2) among the girls the
basic reason given for dropping out was marriage. This was borne out in the chart on page 25 in the EVALUATIVE CRITERIA which shows of the seven girls who have withdrawn from this school for the period starting twelve months preceding the current school year five of these did so because of marriage; (3) among the boys two reasons stood out, i.e., (a) family moved to another community to find work and (b) poor scholarship. This was verified in the chart on page 25 of the EVALUATIVE CRITERIA which showed that eleven of the twenty-four boys who withdrew from school for the period twelve months preceding the current school year did so because their parents had to move to another locality to find work. This was approximately 42% of all the withdrawals for this period. Eight of the twenty-four boys who withdrew, or about 26% did so because of poor scholarship.

B. Age-grade distribution. This part of the survey revealed that there was about the same degree of acceleration as retardation for all four years of high school. For example in the chart on page 22 of the evaluative criteria there were nine pupils younger than the normal age for their grade group. The teaching staff has been taking into consideration the pupils in the accelerated and retarded groups by varying the difficulty and quantity of their assignments. Limitations of the school staff has placed the provisions for special aid to these two groups of pupils entirely upon
the regular staff members.

C. Mental ability. The Drummond school has been following the Montana state testing program in determining the intelligence or mental ability of its pupils. The Kuhlmann-Anderson Intelligence Tests have been used most frequently. In the chart on mental ability on page twenty-three of the EVALUATIVE CRITERIA there are twenty-seven pupils out of a total of fifty tested who fall in the middle group. Sixteen pupils fall above and seven pupils fall below this middle group. Two pupils had an I.Q. of 124 or over and one pupil had an I.Q. below 76. Staff members have used the results of these tests as a guide in planning their work assignments for the different pupils and in setting up remedial measures where needed. Of the four classes now in school the pupils in the Freshmen year showed the greatest variation in both age-grade distribution and mental abilities.

D. Stability. According to the chart on page twenty-four of the EVALUATIVE CRITERIA, 25 per cent of the eight members of the senior class have been in this school three or four years; about 12 per cent for six years; and 62 per cent for seven years or more. Although the graduating class was small, the percentages indicated show a fairly good degree of stability. Only one student left this school to attend another high school because of the inadequacy of the local high school offerings. Smallness of the school and the
community has made it difficult to provide a curriculum that will meet the specialized needs of some students. Five additional subjects, Shorthand, Shop Mathematics, Algebra II and Trigonometry, Commercial Law, and Salesmanship, were added to the curriculum the past school year to enrich the offerings to the students.

B. Withdrawals. The table of withdrawals shown on page twenty-five of the EVALUATIVE CRITERIA indicates that about 67 per cent of all withdrawals was due to transfers of students when their parents moved out of the community or to poor scholarship during the last twenty-four months period. In this period: 10 per cent withdrew to enter the military service; 7 per cent of the withdrawals was due to lack of interest; 16 per cent because of marriage; 26 per cent because of poor scholarship; and 42 per cent transferred to another school. Of the total number of withdrawals, twenty-four, or 77 per cent, of these were boys; seven, or 23 per cent, were girls. Data on withdrawals was gathered from guidance folders, permanent record cards and by checking with the parents of the withdrawn pupils when possible. Some of the contributing factors which led to the withdrawal of these students were: (1) unstable working conditions or seasonal working conditions which have caused many families to move; (2) a high school program inadequate to hold the interest of the boys, such as a Vocational Agriculture program and foot-
ball in the extra-curricular field; (3) lack of proper housing; (4) no sewage or city water system to interest prospective home builders or home buyers to locate here. Of note here was the fact that no pupils withdrew because of illness or because the pupil obtained work, yet these two items have been the main reasons for absenteeism the past two years. Financial reasons and pupil's help needed at home were next in line as reasons for absenteeism, yet neither of these two items were reasons for withdrawals. No pupils withdrew because of disciplinary difficulties, yet this reason may have been a contributing factor to the eight pupils who withdrew because of poor scholarship. Through an improved guidance program the past few year's efforts have been made to reduce the number of withdrawals from this school. Likewise, considerable agitation to erect a Vocational Agriculture building and to inaugurate a football program has been in evidence.

F. Educational intentions. According to the data shown on the educational intentions chart on page twenty-six of the EVALUATIVE CRITERIA, about 63 per cent of the seniors in high school have indicated plans to attend a 4-year college or university; 25 per cent will end their formal education upon graduation; and the remaining 12 per cent have indicated they are undecided. Of the five seniors who comprise the 62 per cent going on to college, two are boys who plan to
enter civil engineering; one, a girl who plans to be a nurse; one, a boy who plans to continue his studies in agriculture; and another, a boy who will enter the school of forestry. This latter information has been revealed in the occupational intentions chart on the same page in the EVALUATIVE CRITERIA. Of these five pupils planning to further their education one boy has an I.Q. over 124; the girl, an I.Q. in the 109-116 range; and the other three boys, whose I.Q.'s are in the range of 92-108. The first two were Valedictorian and Salutatorian of their graduating class. Of interest here is the fact that the parents of only one of these five seniors had had an education beyond the high school level. The parents of three of these five seniors had had no education beyond the eighth grade. The parents of the other two pupils had completed a high school education. The latter information was revealed in the educational status of adults chart on page 29 of the EVALUATIVE CRITERIA. According to information gathered directly from the parents of these same pupils, the father of one boy who plans to enter civil engineering is a barber by trade. The father of the other boy entering the same field is a depot agent for a railroad. The father of the girl entering a nursing school is a sheriff. The father of the boy entering a forestry school is a game warden and the father of the boy entering agriculture is a farmer. Through a guidance program starting in the seventh grade the
pupils have been counselled on their plans for an education. With a few exceptions the educational offerings of this school have been adequate to meet the needs of the pupil's intentions.

G. Occupational intentions. As shown in the occupational intentions chart on page twenty-six of the EVALUATIVE CRITERIA 25 per cent of the seniors plan to enter professional or technical work; about 12 per cent will enter nursing; 25 per cent in agriculture or forestry; about 12 per cent, were undecided. There appeared to be a rather high degree of correlation between educational intentions and occupational intentions for this group of seniors; the five who planned to enter college plan to enter occupational fields that require higher training. Of the eight graduating seniors, five have chosen occupations that will undoubtedly take them into a work area away from their own community. Data on occupational intentions was mainly gathered from guidance folders, permanent record cards and through personal interviews. A fairly adequate program of guidance of pupils along lines of occupational intentions has been conducted in grades nine through twelve.

H. Follow-up data of graduates. On page twenty-seven of the EVALUATIVE CRITERIA a chart which shows the follow-up data of graduates from the class of 1950 reveals a different picture than that for the educational and occu-
pational intentions of the class of 1951. Whereas 62 per cent of this year's graduating class stated intentions of going on to college, only 8 per cent of the 1951 class were actually attending college. The latter percentage would have been increased somewhat had the three boys who enlisted in the armed forces been able to follow through their plans for a college education. This percentage, too, may have been increased had two of the four girls who married soon after graduation gone on to college as they had originally planned. Of a total of twelve graduates in the class of 1950 about 8 per cent entered a school leading to a bachelor's degree; about 17 per cent are engaged in clerical sales work; 25 per cent are in the armed services; about 17 per cent are in agriculture or forestry; 33 per cent married. Had the intentions and plans of the graduates of this class been carried out, the percentage now in college would have been about 50 per cent.
II. BASIC DATA REGARDING THE COMMUNITY

A. Population data for the school community. The community of Drummond is situated on U. S. Highway No. 10 in western Montana in the north-east corner of Granite county. The business section is chiefly built along the highway which is also the main street of the town. The residential section of the town is mainly north of the highway with a few scattered residences built on the south side of the highway. Two railroads, two bus lines, and a small county airport provide transportation facilities for the town. The town is surrounded by farms, mines, and lumber mills. The population, according to the 1950 census, was 525 inhabitants within the corporate limits. The secondary-school population was seventy-nine. Last year's total secondary-school enrollment was sixty-one. This shows that eighteen of Drummond's youth, who are of secondary-school age, for some reason or other are not taking advantage of a high school education. Only one secondary school serves this area. The only other high school in the county is located twenty-eight miles away at Philipsburg, Montana, in the south-east corner of the county. The Drummond high school district extends approximately ten miles south,

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2 Ibid., p. 20.
3 Loc. cit.
twenty-two miles west, and six miles east from Drummond proper. The area to the north of Drummond is unsettled and mountainous except for a few short valleys. The high school district includes, besides the local elementary district, two outlying common school districts. The total enrollments in these three common school districts the past school year was 178 pupils.

B. Occupational status of adults. Section (c) of this part of the EVALUATIVE CRITERIA was chosen as the basis of the following report on the occupational status of the parents of the pupils enrolled in this school. To get a more accurate picture of this section of the survey one should turn to the chart on this topic on page twenty-eight in the EVALUATIVE CRITERIA. Only 5 per cent of the parents are engaged in professional and semi-professional work; 9 per cent as proprietors, managers, and officials; and 10 per cent as craftsmen, foremen, and kindred workers. All the rest, or about 76 per cent, fall in the general category of manual work. 32 per cent of the fathers of these pupils are farmers or farm managers. About 88 per cent of the mothers are homemakers not engaged in other employment. The total of ninety-eight parents questioned by the faculty committee in this survey represent fifteen different occupations or fields of employment. None of the parents were unemployed or on relief.
C. Educational status of adults. For purposes of comparison the same group of parents was used in this section of the report as was used in section B. About 28 per cent of the parents of pupils enrolled in high school have an elementary education; about 26 per cent graduated from a secondary school; only 3 per cent have a four-year college education; and none have engaged in graduate study. The chart on educational status of adults on page 29 of the EVALUATIVE CRITERIA also shows the number of parents who attended each of the three main types of schools but did not complete their education in that field. The records show that it was not until the year 1929 that Drummond had its first four-year accredited high school. Significant characteristics which affect the occupational and educational situation of both adults and young people are: (1) location on highway involving considerable retail trade to tourists; (2) mining and forestry industries provide seasonal work; (3) farming and business seem to be the only occupations that have given steady work to the greatest share of the people in the community; (4) about 25 per cent of the adults in the community and the surrounding area either are retired or have children grown up and who are no longer in school. The latter group has taken a definite attitude of disinterest in the schools and give little or no support of the school's program.
D. Financial resources. The following information applies to the fiscal year 1950-51: (1) expenditures of the Drummond high school per pupil in average daily attendance was $391.92; (2) assessed valuation of the high school district was $2,213,228.00; (3) assessed valuation is approximately 33.61 per cent of the true valuation; (4) assessed valuation per youth of secondary-school age in the high school district was $28,015.29; (5) per cent of funds obtained from local and county taxation was 96.35 per cent; (6) per cent of funds obtained from state and other sources (exclusive of receipts from tuition) was 3.65 per cent; (7) there were no tuition funds as no tuition students were enrolled.

E. Rural pupils. In the EVALUATIVE CRITERIA a town is classified as being rural if it has a population fewer than twenty-five hundred inhabitants. Thus all the pupils in this report have been classified as being rural. About 41 per cent of the pupils attending Drummond high school are transported by bus to and from school. Three of these are in the twelfth grade; eight in the eleventh grade; five in the tenth grade; and nine in the ninth grade.

F. Distribution of tuition pupils. There were no tuition pupils in attendance at the Drummond high school the past school year, so no tuition monies were received.

G. Agencies affecting education. There are no other schools in this area for secondary-school age youth. Churches
include the Methodist, the Latter Day Saints and the Catholic. All hold weekly or monthly meetings of their youth organizations and conduct summer Bible schools. A majority of the pupils of secondary-school age belong to one of the organizations and take an active part in it. No town public library exists. There are no museums, art galleries, planetariums, botanical gardens or zoos in the community. No forums, lyceums, or operas take place here. There is occasionally a home talent play staged here. A community choir annually puts on a Christmas or Easter Cantata. The following service groups are active in this area: Lions Club, American Legion and Legion Auxiliary, Firemen, Grange, Farmers Union, and 4-H clubs. All cooperate well with the educational program of the school. The community has no health centers, clinics or other health agencies. The American Legion has a Fair Grounds which the school uses for baseball, track and the annual all grade school picnic. The Clarks Fork River and the hot springs pool at Nimrod provide some swimming for the youth in the area. A small theatre is in operation which cooperates well with the school in bringing in some good educational shows and provides a special matinee for the more important shows of an educational nature. Within the boundaries of the high school district are seven taverns and two night clubs where dancing is allowed. Practically all observe strictly the law regarding the dispensing of liquor to minors. If any gambling
is done in these establishments it is done in secret and only adults participate. There are no other agencies that have any bearing on the local educational program of the community.

H. Additional socioeconomic information. The predominant nationalities of the people in the community are Scotch, Irish and English, Health conditions are fair to poor. All homes and stores have their individual wells for drinking water and individual cesspools and septic tanks for sewage disposal. The town has no sewer or drinking water system. Many of the wells are too shallow or too near septic tanks and cesspools. The moral and ethical standards of the people seem to be above average, especially among the younger generation. Recreational and leisure pursuits follow mostly along the lines of theatre-going, swimming, fishing and hunting. There appears to be an indifferent attitude toward the schools as shown by the small turn outs for school elections, P.T.A., etc. The people support well, however, the school’s activities, such as basketball games, class plays and Junior prom. There apparently has been some jealousy on the part of one of the common school districts located within the high school district which has been the cause of not getting through some much needed additional tax revenue for several improvement items for the high school educational program.
CHAPTER III

EDUCATIONAL NEEDS OF YOUTH

The faculty of this school were in complete accord with and completely accepted the eight educational needs of youth as outlined in the EVALUATIVE CRITERIA on pages thirty-seven to forty-four inclusive. Briefly, these needs are:

A. They need to learn to live with other human beings.
B. They need to achieve and maintain sound mental and physical health.
C. They need to learn to live in their natural and scientific environment.
D. They need sound guidance.
E. They need to learn to think logically and express themselves clearly.
F. They need to prepare for work, for further education, or for both.
G. They need to learn to use their leisure well.
H. They need to learn to live aesthetically.

The faculty committee agreed that the degree to which the school has been meeting the above needs was moderately well, with the exception of the need listed in F. Here the committee felt the school was meeting this need quite extensively.

The faculty committee agreed that a complete set of the educational needs of youth as completely outlined in the pages of the EVALUATIVE CRITERIA mentioned above be placed in the hands of the parents of the youth enrolled in this school.
INDIVIDUAL SCHOOL'S STATEMENT

The Drummond school staff felt that their aims in developing a strong educational program in this school was best summarized with these objectives in mind: (1) To help the student to a more healthy life; (2) to help him learn the fundamental processes; (3) to help all students develop better human relationships; (4) to create in him a strong sense of civic responsibility; (5) to help him develop economic efficiency; (6) to teach him how to make use of leisure time; (7) to create in him a strong desire for ethical character; (8) to help him attain the greatest pleasure from wholesome recreation. These objectives, it was decided, should be both curricular and extracurricular. It was felt that no teacher in carrying out these objectives in his own department should lose sight of the total scope of the local school program and its student's needs. Twice weekly the staff met to discuss problems encountered in meeting the above objectives. These meetings were conducted throughout the entire school term of nine months. Additional materials found useful by the staff in this study of educational needs were: (1) Group Planning in Education, Copyright 1945, Department of Supervision and Curriculum Development, NEA. (2) Guiding Youth in the Secondary Schools, Chisholm. Copyright 1945, American Book Company.
PUPIL POPULATION AND SCHOOL COMMUNITY

(Section B of Evaluative Criteria, 1950 Edition)

OUTLINE OF CONTENTS

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   D. Stability
   E. Withdrawals
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II. Basic Data Regarding the Community
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   C. Educational Status of Adults
   D. Financial Resources
   E. Rural Pupils
   F. Distribution of Tuition Pupils
   G. Agencies Affecting Education
   H. Additional Socioeconomic Information

NAME OF SCHOOL: Drummond High School
DATE: July, 1951

Information furnished by:

James M. Trindall

COOPERATIVE STUDY OF SECONDARY-SCHOOL STANDARDS

Copyright 1950 by Cooperative Study of Secondary-School Standards, Washington D.C.
Explanations

Exact determination and evaluation of many factors concerning the community are often very difficult tasks because, among other reasons, exact data may not be readily available and because of the indefinite meaning of some of the terms involved. The school is requested to give exact data whenever possible and in other cases to make the best possible estimate based on all data available, estimates always being marked "Est." The school should determine on the basis of relative value whether estimates shall be made to suffice, or exact data shall be secured at a cost of additional time and energy.

Definitions

The secondary-school population for a public school singly serving a community is defined as the total number of youth in the community of ages normally included in the secondary-school unit of which study and evaluation are being made. If the secondary school is one of several schools serving a community, the school staff should provide a statement describing the section of the community and youth in the section being served by the school.

The secondary-school population for a nonpublic school which provides "free" secondary education for youth in the community in which it is located as well as for other youth includes (1) all pupils enrolled and (2) all youth of secondary-school age in the community to whom the school is in any way obligated.

The secondary-school population for a nonpublic school which has no obligation to provide "free" secondary education for youth of the community in which it is located consists of those pupils which it enrols.

The school community of public and nonpublic secondary schools refers to the population of the immediate geographical area in which the school is located; and, in the case of nonpublic schools, refers also to parents of pupils attending the school.

While the data called for in this section apply, for the most part, primarily to public schools, the obligation on the part of nonpublic schools to know the nature and needs of their clientele in the communities which are represented is none the less important. Nonpublic schools should also be concerned about the activities and agencies of the community in which they are located. All schools should present in the best available form (statistical or descriptive or both) data and information equivalent to that herein called for. A nonpublic school which serves as a general secondary school for a community should be able to demonstrate that it provides adequately for the needs of that community.

Statement of Guiding Principles

The school exists primarily for the benefit of the boys and girls of the community which it serves. The types of people, their vocations and interests, their tendencies and prejudices, their abilities, their racial characteristics, their hopes and prospects regarding the future, their customs and habits, the similarities and differences of groups within the 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.
I. Basic Data Regarding Pupils

A. Enrollments and Graduates

1. In the space below enter data for current year (as of October 1) in the last group of three columns, and for the preceding year in the preceding group of columns, the three columns at the left being for the earliest year. Enter data only for the grades in the school as organized—three-year, four-year, five-year, or six-year unit. Change designation of the school grades to conform to actual organization of school if necessary.

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<tr>
<td>Seventh grade</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unclassified</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Postgraduate:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Full time</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Part time</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>24 38 62</td>
<td>33 24 67</td>
<td>38 21 68</td>
<td>36 27 63</td>
<td>39 22 41</td>
<td></td>
</tr>
</tbody>
</table>

2. Describe any studies which have been made regarding the progress of a group of pupils who entered the lowest grade at the same time.

3. Do you consider the distribution of enrollments satisfactory? If "no," explain.

Yes
# B. Age-Grade Distribution

Year for which data are given: 1950-51

1. Give number of pupils of each age at last birthday, at the time of entrance to school in the fall. Enter data only for the grades in the school as organized—three-year, four-year, five-year, or six-year unit. Change the designations of the school grades to make them conform to the actual organization of the school if necessary. Give data for the current year (or last year if data for current year are not conveniently available).

<table>
<thead>
<tr>
<th>Grade</th>
<th>Age 10 or Less</th>
<th>11</th>
<th>12</th>
<th>13</th>
<th>14</th>
<th>15</th>
<th>16</th>
<th>17</th>
<th>18</th>
<th>19</th>
<th>20</th>
<th>21 and Over</th>
</tr>
</thead>
<tbody>
<tr>
<td>Postgraduate</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Twelfth</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Eleventh</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2</td>
<td>10</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tenth</td>
<td></td>
<td></td>
<td></td>
<td>3</td>
<td>9</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ninth</td>
<td></td>
<td></td>
<td>3</td>
<td>10</td>
<td>5</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Eighth</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Seventh</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. Describe any uses of the above information which are made regularly or which have been made during the past three years.

Teachers take into consideration all deviations from the means in instructing these pupils.

3. What factors within the school or community explain any deviations from normal which are revealed by these data?

Low economic conditions which have kept some pupils for long periods out of school.
Poor health conditions that exist in some areas of the community.

4. What provisions are being made for pupils who deviate in age from normal grade placement?

Special aid and attention is given by each individual teacher.
C. Mental Ability

1. If intelligence or mental ability test records are available, give number of pupils in each of the following I.Q. or percentile ranges. In case the school does not have data suitable for this table, give equivalent distribution either in this form, revised as necessary, or on a separate sheet. If neither request can be met, describe briefly the general mental ability of pupils.

<table>
<thead>
<tr>
<th>Range*</th>
<th>I.Q.</th>
<th>Percentile</th>
<th>Total</th>
<th>Seventh Grade</th>
<th>Eighth Grade</th>
<th>Ninth Grade</th>
<th>Tenth Grade</th>
<th>Eleventh Grade</th>
<th>Twelfth Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Over 124</td>
<td>Over 124</td>
<td>Over 94</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>117–124</td>
<td>85–94</td>
<td>6</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>109–116</td>
<td>70–84</td>
<td>8</td>
<td>3</td>
<td>2</td>
<td>3</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>92–108</td>
<td>31–69</td>
<td>27</td>
<td>9</td>
<td>6</td>
<td>8</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>84–91</td>
<td>16–30</td>
<td>3</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>76–83</td>
<td>6–1</td>
<td>3</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Below 76</td>
<td>Below 76</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* A school should feel free to modify these intervals to agree with distributions previously made.

2. What test or tests were used in determining these data?

Wahmann-Anderson Intelligence Test

3. When were the tests given? April 26, 1949

4. Describe any tests given which measure specialized mental ability.

None have been given.

5. What procedure is followed regularly to secure data on the mental abilities of pupils?

The regular testing program, as recommended by the advisory committee, is followed.

6. Describe any uses of mental tests data which are made regularly or which have been made during the past three years.

Teachers use the mental tests in diagnosing pupil weaknesses and in selecting remedial measures.

7. Describe any special provisions which are being made for pupils who deviate considerably from normal in mental ability.

Those of high mental ability have been advanced one grade or given more special and difficult assignments. Those of low mental ability have been given special help. Most teachers in remedial work.
D. Stability

1. In the space below indicate the number of years which each member of the current senior class has been in this school.

<table>
<thead>
<tr>
<th>Number of Years in This School (Including Present Year)</th>
<th>Seniors</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Boys</td>
<td>Girls</td>
<td>Total</td>
</tr>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>1</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>4</td>
<td>1</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>1</td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>7 or more</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Total</td>
<td>6</td>
<td>2</td>
<td>8</td>
</tr>
</tbody>
</table>

2. What provision does the school make for gathering these data regularly?

Permanent records cards, including grades 1-12.

3. Discuss any unsatisfactory conditions revealed by this table.

Inadequate H.S. curriculum causes one boy to leave for a larger High School.

4. What factors within the school or community contribute to any unsatisfactory conditions revealed by this table?

Smallness of the school and community makes it difficult to provide an adequate curriculum in the High School to meet the needs of all the pupils.

5. What is being done to improve the unsatisfactory conditions?

Five additional subjects were added to the curriculum to enrich the offerings to the students this past...
1. In the table below indicate the number of pupils who gave each reason as the major reason for withdrawal. If no major reason was given, determine the most plausible reason from the records of the pupil. Do not count any pupil more than once. Include pupils who have withdrawn from school during the 12 months preceding the opening of the current school year.

<table>
<thead>
<tr>
<th>Reason for Withdrawal</th>
<th>Boys</th>
<th>Girls</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Number</td>
</tr>
<tr>
<td>Disciplinary difficulties</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Entered military service</td>
<td>3</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>Financial reasons</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Illness of pupil</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lack of interest in school work</td>
<td>2</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>Marriage</td>
<td>5</td>
<td>5</td>
<td>10</td>
</tr>
<tr>
<td>Obtained work</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Poor scholarship</td>
<td>8</td>
<td>8</td>
<td>16</td>
</tr>
<tr>
<td>Pupil's help needed at home</td>
<td>11</td>
<td>2</td>
<td>13</td>
</tr>
<tr>
<td>Unclassified</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unknown</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>24</td>
<td>7</td>
<td>31</td>
</tr>
</tbody>
</table>

2. What provisions does the school make for gathering these data regularly?

Guidance program. Permanent record.

Check with parents.

3. Discuss any unsatisfactory conditions revealed by this table.

Unstable working conditions causing many families to move. Inadequate curriculum to hold interest of boys—need Vo-A & football.

4. What factors within the school or community contribute to any unsatisfactory conditions which are revealed by this table?

Lack of proper housing, sewage & water system. Bill too reasonable—not steady.

5. What is being done to improve the situation relative to withdrawals?

Better guidance program to help girls to value of H.S. education before marriage. Vo-A building & football program being operated.
### F. Educational Intentions

1. Indicate the number and percent (approximate if necessary) of members of the present senior class whose intentions are as follows:

<table>
<thead>
<tr>
<th>Intentions</th>
<th>Boys</th>
<th>Girls</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attend 4-year college or university</td>
<td>4</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>Attend junior college</td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Attend other post-secondary school, e.g., business college or technical institute</td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Continue education but undecided on type of school</td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Stop formal education upon graduation</td>
<td>2</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>Undecided about further education</td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Unknown</td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Total members of senior class</td>
<td>6</td>
<td>2</td>
<td>8</td>
</tr>
</tbody>
</table>

2. Discuss procedures used in collecting above data.

3. At what point in the pupil's school career is he first asked to state his educational intentions?

### G. Occupational Intentions

1. Indicate the number and percent of members of the present senior class who plan to enter the following occupational categories:

<table>
<thead>
<tr>
<th>Categories</th>
<th>Boys</th>
<th>Girls</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional, technical, and managerial work</td>
<td></td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Clerical and sales work</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Service work</td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Agriculture, marine, and forestry work</td>
<td></td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Mechanical work</td>
<td></td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Manual work</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Undecided</td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Unknown</td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>6</td>
<td>2</td>
<td>8</td>
</tr>
</tbody>
</table>

*Occupational categories listed according to Dictionary of Occupational Titles, Part IV, Entry Occupational Classifications.

2. Discuss procedures used in collecting above data.

3. At what point in the pupil's school career is he first asked to state his occupational intentions?

4. Discuss the comparison between pupil intentions and the opportunities afforded pupils in the community or area.

5. To what extent are the above data utilized in planning individual and group educational programs?
H. FOLLOW-UP DATA OF GRADUATES

1. Indicate in the appropriate columns the number and percent of graduates of the last senior class who have entered the educational, occupational,* or other categories listed below.

<table>
<thead>
<tr>
<th>Categories</th>
<th>Boys</th>
<th>Girls</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Schools leading to a bachelor's degree</td>
<td>1</td>
<td>1</td>
<td>8.33</td>
</tr>
<tr>
<td>Other schools beyond the secondary school</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Professional, technical, and managerial work</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clerical and sales work</td>
<td>2</td>
<td>2</td>
<td>16.60</td>
</tr>
<tr>
<td>U.S. Armed Forces</td>
<td>3</td>
<td>3</td>
<td>15.00</td>
</tr>
<tr>
<td>Service work</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Agriculture, marine, and forestry work</td>
<td>2</td>
<td>2</td>
<td>16.61</td>
</tr>
<tr>
<td>Mechanical work</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Manual work</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Married</td>
<td>4</td>
<td>4</td>
<td>33.33</td>
</tr>
<tr>
<td>Unemployed</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unknown</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>5</td>
<td>7</td>
<td>121.00</td>
</tr>
</tbody>
</table>

* Occupational categories listed according to Dictionary of Occupational Titles, Part IV, Entry Occupational Classifications.

2. Describe the procedures used in securing the above data.

Permanent records and guidance cards of folders.

Parents of Graduates.

3. What studies have been made in this school to determine how closely the above information conforms with pupil intentions while in school?

None.

4. To what extent is the above information used in the study of the secondary-school program in relation to pupil needs?

In the past year it has been the basis for curriculum revision.

5. Has any survey of occupational opportunities for high school graduates been made in the community by high school pupils? Describe.

No.

6. Is the above distribution of graduates typical for this school and community?

Yes.

7. To what extent are graduates accepted in colleges of their first choice?

Almost 100%.
II. Basic Data Regarding the Community

A. POPULATION DATA FOR THE SCHOOL COMMUNITY (see definition on page 20)

Year to which information applies: 1950

1. Describe the area included within your school community: Small business section on Main St. near W. Park Ave. Surrounded by residences, farms, mines, lumber, Mi.

2. Total population: 505

3. Secondary-school population (see definition on page 20): 79

4. Total number of secondary schools of all types in this community (including school being evaluated): 1

5. Total enrollment: 61

B. OCCUPATIONAL STATUS OF ADULTS

Year to which information applies: 19__

1. Indicate the number and percent of persons belonging to each of the classifications given below for one of the following groups: (Indicate which group used by underscoring)
   a) The adult members of the entire community
   b) The adult members of the school community
   c) The parents of the pupils enrolled in this school

<table>
<thead>
<tr>
<th>OCCUPATIONS</th>
<th>MEN</th>
<th></th>
<th>WOMEN</th>
<th></th>
<th>TOTAL</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional and semiprofessional workers</td>
<td>3 6.00</td>
<td></td>
<td>2 4.17</td>
<td></td>
<td>5 5.10</td>
<td></td>
</tr>
<tr>
<td>Farmers and farm managers</td>
<td>16 32.00</td>
<td></td>
<td></td>
<td></td>
<td>16 16.32</td>
<td></td>
</tr>
<tr>
<td>Proprietors, managers, and officials, except farm</td>
<td>9 18.00</td>
<td></td>
<td></td>
<td></td>
<td>9 9.18</td>
<td></td>
</tr>
<tr>
<td>Clerical and kindred workers</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Salesmen and saleswomen</td>
<td></td>
<td></td>
<td>4 8.33</td>
<td></td>
<td>4 4.08</td>
<td></td>
</tr>
<tr>
<td>Craftsmen, foremen, and kindred workers</td>
<td>10 20.00</td>
<td></td>
<td>10 10.21</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Operatives and kindred workers</td>
<td>2 4.04</td>
<td></td>
<td></td>
<td></td>
<td>2 2.04</td>
<td></td>
</tr>
<tr>
<td>Domestic service workers</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Service workers, except domestic</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Farm laborers and foremen</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Laborers, except farm and mine</td>
<td>10 20.80</td>
<td></td>
<td></td>
<td></td>
<td>10 10.21</td>
<td></td>
</tr>
<tr>
<td>Homemakers</td>
<td></td>
<td></td>
<td>4 8.75</td>
<td></td>
<td>4 4.24</td>
<td></td>
</tr>
<tr>
<td>Unemployed or on relief</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unknown</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>50 100</td>
<td></td>
<td>18 100</td>
<td></td>
<td>68 100</td>
<td></td>
</tr>
</tbody>
</table>

* Percents in this column should be obtained by division and not by adding the percents in the preceding columns.

2. What was the source of the above information?

U.S. Census 1950, School permanent record cards and pupil registration cards. Parents of high school students.
### C. Educational Status of Adults

Year to which information applies: 1950

1. Indicate the number and percent of persons belonging to each of the classifications given below for one of the following groups: (Indicate which group by underscoring. If possible, use same group as in B, page 28.)
   a) The adult members of the entire community
   b) The adult members of the school community
   c) The parents of the pupils enrolled in this school

<table>
<thead>
<tr>
<th>Educational Status</th>
<th>Men</th>
<th></th>
<th>Women</th>
<th></th>
<th>Total</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Attended but did not complete elementary school</td>
<td>11</td>
<td>22</td>
<td>11</td>
<td>11.22</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Completed elementary school</td>
<td>17</td>
<td>34</td>
<td>10</td>
<td>20.83</td>
<td>27</td>
<td>27.54</td>
</tr>
<tr>
<td>Attended but did not complete high school</td>
<td>8</td>
<td>16</td>
<td>7</td>
<td>14.58</td>
<td>15</td>
<td>15.31</td>
</tr>
<tr>
<td>Graduated from high school</td>
<td>9</td>
<td>18</td>
<td>16</td>
<td>33.34</td>
<td>25</td>
<td>25.51</td>
</tr>
<tr>
<td>Attended but did not graduate from post-secondary school</td>
<td>3</td>
<td>6</td>
<td>6</td>
<td>12.50</td>
<td>9</td>
<td>9.19</td>
</tr>
<tr>
<td>Completed a two-year college or post-secondary-school course</td>
<td>2</td>
<td>4</td>
<td>6</td>
<td>12.50</td>
<td>8</td>
<td>8.14</td>
</tr>
<tr>
<td>Graduated from four-year college (or equivalent) course</td>
<td></td>
<td></td>
<td>3</td>
<td>6.25</td>
<td>3</td>
<td>3.06</td>
</tr>
<tr>
<td>Engaged in graduate study</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>50</td>
<td>100</td>
<td>48</td>
<td>100</td>
<td>98</td>
<td>100</td>
</tr>
</tbody>
</table>

* Percents in this column should be obtained from division and not by adding percents in the preceding columns.

2. What was the source of the above information?

Questionnaire to parents of high school pupils and direct contact by telephone.

3. Explain any significant characteristics of the community (residential, industrial, etc.) which affect the occupational and educational situation of either adults or young persons.

The business section of the Community depends considerably on the tourist trade travelling U. S. Highway #16. Mining, forestry, and agriculture provide seasonal work. Farming seems to be the only steady occupation in the community. There was no High School here until 1929.
D. Financial Resources

(Information should be reported for the last complete fiscal year. Any significant differences in the current year may be explained below. Nonpublic schools should present similar information about their financial status. An audited financial statement should be attached or available.)

Fiscal year to which information applies: 1950-51

1. Expenditures (not including capital outlay) of this secondary school per pupil in average daily attendance.

2. Assessed valuation of the school district.

3. Approximate percent assessed valuation is of true valuation.

4. Assessed valuation per youth of secondary-school age in the school district.

5. Percent of funds obtained from local taxation.

6. Percent of funds obtained from state and other sources (exclusive of receipts from tuition).

7. Percent of funds from tuition pupils enrolled in this school.

8. If more than one secondary school is in the district, describe below any special provisions or system of allotment of funds for education.

Only one secondary school in the district.

E. Rural Pupils

1. Percent of enrollment in this school classified as rural (in open country or in towns of fewer than 2,500 population).

2. Percent of pupils in this school transported at school expense.

3. Indicate below the number of pupils per grade transported at school expense.

F. Distribution of Tuition Pupils

(Nonpublic schools may omit or indicate the number receiving scholarships)

1. In the table below indicate the number of tuition pupils per grade for the current year.

2. What are the total receipts from tuition pupils?

<table>
<thead>
<tr>
<th>Grade</th>
<th>Boys</th>
<th>Girls</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Twelfth</td>
<td>2</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Eleventh</td>
<td>5</td>
<td>2</td>
<td>7</td>
</tr>
<tr>
<td>Tenth</td>
<td>3</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>Ninth</td>
<td>8</td>
<td>1</td>
<td>9</td>
</tr>
<tr>
<td>Eighth</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Seventh</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Unclassified</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Postgraduate</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>18</td>
<td>7</td>
<td>25</td>
</tr>
</tbody>
</table>
G. AGENCIES AFFECTING EDUCATION

Discuss briefly the extent and educational effects of the following community agencies. Mention any cooperative activities engaged in by the agency and the school being evaluated. Use a separate page if necessary. In the case of large cities this information may be limited to the section of the city served by the school.

1. Other schools (for youth of secondary-school age).

None

2. Churches. Methodist, F. D. S. and Catholic churches serve the youth in this case. All have weekly or monthly meetings of their youth organization and conduct summer Bible school.

3. Libraries.

None

4. Museums, art galleries, planetariums, botanical gardens, and zoos.

None

5. Forums, lyceums, operas, plays, and musical performances.

None

6. Organized service groups (e.g., Chamber of Commerce, Rotary).

The Lion Club, The American Legion, and various firemen's, Elks, Farmers Union, and 4-H clubs all cooperate well with the educational program of the school. One example was the dissemination of information to their members on the Malady 7 B.
7. Health centers, clinics, and other health agencies.

None

8. Recreational agencies, parks, playgrounds, swimming facilities, and other similar agencies.

The American Legion has a fair grounds which the school uses for baseball and track. The annual grade school picnic is also held there. The Clark Park Pool provides some swimming.

9. Motion picture theaters.

One cooperates well with the school in bringing some good educational shows into the community and provides a special matinee on the more important educational films.

10. Such commercialized entertainment as pool and billiard parlors, dance halls, night clubs, gambling establishments, and race tracks.

The district has seven saloons and two night clubs where dancing is allowed. Gambling is done in these establishments strictly by adults and on the A.T.

11. Other agencies.

None
H. ADDITIONAL SOCIOECONOMIC INFORMATION

In the space below, discuss such socioeconomic characteristics as the racial and lingual status, sanitary and health conditions, moral and ethical standards, recreational and leisure pursuits, attitudes toward the schools, welfare conditions, or similar factors which influence education in the community or which develop educational needs peculiar to the community and pupil population.

The following references may be found helpful to a staff which desires to study its community:


South Irish and English seem to be the predominant nationalities. Health conditions are poor. Every home, shop or group of houses and stores have their individual wells for drinking and their individual cesspools and septic tank for sewage disposal. The town has no sewer or water system. Many of the wells are too shallow or too near a septic tank or cesspool. The moral and ethical standards of the people seem above average especially among the young generations. Recreational and leisure pursuits follow mostly along the line of fishing, swimming, hunting or hiking.
There seems to be an adamant attitude toward the schools as shown by the small turn out for school elections, P.T.A. etc. The people support well, however, the school activities, such as recreational games, class plays and Jr. Prom. A bit of jealousy on the part of one of the common school districts located within the high school district has been the cause of not getting there some much needed additional tax revenue for several improvement items for the High School Program.
EDUCATIONAL NEEDS OF YOUTH

(Section C of Evaluative Criteria, 1950 Edition)

OUTLINE OF CONTENTS

I. Introductory Statement
II. Educational Needs of Youth
   A. They Need to Learn to Live with Other Human Beings
   B. They Need to Achieve and Maintain Sound Mental and Physical Health
   C. They Need to Learn to Live in Their Natural and Scientific Environment
   D. They Need Sound Guidance
   E. They Need to Learn to Think Logically and Express Themselves Clearly
   F. They Need to Prepare for Work, for Further Education, or for Both
   G. They Need to Learn to Use Their Leisure Well
   H. They Need to Learn to Live Aesthetically
III. Individual School's Statement
IV. Procedures Used in the Study of the Educational Needs
V. Comments of the Visiting Committee

NAME OF SCHOOL: Drummond High School
DATE: July 1951

Information furnished by: James M. Frankel

COOPERATIVE STUDY OF SECONDARY-SCHOOL STANDARDS

Copyright 1950 by Cooperative Study of Secondary-School Standards, Washington 6, D. C.
I. Introductory Statement

It is generally accepted that the main purpose of secondary education in American democracy is to meet the educational needs of all youth of secondary-school age. In the light of this general purpose the Cooperative Study of Secondary-School Standards has developed the 1950 edition of the Evaluative Criteria to help secondary schools determine the extent to which they are meeting the educational needs of youth.

Youth of secondary-school age have both common and individual educational needs. Statements of these common and individual educational needs which should be partially or wholly met by secondary education are, in reality, statements of objectives for secondary schools.

A list of common educational needs of youth is presented in Part II of this section. Each of the eight statements of needs and the delimiting paragraphs are to be studied by the local staff. After examination of each need, the school staff should: (1) indicate the extent to which it accepts meeting the need as a responsibility of the school; (2) discuss any qualifications which it cares to make concerning the need as stated; and (3) indicate by marking on the line below each statement the extent to which it feels the need is being met. The visiting committee should also indicate by marking the extent to which it feels each need is being met.

Part III of this section provides an opportunity for a school staff to summarize its responsibilities regarding these educational needs and to state its philosophy in terms of particular objectives of the school and the means or methods which it believes are desirable to attain these objectives.

1 These statements have been developed after review of research dealing with statements of objectives of secondary education and statements of needs of secondary-school pupils. Although many sources affected the development of these statements, special consideration was given to the following:


II. Educational Needs of Youth

A. They Need to Learn to Live with Other Human Beings

All youth of secondary-school age need: (1) to understand and appreciate the ideals of American democracy; (2) to assume their responsibilities and understand their rights in a democratic society; (3) to be diligent, competent, and courteous in the performance of their obligations as members of all groups consistent with the ideals of American democracy to which they belong; and (4) to respect the worth and integrity of the individual regardless of race, creed, color, or economic circumstance.

They need: (5) to develop ethical standards and habits which will help them to become worthy members of school and adult society; (6) to learn what constitutes respect and fair play with reference to the rights of individuals, of minorities, and of the majority; (7) to learn to respect the law even when seeking changes in it; (8) to learn to differentiate between democratic and dictatorial leadership; (9) to know how to follow sound leadership and to develop whatever aptitude they have for leadership; and (10) to learn to put the safety and welfare of others above personal desires.

They need: (11) to form desirable relationships with the opposite sex; (12) to develop desirable understandings, attitudes, and ideals concerning marriage and parenthood; (13) to understand the significance of the family for the individual and society and the conditions conducive to successful family life; and (14) to prepare to assume the responsibilities of homemaking.

They need: (15) to understand, appreciate, and also to contribute to the communities—school, town or city, region, state, nation, and world—in which they live; and (16) to feel that they are accepted members of their society.

The attitude of the professional staff toward this need is:

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<tr>
<th>Rejection</th>
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Qualifications:

Indicate on the line below the degree to which the school is meeting Need A.

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C. They Need to Learn to Live in Their Natural and Scientific Environment

All youth of secondary-school age need: (1) to understand and appreciate the natural environment in which they live—the environment which includes plants and animals, land, sea, and air; (2) to become intelligent and well-intentioned consumers and producers of their natural environment; (3) to understand the influence of the environment upon various cultures of the past as well as of the present; (4) to learn how natural resources have been harnessed for the benefit of mankind; (5) to acquire knowledge, skill, and the desire to conserve present natural resources; and (6) to understand the economic relationships and effects upon society as a whole of varying amounts of production and consumption.

They need: (7) to understand and appreciate their complex technological environment; (8) to appreciate the social and moral responsibility involved in scientific progress; (9) to understand and appreciate the methods of science, the techniques of experimentation, and the nature of proof; (10) to understand and appreciate the influence of science upon daily living and important scientific facts concerning the nature of the world and of man; and (11) to understand and appreciate some of the major scientific laws which govern the universe.

They need: (12) to learn to be efficient consumers of transportation, communication, medicine, food, clothing, and shelter; (13) to learn of life and living things; (14) to learn of the structure and materials of the physical world and the energy relations that exist therein; (15) to learn of inventions, raw materials, processes, and products; (16) to be free from fear and superstition; and (17) to recognize a plan and purpose for the universe above the knowledge and planning of man.

The attitude of the professional staff toward this need is:

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Qualifications:

Indicate on the line below the degree to which the school is meeting Need C.

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<th>Extensively</th>
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D. THEY NEED SOUND GUIDANCE

All youth of secondary-school age need: (1) to be treated, at all stages of their development, as individuals in terms of their own aptitudes, abilities, interests, and aims; (2) to know themselves—their own strengths and weaknesses; (3) to receive guidance in making desirable use of their strengths and satisfactory adjustments for their weaknesses; and (4) to receive guidance when they experience success as well as when they experience failure.

They need guidance, based on a sufficient quantity of valid information: (5) in making educational, vocational, and social choices; (6) in exploring new fields of endeavor to locate possible aptitudes and develop new interests; (7) in making in-school, out-of-school, and post-school adjustments; and (8) in formulating flexible aims which may be modified as conditions change.

They need guidance: (9) in acquiring the tools of learning—the tools of self-guidance; (10) in successfully assuming increased responsibility for self-guidance in facing the realities of life; and (11) in practicing self-guidance with due concern for other members of society.

The attitude of the professional staff toward this need is:

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Qualifications:
E. They Need to Learn to Think Logically and Express Themselves Clearly

All youth of secondary-school age need: (1) to grow in their ability to use the tools of learning—reading, writing, speaking, listening, and observing; and (2) to develop the ability to use symbols, graphs, charts, and similar devices in various subject fields.

They need to learn: (3) to define problems; (4) to locate, select, and organize information; (5) to evaluate information; (6) to draw and test conclusions and to present conclusions in acceptable form; (7) to recognize and evaluate propaganda; (8) to suspend judgment when necessary; and (9) to respect the rights of others in their expression and thought.

They need opportunity while in school to apply the tools of learning: (10) in conversation, discussion, and debate; (11) in reading for information and for pleasure; (12) in solving problems in laboratories, classrooms, council meetings, and other group activities of the school and community; (13) in conducting dramatic and public speaking activities; and (14) in acquiring a genuine desire for mental growth.

The attitude of the professional staff toward this need is:

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Qualifications:

Indicate on the line below the degree to which the school is meeting Need E.

Slightly | Moderately | Extensively

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F. **They Need to Prepare for Work, for Further Education, or for Both**

All youth of secondary-school age need: (1) to acquire concepts, skills, and attitudes which will enable them to make a successful beginning in one or more areas of business or industry, or further education; (2) to acquire knowledge concerning various fields of endeavor—the opportunities and requirements for entrance, the conditions of employment, and the prospects for advancement; (3) to learn about the problems of the worker, the problems of management, and the needs and relationships of both; (4) to appreciate the necessity, the value, and the dignity of work; (5) to learn to apply ethical principles in business transactions and in employee-employer relationships; and (6) to determine standards for measuring success.

They need: (7) to know their own aptitudes and abilities; (8) to use these aptitudes and abilities to explore, to experiment, to try themselves in a variety of situations; (9) to have guidance, information, and experiences that will assist them in making decisions concerning their future educational or vocational plans; and (10) to have opportunities to change these decisions if, after careful consideration, such decisions have proved to be unsatisfactory.

They need: (11) to visit and observe work under many conditions; (12) to experience work; (13) to develop good work habits; (14) to experience the satisfaction of accomplishment; and (15) to have guidance and supervision in their work experiences.

They need: (16) to have assistance in finding a job or in selecting and entering a school for further education; (17) to feel their responsibilities in this job-seeking process; and (18) after making a beginning in an area of increased specialization beyond the secondary school, to have follow-up services that will assist them in growing and improving in their work.

The attitude of the professional staff toward this need is:

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Qualifications:

Indicate on the line below the degree to which the school is meeting *Need F.*

Slightly     Moderately     Extensively

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G. They Need to Learn to Use Their Leisure Well

All youth of secondary-school age need: (1) to acquire knowledges and skills and to develop creative interests in areas such as fine and practical arts, hobbies, music, literature, sports, the outdoors, and social activities; (2) to be active participants at times in self-directed, purposeful activities and at other times appreciative observers; and (3) to plan the selection of their leisure activities and the budgeting of their time to provide a balance between leisure and other aspects of life.

They need: (4) a program of recreation for all twelve months of the year with special provisions for their school vacation periods; (5) a recreational program which is a vital part of life; and (6) leadership and physical facilities to assist them in achieving desirable recreational objectives.

They need (7) to learn to make intelligent use of the available commercial resources for leisure; and (8) to learn to use their leisure voluntarily for the benefit of others as well as for themselves.

The attitude of the professional staff toward this need is:

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Qualifications:
H. They Need to Learn to Live Aesthetically

All youth of secondary-school age need: (1) to become appreciative of artistic quality in all aspects of their daily living; (2) to develop their capacities to appreciate beauty in literature, art, music, and nature; and (3) to appreciate the harmony and utility of good design.

They need: (4) to appreciate and, if feasible, to improve the aesthetic aspects of their home—its cleanliness, its furnishing, its interior and exterior, and its landscaping; (5) to be conscious of the aesthetic aspects of their school and community and to desire to improve these aspects wherever possible; (6) to develop desirable standards of taste in the materials and products which they buy, in their recreational activities, and in the literature they read; and (7) to learn how to live aesthetically within their means.

They need (8) to become achievers and contributors in aesthetic endeavors according to their individual aptitudes, abilities, and interests.

The attitude of the professional staff toward this need is:

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Qualifications:

Indicate on the line below the degree to which the school is meeting Need H.

Slightly  Moderately  Extensively
III. Individual School's Statement

Directions: After studying the preceding statements of educational needs and Section B, "Pupil Population and School Community," the school staff should present below a summarizing statement of the purposes and responsibilities of this school. Include, if you so desire, reference to both general and particular needs and objectives to be met or achieved by this school. Express the philosophy of your school with reference to the means and methods which you as a staff are using or should be using to fulfill your responsibilities. (Use additional sheets if necessary.)

The Drummond School Staff feels their developing a strong educational program this school is best summarized with objectives in mind.

To help the student to a more healthy life.
To help him learn the fundamental processes that all students develop better human relations and create in him a strong sense of civic duty.
To help him on the road to economic efficiency.
To teach him how to make use of his leisure time.
To create in him a strong desire for achievements.
To help attain greatest pleasure from wholesome recreation.

These objectives, it was decided, should be curricular and extracurricular. It is felt that no teacher is carrying as objectives in his own department a view of the total scope of the school and its students' needs. Twice yearly staff meetings to discuss and solve encountered in meeting the above.
IV. Procedures Used in the Study of the Educational Needs

1. Describe briefly the procedures used by the local staff in studying the educational needs as presented in Parts II and III of this section.

The met twice weekly and took up for study each item in Part II. Part III was drawn up in April & May.

2. Over what period of time were these procedures carried out?

Nine Months April 1950 - May 1951

3. What additional materials have been found useful by the staff in this study of educational needs?

"Group Planning in Education," Copyright 1941, Dept. of Supervision Curriculum Development, N.E.A.

"Guiding Youth in our Secondary School," Copyright 1943, American Bank Co.

V. Comments of the Visiting Committee

1. The visiting committee should write below any comments on the school's report on this section. Attention should be given to the data presented in Section B, "Pupil Population and School Community."
CHAPTER IV

PROGRAM OF STUDIES

I. General principles. In making this survey and evaluation it has been the aim of the faculty committee and the author to at all times keep in mind the question: How well does the Drummond high school meet the needs identified in Section B, "Pupil Population and School Community", and in Section C, "Educational Needs of Youth"?, of the EVALUATIVE CRITERIA. Beginning with the program of studies this school was found to be meeting fairly well the needs as outlined in the statement of guiding principles of the EVALUATIVE CRITERIA. Chiefly lacking here was a provision for any opportunity for experiences especially adapted to the superior or advanced pupils. Provision for the special needs such as vocational agriculture training for the farm boys enrolled in this school was missing.

II. Curriculum development procedures. As indicated by the evaluations on page fifty of the EVALUATIVE CRITERIA, this school has done quite well in this section of the study. There was found a definite need for a follow-up program of pupils who have left school or who have graduated to determine how well the curriculum of the school has been meeting

4Tbid., p. 50
the needs of its youth. The committee felt that an analysis of failures within the school program would be helpful in determining weaknesses existing in the present curriculum.

III. A. Program of studies. Extent of offerings.

According to the chart on page fifty-one of the EVALUATIVE CRITERIA, the committee felt that this school has sufficient coverage to meet the requirements for a college preparatory program, with the possible exception of foreign language units. Courses not provided to meet the needs of those pupils who are remaining in the community after graduation from high school and who make the high school a terminal program in their education are: Vocational Agriculture, Art, Band and Orchestra, and Distributive Education. The last course listed was thought highly desirable by the committee but limitations of the number of businesses in town would tend to lessen the value of such course offerings in this school.

B. Nature of offerings. This school was found to be offering those studies which meet the basic needs of its youth, but was found lacking in meeting the special needs of the pupils enrolled, such as work experiences coordinated with school experiences, and vocational preparation related to the opportunities for beginning workers in the local community or surrounding area. The faculty committee could not

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5 Ibid., p. 52.
justify the retention of Business Law and Salesmanship in the curriculum when the need seemed greater for subjects already mentioned. They likewise felt that, because of the smallness of the school, foreign language subjects should be left for coverage through correspondence study since only a very few students in this school would have need of them.

IV. General outcomes of the program of studies.
A. Former pupils and graduates. Indicated by the check list and evaluations on page fifty-two of the EVALUATIVE CRITERIA, little or nothing has been done by this school in attempting to secure evidence on its former pupils and graduates as to how well the courses of study have been meeting the needs of this group. The committee and the author both feel that the school has been passing up a much needed phase of its educational program through neglect in this field. Little of real value can be obtained from the school's guidance program if it is going to be cut off at the graduation level.

B. Present pupils.6 Evidence here points to a fairly good job of evaluating the general outcomes of the school's program of studies as they affect the lives of the boys and girls now enrolled in school. The committee felt that the school staff could do a still better job here with the present group of pupils were opportunities provided whereby the

6 Ibid., p. 53.
could evaluate the general outcomes in terms of the life of these pupils outside the classroom after school hours, with the exception of the school sponsored activities.

V. Special characteristics of the program of studies.

In summary of this chapter as outlined on page 54 of the EVALUATIVE CRITERIA the faculty committee has found most satisfactory and commendable the school's program of studies in that it offers a basic college-preparatory program and that it is meeting the most common needs of the majority of its pupils. The committee feels that there is a definite need for greater pupil participation in the planning and evaluating of the course of studies. There is also a definite need for the addition of vocational subjects, art, and an expanded music program which will include band and orchestra. Found commendable were plans for setting up an educational planning committee that would include representation from the community and the student body as well as from the staff members and school administration. The committee realized that some of the recommended changes in the program of studies would necessitate some careful planning and revision in the present building program on the part of the board of trustees, if adopted.
NOTE: Sections D-1, Core Program; D-2 Agriculture; D-3, Art; D-6 Foreign Language; and D-10, Industrial Vocational Education of the EVALUATIVE CRITERIA have been omitted from this section of the survey of the Program of Studies and placed in the Appendix of this paper as they are not applicable to this school since they are not included in their present program of studies.

In the following chapter, covering the subject fields of the local school, the author has not attempted to follow the sub-division headings of the EVALUATIVE CRITERIA, but rather to give a brief summary of the findings of the examining committee together with their recommendations and evaluations.

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7 Ibid., pp. 55, 63, 71, 99, 131.
PROGRAM OF STUDIES

(Section D of Evaluative Criteria, 1950 Edition)

OUTLINE OF CONTENTS

I. General Principles
II. Curriculum Development Procedures
III. Program of Studies
   A. Extent of Offerings
   B. Nature of Offerings
IV. General Outcomes of the Program of Studies
   A. Former Pupils and Graduates
   B. Present Pupils
V. Special Characteristics of the Program of Studies
VI. General Evaluation of the Program of Studies

NAME OF SCHOOL: Drummond High School

DATE: July 1951

Checklists checked by: Faculty Committee

Evaluations made by: James M. Findell

COOPERATIVE STUDY OF SECONDARY-SCHOOL STANDARDS

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EVALUATIVE CRITERIA

Instructions

GENERAL
When the various features included in this section are being checked and evaluated, Section B, "Pupil Population and School Community," and Section C, "Educational Needs of Youth," should be kept in mind. The information revealed by these sections should be applied to every activity in the school. Persons making evaluations should ask: "How well do the practices in this school meet the needs of the pupil population and school community?" When evaluations are made, factors such as size, type, location of school, financial support available, and state requirements should not be permitted to justify failure to provide an appropriate program and facilities to meet the needs of the pupils and community served by the school. The twofold nature of the work—evaluation and stimulation to improvement—should also be kept in mind. Careful, discriminating judgment is essential if these purposes are to be served satisfactorily.

CHECKLISTS
The checklists consist of provisions, conditions, or characteristics found in good secondary schools. All of them may not be necessary, or even applicable, in every school. A school may therefore lack some of the items listed but have other compensating features. The checklists are intended to provide the factual bases for the evaluations.

The use of the checklists requires five symbols. (1) If the provision called for in a given item of a checklist is made extensively, mark the item in the parentheses preceding it with the symbol "\(\sqrt{\checkmark}\)" (double check); (2) if the provision is made to some extent, mark the item with the symbol \(\checkmark\); (3) if the provision or condition is made to a very limited extent, mark the item with the symbol "\(X\)"; (4) if a provision is missing but is needed, mark the item with the symbol "\(M\)"; (5) if any provision or condition is missing and is not desirable or appropriate for the school, mark such item with the symbol "\(N\)." In brief, mark items:

\[\begin{align*}
\sqrt{\checkmark} & \text{ provision or condition is made extensively} \\
\checkmark & \text{ provision or condition is made to some extent} \\
X & \text{ provision or condition is very limited} \\
M & \text{ provision or condition is missing but needed} \\
N & \text{ provision or condition is not desirable or does not apply}
\end{align*}\]

Space is provided at the end of each checklist for writing in additional items. It is desirable that the provisions or practices of the school should be described as completely as possible.

EVALUATIONS
Evaluations represent the best judgment of those making the evaluations after all evidence (including results of observation of the school and discussions with the school staff, consideration of ratings on checklist items and data presented by the school, and experience of evaluators in other schools) has been considered. Evaluations should be made first by members of the school staff. These evaluations will be checked by members of the visiting committee at the time the school is visited. They are to be made by means of the rating scale as defined below.

5.—Excellent; the provisions or conditions are extensive and are functioning excellently.

4.—Very good,*
   a. the provisions or conditions are extensive and are functioning well, or
   b. the provisions or conditions are moderately extensive but are functioning excellently.

3.—Good; the provisions or conditions are moderately extensive and are functioning well.

2.—Fair;*
   a. the provisions or conditions are moderately extensive but are functioning poorly, or
   b. the provisions or conditions are limited in extent but are functioning well.

1.—Poor; the provisions or conditions are limited in extent and are functioning poorly.

M.—Missing; the provisions or conditions are missing and needed; if present, they would make a contribution to the educational needs of the youth in this community.

N.—Does not apply; the provisions or conditions are missing but do not apply or are not desirable for the youth of this school or community. (Reasons for the use of this symbol should be explained in each case under Comments.)

* If, in making the self-evaluation, members of the school staff wish to indicate which of the alternatives given for evaluations "4" or "2" applies, they may use "4a" or "4b," "2a" or "2b."
Statement of Guiding Principles

The program of studies consists of the courses of instruction available to secondary-school pupils. These courses provide for experiences which assist in meeting the common, as well as the individual, educational needs of youth. In general, while the meeting of common needs is emphasized in required courses, the meeting of individual needs is provided for in elective courses and in adapting the content and instruction of required courses to the needs of individual pupils.

The program of studies is composed of curricular offerings which contribute to desirable behavior changes relative to various fields of learning. All these educational experiences, when integrated and adapted to the educational needs of pupils, should provide them with understandings, habits, attitudes, and ideals, based on important knowledges and skills, for present and future living in American democracy.

The program of studies should be in a continuous process of improvement in relation to the changing needs and interests of pupils. The content of the program should be planned and developed by the staff, utilizing, whenever possible, contributions which may be derived from the pupils themselves, the personal and material resources of the community, and the contributions of other educational agencies and institutions. The staff should examine, from time to time, the effectiveness of the program of studies and should utilize the results of such study in bringing about improvement in the program.

I. General Principles

**CHECKLIST**

<p>| | |</p>
<table>
<thead>
<tr>
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<tbody>
<tr>
<td>(✓)</td>
<td>1. Is based upon an analysis of the educational needs of youth.</td>
</tr>
<tr>
<td>(X)</td>
<td>2. Provides a wide variety of experiences to meet both the common and individual educational needs of youth.</td>
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<tr>
<td>(✓)</td>
<td>3. Is planned to help meet both present and probable future needs of pupils.</td>
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<tr>
<td>(✓)</td>
<td>4. Provides opportunities for pupils as well as staff members to participate in the planning and development of curricular activities.</td>
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<tr>
<td>(✓)</td>
<td>5. Provides for relating subject-matter fields to life problems of pupils.</td>
</tr>
<tr>
<td>(✓)</td>
<td>6. Emphasizes critical and thoughtful approaches to present-day problems.</td>
</tr>
<tr>
<td>(X)</td>
<td>7. Provides opportunities for experiences especially adapted to the superior or advanced pupils.</td>
</tr>
<tr>
<td>(X)</td>
<td>8. Provides opportunities for experiences especially adapted to slow-learning pupils.</td>
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<tr>
<td>(✓)</td>
<td>9. Provides organized sequences of courses carrying on through several grades.</td>
</tr>
<tr>
<td>(X)</td>
<td>10. Provides for coordination of educational experiences within each grade.</td>
</tr>
<tr>
<td>(✓)</td>
<td>11. Places emphasis upon broad concepts taught for transfer value.</td>
</tr>
<tr>
<td>(X)</td>
<td>12. Is flexible in time allotments to meet individual pupil requirements (e.g., variation in number of periods for elective subjects, periods allotted to special-help and remedial work, or time devoted to pupil-initiated course work).</td>
</tr>
<tr>
<td>(✓)</td>
<td>13. Provides for the evaluation of pupil achievement in the program in terms of each individual’s aptitudes and abilities.</td>
</tr>
<tr>
<td>(✓)</td>
<td>14. Recognizes the contributions made by the pupil activity program.</td>
</tr>
<tr>
<td>(✓)</td>
<td>15. Encourages enlargement and enrichment of the pupil’s scope of interests.</td>
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<tr>
<td>(✓)</td>
<td>16. Provides for the Vocational education in a Vocational area.</td>
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</table>

**EVALUATIONS**

1. How effectively are these general principles practiced in meeting the needs of youth of the community?

**COMMENTS**
II. Curriculum Development Procedures

CHECKLIST

1. Curriculum development procedures include an analysis of pupil and community needs.
2. Curriculum development activities are carried out democratically.
3. Organization of staff members for curriculum development is consciously influenced by efforts to achieve coordination of instruction within grades.
4. Organization of staff members for curriculum development is consciously influenced by efforts to achieve continuity of instruction through several grades.
5. Teachers are relieved from other assignments to assist in curriculum development projects.
6. Funds are provided for necessary expenses of curriculum projects such as textbooks and reference materials and professional and secretarial assistance.
7. Parents are consulted and informed concerning curriculum development activities.
8. Teachers.
11. Professional consultants.
14. Qualified lay people.
15. 16.
17. Follow-up of pupils who have left school.
18. Analysis of failures within the school program.
19. Study of courses of study and curricular materials used in other schools.
20. Study of curricular materials and research educational literature.
21. Continuous evaluation of, and experimentation with, the educational program.
22. Studies of the socioeconomic characteristics and resources of the local community.
23. Materials and bulletins published by the state department of education.
24.
25.

EVALUATIONS

3) a. How satisfactory is the leadership in curriculum development?
   b. How well is the staff organized for curriculum development?
   c. To what extent are resources (e.g., materials, personnel) available to curriculum study groups?
   d. How well are the resources (e.g., materials, personnel) used in the curriculum study groups?
   e. To what extent are results of curriculum study groups used?
   f. To what extent is curriculum development a continuous process?
   g. To what extent do curriculum development procedures recognize the needs of youth and the community served?

COMMENTS
1. All students must complete the following units for graduation:
   A. 3 units of English
   B. American History and Gov't—one unit
   C. One other social study unit
   D. 2 units of Science
   E. 2 units of Mathematics
   F. 2 years of Physical Education
   G. 1 unit in Guidance

2. Any deviation from the above must have the approval of the parents in writing and the High School Principal.
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<td>CHEM. LAB.</td>
<td>PHYSIOLOGY</td>
<td>BIOL. LAB.</td>
<td>GEN. SCI.</td>
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<td>SHOP II</td>
<td>SHOP I</td>
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<td>BUS. LAW</td>
<td>P.E.G.</td>
<td>S.P.H.D.</td>
<td>JOURNALISM</td>
<td>BOYS P.E.</td>
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<td>ENG. I</td>
<td>ENG. III</td>
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<td>WORLD HIST.</td>
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<td>S.H.</td>
<td>GEN. MATH.</td>
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III. Program of Studies

A. Extent of Offerings

If there are fields which cannot be classified according to this table, write them in the blank headings. Include only offerings which are a regular part of the school's program of studies. Do not include here activities which are evaluated in Section E, "Pupil Activity Program." A school will report on the basis of its organization, three-year, four-year, five-year, or six-year unit.

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<td>3</td>
<td>0</td>
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<td>1/2</td>
<td>1/2</td>
<td>1/2</td>
<td>3</td>
<td>3/2</td>
<td>1</td>
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</table>

* A unit is defined as a fourth of the normal pupil load for one year. If necessary, fractional units may be indicated. If some other unit is used in the school, give the definition of this unit and use it in the table.

SUPPLEMENTARY DATA

1. Submit a copy of the program of studies now in effect.
2. Submit a statement covering all requirements or restrictions concerning choice of subjects.
3. Submit complete daily schedule of classes and activities.
4. Length of the school year in terms of days actually in session, not including holidays.


EVALUATIONS

2b) a. How extensive are the offerings in terms of the educational needs common to all youth in the secondary-school population?

2b) b. How extensive are the offerings in terms of the particular interests and needs of individual members of the secondary-school population?

COMMENTS

(Describe the courses which should be added, eliminated, or modified.)

Courses that should be added:

1. 3 or 4 units in Vocational Agriculture.
2. Art - one or two units.
3. Band and orchestra - one or two units.
4. Driver's Education - 2 units.
5. Foreign Language - 2 units.
B. Nature of Offerings

CHECKLIST
The program of studies provides

( X ) 1. Opportunities for pupils to study themselves — their aptitudes, abilities, and interests.

( M ) 2. Opportunities for the development of skills in reading, writing, speaking, and listening.

( M ) 3. Opportunities for development of skill in foreign languages (reading, speaking, writing).

( M ) 4. Opportunities for the development of mathematical skills and understandings necessary for daily living.

( M ) 5. Experiences to meet the physical development needs of boys.

( M ) 6. Experiences to meet the physical development needs of girls.

( X ) 7. Experiences to meet the physical health needs of all pupils.

( M ) 8. Experiences to meet the mental health needs of all pupils.

( M ) 9. Preparation for homemaking and family living for girls.

( M ) 10. Preparation for homemaking and family living for boys.

( X ) 11. Experiences for pupils to become intelligent consumers of goods and services.

( M ) 12. Experiences emphasizing preparation for, and participation in, citizenship activities.

( X ) 13. Experiences which emphasize rights and responsibilities of citizens in a democracy.

( X ) 14. Experiences planned to develop sound moral and ethical standards.

( X ) 15. Experiences designed to meet aesthetic needs.

( M ) 16. Experiences designed to meet leisure needs.

( M ) 17. Vocational preparation related to the opportunities for beginning workers in the local community or surrounding area.

( M ) 18. Work experiences coordinated with school experiences.

( M ) 19. Preparation for education beyond the secondary school in a variety of areas.

( X ) 20. Planned activities for appraising and evaluating the content and outcomes of the educational program.

EVALUATIONS

( X ) a. How adequate is the nature of offerings in terms of the particular needs of individual pupils?

( X ) b. How adequate is the nature of offerings in terms of the common needs of all pupils?

( X ) c. How adequate is the nature of offerings to meet the needs of the community served?

COMMENTS

IV. General Outcomes of the Program of Studies

A. Former Pupils and Graduates

Although it is recognized that the school is but one of many agencies contributing to these outcomes, the following are some suggested ways to evaluate general behavior characteristics exhibited by former pupils and graduates of a secondary school: analysis of follow-up records; interviews with former pupils and with representatives of business and industry where former pupils are employed; analysis of court records; analysis of voting lists; records of library usage; data concerning clubs and recreational activities; records of participation in community projects; data concerning active church membership; analysis of reports from health departments; consideration of amount of labor and racial strife in the community; and study of divorce statistics of graduates.

CHECKLIST
The staff is attempting to secure evidence on the extent to which former pupils and graduates

( M ) 1. Practice health principles in daily living.

( M ) 2. Exhibit physical fitness as reflected by disease rates, malnutrition statistics, recreational activities, and medical data.

( M ) 3. Exhibit ability as intelligent consumers.

( M ) 4. Establish and maintain desirable home and family relationships.

( M ) 5. Participate in aesthetic activities in such areas as art, literature, and music.

( M ) 6. Continue to make effective use of the tools of learning.

( M ) 7. Participate in worth-while leisure and hobby activities.

( M ) 8. Exhibit an interest in civic affairs and citizenship activities.
A. Former Pupils and Graduates—Continued

9. Are successful in college and other advanced educational institutions.
10. Are successful in the vocational areas for which they were prepared.
11. Assume responsibilities as leaders in community activities.
12. Exhibit emotional stability in daily living.
13.
14.

Evaluations

a. How extensive are the efforts of this school to obtain evidence concerning such outcomes as suggested above?

b. To what degree does the available evidence show that desirable outcomes are being achieved by graduates?

Comments

B. Present Pupils

Suggested ways to evaluate the general outcomes as exhibited by pupils now attending the secondary school are interviews with parents and observation in the homes; interviews with pupils, teachers, and administrators; analysis of juvenile delinquency statistics; analysis of participation in recreational activities (especially playground participation); interviews with employers of pupils who are working part time; objective observation of pupil behavior in various in-school and out-of-school situations; analysis of behavior problems within the school; analysis of school failures; analysis of cumulative and anecdotal records; and analysis of test results.

Checklist

The staff is making systematic attempts to ascertain how extensively present pupils

1. Exhibit self-discipline in the corridors, lunchrooms, and in assemblies.
2. Are developing ability to make decisions on the basis of evidence rather than on the basis of emotion or prejudice.
3. Are learning to use time and ability effectively and constructively.
4. Are willing to acknowledge responsibility for their actions and obligations.
5. Are developing self-reliance by making decisions and carrying out plans.
6. Are developing originality and creativeness in carrying on classroom and other activities.
7. Show responsibility in the care and treatment of school property.
8. Display enthusiasm concerning school activities.
9. Exhibit devotion to sound ideals in their school lives.
10. Participate in democratically conducted classroom procedure.
11. Participate in class elections and student council activities.
12. Choose and follow good leaders, rather than the popularity-seeking, demagogic type.
13. Are concerned with spiritual values.
14. Are free from the divisive influence of cliques, factions, racial groups, and similar elements.
15. Are willing to subordinate personal advantage to the common welfare.
16. Are honest in handling money and in dealing with the belongings of others.
17. Demonstrate enjoyment of beauty in nature and art.
18. Understand the importance of the home and family.
19. Understand the importance of law and constituted authority.
20. Reveal adequate achievement with the basic tools of learning (e.g., test data).
21. Are successful in subjects other than the basic skills (e.g., test data).
22. Are successful in their work-experience programs or after-school work activities.
23. Carry over activities conducted in school to their out-of-school lives.
24. Participate in local community recreational activities.
25. Have a low incidence of delinquency.
26.
27.
V. Special Characteristics of the Program of Studies

1. In what respects is the program of studies most satisfactory and commendable?
   a. Offers a basic college preparation.
   b. Offers the fundamental subjects in each field.
   c. They meet the common needs of most people.

2. In what respects is there greatest need for improving the program of studies?
   a. Subject offerings which will meet the special needs of pupils.
   b. Greater participation of pupils in planning such studies.
   c. The offering of more vocational subjects.

3. In what respects has attention been directed toward improvement of the program of studies within the last two years?
   a. Agitation for a Vocational building & instructor.
   b. This survey of the school system.
   c. Agitation for a strong music department.

4. What carefully conducted studies of the program of studies have been made in this school within the last three years?
   a. This survey of the High School District.
   b. Faculty curriculum planning committee.
   c. Student council evaluation of the program.

5. Discuss any plans for improving the program of studies in this school.

V. General Evaluation of the Program of Studies

EVALUATIONS

(6) a. How well does the program of studies meet the needs identified in Section B, "Pupil Population and School Community," and in Section C, "Educational Needs of Youth"?

(3) b. To what extent is the school identifying problems in the program of studies and seeking their solution?
CHAPTER V

PROGRAM OF STUDIES: SUBJECT FIELDS

A. Business Education. Based on the statement of guiding principles as found on page eighty-one of the EVALUATIVE CRITERIA, the present program of the local school has fairly well met the needs of its pupils in providing them with a basic training in the knowledges and skills of general business education. Some work-experience has been obtained by about 75 per cent of the pupils enrolled in business education courses, through participation in the publication of the school paper every two weeks and the year book which is edited in the spring. The present staff was found well trained in all fields of business education except in distributive education. The faculty committee felt there was a definite need for a closer working relationship between this department in the school and the local business firms. Strong attempts should be made to increase the circulation of the school's paper to a greater number of the lay public in lieu of the fact that no local paper serves the local town and immediate surrounding area.

The faculty committee recommended the elimination of the present courses in Salesmanship and Business Law and the addition of a general Typing course and the introduction of Distributive Education courses on a limited scale. A strong
need was felt for follow-up studies in this department as an aid in evaluating the present course offerings. The most basic need, however, was improvement in the physical facilities. Lacking in proper equipment were the following items: standard desks for typing, shorthand, and bookkeeping; and adjustable chairs for the typing classes. The faculty committee felt that although the present commercial room needed enlarging and sound-proofing it would be better to get along with present facilities until a carefully planned building program was started.
BUSINESS EDUCATION

(Section D-4 of Evaluative Criteria, 1950 Edition)

OUTLINE OF CONTENTS

I. Organization
II. Nature of Offerings
III. Physical Facilities
IV. Direction of Learning
   A. Instructional Staff
   B. Instructional Activities
   C. Instructional Materials
   D. Methods of Evaluation
V. Outcomes
VI. Special Characteristics of Business Education

NAME OF SCHOOL
Drummond High School

DATE
July 1951

Checklists checked by:
Faculty Committee

Evaluations made by:
James M. Finkall

COOPERATIVE STUDY OF SECONDARY-SCHOOL STANDARDS
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CHECKLISTS

The checklists consist of provisions, conditions, or characteristics found in good secondary schools. All of them may not be necessary, or even applicable, in every school. A school may therefore lack some of the items listed but have other compensating features. The checklists are intended to provide the factual bases for the evaluations.

The use of the checklists requires five symbols. (1) If the provision called for in a given item of a checklist is made extensively, mark the item in the parentheses preceding it with the symbol "✓ ✓" (double check); (2) if the provision is made to some extent, mark the item with the symbol "✓"; (3) if the provision or condition is made to a very limited extent, mark the item with the symbol "X"; (4) if a provision is missing but is needed, mark the item with the symbol "M"; (5) if any provision or condition is missing and is not desirable or appropriate for the school, mark such item with the symbol "N." In brief, mark items:

- ✓ ✓ provision or condition is made extensively
- ✓ provision or condition is made to some extent
- X provision or condition is very limited
- M provision or condition is missing but needed
- N provision or condition is not desirable or does not apply

Space is provided at the end of each checklist for writing in additional items. It is desirable that the provisions or practices of the school should be described as completely as possible.

EVALUATIONS

Evaluations represent the best judgment of those making the evaluations after all evidence (including results of observation of the school and discussions with the school staff, consideration of ratings on checklist items and data presented by the school, and experience of evaluators in other schools) has been considered. Evaluations should be made first by members of the school staff. These evaluations will be checked by members of the visiting committee at the time the school is visited. They are to be made by means of the rating scale as defined below.

5.—Excellent; the provisions or conditions are extensive and are functioning excellently.

4.—Very good.*
   a. the provisions or conditions are extensive and are functioning well, or
   b. the provisions or conditions are moderately extensive but are functioning excellently.

3.—Good; the provisions or conditions are moderately extensive and are functioning well.

2.—Fair.*
   a. the provisions or conditions are moderately extensive but are functioning poorly, or
   b. the provisions or conditions are limited in extent but are functioning well.

1.—Poor; the provisions or conditions are limited in extent and are functioning poorly.

M.—Missing; the provisions or conditions are missing and needed; if present, they would make a contribution to the educational needs of the youth in this community.

N.—Does not apply; the provisions or conditions are missing but do not apply or are not desirable for the youth of this school or community. (Reasons for the use of this symbol should be explained in each case under Comments.)

* If, in making the self-evaluation, members of the school staff wish to indicate which of the alternatives given for evaluations "4a" or "2a" applies, they may use "4a" or "4b," "2a" or "2b."
Statement of Guiding Principles

Business education consists of those courses, activities, and units of instruction designed to meet the common needs in the area of business of all pupils and the vocational business needs of pupils who desire to prepare for employment in business occupations.

The general business program, provided for all pupils, is determined by an analysis of the business activities and business problems common to most people. General business education provides the basic knowledge, skills, habits, attitudes, ideals, and appreciations for successful living in the business aspects of one's environment. The general business program also provides orientation experiences for pupils who may elect the vocational business program.

The vocational business program—available to those pupils who have definite aptitude, interest, and need for specialized business training—is based upon a survey of the business employment opportunities in the school service area and an analysis of the kinds of positions for which the school may offer preparation. The program is designed to develop knowledge, skills, habits, attitudes, and ideals necessary for successful beginning and advancement in business. The vocational program is concerned with the personal, social, and technical development of pupils. The program also assists capable and interested pupils in preparing for further education leading toward management or professional business positions.

I. Organization

CHECKLIST

1. General business courses (e.g., Junior Business Training) or activities are required for all pupils. (Required in grades ________ )

2. Vocational business education is provided for pupils who need and can profit by such training.

3. Elementary typewriting instruction is available to all pupils.

4. Counseling by persons acquainted with the business field assists pupils in their entrance to, and specialization in, vocational business subjects.

5. Related work-experience programs or activities are provided for pupils preparing for employment.

6. An advisory committee representative of local business enterprises assists in determining training needs and in coordinating the in-school and related work-experience programs of vocational business education.

7. Variation in time allotments is provided for pupils preparing for employment.

8. Variation in time allotments is provided for pupils with particular vocational business education needs.

EVALUATIONS

a. To what extent is general business education provided for all pupils?

b. To what extent is vocational business education provided for pupils with vocational business needs?

c. Do time allotments for general business education meet instructional needs satisfactorily?

d. Do time allotments for vocational business education meet instructional needs satisfactorily?

e. To what extent do the enrollments in business education subjects show that the needs of pupils for instruction in these subjects are being met? (List courses indicating name of course, normal grade level, and number of pupils enrolled in each course for current term.)

Banking - 15 - 10
Shorthand I - 11 - 7
Typing I - 15 - 7
Salesmanship - 11 - 12
Business Law - 12 - 3
Journalism - 14 - 12 - 3

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II. Nature of Offerings

CHECKLIST

1. General business courses are based upon study and analysis of the general business needs of pupils.
2. General business offerings provide an introduction to a variety of business activities.
3. General business offerings emphasize the consumer and personal-use aspects of business.
4. Typewriting instruction for pupils not specializing in business subjects provides for development of skills necessary for personal typewriting.
5. Attention is given in all phases of business education to helping pupils improve their personal appearance and conduct.
6. Business education courses emphasize the need for development of ethical practices and standards for the conduct of business activities.
7. Opportunity is provided for the study of business organization, management, and procedures as part of the total economic structure.
8. Vocational business offerings are based on surveys of job opportunities and job analyses.
9. Vocational typewriting instruction, correlated with related knowledges, develops typewriting competency required by employers.
10. Preparation for stenographic positions is given.
11. Such factors as success in English and typewriting are considered in counseling pupils who wish to elect stenography.
12. Preparation for bookkeeping positions is offered.
13. Preparation for general clerical occupations is offered.
14. Preparation for distributive occupations is given. (List occupations for which training is given.)
15. Pupils specializing in vocational areas are assisted in developing at least one skill to job-standard competency.
16. Vocational business education approximates business situations as nearly as is appropriate.
17. Vocational business education emphasizes the development of personal and social competencies necessary for successful employment.
18. Vocational business education provides an understanding of desirable employer-employee relations.
19. Vocational business education provides, in addition to terminal training, a basis for further business education beyond the secondary school.
20. Related work-experience is provided for the business occupations for which preparation is given.
21. Experiences are provided in locating, applying for, and being interviewed for prospective employment.
22. Efforts are made to prepare pupils to make adjustments to changes in business conditions and procedures.
23. Follow-up studies of graduates are used to guide curriculum revision.
24. Pupils are encouraged to organize extraclass activities related to the field of business (e.g., National Business Club and Future Business Teachers).
25. 
26. 

EVALUATIONS

(3) a. How adequate is the variety of general business education experiences to meet needs of all pupils?
(3) b. How adequate is the content of general business education experiences to meet needs of all pupils?
(3) c. How adequate is the variety of vocational business education experiences to meet needs of vocational pupils?
(M) d. To what extent are the vocational business offerings based upon analysis of jobs and job opportunities?
(M) e. To what degree are training activities carried on in business-like situations?
(M) f. To what extent is related work-experience provided for each vocational business pupil?

COMMENTS
III. Physical Facilities

CHECKLIST

✓ 1. Rooms used for business education are grouped together.
✓ 2. Rooms used for business machines and typewriters are so located or soundproofed as not to interfere with learning in other areas of the program of studies.
✓ 3. Layout of individual classrooms provides for effective use of facilities.
✓ 4. Washing facilities are readily accessible.
✓ 5. Adequate lighting facilities are provided.
✓ 6. All essential office materials and supplies are provided.
✓ 7. Storage facilities are provided for materials and supplies.
✓ 8. Space is provided for storage of pupil work.
✓ 9. Typewriter desks are adjustable in height or are of different heights.
✓ 10. Correct-posture chairs are provided.
✓ 11. At least one secretarial desk is provided and equipped in typical office fashion.
✓ 12. Typewriters are provided in a variety of makes and styles of type.
✓ 13. Filing equipment, including standard office file units as well as miniature practice sets, is provided.
✓ 14. Visual-aid projection equipment is available.
✓ 15. The following business machines are provided in the classroom or are available to students for instructional purposes in related work-experience programs. (Check.)
   - Adding machines
   - Addressing machines
   - Billing machines
   - Bookkeeping machines
   - Calculating machines
   - Cash registers
   - Electric typewriters
   - Mimeograph machines
   - Multigraph
   - Phonograph
   - Posting machines
   - Spirit or gelatin duplicators
   - Switchboard
   - Timers
   - Voice recording units
   - Weighing and measuring machines
✓ 16. All equipment is maintained in good working condition.
✓ 17. Counters and display cabinets are provided for merchandising classes.
✓ 18.
✓ 19.

EVALUATIONS

(2) a. How adequate are the space provisions to meet curricular and enrollment needs?
(3) b. How adequate is the amount of business education equipment?
(1) c. How adequate is the variety of business education equipment?
(3) d. How adequate is the quality of the equipment?
(3) e. How adequate is the amount of business education materials and supplies?
(3) f. How adequate is the quality of business education materials and supplies?
(2) g. How effectively are pupils using the physical facilities?

COMMENTS
IV. Direction of Learning

A. Instructional Staff

(For data on preparation of individual staff members, see Section J, "Data for Individual Staff Members.")

CHECKLIST

Each member of the business education staff

1. Has had background training in such subjects as economics, accounting, business organization, marketing, business law, insurance, investments, and personal relations.

2. Has had business training in the areas for which he offers vocational instruction.

3. Has had successful wage-earning experience in the occupation for which he offers vocational instruction.

4. Has had preparation in such related areas as vocational guidance, occupational surveys, job analyses, and followup studies.

5. Has had courses in methods and materials pertaining to the subject-matter areas in which he is teaching.

6. Has had preparation in interview techniques and personnel management.


EVALUATIONS

a. How adequate is the preparation of the staff in general business subject matter?

b. How adequate is the preparation of the staff in vocational business training?

c. How adequate is the preparation of the staff in methods of teaching business subjects?

d. How adequate has been the business experience of the staff?

e. To what extent is the staff continuing its in-service education?

COMMENTS

B. Instructional Activities

1. Instruction in business education contributes to the school's objectives.

2. Instruction is directed toward clearly formulated, comprehensive (or long-range) objectives in business education.

3. Specific instructional activities contribute to the comprehensive objectives of the business education program.

4. There is evidence of careful planning and preparation for the classroom activities.

5. Business resources of the community are utilized in the instructional activities (e.g., visits to business firms, work-experience, discussions by personnel managers.)

6. Pupils share in the planning of the general business activities.

7. Effective drill procedures are used.

8. Individual differences of pupils are considered in selecting, planning, and conducting the activities.

9. Instructional activities are readily adapted to new or changing business methods.

10. Effective demonstration techniques are used.

11. Flexible or differentiated assignments are used to provide for individual differences.

12. The instructional activities are related, when desirable, with such subject areas as English, mathematics, and social studies.

13. Pupils are guided in sharing cooperatively the classroom business education facilities.

14. Related work-experience and class instruction are well integrated.

EVALUATIONS

a. How adequate is the planning and preparation for instructional activities?

b. How well are instructional activities adapted to individual differences of pupils?

c. To what extent are effective teaching methods practiced?

d. To what degree are business resources of the community and area used?

COMMENTS
C. Instructional Materials

CHECKLIST

1. Carefully selected textbooks are provided.  
2. Dictionaries are provided.  
3. Reference materials are provided.  
4. A teacher's file of supplementary materials is maintained.  
5. Teacher-prepared materials (such as study guides) are available for use in the instructional activities.  
6. Samples of local business forms and records are available.  
7. Newspapers and periodicals concerning business and business education are available.  
8. Such materials as handbooks, pamphlets, and training manuals prepared by business concerns are available.  
9. Such materials as charts, maps, posters, graphs, and business display materials are provided.  
10. Secretary's handbooks are available.  
11. Selected films, filmstrips, and other supplementary teaching aids are available.  
12. Reports on business conditions and trends are available.

EVALUATIONS

a. How adequate is the variety of instructional materials to meet business education needs?  
b. How adequate is the content of instructional materials in terms of present business education needs?  
c. How effectively are pupils guided in the use of instructional materials?

COMMENTS

D. Methods of Evaluation

CHECKLIST

1. Evaluation activities are an integral part of the instructional activities.  
2. The type of evaluation activities used is determined by the objectives to be achieved.  
3. Aptitude and prognostic tests are used as aids in counseling pupils regarding their choice of a vocational objective.  
4. Such testing techniques as standardized tests, teacher-made objective tests, and essay examinations are used in evaluation.  
5. Evaluation results are used in planning instruction  
6. Evaluation results are used in revising the curriculum.  
7. Evaluation is in terms of individual aptitudes and abilities.  
8. Final evaluation of vocational business knowledge, skills, and understandings is made in terms of business standards.  
9. Evaluation of pupil achievement in work-experience programs is made by representatives of the school and of business.  
10. Individual progress is recorded and used for guidance purposes.  
11. Follow-up studies of graduates are used to appraise the educational outcomes.  
12. Pupils participate in evaluation activities.  
13. Performance tests are based, whenever possible, on realistic situations.  
14. Both teachers and pupils recognize that tests should be used to reveal strengths and to point out areas for improvement.

EVALUATIONS

a. How comprehensive are the evaluation procedures in business education?  
b. To what extent do teachers use evaluation results in analyzing the effectiveness of their teaching?  
c. To what extent do evaluation procedures help the pupil understand the nature of his growth in business education?  
d. To what extent do evaluation procedures identify pupils of unusual promise in the field of business?

COMMENTS

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V. Outcomes

(No checklist items are prepared for this division, since they would be largely repetitions of the checklist items in preceding divisions.)

EVALUATIONS

1. To what extent are pupils developing knowledges and skills to meet their consumer business needs?

2. To what degree are pupils developing understandings necessary for beginning employment in business?

3. To what degree are pupils developing skills and techniques necessary for successful beginning employment in business?

4. To what degree are pupils developing attitudes and appreciations necessary for desirable employer-employee relations?

5. To what degree are pupils developing moral and ethical standards related to business?

6. To what degree do representatives of business indicate satisfaction with the secondary-school business education program?

7. To what extent do pupils obtain employment in the kind of work for which they received training?

8. To what extent do follow-up data reveal that pupils are successful in the occupational areas for which they were prepared?

VI. Special Characteristics of Business Education

1. In what respects is business education most satisfactory and commendable?
   a. The annual journalism class has gained valuable work experience in organizing, selling, and accounting, etc.
   b. The same is true of the school paper staff in journalism.
   c. The bookkeeping students realize their shortcomings in mathematics and the need for greater emphasis in accounting.
   d. The shorthand class showed good progress in dictation.
   e. The typing class made good progress in speed tests.
   f. The shorthand class showed much interest in developing their approaches to a business man.

2. In what respects is there greatest need for improving business education in this school?
   a. Larger and more modern rooms and facilities.
   b. Better job opportunities locally.
   c. A clerical education course added to the curriculum.
   d. Another faculty member to broaden the offerings.
   e. A full-time guidance instructor to correlate the program with follow-up data.
   f.
B. English. In measuring up to the statement of guiding principles found on page 89 in the EVALUATIVE CRITERIA for the English department this school was found to be doing a very good job. Evidence of this was found in speech improvements of the pupils before assembly programs and public groups; in the interest displayed in good reading; current events and world affairs; and the improvements developed in interpreting accurately their reading in other subjects. Pupils were found to possess good ability to speak clearly, correctly and effectively; to read with reasonable comprehension and speed; to judge worth of stage, screen and radio performances; and to interpret literature and evaluate reading material in newspapers and periodicals. The staff was found well trained and has a good background of experiences.

The faculty committee recommended: that more time be devoted to remedial reading work, that new methods be devised to increase the interest among the boys in the grammar phase of the program, that greater integration of this department and the community be developed, that a closer cooperation be secured with other departments in getting better usage of English by the pupils throughout the school day, and that a reading library and display space for charts be added to the present facilities.
ENGLISH

(Section D-5 of Evaluative Criteria, 1950 Edition)

OUTLINE OF CONTENTS

I. Organization

II. Nature of Offerings
   A. Literature
   B. Language Arts

III. Physical Facilities

IV. Direction of Learning
   A. Instructional Staff
   B. Instructional Activities
   C. Instructional Materials
   D. Methods of Evaluation

V. Outcomes

VI. Special Characteristics of English

NAME OF SCHOOL
Drummond High School

DATE
July 1951

Checklists checked by: Faculty Committee
Evaluations made by: James M. Trindall

COOPERATIVE STUDY OF SECONDARY-SCHOOL STANDARDS

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Instructions

GENERAL

When the various features included in this section are being checked and evaluated, Section B, “Pupil Population and School Community,” and Section C, “Educational Needs of Youth,” should be kept in mind. The information revealed by these sections should be applied to every activity in the school. Persons making evaluations should ask: “How well do the practices in this school meet the needs of the pupil population and school community?” When evaluations are made, factors such as size, type, location of school, financial support available, and state requirements should not be permitted to justify failure to provide an appropriate program and facilities to meet the needs of the pupils and community served by the school. The twofold nature of the work—evaluation and stimulation to improvement—should also be kept in mind. Careful, discriminating judgment is essential if these purposes are to be served satisfactorily.

CHECKLISTS

The checklists consist of provisions, conditions, or characteristics found in good secondary schools. All of them may not be necessary, or even applicable, in every school. A school may therefore lack some of the items listed but have other compensating features. The checklists are intended to provide the factual bases for the evaluations.

The use of the checklists requires five symbols. (1) If the provision called for in a given item of a checklist is made extensively, mark the item in the parentheses preceding it with the symbol “√√” (double check); (2) if the provision is made to some extent, mark the item with the symbol “√”; (3) if the provision or condition is made to a very limited extent, mark the item with the symbol “X”; (4) if a provision is missing but is needed, mark the item with the symbol “M”; (5) if any provision or condition is missing and is not desirable or appropriate for the school, mark such item with the symbol “N.” In brief, mark items:

- √√ provision or condition is made extensively
- √ provision or condition is made to some extent
- X provision or condition is very limited
- M provision or condition is missing but needed
- N provision or condition is not desirable or does not apply

Space is provided at the end of each checklist for writing in additional items. It is desirable that the provisions or practices of the school should be described as completely as possible.

EVALUATIONS

Evaluations represent the best judgment of those making the evaluations after all evidence (including results of observation of the school and discussions with the school staff, consideration of ratings on checklist items and data presented by the school, and experience of evaluators in other schools) has been considered. Evaluations should be made first by members of the school staff. These evaluations will be checked by members of the visiting committee at the time the school is visited. They are to be made by means of the rating scale as defined below.

5.—Excellent: the provisions or conditions are extensive and are functioning excellently.
4.—Very good,*
   a. the provisions or conditions are extensive and are functioning well, or
   b. the provisions or conditions are moderately extensive but are functioning excellently.
3.—Good; the provisions or conditions are moderately extensive and are functioning well.
2.—Fair,*
   a. the provisions or conditions are moderately extensive but are functioning poorly, or
   b. the provisions or conditions are limited in extent but are functioning well.
1.—Poor; the provisions or conditions are limited in extent and are functioning poorly.
M.—Missing; the provisions or conditions are missing and needed; if present, they would make a contribution to the educational needs of the youth in this community.
N.—Does not apply; the provisions or conditions are missing but do not apply or are not desirable for the youth of this school or community. (Reasons for the use of this symbol should be explained in each case under Comments.)

* If, in making the self-evaluation, members of the school staff wish to indicate which of the alternatives given for evaluations “4” or “2” applies, they may use “4a” or “4b,” “2a” or “2b.”
Statement of Guiding Principles

The English curriculum consists of those courses, activities, and units of instruction designed to develop the communication skills of reading, writing, listening, and speaking of value to all pupils in their personal, social, and occupational life. The curriculum places particular stress on accuracy and comprehension in reading; vocabulary development; clarity and fluency in speaking; and correctness, logical arrangement, and distinctive power in writing. The English curriculum emphasizes also the language processes of democracy such as group thinking and discussion, critical use of mass modes of communication, and the responsibilities which freedom of speech and the press place upon speaker, writer, listener, and reader. Because of the intimate connection between English and other subjects, every effort is made to relate English to a wide range of experiences, curricular as well as personal, in the total program of the school.

As an area of learning essential to the total program of studies, English helps to enrich life for the individual by developing personal satisfaction in reading, creative expression, dramatization, and in the enjoyment of products of the stage, screen, and radio. Through the experiences provided by such instructional materials as books, magazines, newspapers, motion pictures, radio, and recordings, desirable understandings, habits, attitudes, and appreciations are being developed. These outcomes result from learning activities which grow out of the needs and interests of pupils.

I. Organization

CHECKLIST

1. English courses are required of all pupils. (X) 6. Grade lines are minimized by placing pupils in groups based on their English needs.
2. Elective English courses are available. ( ) 7. Individuals within a single class are grouped or identified for differentiation of teaching.
3. Pupils are assisted by a qualified counselor or representative of the English department in selecting elective courses in English.
4. Remedial, or clinical, reading activities are available in addition to instruction in reading in regular courses.
5. Remedial, or clinical, speech activities are available in addition to instruction in speech in regular courses.

EVALUATIONS

a. To what degree are English courses or activities provided to meet the needs of all pupils?

b. How satisfactory are the time allotments for English courses?

c. To what extent do the enrollments in English courses show that the needs of all pupils for instruction in English are being met? (List courses indicating name of course, normal grade level, and number of pupils enrolled in each course for the current term.)

English I - 9 - 23
English II - 10 - 16
English III - 11 - 21
Speech --- 11 - 7
Drama --- 9/2 - 36

COMMENTS

Library - 11-12 - 16
II. Nature of Offerings

A. Literature

**CHECKLIST**

(✓) 1. Opportunities are provided to develop skills essential to reading both as a study procedure and as a literary experience.

(✓) 2. Skills in reading are taught only as needed and in relation to use.

(✓) 3. Opportunities are provided in reading to develop the habit of reading for meaning at rates appropriate to the readers' abilities and the particular type of reading material.

(✓) 4. Opportunities are provided to develop an understanding of factors important in the selection and criticism of reading materials.

(✓) 5. Pupils are encouraged (and provision is made for them) to read a number of books written for and about adolescents.

(✓) 6. Literature is selected for study which contains examples of a variety of types of writing.

(✓) 7. Selections uniformly provide content which is applicable to the life experience and understanding of pupils.

(✓) 8. The reading materials include a wide variety of subjects to meet various interests of pupils.

(✓) 9. Literature is selected in relation to present reading levels of pupils, as well as to stimulate improvement.

(✓) 10. Reading of classic and contemporary literature is required in addition to the reading of newspapers and periodicals.

(✓) 11. Reading activities provide specific training in reading different types of literature (e.g., fiction, nonfiction, drama, poetry).

(✓) 12. Although American literature is emphasized, study is made of literature providing a world point of view.

(✓) 13. Pupils are encouraged to do free or voluntary reading.

(✓) 14. Literature beyond the silent reading comprehension of pupils, but at their emotional and intellectual levels, is presented by oral methods (e.g., dramatizations, teacher's oral reading, choral reading, recordings, and sound films).

(✓) 15. Discussions of stage, screen, and radio activities are designed to develop discriminating tastes and standards as well as to furnish ideas for expressional activities.

(✓) 16. Pupils are encouraged to memorize sections of prose or poetry that have a personal appeal.

(✓) 17. Use of the library and reference sources is taught in relationship to needs.

EVALUATIONS

(4a) a. How extensive is the variety of offerings in literature and reading to meet needs of all pupils?

(4a) b. How adequate is the content of offerings in literature and reading to meet needs of all pupils?

(4a) c. To what extent do the offerings provide for the development of desirable literary tastes and appreciations?

COMMENTS
B. Language Arts

CHECKLIST

1. Grammar is studied only as needed and in relation to use.
2. The teaching of grammar is in agreement with current research findings.
3. The teaching of grammar is individualized.
4. Grammatical concepts are taught at the age-grade level where the pupils can use them to facilitate correct and effective expression.
5. Such language arts activities as writing, speaking, and listening are organized into a coordinated program throughout the secondary-school.
6. Pupils are encouraged to do self-initiated or creative writing.
7. Writing and speaking activities use content material from other subject areas.
8. Writing and speaking are constantly related to real needs in communication.
9. Emphasis is given to the underlying processes of gathering, organizing, and presenting ideas.
10. Listening activities emphasize the ability of pupils to express with increasing accuracy the essential elements of what they have heard.
11. Writing skills are developed through a variety of activities. (Check.)
   - Announcements and invitations
   - Applications and requests
   - News items, reports, editorials
   - Outlines and summaries
   - Personal and business letters
   - Plays
   - Poems
   - Reviews of books, plays, movies, radio programs
   - Short stories and essays
   - (Others) ______________________
12. Speech skills are developed through a variety of activities. (Check.)
   - Choral speaking
   - Debates and panel discussions
   - Extemporaneous speeches
   - Interviews and conferences
   - Parliamentary procedures
   - Questions, directions, and explanations
   - Radio and dramatic activities
   - Reports and announcements
   - Social and telephone conversations
   - (Others) ______________________
13. Listening skills are developed through a variety of activities. (Check.)
   - Drama
   - Informal discussions
   - Oral reading
   - Radio and recordings
   - Speeches by professional and non-professional speakers
   - Speeches by pupils
   - (Others) ______________________
14. Individual speech needs are determined for use as a basis for individualized instruction.
15. Careful attention is given to articulation and pronunciation.
16. Appropriate and easy use of the voice is encouraged.
17. Attention is given to the development of poise and effective conduct before an audience.
18. Critical thinking is emphasized in relation to both speaking and listening.
19. Speech development experiences emphasize group planning and group thinking.
20. ______________________
21. ______________________

EVALUATIONS

a. How well do the offerings represent the language processes most important to the democratic way of life?
b. How extensive is the variety of experiences directed toward the improvement of speech?
c. How adequate is the content of offerings in speech?
d. How extensive is the variety of writing activities?
e. How adequate is the content of writing activities?
f. To what extent do the offerings provide for the development of listening skills and appreciations?

COMMENTS
III. Physical Facilities

CHECKLIST
(✓) 1. Classrooms are equipped with movable furniture which can be adapted to group activities.
(✓) 2. Bookshelves are provided in all English classrooms.
(✓) 3. Magazine storage facilities are provided in all English classrooms.
(✓) 4. Filing equipment is provided in all English classrooms.
(✓) 5. A sufficient number of rooms, available to English classes, are equipped for efficient use of audio-visual aids.

(✓) 6. Audio-visual equipment is available for use by English classes.
(✓) 7. A stage, equipped with a curtain, is available for use by English classes.
(✓) 8. Testing equipment for diagnosis of speech and reading problems is available.
(✓) 9. Public address equipment is available for pupil use.
( ) 10.
( ) 11.

EVALUATIONS
(✓✓) a. How adequate are the physical facilities to meet instructional needs in English?
(✓✓) b. How effectively are the available physical facilities used?

COMMENTS
V. Direction of Learning

A. INSTRUCTIONAL STAFF

CHECKLIST

All members of the English staff

1. Have had background preparation in literature for adolescents, in American and English literature, and in literature dealing with other nations.

2. Have had background preparation in the problems of teaching reading in high school.

3. Have had preparation in writing beyond the college course in freshman composition.

4. Have had preparation in general speech.

5. Have had preparation in the nature and control of mass modes of communication.

6. Have had preparation in the area of English in which they are offering specialized instruction (e.g., literature, remedial reading, speech, play production, journalism).

7. Have had preparation in methods of teaching English.

8. Are acquainted with diagnostic techniques and remedial instruction methods.

9. Assist the librarian in the selection of English reading materials and with the problem of distribution of these materials.

10. Have had training in the use of audio-visual equipment.

11. Maintain acquaintance with recent developments in the teaching of English.

12. Study their own voices by means of recordings.

EVALUATIONS

a. How adequate is the staff's preparation in English subject matter?

b. How adequate is the staff's preparation in methods of teaching English?

c. To what extent does the staff demonstrate ability to use English effectively?

COMMENTS
B. INSTRUCTIONAL ACTIVITIES

CHECKLIST

1. Instruction in English contributes to the school's objectives.
(✔) 2. Instruction is directed toward clearly formulated, comprehensive (or long-range) objectives of the English program.
(✔) 3. Specific instructional activities contribute to the comprehensive objectives of the English program.
4. There is evidence of careful planning and preparation for instructional activities.
(✔) 5. Instructional activities are readily adapted to new or changing classroom conditions.
(✔) 6. Pupil needs, interests, and experiences are utilized in the selection and conduct of instructional activities.
(✔) 7. Opportunity is provided in the instructional activities for practice in language arts skills.
(✘) 8. Instructional activities are individualized, when desirable, through such techniques as grouping of pupils with particular needs and through differentiated assignments.
(✔) 9. Opportunity is provided for pupils to help plan, conduct, and evaluate the instructional activities.
(✔) 10. Instructional activities provide for extensive use of the school library.
(✘) 11. Community resources are used as a means of enriching the instructional activities of the English program.
(✔) 12. Opportunity is provided for each pupil to analyze recordings of his own voice.
(✔) 13. Provision is made for carry-over of the classroom experiences in English to such activities as writing clubs, school paper, debating society, dramatic club, and broadcasting.
(✔) 14. Teachers take an interest in helping pupils with their free reading.
(✔) 15. Teachers work cooperatively with members of other departments in providing for improvement of reading and study skills.

EVALUATIONS

(a) a. How adequate is the planning and preparation for instructional activities?
(b) b. To what degree are instructional activities adapted to needs of individual pupils?
(c) c. To what extent are library materials used in English instruction?
(d) d. How effectively are community resources used in English instruction?
(e) e. How extensively are pupils' experiences used as sources of motivation?
(f) f. To what extent do instructional activities contribute to the objectives of the English program?

COMMENTS

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C. INSTRUCTIONAL MATERIALS

CHECKLIST

1. A variety of textbooks and library books is available.
2. Available textbooks and library books provide reading materials designed to assist in the attainment of instructional objectives.
3. A variety of such reading materials as periodicals, pamphlets, and newspapers is available for classroom use.
4. Reference tools (e.g., dictionaries; handbooks of usage; indexes to periodicals, fiction, and essays; books of quotations) are available for use in the English classroom.
5. Classroom sets of good literature are available.
6. Teacher-prepared materials (such as study guides) are available for pupil use.
7. Radio, recordings, and movies are available to enrich the instructional activities.
8. Up-to-date reading lists are available for supplementary reading suggestions.
9. There is an accessible file of illustrative materials such as pictures, charts, maps, and models.
10. Textbooks, supplementary reading books, and magazines in each class represent a reading range of at least five grades.
11. 
12. 

EVALUATIONS

a. How adequate is the variety of instructional materials?
b. How adequate is the quality of instructional materials?
c. How effectively are pupils guided in the use of instructional materials?
d. How effectively are bulletin boards and display materials used?

COMMENTS
D. METHODS OF EVALUATION

CHECKLIST

1. Evaluation of class and individual accomplishment is an integral part of the teaching-learning activities.
2. A variety of testing techniques is used (e.g., standardized tests, teacher-made objective tests, essay examinations).
3. Efforts are made to improve the marking of essay examinations.
4. Pupils participate in the evaluation of their own progress in the learning activities.
5. Consistent effort is made through use of testing devices to determine the reading ability of all pupils.
7. Observational data are collected as evidence of the language growth of pupils.
8. Interpretation of the results of evaluation is used in planning the instructional activities.
9. Evaluation activities are used to identify pupils needing remedial instruction.
10. Subjective techniques are used when valid objective measures are not available to evaluate growth in such areas as attitudes and appreciations.
11. Objective evidence is obtained of reading interests of pupils.
12. Records are kept of voluntary reading of pupils.
13. In evaluating speaking and writing, at least as much emphasis is given to content and organization as to mechanics.
14. Ability to work and think in groups is evaluated.
15. Careful checks are made to determine the pupil's comprehension of his silent reading.
16. Both teachers and pupils recognize that tests should be used to reveal strengths and to point out areas for improvement.

EVALUATIONS

a. How comprehensive are the evaluation procedures in English?

b. How well do teachers use evaluation results in analyzing the effectiveness of their teaching?

c. How well do evaluation procedures help pupils understand the nature of their progress?

d. To what extent do evaluation procedures identify pupils of unusual promise in the field of English?

COMMENTS
V. Outcomes

(No checklist items are prepared for this division, since they would be largely repetitions of the checklist items in preceding divisions.)

**EVALUATIONS**

(3) a. To what degree do pupils practice desirable speech habits in the classroom?

(3) b. To what degree are desirable speech habits used outside the classroom (e.g., in the corridors, lunchroom, auditorium, and school clubs)?

(5) c. To what degree do pupils demonstrate ability to write clearly, correctly, and effectively?

(3) d. To what degree do some pupils demonstrate ability to produce creative or self-initiated writing?

(5) e. To what degree do pupils possess ability to read with comprehension and reasonable speed?

(5) f. To what degree do pupils possess ability to judge the worth of stage, screen, and radio performances?

(3) g. To what degree are pupils developing ability to interpret literature?

(3) h. To what degree are pupils developing ability to evaluate such reading materials as newspapers and periodicals?

(3) i. To what extent are pupils acquainted with classical authors and their works?

(3) j. To what degree do pupils show discriminating abilities and tastes in their selection of books for voluntary reading?

(3) k. To what degree do pupils exhibit desirable listening skills (e.g., in assembly, in classrooms, in club activities)?
VI. Special Characteristics of English

1. In what respects is the teaching of English most satisfactory and commendable?
   a. The interest the pupils have in good reading.
   b. Improvements that are desirable in their speaking, before assembly, public groups.
   c. Their interest in current events and world affairs.
   d. The improvement that develops in interpreting accurately in their reading, in other subjects.
   e. The surprise change evident when they make their first recording.
   f. The better appreciation shown for good school assembly programs.

2. In what respects is there greatest need for improving instruction in English?
   a. More time for remedial work.
   b. New methods to interest and keep the pupils in the grammar programs.
   c. A closer tie in with other departments.
   d. More integration between the school and the community.
   e. A reading library connected with the high school.
   f. More help for special children.
C. Health and safety. Only to a fair degree did the faculty committee find this school measuring up to the standards of health and safety instruction as outlined in the EVALUATIVE CRITERIA on page 109. Instruction in health and safety education in this school has been conducted in conjunction with the subject-matter fields of General Science, Biology, Home Economics, and Physical Education. As a result, two inadequacies have revealed themselves, i.e., not all the pupils are being reached by the program and there has been a tendency on the part of the teachers in these subject fields to limit the amount of time devoted to health and safety education. Health and safety habits of the pupils around school have been good, but it is doubtful if they carry over well into the home and community life.

The two items in the local program the committee felt most needed improvement were: part-time school or county nurse; and a driver training program. The teaching staff has had to look after all the health and safety education as there has been very little cooperation from the parents in the school program. The committee suggested that through the Parent Teachers Association and other civic organizations there could be brought about a greater unanimity of effort with better results in this program.
OUTLINE OF CONTENTS

I. Organization
II. Nature of Offerings
III. Physical Facilities
IV. Direction of Learning
   A. Instructional Staff
   B. Instructional Activities
   C. Instructional Materials
   D. Methods of Evaluation
V. Outcomes
VI. Special Characteristics of Health and Safety

NAME OF SCHOOL: Drummond High School... DATE: July 1951

Checklists checked by: Faculty Committee
Evaluations made by: James M. Randall

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Instructions

GENERAL

When the various features included in this section are being checked and evaluated, Section B, "Pupil Population and School Community," and Section C, "Educational Needs of Youth," should be kept in mind. The information revealed by these sections should be applied to every activity in the school. Persons making evaluations should ask: "How well do the practices in this school meet the needs of the pupil population and school community?" When evaluations are made, factors such as size, type, location of school, financial support available, and state requirements should not be permitted to justify failure to provide an appropriate program and facilities to meet the needs of the pupils and community served by the school. The twofold nature of the work—evaluation and stimulation to improvement—should also be kept in mind. Careful, discriminating judgment is essential if these purposes are to be served satisfactorily.

CHECKLISTS

The checklists consist of provisions, conditions, or characteristics found in good secondary schools. All of them may not be necessary, or even applicable, in every school. A school may therefore lack some of the items listed but have other compensating features. The checklists are intended to provide the factual bases for the evaluations.

The use of the checklists requires five symbols. (1) If the provision called for in a given item of a checklist is made extensively, mark the item in the parentheses preceding it with the symbol "\(\checkmark\)" (double check); (2) if the provision is made to some extent, mark the item with the symbol "\(\checkmark\)"; (3) if the provision or condition is made to a very limited extent, mark the item with the symbol "\(X\)"; (4) if the provision is missing but is needed, mark the item with the symbol "\(M\)"; (5) if any provision or condition is missing and is not desirable or appropriate for the school, mark such item with the symbol "\(N\)." In brief, mark items:

- \(\checkmark\) provision or condition is made extensively
- \(\checkmark\) provision or condition is made to some extent
- \(X\) provision or condition is very limited
- \(M\) provision or condition is missing but needed
- \(N\) provision or condition is not desirable or does not apply

Space is provided at the end of each checklist for writing in additional items. It is desirable that the provisions or practices of the school should be described as completely as possible.

EVALUATIONS

Evaluations represent the best judgment of those making the evaluations after all evidence (including results of observation of the school and discussions with the school staff, consideration of ratings on checklist items and data presented by the school, and experience of evaluators in other schools) has been considered. Evaluations should be made first by members of the school staff. These evaluations will be checked by members of the visiting committee at the time the school is visited. They are to be made by means of the rating scale as defined below.

<table>
<thead>
<tr>
<th>Rating</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.</td>
<td>Excellent; the provisions or conditions are extensive and are functioning excellently.</td>
</tr>
<tr>
<td>4.</td>
<td>Very good,*</td>
</tr>
<tr>
<td>3.</td>
<td>Good; the provisions or conditions are moderately extensive and are functioning well.</td>
</tr>
<tr>
<td>2.</td>
<td>Fair,*</td>
</tr>
<tr>
<td>1.</td>
<td>Poor; the provisions or conditions are limited in extent and are functioning poorly.</td>
</tr>
<tr>
<td>M.</td>
<td>Missing; the provisions or conditions are missing and needed; if present, they would make a contribution to the educational needs of the youth in this community.</td>
</tr>
<tr>
<td>N.</td>
<td>Does not apply; the provisions or conditions are missing but do not apply or are not desirable for the youth of this school or community. (Reasons for the use of this symbol should be explained in each case under Comments.)</td>
</tr>
</tbody>
</table>

* If, in making the self-evaluation, members of the school staff wish to indicate which of the alternatives given for evaluations "4" or "2" applies, they may use "4a" or "4b," "2a" or "2b."
Statement of Guiding Principles

Health instruction provides opportunities to develop knowledges and skills and concomitant habits, attitudes, and ideals necessary to meet present and probable future health needs of pupils. The instruction is offered in two ways: in conjunction with other subject-matter fields and through separate courses in health. In either case the instruction is centered around health problems of the individual and society and is presented in situations which are meaningful to pupils.

Safety instruction, designed to contribute to the safety needs of daily living, is provided in much the same manner as health instruction. Opportunities are provided for the study of safety problems of the home, school, and community and the provisions necessary to reduce accident rates. Safety instruction assists in coordinating safety activities of the school and community and provides opportunity to make practical applications of safety principles.

Special Instructions: If health and safety instruction are taught in conjunction with physical education, the following criteria should be checked and evaluated by the physical education department.

I. Organization

**CHECKLIST**

- ✔ 1. A planned program of sequential topics or units in health and safety instruction is provided in appropriate courses in grades 7 through 12.

- ✗ 2. Provisions are made for staff members to plan the health and safety instruction programs cooperatively.

- ✔ 3. At least one course in health and safety is provided for pupils in grades 7, 8, and 9.

- ✗ 4. At least one course in health and safety is provided for pupils in grades 10, 11, or 12.

- ✗ 5. Driver education is offered to prospective drivers at the appropriate age level.

- ✔ 6. Courses in health meet a sufficient number of periods per week. (The number of periods per week is 36.) The number of weeks per year in which the course is offered is 36.

- ✗ 7. Planned instruction in safety is given in each subject area of the secondary school when such instruction is appropriate.

- ✔ 8. An adequate accident-reporting system is in operation.

- ✔ 9.

- ✔ 10.

**EVALUATIONS**

a. How adequate is the provision for health instruction?

b. How adequate is the provision for safety instruction?

c. Do time allotments for health and safety instruction meet health and safety needs satisfactorily?

d. To what extent do the enrollments in courses in health and safety show that the needs of all pupils for this instruction are being met? (List courses indicating name of course, normal grade level, and number of pupils enrolled in each course for the current term.)

General Science - 9 - 21
Biology - 9 - 13

( ) e. To what extent do the enrollments in driver education show that the needs of all pupils for instruction in safe driving are being met? (List courses indicating name of course, normal grade level, and number of pupils enrolled in each course for current term.)

**COMMENTS**

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II. Nature of Offerings

CHECKLIST

1. Experiences are provided which are designed to develop goals for healthful living. (✔)

2. Experiences are provided which are designed to develop goals for safe living. (✔)

3. Experiences are provided which contribute to an understanding of the personal and environmental factors affecting health. (✔)

4. Pupils study the causes and methods of prevention of disease. (✔)

5. Emphasis is placed on the individual's responsibilities both for his own health and safety and the health and safety of others. (✔)

6. Experiences in safety education provide study of safety as it affects life in the home, school, and community. (✔)

7. Pupils are assisted in developing knowledge and understanding of procedures to use in emergencies, sickness, or injury. (✘)

8. Pupils are assisted in developing skill in first-aid procedures. (✔)

9. Opportunities are provided to understand the contributions of personal appearance to mental health. (✔)

10. Opportunities are provided for the development of skills useful in maintaining or improving one's appearance. (✔)

11. Opportunities are provided for pupils to study their physiological development in relation to healthful living. (✔)

12. Experiences provide for the study of nutritional needs. (✔)

13. Experiences provide for the study of factors affecting mental and emotional health. (✔)

14. Opportunities are provided for the study of personality and adjustment to life conditions. (✔)

15. Experiences are provided which are designed to develop knowledges, understandings, and attitudes concerning health which are necessary for effective group living. (✔)

16. Experiences are provided which aid pupils in understanding heredity and its sociological implications. (✔)

17. Attention to sex education assists pupils in making satisfactory adolescent adjustments and develops desirable understandings concerning marriage and family life. (✔)

18. Emphasis is placed upon the contributions of temperance and moderation to healthful living, personal happiness, and social usefulness. (✔)

19. Experiences assist pupils in studying public and professional health services of the community. (✔)

20. Driver education experiences include a thorough study of the rules of the road and general safety principles. (✔)

21. Driver education provides opportunity for actual practice in driving as well as classroom instruction. (✔)

22. Driver education experiences provide basic knowledges and understandings necessary for satisfactory care and upkeep of automobiles. (✔)

23. ( )

24. ( )

EVALUATIONS

a. How adequate is the variety of offerings in health instruction to meet health needs of pupils?

b. How adequate is the content of offerings in health instruction to meet health needs of pupils?

c. How adequate is the variety of offerings in safety instruction to meet safety needs of pupils?

d. How adequate is the content of offerings in safety instruction to meet safety needs of pupils?

f. How adequate is the content of offerings in developing knowledge, understanding, and skill for use in emergencies?
III. Physical Facilities

CHECKLIST

1. A room is provided for scheduled health and safety instruction classes. (✓) 8. Splints, bandages, and first-aid materials are available.
2. The room is equipped with furniture which can be adapted to individual and group activities. (✓) 9. An automobile is provided for use in driver education.
3. Space is provided for library and reference materials. (✓) 10. Testing devices related to driver training are provided.
4. Storage space is provided for models, exhibits, charts, and other instructional materials. (✓) 11. Storage facilities are available for driver education equipment.
5. The room can be darkened for use of audio-visual aids. (✓) 12. An area, road, or track is provided for driver education practice.
6. Visual-aid projection equipment is available. (✓) 13. Materials for home nursing are provided.
7. Audio equipment is available. (✓) 14.
8.
9.
10.
11.
12.
13.
14.
15.

EVALUATIONS

a. How adequate are the space provisions for health and safety instruction?

b. How adequate is the equipment for health instruction?
c. How adequate is the equipment for driver instruction?
d. How adequate is the equipment for safety instruction?
e. How adequate are storage facilities for equipment and materials?

COMMENTS

IV. Direction of Learning

A. Instructional Staff

(For data on preparation of individual staff members, see Section J, "Data for Individual Staff Members.")

CHECKLIST

All staff members who have responsibility for organized courses in health or safety instruction have had preparation in (items 1–6)

1. Biological sciences (e.g., bacteriology, anatomy, physiology, biology). (✓) 6. Methods of teaching.
2. Physical sciences (e.g., chemistry and physics).
3. Psychology (e.g., educational psychology, mental hygiene).
4. Social sciences (e.g., child growth and development, sociology).
5. Professional health courses (e.g., school health education, personal and community hygiene, safety education, first aid, nutrition, social hygiene, methods and materials in health instruction). (✓) 8. Staff members aid in coordinating the instructional activities with community health and safety activities.

EVALUATIONS

a. How adequate is the background preparation of the staff in such areas as science and psychology?
b. How adequate is the staff’s preparation in professional health and safety courses?
c. To what extent are staff members continuing improvement while in service?

COMMENTS

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B. Instructional Activities

1. Instruction in health and safety contributes to the school's objectives.
2. Instruction is directed toward clearly formulated, comprehensive (or long-range) objectives in health and safety.
3. Specific instructional activities contribute to the comprehensive objectives of the health and safety program.
4. Evidence is available of careful planning and preparation for instructional activities.
5. Instructional activities are readily adapted to new and changing conditions.
6. Pupils participate in planning instructional activities.
7. Individual differences of pupils are considered in planning, conducting, and evaluating activities.
8. Instructional activities include study of community health and safety problems.
9. Instructional activities are centered around health and safety problems of daily living.
10. Models, charts, and exhibit materials are used.
11. Audio aids are used.
12. Movies, slides, and other supplementary teaching aids are used.
13. Such consultants as physicians, nurses, dentists, and policemen participate in instructional activities.
14. Instructional activities are integrated with the health service program of the school.
15. Instructional activities are coordinated when desirable with activities in physical education.
16. Pupils are encouraged to do voluntary reading on health and safety.
17. Visits to health laboratories and other places of health interest are conducted.
18. Instruction is vitalized through demonstrations and dramatizations.
19. 
20. 

Evaluations

a. How adequately have the instructional activities been planned?
b. To what extent are instructional activities centered around health and safety problems of daily living?
c. How effectively are instructional activities adapted to the needs of individual pupils?
d. To what extent are community resources used in instructional activities?

Comments
C. Instructional Materials

CHECKLIST

1. A variety of textbooks adapted to the reading levels of the pupils is available. (✓)
2. A variety of reference materials is available. (✓)
3. Current periodicals pertaining to health and safety instruction are available. (✓)
4. Published materials of business and industry that pertain to health and safety instruction are available. (✓)
5. Audio aids are available for classroom use. (✓)
6. Films and other visual materials are available for classroom use. (✓)
7. Pamphlets and booklets from such sources as the National Safety Council and the Red Cross are provided. (✓)
8. Teacher-prepared materials (such as study guides) are provided. (✓)
9. Illustrative materials from the field of health and safety developed by local organizations are available. (✓)
10. Clippings from magazines and newspapers are used in connection with current developments in health and safety. (✓)
11. Files of periodical materials on health and safety are maintained. (✓)
12. (✓)
13. (✓)

EVALUATIONS

1. How adequate is the variety of instructional materials? (✓)
2. How adequate is the quality of instructional materials? (✓)
3. How effectively are bulletin boards and display materials used? (✓)
4. How effectively are pupils guided in the use of the instructional materials? (✓)

COMMENTS

D. Methods of Evaluation

CHECKLIST

1. Evaluation is an integral part of the teaching-learning activities. (✓)
2. A variety of testing techniques is used (e.g., standardized tests, teacher-made objective tests, essay examinations). (✓)
3. Interpretation of test results is used in planning instructional activities. (✓)
4. Health and safety habits and attitudes of pupils are checked at various times to note the effectiveness of instruction. (✓)
5. Parents cooperate in the evaluation of health and safety activities of pupils. (✓)
6. Pupils conduct self-evaluation activities (e.g., keep records of diets, keep growth charts, collect data on accidents in school and community). (✓)
7. Both teachers and pupils recognize that tests should be used to reveal strengths and to point out areas for improvement. (✓)
8. Automobile associations or local police officials assist in the evaluation of the driver training. (✓)
9. Health examination data are considered along with other measures in determining health instruction needs. (✓)
10. (✓)
11. (✓)

EVALUATIONS

1. How comprehensive are evaluation procedures in health and safety instruction? (✓)
2. How well do teachers use methods of evaluation in analyzing the effectiveness of their teaching? (✓)
3. How well do evaluation procedures help pupils understand the nature of their own progress? (✓)

COMMENTS
V. Outcomes

(No checklist items are prepared for this division, since they would be largely repetitions of the checklist items in preceding divisions.)

EVALUATIONS

a. To what extent do pupils exhibit an understanding of personal health and safety problems?

b. To what extent do pupils exhibit an understanding of community health and safety problems?

c. To what extent does the behavior of pupils in school reflect establishment of desirable habits and attitudes related to health and safety?

d. To what extent do pupils possess knowledge and understanding of social hygiene?

e. How satisfactory is the status of health and safety of the school? (Evidence from cumulative studies of attendance, physical examination results, and accidents.)

f. To what extent are pupils successful in obtaining licenses to drive after participation in the driver education program?

VI. Special Characteristics of Health and Safety

1. In what respects is health and safety instruction most satisfactory and commendable?
   a. Health and safety instruction is integrated in subjects in the science, Home Ec., P.E. courses.
   b. A well trained faculty for this type of instruction.
   c. Excellent use is made of audio-visual educational materials in this field of study.
   d.
   e.
   f.

2. In what respects is there greatest need for improving health and safety instruction?
   a. An adequate room properly equipped.
   b. More time allotted to this instruction in the curriculum.
   c. A good Driver Education course.
   d. A school or county course.
   e. A more enlightened public who will practice better health procedures in their own city.
   f. A larger amount of money in the budget for health and safety education.
D. Home economics. The faculty committee felt that the home economics courses and activities in this school have been meeting to a fair degree the home and family-life needs of all the pupils and to a limited degree the vocational needs of some pupils, as set forth in the statement of guiding principles of the EVALUATIVE CRITERIA on page 117. It felt that a third unit was needed to broaden the offerings to the pupils, and that boys should be permitted to participate in ways suited to their needs and interests. Since only eight of the twenty-six girls enrolled in high school participated in the home economics program this past year, the faculty committee suggested that at least one year of Home Economics be required by a girl for graduation. The faculty committee commended the pupils and the instructor for fixing up what would otherwise be a drab home economics room. It felt the program has been well conducted considering the limited quarters and equipment for the program. Both the preparation and out-of-school home economic experience of the staff were considered very satisfactory. This department has cooperated well with the school and the community in conducting programs of a social nature, such as banquets, etc.
HOME ECONOMICS

(Section D-8 of Evaluative Criteria, 1950 Edition)

OUTLINE OF CONTENTS

I. Organization
II. Nature of Offerings
III. Physical Facilities
IV. Direction of Learning
   A. Instructional Staff
   B. Instructional Activities
   C. Instructional Materials
   D. Methods of Evaluation
V. Outcomes
VI. Special Characteristics of Home Economics

NAME OF SCHOOL

Drummond High School

DATE

July, 1951

Checklists checked by:
Faculty Committee

Evaluations made by:
James M. Tindall

COOPERATIVE STUDY OF SECONDARY-SCHOOL STANDARDS

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Instructions

GENERAL

When the various features included in this section are being checked and evaluated, Section B, "Pupil Population and School Community," and Section C, "Educational Needs of Youth," should be kept in mind. The information revealed by these sections should be applied to every activity in the school. Persons making evaluations should ask: "How well do the practices in this school meet the needs of the pupil population and school community?" When evaluations are made, factors such as size, type, location of school, financial support available, and state requirements should not be permitted to justify failure to provide an appropriate program and facilities to meet the needs of the pupils and community served by the school. The twofold nature of the work—evaluation and stimulation to improvement—should also be kept in mind. Careful, discriminating judgment is essential if these purposes are to be served satisfactorily.

CHECKLISTS

The checklists consist of provisions, conditions, or characteristics found in good secondary schools. All of them may not be necessary, or even applicable, in every school. A school may therefore lack some of the items listed but have other compensating features. The checklists are intended to provide the factual bases for the evaluations.

The use of the checklists requires five symbols. (1) If the provision called for in a given item of a checklist is made extensively, mark the item in the parentheses preceding it with the symbol "\(\sqrt{\sqrt{}}\)" (double check); (2) if the provision is made to some extent, mark the item with the symbol "\(\sqrt{}\)"; (3) if the provision or condition is made to a very limited extent, mark the item with the symbol "\(X\)"; (4) if a provision is missing but is needed, mark the item with the symbol "\(M\)"; (5) if any provision or condition is missing and is not desirable or appropriate for the school, mark such item with the symbol "\(N\)". In brief, mark items:

- \(\sqrt{\sqrt{}}\) provision or condition is made extensively
- \(\sqrt{}\) provision or condition is made to some extent
- \(X\) provision or condition is very limited
- \(M\) provision or condition is missing but needed
- \(N\) provision or condition is not desirable or does not apply

Space is provided at the end of each checklist for writing in additional items. It is desirable that the provisions or practices of the school should be described as completely as possible.

EVALUATIONS

Evaluations represent the best judgment of those making the evaluations after all evidence (including results of observation of the school and discussions with the school staff, consideration of ratings on checklist items and data presented by the school, and experience of evaluators in other schools) has been considered. Evaluations should be made first by members of the school staff. These evaluations will be checked by members of the visiting committee at the time the school is visited. They are to be made by means of the rating scale as defined below.

5.—Excellent; the provisions or conditions are extensive and are functioning excellently.
4.—Very good;* a. the provisions or conditions are extensive and are functioning well, or b. the provisions or conditions are moderately extensive but are functioning excellently.
3.—Good; the provisions or conditions are moderately extensive and are functioning well.
2.—Fair;* a. the provisions or conditions are moderately extensive but are functioning poorly, or b. the provisions or conditions are limited in extent but are functioning well.
1.—Poor; the provisions or conditions are limited in extent and are functioning poorly.
M.—Missing; the provisions or conditions are missing and needed; if present, they would make a contribution to the educational needs of the youth in this community.
N.—Does not apply; the provisions or conditions are missing but do not apply or are not desirable for the youth of this school or community. (Reasons for the use of this symbol should be explained in each case under Comments.)

* If, in making the self-evaluation, members of the school staff wish to indicate which of the alternatives given for evaluations "4" or "2" applies, they may use "4a" or "4b," "2a" or "2b."
Statement of Guiding Principles

Home economics consists of those courses, activities, and units of instruction which are designed to meet the home- and family-life needs of all pupils and the vocational needs of some pupils. The program provides practical learning experiences with a variety of goods, services, and equipment used in the home. The program is concerned with assisting individuals to develop ability to carry their respective home responsibilities in relation to food, shelter, clothing, child care, health, home care of the sick, and family relationships. In addition to the development of homemaking skills, emphasis is placed upon the development of desirable understandings, habits, attitudes, and ideals needed in the home and in family life in a democratic society.

School experiences in home economics are correlated and integrated with the home and community life of pupils. The experiences are based upon an analysis of the conditions and needs of the community. Integration of the curricular experiences with other subject areas is achieved whenever possible. Parents and other people in the community as well as teachers and pupils assist in the cooperative planning of the program and in evaluation of pupil progress toward desired goals.

I. Organization

<table>
<thead>
<tr>
<th>CHECKLIST</th>
<th>1. Home economics courses are required of all girls. (Indicate grades: ____________)</th>
</tr>
</thead>
<tbody>
<tr>
<td>(✓)</td>
<td>2. Elective home economics courses are available. (Indicate grades: 4/10)</td>
</tr>
<tr>
<td>(X)</td>
<td>3. Boys participate in home economics activities in ways suited to their needs and interests.</td>
</tr>
<tr>
<td>(✓)</td>
<td>4. Vocational possibilities in home economics, other than those in homemaking, are given consideration in organizing the program.</td>
</tr>
<tr>
<td>(✓)</td>
<td>5. Home economics experiences are offered a sufficient number of periods per week. (The number of periods is _____________. The number of weeks per year is ____________.)</td>
</tr>
<tr>
<td>(✓)</td>
<td>6. Home economics periods are of sufficient length. (The period length is ____________ minutes.)</td>
</tr>
<tr>
<td>(X)</td>
<td>7. Pupils with greater needs for home economics instruction are permitted to spend additional time in the program.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>EVALUATIONS</th>
<th>(✓) 8. Supervised home- or work-experience programs are available to pupils.</th>
</tr>
</thead>
<tbody>
<tr>
<td>(✓)</td>
<td>9. Cooperative planning provides for a desirable balance between in-school and out-of-school practical experiences of pupils.</td>
</tr>
<tr>
<td>(X)</td>
<td>10. Representatives of the community, parents, and pupils assist the home economics staff in planning the program.</td>
</tr>
<tr>
<td>(✓)</td>
<td>11. The program provides time for teachers to coordinate the in-school experiences with the home and community experiences of pupils.</td>
</tr>
<tr>
<td>(✓)</td>
<td>12. Such organizations as Future Homemakers of America or a local home economics club are encouraged in the school home economics program.</td>
</tr>
<tr>
<td>( )</td>
<td>13.</td>
</tr>
<tr>
<td>( )</td>
<td>14.</td>
</tr>
</tbody>
</table>

| COMMENTS | |

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II. Nature of Offerings

Checklist

1. The home economics offerings are based upon an analysis of home- and family-living needs in the community.

2. Home economics activities are integrated, when desirable, with experiences in other subject-matter fields.

3. The offerings consist of broad topical areas in different phases of home living, providing opportunity for specialization according to individual needs.

4. The curricular experiences emphasize daily-life problems related to home and family living.

5. The offerings in the area of foods provide such activities as selecting, preparing, storing, and serving a variety of foods.

6. Offerings in the area of clothing provide such activities as selecting, designing, constructing, renovating, remodeling, and caring for wearing apparel.

7. Offerings in the area of housing and home management provide such activities as planning, selection, arrangement, use, and care of home equipment and furnishings.

8. Offerings in the area of personal and family relations provide for the development of abilities, understandings, and appreciations related to problems of personal and family living.

9. Offerings in child care and guidance provide for the development of understandings, abilities, and attitudes useful in caring for young children.

10. Offerings emphasize the responsibilities of each family member in achieving successful family life.

11. Offerings in the area of personal and family relations provide for the development of abilities, understandings, and appreciations related to problems of personal and family living.

12. Offerings in the area of child care and guidance provide for the development of understandings, abilities, and attitudes useful in caring for young children.

13. Offerings in health and sanitation stress understandings and abilities necessary for developing and maintaining personal health and a healthful home environment.

14. The offerings provide opportunity for the study of socioeconomic problems of the community in relation to the home.

15. Opportunities are provided pupils to plan and conduct a variety of activities for other pupils and the public (e.g., teas, luncheons, dinners, fashion shows, flower arrangements, exhibits).

16. Opportunities are provided pupils to participate in school and community activities (e.g., health clinics, housing programs, safety week).

17. Opportunities are provided pupils to participate in school and community activities (e.g., health clinics, housing programs, safety week).

18. Opportunities are provided pupils to participate in school and community activities (e.g., health clinics, housing programs, safety week).

19. Opportunities are provided pupils to participate in school and community activities (e.g., health clinics, housing programs, safety week).

Evaluations

a. How adequate is the variety of offerings to meet the personal and home-life needs of all pupils?

b. How adequate is the variety of offerings to meet specialized home economics needs of some pupils?

c. How adequate is the content of offerings to meet personal and home-life needs of all pupils?

d. To what extent do the offerings provide opportunity for practical experience in home economics activities?

e. To what extent are the experiences carried on in situations which are meaningful to pupils?

Comments
III. Physical Facilities

CHECKLIST

1. Sufficient space is provided to meet curricular and enrollment needs.

2. The space, furnishings, and equipment are attractively and efficiently arranged.

3. Adequate lighting is provided at all times.

4. Hot and cold running water are provided.

5. Doors and windows of the rooms are screened.

6. Rooms are satisfactorily ventilated.

7. Space used for discussion and study activities is equipped with suitable chairs.

8. Adequate bulletin board space is provided.

9. A living center is provided and equipped (e.g., comfortable chairs, tables, vases, pictures, other accessories) for experiences in home furnishing, house care, and hospitality.

10. A well-equipped and arranged area for meal preparation is provided (e.g., ranges utilizing common fuels, adequate work and cupboard space, kitchen utensils, and sinks).

11. Equipment for meal service (e.g., tables and chairs, necessary linen, silver, china, glassware) is available in or near each kitchen.

12. Adequate provisions are made for health and sanitation (e.g., refrigeration of food, sanitary disposal of garbage, facilities for washing and drying towels).

13. A well-equipped clothing area is provided (e.g., work tables, chairs, and sewing machines for clothing construction; space and mirrors for fitting and grooming; ironing boards, irons, and laundry equipment for care of clothing).

14. Space and equipment are available for experiences in first aid and home care of the sick.

15. The physical facilities conform to desirable yet practical community standards.

16. Conveniently located outlets are provided for all electric, gas, and other appliances.

17. A teacher's work center is equipped with desk and files.

18. Facilities are provided for the use of audiovisual aids.

19. Adequate storage space is provided in the different work centers for equipment, utensils, and materials.

20. Adequate and conveniently arranged storage space is provided for storing materials and equipment not in frequent use.

21. Equipment is maintained in good working condition.

EVALUATIONS

a. To what extent do the planning and layout of the department (including furnishings and equipment) create desirable home-like surroundings?

b. How adequate are the space provisions to teach home economics?

c. How adequate is the amount of equipment to meet enrollment and curricular needs?

d. How adequate is the quality of equipment to meet enrollment and curricular needs?

e. How adequate is the amount of materials and supplies to meet enrollment and curricular needs?

f. How adequate is the quality of materials and supplies to meet curricular needs?

g. How adequate are the health and sanitation facilities of the home economics department?

COMMENTS

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IV. Direction of Learning

A. Instructional Staff

(For data on preparation of individual staff members, see Section J, "Data for Individual Staff Members.")

CHECKLIST

All members of the home economics staff have had preparation in (items 1-10)

(✓) 1. Foods and nutrition.
(✓) 2. Clothing and textiles.
(✓) 3. Home management and consumer economics.
(✓) 4. Problems of marriage and family relations.
(✓) 5. Child growth and development.
(✓) 6. Housing and home equipment.
(✓) 7. Art, applied to clothing and home furnishing.
(✓) 8. Home nursing, health, and safety education related to home living.
(✓) 9. Methods of teaching home economics.
(✓) 10. Community relations and leadership activities.

All members of the home economics staff

(✓) 11. Have had work experience in home economics or related fields.
(✓) 12. Have had experience in maintaining or managing a home.
(✓) 13. Are acquainted with current developments in home economics education.
(✓) 14. Are continuing to improve their teaching through in-service or out-of-school activities.
(✓) 15. Are participating in community activities related to home economics.

EVALUATIONS

(✓) a. How adequate is the preparation of the staff for teaching home economics?
(✓) b. How extensive are the out-of-school home economics experiences of the staff?
(✓) c. To what extent is the staff continuing its in-service training?

COMMENTS

B. Instructional Activities

CHECKLIST

(✓) 1. Instruction in home economics contributes to the school's objectives.
(✓) 2. Instruction is directed toward clearly formulated, comprehensive (or long-range) objectives in home economics.
(✓) 3. Specific instructional activities contribute to the comprehensive objectives of the home economics program.
(✓) 4. There is evidence of careful planning and preparation for instructional activities.
(✓) 5. Instructional activities are readily adapted to new homemaking conditions and needs.
(✓) 6. Pupils assist in planning, conducting, and evaluating the learning activities.
(✓) 7. Needs of individual pupils are considered in selecting, planning, conducting, and evaluating the activities.

(✓) 8. Activities are conducted with due regard for pupil health and safety.
(✓) 9. Activities are integrated, whenever possible, with the home and community experiences of pupils.
(✓) 10. Use is made of audio-visual and other supplementary teaching aids.
(✓) 11. Opportunities are provided for using school and community resources.
(✓) 12. Pupils share the facilities cooperatively.
(✓) 13. Opportunities are provided for advanced pupils to assume increased responsibilities in their home economics activities.

EVALUATIONS

(✓) a. How adequate is the planning for instructional activities?
(✓) b. How effectively are instructional activities adapted to the needs of individual pupils?
(✓) c. To what extent do pupils participate in planning the activities?
(✓) d. To what degree is a desirable balance maintained between class and laboratory activities?
(✓) e. To what extent are home and community resources utilized in the instructional activities?

COMMENTS
C. Instructional Materials

CHECKLIST

1. A variety of up-to-date textbooks and reference materials is available. (✓)
2. Charts, posters, and other visual-aid materials are provided. (✓)
3. Films and slides are available. (✓)
4. Periodicals and pamphlets related to home economics activities are provided. (✓)
5. Selected occupational monographs are available. (✓)
6. Teacher-prepared materials (such as study guides) are available for use in the instructional activities. (✓)
7. Materials and products from business concerns are examined critically before use in class. (✓)
8. Materials emphasizing consumer aspects of home economics are available (e.g., samples of textiles, household utensils, cleaning equipment). (✓)
9. Various textile materials and articles of clothing are provided for use in instructional activities. (✓)
10. Various foods and food ingredients are provided for use in instructional activities. (✓)
11. Various decorative articles for the home are available for use in instructional activities. (✗)
12. Toys, books, play equipment, children's clothing, children's furniture are provided. (✓)

EVALUATIONS

a. How adequate is the variety of instructional materials?
b. How adequate is the quality of instructional materials?
c. How effectively are pupils guided in the use of instructional materials?
d. How effectively are exhibit areas, bulletin boards, and display materials used?

COMMENTS

D. Methods of Evaluation

CHECKLIST

1. Evaluation is an integral part of the teaching-learning activities. (✓)
2. A variety of suitable testing techniques is used (e.g., standardized tests, teacher-made objective tests, essay examinations). (✓)
3. Interpretation of the results of evaluation is used in planning instructional activities. (✗)
4. Pupils participate in evaluating their own achievement. (✓)
5. Recognition is given in evaluation to the growth made as well as the level of achievement. (✓)
6. Individual progress is recorded and is used for guidance purposes. (✓)
7. The achievement of pupils participating in in-school or out-of-school work-experience activities is evaluated. (✓)
8. Evaluation is in terms of individual aptitudes and abilities of pupils. (✓)
9. Critical comparisons are made between the products of the home economics laboratory and home and industry. (✓)
10. Observations are made of social and emotional behavior characteristics of home economics pupils. (✗)
11. Parents assist in the evaluation of pupil achievement in homemaking. (✓)
12. Both teachers and pupils recognize that tests should be used to reveal strengths and to point out areas for improvement. (✓)

EVALUATIONS

a. How comprehensive are evaluation procedures in home economics?
b. How well do teachers use methods of evaluation in analyzing the effectiveness of their teaching?
c. How well do evaluation procedures help pupils understand the nature of their own progress?
d. To what extent do evaluation procedures identify pupils of unusual promise in home economics?

COMMENTS

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V. Outcomes

(No checklist items are prepared for this division, since they would be largely repetitions of the checklist items in preceding divisions.)

EVALUATION

1. To what degree do pupils understand personal and social values in successful family life?
2. To what degree do pupils give evidence of desiring to achieve values necessary for successful family life?
3. To what degree have pupils developed desirable home living and homemaking knowledges and skills?
4. How adequately are pupils able to select and purchase goods and services related to the home?
5. How adequately are pupils able to use and care for goods and services related to the home?
6. To what degree do pupils possess desirable knowledges and skills concerning child care?
7. To what extent do pupils indicate an interest in and ability to practice principles of health and sanitation?
8. To what degree do follow-up activities indicate that home economics pupils are successful family members?

VI. Special Characteristics of Home Economics

1. In what respects is home economics most satisfactory and commendable?
   a. Commendable interest of pupil-enstructor in decorating an otherwise drab home.
   b. Well-balanced program for age and sex levels.
   c. Well qualified instructional staff.
   d. Cooperation excellent between the shop and school civic-technical curriculum.
   e. 
   f. 

2. In what respects is there greatest need for improving home economics?
   a. Insufficient space and proper equipment (relocated Classroom).
   b. Greater interest among more girls for this type of training.
   c. More time allotment in the curriculum with some of III and IV added.
   d. 
   e. 
   f. 

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E. Industrial arts. The courses, activities, or units of instruction as outlined in the statement of guiding principles for industrial arts on page 125 of the EVALUATIVE CRITERIA have been met by this school to a fair degree. Because of the inadequate facilities and the fact that the staff has had no college training in this field, a higher rating by the faculty committee was found impossible. Yet the faculty committee felt that an excellent piece of work was being done in meeting the basic needs of the boys and girls in this school for a training in the fundamental skills and knowledges related to industry and industry products. It recommends that a part time shop instructor be employed who has had adequate college training in this field. It also recommends that one more unit of shop work be added to the present course offerings together with the addition of mechanical drawing. The committee felt that adequate provisions have been made in the present course offerings for the development of knowledges and skills for leisure and hobby activities, but that insufficient provision is made for exploratory and tryout experiences in a variety of industrial occupations, or for the development of knowledges and skills in the consumer field. Found most inadequate in this department was the size of the room and the amount of equipment.
INDUSTRIAL ARTS

(Section D-9 of Evaluative Criteria, 1950 Edition)

OUTLINE OF CONTENTS

I. Organization
II. Nature of Offerings
III. Physical Facilities
IV. Direction of Learning
   A. Instructional Staff
   B. Instructional Activities
   C. Instructional Materials
   D. Methods of Evaluation
V. Outcomes
VI. Special Characteristics of Industrial Arts

NAME OF SCHOOL: Dixon High School

DATE: July 1951

Checklists checked by: Faculty Committee
Evaluations made by: James M. Strickland

COOPERATIVE STUDY OF SECONDARY-SCHOOL STANDARDS

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Instructions

GENERAL

When the various features included in this section are being checked and evaluated, Section B, “Pupil Population and School Community,” and Section C, “Educational Needs of Youth,” should be kept in mind. The information revealed by these sections should be applied to every activity in the school. Persons making evaluations should ask: “How well do the practices in this school meet the needs of the pupil population and school community?” When evaluations are made, factors such as size, type, location of school, financial support available, and state requirements should not be permitted to justify failure to provide an appropriate program and facilities to meet the needs of the pupils and community served by the school. The twofold nature of the work—evaluation and stimulation to improvement—should also be kept in mind. Careful, discriminating judgment is essential if these purposes are to be served satisfactorily.

CHECKLISTS

The checklists consist of provisions, conditions, or characteristics found in good secondary schools. All of them may not be necessary, or even applicable, in every school. A school may therefore lack some of the items listed but have other compensating features. The checklists are intended to provide the factual bases for the evaluations.

The use of the checklists requires five symbols. (1) If the provision called for in a given item of a checklist is made extensively, mark the item in the parentheses preceding it with the symbol “✓✓” (double check); (2) if the provision is made to some extent, mark the item with the symbol “✓”; (3) if the provision or condition is made to a very limited extent, mark the item with the symbol “X”; (4) if a provision is missing but is needed, mark the item with the symbol “M”; (5) if any provision or condition is missing and is not desirable or appropriate for the school, mark such item with the symbol “N.” In brief, mark items:

✓✓ provision or condition is made extensively
✓ provision or condition is made to some extent
X provision or condition is very limited
M provision or condition is missing but needed
N provision or condition is not desirable or does not apply

Space is provided at the end of each checklist for writing in additional items. It is desirable that the provisions or practices of the school should be described as completely as possible.

EVALUATIONS

Evaluations represent the best judgment of those making the evaluations after all evidence (including results of observation of the school and discussions with the school staff, consideration of ratings on checklist items and data presented by the school, and experience of evaluators in other schools) has been considered. Evaluations should be made first by members of the school staff. These evaluations will be checked by members of the visiting committee at the time the school is visited. They are to be made by means of the rating scale as defined below.

5.—Excellent; the provisions or conditions are extensive and are functioning excellently.
4.—Very good.*
   a. the provisions or conditions are extensive and are functioning well, or
   b. the provisions or conditions are moderately extensive but are functioning excellently.
3.—Good; the provisions or conditions are moderately extensive and are functioning well.
2.—Fair.*
   a. the provisions or conditions are moderately extensive but are functioning poorly, or
   b. the provisions or conditions are limited in extent but are functioning well.
1.—Poor; the provisions or conditions are limited in extent and are functioning poorly.
M.—Missing; the provisions or conditions are missing and needed; if present, they would make a contribution to the educational needs of the youth in this community.
N.—Does not apply; the provisions or conditions are missing but do not apply or are not desirable for the youth of this school or community. (Reasons for the use of this symbol should be explained in each case under Comments.)

* If, in making the self-evaluation, members of the school staff wish to indicate which of the alternatives given for evaluations “4a” or “2a” applies, they may use “4a” or “4b,” “2a” or “2b.”
Statement of Guiding Principles

The industrial arts curriculum consists of those courses, activities, or units of instruction designed to meet pupil needs which are outgrowths of the industrial aspects of American democracy. Emphasis in instruction is placed upon social and personal needs related to the use of industrial goods and services in home and community.

Industrial arts activities are, in general, exploratory in nature and continue to be exploratory until pupils require more specialized training in industrial vocational education. When satisfactory vocational facilities are not available, the industrial arts department must assume some responsibility for this specialized training.

For all pupils, both boys and girls, the curriculum offers orientation to an industrial environment, occupational information, opportunity for the development of consumer knowledges and skills related to industry and industrial products, and a variety of leisure and hobby pursuits to meet particular interests and needs.

I. Organization

CHECKLIST

1. All boys are required to have some experiences or courses in industrial arts. (Indicate grades: _____________) (✓)

2. Industrial arts courses or activities are available to all boys in grades 9 through 12. (✓)

3. Elective industrial arts courses or activities are available to girls. (Discuss provisions for girls under "Comments." )

4. Opportunity is provided for increased specialization in industrial arts according to individual pupil needs. (✓)

5. Periods for industrial arts are of sufficient length. (The period length is __ minutes.)

6. Sufficient periods per week are provided for industrial arts courses. (Required industrial arts courses meet ___ periods per week.) (Elective industrial arts courses meet ___ periods per week.) (X)

7. Industrial arts shops are available, under proper supervision, to pupils during free periods, after school, or on Saturdays. (Underline time available.)

8. Consideration is given to such factors as type of activities, facilities available, and safety of pupils in determining class sizes.

EVALUATIONS

a. To what extent are industrial arts courses or activities available to all pupils?

b. Do time allotments for industrial arts meet instruction needs satisfactorily?

c. To what extent do the enrollments in industrial arts show that the needs of all pupils for this instruction are being met? (See tabulation of "Number of Pupils Enrolled" under "Supplementary Data," page 126.)

COMMENTS

Only 3 periods weekly of 4 3/4 each have been made available to 5 girls who wanted it.
II. Nature of Offerings

2. Experiences with a variety of industrial and consumer materials.
3. Experiences with a variety of tools and equipment of use in the home.
4. Experiences with a variety of hand tools and simple machines.
5. Experiences designed to develop interests and skills concerning leisure and hobby activities.
6. Experiences designed to develop an understanding of basic principles of design.
7. Experiences designed to provide an opportunity to apply basic principles of design.
8. Experiences that emphasize the development of consumer knowledges and skills.
9. Tryout or orientation experiences for industrial vocational education.
10. Experiences that develop an understanding of worker requirements in a variety of occupations.
11. Experiences that develop an understanding of the conditions of work in a variety of occupations.
12. Activities designed to develop an understanding of the problems of labor and management.
13. Activities designed to develop desirable attitudes and appreciations concerning work and workmanship.
14. 
15. 

SUPPLEMENTARY DATA

Indicate in the space below (1) the major areas of instruction offered in industrial arts (e.g., graphic arts, metalwork, woodwork); (2) the grade levels at which the area is offered; and (3) the number of pupils enrolled in industrial arts who participate in the area at some time during the year.

<table>
<thead>
<tr>
<th>Industrial Arts Areas</th>
<th>Grade/s</th>
<th>Number of Pupils Enrolled</th>
</tr>
</thead>
<tbody>
<tr>
<td>Drafting - Boys</td>
<td>9-12</td>
<td>7</td>
</tr>
<tr>
<td>Carpentry - Girls</td>
<td>9-12</td>
<td>5</td>
</tr>
<tr>
<td>Mechanical Drafting</td>
<td>12</td>
<td>1</td>
</tr>
</tbody>
</table>

EVALUATIONS

1. To what extent do the offerings provide for exploratory and tryout experiences in a variety of industrial occupations?
26. To what extent do the offerings provide opportunity to develop an understanding and appreciation of the place of industry in modern life?
1. To what extent are provisions made for the development of consumer knowledges and skills?
26. To what extent are provisions made for the development of knowledges and skills for leisure and hobby activities?
III. Physical Facilities

**CHECKLIST**

1. Space assigned for industrial arts activities is so located or sound-proofed as not to inconvenience other learning activities.

2. An average of at least 50 square feet of floor area is provided per pupil in shop areas. (Machine areas will require additional space while mechanical drawing and bench-work areas may require less.)

3. The shop layout is planned for efficient conduct of the activities.

4. Space is provided for pupils to plan their projects and to conduct related activities.

5. A suitable finishing and painting area is provided.

6. Sufficient light is provided to meet the requirements for work in each part of the entire shop.

7. Storage space and facilities are provided for tools and small equipment.

8. Storage space and facilities are provided for materials and supplies.

9. Storage space and facilities are provided for pupil materials and products.

10. Washing facilities are supplied with hot and cold water.

11. Ventilation provisions insure healthful working conditions.

12. The floor is made or covered with material to insure safety when walking and when using machines.

13. Appropriate hand tools are provided.

14. Appropriate machines are provided.

15. Machines are equipped with adequate safety devices.

16. Benches and other work stations are sufficient to meet the needs of the largest class.

17. Gas and electrical outlets are provided where needed.

18. Supplies are available in sufficient quantity to meet enrollment needs.

19. Materials are available in sufficient quantity to meet enrollment needs.

20. Fire extinguishing equipment is available.

21. First-aid supplies are available.

22. Provisions are made for use of visual aids.

23. Waste and scrap materials are used or disposed of safely.

24. A system of records is used for accounting of equipment, materials, and supplies.

25. Shelves, filing cabinets, or similar facilities are provided for books, magazines, and other reference materials.

26. Storage facilities are adequate.

27. Provisions for health and safety are adequate.

28. Students are making desirable use of the physical facilities.

**EVALUATIONS**

1. How extensive is the area provided for industrial arts instruction?
2. How well is the industrial arts area planned and laid out?
3. How adequate is the amount of equipment to meet the needs of the largest class?
4. How adequate is the variety of equipment to meet curricular needs?
5. How satisfactory is the condition of the equipment?
6. How adequate is the amount of materials and supplies to meet enrollment needs?
7. How adequate is the quality of materials and supplies?
8. How adequate are the storage facilities?
9. How adequate are the provisions for health and safety?
10. To what extent are pupils making desirable use of the physical facilities?

**COMMENTS**
IV. Direction of Learning

A. Instructional Staff

CHECKLIST

All members of the industrial arts staff

1. Have had preparation in shop-laboratory courses in a variety of industrial subject areas. (Indicate average semester hours of shop per instructor: ___.)

2. Have had work experience in industry. (Indicate average per instructor expressed in years ___.)

3. Have had preparation in the principles and theory of industrial arts education.

4. Have had preparation in the principles and theory of industrial vocational education.

EVALUATIONS

a. How adequate is the preparation of the staff in industrial arts shop work?

b. How adequate is the preparation of the staff in methods of teaching industrial arts?

c. How extensive is the industrial experience of the staff?

COMMENTS

B. Instructional Activities

CHECKLIST

1. Instruction in industrial arts contributes to the school's objectives.

2. Instruction is directed toward clearly formulated, comprehensive (or long-range) objectives in industrial arts.

3. Specific instructional activities contribute to the comprehensive objectives of the industrial arts program.

4. There is evidence of careful preparation for the instructional activities.

5. Instructional activities are adapted to new or changing industrial arts needs and interests of pupils.

6. Opportunity is provided for pupils to participate in selecting class activities.

7. Needs of individual pupils are considered in selecting, planning, and conducting the activities.

8. Stress is placed upon individual exploration and experimentation in a variety of consumer activities.

9. Opportunity is provided for participation in a variety of hobby and craft activities.

10. Pupils assume a desirable degree of responsibility in control and management of the shop.

11. Both manipulative (with tools and materials) and non-manipulative (informational and related work) activities are given appropriate emphasis.

12. Pupils share the shop facilities cooperatively.

13. Pupils are encouraged to plan their own projects and work procedures.

14. Instructional activities are coordinated wherever possible with home workshop and out-of-school activities of pupils.

15. All instructional activities are conducted with regard for individual and group safety.

16. Provision is made for coordination of industrial arts activities with instructional activities in other areas of learning.

EVALUATIONS

a. How adequate is the planning and preparation for the instructional activities?

b. How well are instructional activities adapted to needs of individual pupils?

c. To what extent are effective teaching methods practiced?

COMMENTS

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C. INSTRUCTIONAL MATERIALS

CHECKLIST

The following instructional materials are available:

1. A variety of textbooks and reference materials.
2. Consumer literature such as buyer's guides, periodicals, and industrial pamphlets.
3. Occupational monographs.
4. Trade journals.
5. Materials suggesting projects and manipulative activities.
6. Plans of suggested projects.
7. Teacher-prepared materials such as operation and instruction sheets.
8. Drawing textbooks and planning materials.
9. Completed projects.
10. Industrial display materials.
11. A variety of films and slides.
12. Models, mock-ups, exploded views, and other visual aids.
13. Teacher-prepared materials such as operation and instruction sheets.
14. Drawing textbooks and planning materials.

EVALUATIONS

a. How adequate is the variety of instructional materials?
b. How adequate is the quality of instructional materials?
c. How effectively are pupils guided in the use of instructional materials?

COMMENTS

D. METHODS OF EVALUATION

CHECKLIST

1. Evaluation is an integral part of the teaching-learning activities.
2. Objective techniques are used to evaluate manipulative activities. (Discuss techniques under "Comments.")
3. Objective tests are used.
4. The interpretation of test results is used in planning further instruction.
5. Pupils have opportunities to participate in evaluation activities.
6. Activities are evaluated in terms of individual pupil aptitudes and abilities.
7. Hobby and craft activities are evaluated in terms of the extent of their use as well as by the quality of the products.
8. Critical comparisons are made between the products of the school industrial arts shop and the products of industry.
9. Individual progress is recorded.
10. Results of industrial arts evaluation activities are used in counseling pupils.
11. Both teachers and pupils recognize that tests should be used to reveal strengths and to point out areas for improvement.

EVALUATIONS

a. How comprehensive are the evaluation activities in industrial arts?
b. To what extent do teachers use evaluation results in analyzing the effectiveness of their teaching?
c. To what extent do evaluation procedures help the pupil understand the nature of his growth in industrial arts?
d. To what extent do evaluation procedures identify pupils of unusual promise in the field of industrial arts?

COMMENTS

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V. Outcomes

(No checklist items are prepared for this division since they would be largely repetitions of the checklist items in preceding divisions.)

EVALUATIONS

(26) a. How proficient are pupils in the use and care of hand tools?
(26) b. How proficient are pupils in the use and care of machines?
(1) c. To what degree do pupils possess knowledge and understanding concerning the properties and uses of important raw materials?
(1) d. To what degree do pupils possess knowledge and skills to use industrial products efficiently?
(26) e. To what degree do pupils give evidence of being able to make practical applications of their industrial arts skills in their homes?
(1) f. To what degree do pupils possess valid information concerning industrial occupations?
(26) g. To what extent are pupils developing desirable attitudes toward work?
(26) h. To what extent are pupils developing an appreciation of good workmanship?
(26) i. How extensive are the industrial arts leisure and hobby activities of pupils?

VI. Special Characteristics of Industrial Arts

1. In what respects is the industrial arts program most satisfactory and commendable?
   a. Extensive use is made of a small shop.
   b. Pupils’ progress in skills is good.
   c. Pupil interest is high in this course.
   d. Instructor, who has had no college training in this field, has done a good job in spite of the handicap.
   e. 
   f. 

2. In what respects is there greatest need for improving industrial arts?
   a. Adequate rooms with additional equipment.
   b. More budget allowance for a full-time shop-trained teacher.
   c. Shop III and IV should be added to this course.
   d. More budget allowance for a shop library.
   e. 
   f. 

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F. Mathematics. In analyzing the mathematics program of this school the faculty committee found the needs, both common and special, of the pupils, have been met to a fairly good degree in terms of the statement of guiding principles for mathematics on page 145 of the EVALUATIVE CRITERIA. Courses were found that provide for those students of lesser mathematical ability as well as those who have shown a high degree of mathematical ability. The faculty committee was pleased to find a guidance screening program being carried out in the spring of the year in the eighth grade to determine which students should be encouraged to register for Algebra I and which should enter General Mathematics course. The faculty committee felt that more laboratory techniques and practical applications would improve the instructional program in this department. It also felt that a closer tie-in between the course offerings in mathematics and local business concerns would help to create more interest in the program. The mathematics program has been reaching a good percentage of pupils enrolled in this school for of the sixty-one pupils enrolled this year, forty-four, or 72 per cent, were enrolled in mathematics courses. This is more significant because only one mathematics course is required.
MATHEMATICS
(Section D-11 of Evaluative Criteria, 1950 Edition)

OUTLINE OF CONTENTS

I. Organization
II. Nature of Offerings
III. Physical Facilities
IV. Direction of Learning
   A. Instructional Staff
   B. Instructional Activities
   C. Instructional Materials
   D. Methods of Evaluation
V. Outcomes
VI. Special Characteristics of Mathematics

NAME OF SCHOOL: [HANDWRITTEN NAME]

DATE: [HANDWRITTEN DATE]

Checklists checked by: [HANDWRITTEN NAME]

Evaluations made by: [HANDWRITTEN NAME]

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Instructions

GENERAL

When the various features included in this section are being checked and evaluated, Section B, "Pupil Population and School Community," and Section C, "Educational Needs of Youth," should be kept in mind. The information revealed by these sections should be applied to every activity in the school. Persons making evaluations should ask: "How well do the practices in this school meet the needs of the pupil population and school community?" When evaluations are made, factors such as size, type, location of school, financial support available, and state requirements should not be permitted to justify failure to provide an appropriate program and facilities to meet the needs of the pupils and community served by the school. The twofold nature of the work—evaluation and stimulation to improvement—should also be kept in mind. Careful, discriminating judgment is essential if these purposes are to be served satisfactorily.

CHECKLISTS

The checklists consist of provisions, conditions, or characteristics found in good secondary schools. All of them may not be necessary, or even applicable, in every school. A school may therefore lack some of the items listed but have other compensating features. The checklists are intended to provide the factual bases for the evaluations.

The use of the checklists requires five symbols. (1) If the provision called for in a given item of a checklist is made extensively, mark the item in the parentheses preceding it with the symbol "\(\checkmark\checkmark\)" (double check); (2) if the provision is made to some extent, mark the item with the symbol "\(\checkmark\)"; (3) if the provision or condition is made to a very limited extent, mark the item with the symbol "\(X\)"; (4) if a provision is missing but is needed, mark the item with the symbol "\(M\)"; (5) if any provision or condition is missing and is not desirable or appropriate for the school, mark such item with the symbol "\(N\)." In brief, mark items:

- \(\checkmark\checkmark\) provision or condition is made extensively
- \(\checkmark\) provision or condition is made to some extent
- \(X\) provision or condition is very limited
- \(M\) provision or condition is missing but needed
- \(N\) provision or condition is not desirable or does not apply

Space is provided at the end of each checklist for writing in additional items. It is desirable that the provisions or practices of the school should be described as completely as possible.

EVALUATIONS

Evaluations represent the best judgment of those making the evaluations after all evidence (including results of observation of the school and discussions with the school staff, consideration of ratings on checklist items and data presented by the school, and experience of evaluators in other schools) has been considered. Evaluations should be made first by members of the school staff. These evaluations will be checked by members of the visiting committee at the time the school is visited. They are to be made by means of the rating scale as defined below.

5.—Excellent; the provisions or conditions are extensive and are functioning excellently.

4.—Very good*
   a. the provisions or conditions are extensive and are functioning well, or
   b. the provisions or conditions are moderately extensive but are functioning excellently.

3.—Good; the provisions or conditions are moderately extensive and are functioning well.

2.—Fair*
   a. the provisions or conditions are moderately extensive but are functioning poorly, or
   b. the provisions or conditions are limited in extent but are functioning well.

1.—Poor; the provisions or conditions are limited in extent and are functioning poorly.

M.—Missing; the provisions or conditions are missing and needed; if present, they would make a contribution to the educational needs of the youth in this community.

N.—Does not apply; the provisions or conditions are missing but do not apply or are not desirable for the youth of this school or community. (Reasons for the use of this symbol should be explained in each case under Comments.)

* If, in making the self-evaluation, members of the school staff wish to indicate which of the alternatives given for evaluations "4a" or "2a" applies, they may use "4a" or "4b," "2a" or "2b."
Statement of Guiding Principles

The mathematics curriculum consists of those courses, activities, and units of instruction designed to contribute to the common and specialized mathematics needs of secondary-school pupils. The curriculum places particular stress on developing accuracy and facility in the use of computational processes in practical situations. Revisions are made for pupils to develop skills and abilities in the mathematics areas of geometry, graphic presentation and interpretation, elementary analysis, and scientific thinking.

The curriculum in the advanced grade levels provides for a sequential presentation of general and special mathematics contributing to present and probable future educational, vocational, and cultural mathematics needs of individual pupils. The activities are selected and organized with due regard for such psychological principles of learning as those concerning readiness, motivation, rates of learning, and degrees of mastery. Constant attention is given in the learning process to the fundamentals of mathematics, while at the same time significant applications are made within the learner's potential range of understanding and interest.

I. Organization

1. Sequential courses or activities in mathematics are required of all pupils in grades 7, 8, and 9.
2. Pupils who show competency in and need for mathematics are encouraged to take additional mathematics beyond the ninth grade.
3. Advanced general mathematics courses or activities are available in grades 10, 11, or 12.
4. Sequential mathematics courses or activities are available in grades 9 through 12 to meet specialized mathematics needs of individual pupils. (Describe under “Comments.” Indicate if separate programs are available for groups of pupils having particular needs—college preparatory, business, technical, etc.)

5. Pupils are assisted through counseling in electing mathematics courses.
6. Remedial instruction in mathematics is available.
7. Provision is made for reassignment of pupils to other mathematics courses when desirable.
8. Each course is generally organized into a few comprehensive units built around key concepts and fundamental principles.

Questions:

a. To what extent are general mathematics courses provided for all pupils?

b. To what extent are mathematics courses available for pupils with specialized mathematics needs?

c. Do the time allotments for mathematics activities meet mathematics instruction needs satisfactorily?

d. To what extent do the enrollments in mathematics show that the needs of all pupils for instruction in mathematics are being met? (List courses indicating name of course, normal grade level, and number of pupils enrolled in each course for current term.)

Enrollment in Shop Math - (9-12) - 21

Engineering - 9 - 11
Symmetry - 10 - 8

College preparatory: College entrance preparation. Technical courses are provided for all who plan to enter.

General + Shop Math are provided all - 91.
II. Nature of Offerings

CHECKLIST
Factors used in the selection of curricular activities include

1. Pupil readiness to utilize the mathematical processes involved.
2. Contributions of the processes to an understanding of mathematics in problems of living.
3. The need for a logical sequence in developing knowledges and skills.
4. Probable future needs and aims of pupils.

The mathematics curriculum in the area of number and computation includes such experiences as

6. Understanding and mastering the fundamental number and computational operations.
7. Making practical applications of the fundamental number and computational operations.
8. Understanding and appreciating numbers and the techniques for analyzing computational situations.

The mathematics curriculum in the area of geometric form and space perception includes such experiences as

11. Developing understanding of a variety of geometrical figures.
12. Interpreting elementary geometrical relations.
13. Testing geometrical principles and relations.
14. Making practical applications of geometrical principles and relationships.

The mathematics curriculum in the area of graphic representation includes such experiences as

16. Developing graphical representations from a variety of data.
17. Reading and interpreting graphic materials.
18. Applying graphical representations to daily-life situations.
19. Relating graphical representations to elementary statistics.
20. Developing an understanding of the advantages, disadvantages, and dangers present in the use of graphs.

The mathematics curriculum in the area of elementary analysis includes such experiences as

22. Understanding the terminology of elementary analysis (e.g., negative number, exponent, cosine, average).
23. Applying the fundamental principles of algebra and elementary analysis in basic techniques (e.g., solving equations, solving triangles).
24. Making meaningful applications of principles of elementary analysis in mathematical situations.
25. Understanding and appreciating the implications of elementary concepts of functional mathematics relationships.

The mathematics curriculum in the area of logical thinking includes such experiences as

27. Using correctly such terms as assumption, proposition, converse, and conclusion in meaningful situations.
28. Understanding the basic principles and assumptions on which the structure of mathematics rests (e.g., manipulative techniques, grouping, distribution).
29. Recognizing the differences between logical and illogical quantitative thinking.
30. Applying principles of coherence and logic in meaningful mathematical situations.
31. Emphasizing the basic principles and techniques involved in establishing a valid proof or argument.

The mathematics curriculum in the area of relational thinking includes such experiences as

33. Understanding the relationship between variables.
34. Determining and expressing the relationship between variables.
35. Constructing simple tables, such as frequency tables, from raw data.
36. Constructing tables from formulas.

The mathematics curriculum in the area of symbolic representation and thinking includes such experiences as

38. Translating quantitative statements into symbolic form and vice versa.
39. Understanding the significance of the correct use of symbolic techniques.
40. Learning how to interpret the results secured through the use of mathematical processes.
I. Nature of Offerings—Continued

a. How adequate is the variety of offerings in mathematics to meet needs of all pupils?

b. How adequate is the content of offerings to develop mathematical knowledges and skills needed by all pupils?

c. How adequate is the content of the offerings to develop mathematical understandings and appreciations needed by all pupils?

d. To what extent do the offerings provide for the application of mathematics in situations which are meaningful to pupils?

e. How adequate is the content of offerings to develop mathematical knowledges and skills needed by pupils with specialized (including vocational and technical) needs and interests?

f. How adequate is the content of offerings to develop mathematical understandings and appreciations by pupils with specialized (including vocational and technical) needs and interests?

III. Physical Facilities

1. Drawing tables or drawing surfaces are available.

2. Shelves and bookcases are provided.

3. A showcase or display area is provided.

4. Facilities are available for the use of films and other audio-visual aids.

5. A large graph board or cross-sectional blackboard is provided.

6. A spherical blackboard is provided.

Owing instruments and supplies are available for:

7. Blackboard instruments.

8. Compasses.


11. Parallel rules.

12. A pantograph.

13. A vernier and vernier caliper.


15. Surveying instruments suitable for school use.

16. A sextant suitable for school use.

17. Calculating machines.

18. Such general supplies as colored chalk, Bristol board, pasteboard, and tracing materials.

19. Various types of graph paper.

20. Models such as prisms, pyramids, cones, spheres, and polyhedrons.

21. Models of mathematical instruments, such as an abacus, sundial, and navigational instruments.

22. Vcrs.

23. Vcrs.
IV. Direction of Learning

A. Instructional Staff

(For data on preparation of individual staff members, see Section J, "Data for Individual Staff Members.")

CHECKLIST

All members of the mathematics staff

1. Have had background preparation in such subjects as history of mathematics, theory of equations, mathematics of finance, statistics, and determinants.

2. Have had preparation in such mathematics subjects as algebra, trigonometry, calculus, Euclidean and non-Euclidean geometry, analytic geometry, and solid analytics.

3. Have had experience in advanced algebra emphasizing critical analysis as well as manipulation.

4. Have taken courses which include the study of the contributions of mathematics to general education.

5. Have had background experience in practical fields of business or industry where mathematics is used.

6. Have had preparation in methods of teaching mathematics.

7. Have had preparation in educational measurements or educational statistics sufficient to prepare them to assist other members of the staff with measurement problems.

8. Maintain acquaintance with recent developments in the teaching of mathematics.

9. Have had background experience and preparation which placed emphasis on the "why" as well as the "how" in mathematics.

EVALUATIONS

a. How adequate is the preparation of the staff in mathematics?

b. How adequate is the preparation of the staff in methods of teaching mathematics?

c. To what extent is the staff prepared to assist pupils in making practical applications of mathematics?

COMMENTS

B. Instructional Activities

1. Instruction in mathematics contributes to the school's objectives.

2. Instruction is directed toward clearly formulated, comprehensive (or long-range) objectives in mathematics.

3. Specific instructional activities contribute to the comprehensive objectives of the mathematics program.

4. There is evidence of careful planning and preparation for the instructional activities.

5. Instructional activities are readily adapted to new or changing conditions.

6. Drill activities are meaningful to pupils.

7. Flexible or differentiated assignments are used to provide for individual pupils.

8. Resources of the community and environment are used whenever possible to make practical applications of mathematics.

9. The instructional activities within the classroom are adapted to individual aptitudes and abilities by providing experiences which vary in difficulty.

10. Laboratory and other investigational techniques are used in conducting the activities.

11. The mathematics activities include emphasis upon cultural and scientific uses.

12. The mathematics activities are integrated with other curricular areas.

13. Use is made of models, charts, and other instructional aids.

14. Movies and slides are used in instruction.

15. Appropriate provision is made for both individual and group instruction.

16. Instructional activities are integrated with mathematics club activities.

EVALUATIONS

a. How adequate is the planning and preparation for the instructional activities?

b. How adequately are the instructional activities adapted to the needs of individual pupils?

c. How well are the assignments adapted to needs of individual pupils?

d. To what degree are laboratory techniques used in the classroom activities?

e. How adequately do the activities provide for practical applications of mathematics?

COMMENTS
C. Instructional Materials

1. A variety of modern mathematics textbooks is provided.
2. A variety of general and technical reference materials is provided.
3. Supplementary reference materials are provided emphasizing applications of mathematics to industrial, business, or home situations.
4. Teacher-prepared materials (such as study guides) are provided.
5. Graphic charts and diagrams are available.
6. Motion pictures, filmstrips, and slides are available.
7. Files of materials illustrating applications of mathematics are provided.

IONS

a. How adequate is the variety of instructional materials?
b. How adequate is the content of instructional materials?
c. How effectively are pupils guided in the use of instructional materials?

D. Methods of Evaluation

1. Evaluation is an integral part of the teaching-learning activities.
2. The types of evaluation activities selected are determined by the objectives to be measured.
3. Evaluation activities include interpretation of mathematical concepts as well as operational skills.
4. Tests are used to determine the mathematical aptitudes of pupils.
5. Tests are used to determine the mathematical achievement levels of all pupils.
6. Evaluation activities identify pupils needing remedial activities.
7. Evaluation activities measure the use of mathematics in functional situations.
8. Interpretation of test results is used in conjunction with other information to assist pupils in the election of further mathematics activities.
9. Teacher-made objective tests are used.
10. Interpretation of evaluation activities provides a basis for planning further instruction.
11. Pupils are encouraged to evaluate their own achievement.
12. Both teachers and pupils recognize that tests should be used to reveal strengths and to point out areas for improvement.

IONS

a. How comprehensive are evaluation activities in mathematics?
b. To what extent do teachers use evaluation results in analyzing the effectiveness of their teaching?
c. To what extent do evaluation procedures help the pupil understand the nature of his growth in mathematics?
d. To what extent do evaluation procedures identify pupils of unusual promise in the field of mathematics?
V. Outcomes

(No checklist items are prepared for this division, since they would be largely repetitions of the checklist items in preceding divisions.)

EVALUATIONS

(26) a. How efficient are pupils in the use of number and computational skills?

(2b) b. To what degree do pupils possess an understanding and appreciation of fundamental geometric and space relationships?

(26) c. To what degree do pupils possess ability to construct and apply a variety of geometric forms?

(2b) d. To what degree do pupils possess ability to present data in graphic form?

(26) e. To what degree do pupils possess ability to understand and interpret graphic representations?

(1) f. To what degree do pupils possess knowledge and ability in analyzing quantitative problems?

(2b) g. To what degree can pupils use and interpret symbolic language?

(26) h. To what extent are pupils beginning to comprehend the significance of the mathematical concepts and skills they are using?

(2b) i. How effectively do pupils make application of mathematics skills in practical situations?

(2b) j. To what extent do pupils understand the use and importance of mathematics in many phases of living?

VI. Special Characteristics of Mathematics

1. In what respects is instruction in mathematics most satisfactory and commendable?

a. A good number of pupils recognize the need for mathematical skills in everyday life.

b. A few pupils are more adept in mathematical skills than are entering the technical fields.

c. The evaluation program has aided in measuring progress in the proper guidance of the pupils.

d. 

e. 

f. 

2. In what respects is there greatest need for improving the teaching of mathematics?

a. A full-time teacher for mathematics instead of the part-time teacher as now existing program could be more effective.

b. Better equipment in classrooms.

c. A closer tie-in with local business concerns.

d. 

e. 

f.
G. Music. Of all the departments in the program of studies in this school the faculty committee found the music department the most inadequate in meeting the needs of the pupils in terms of the standards set forth by the EVALUATIVE CRITERIA on page 153. This has been due mainly to the fact that a part-time music instructor is employed who devotes only two hours weekly to a music program in the high school. Only one course, girl's chorus, has been offered in this field. The faculty committee felt that in all probability sometime in the past the board of trustees has felt the need of retrenchment in its curriculum offerings due to rising costs of education and laid the ax to this department as being the least important. The committee was of the opinion that music was important enough in a secondary-school curriculum to recommend that a full-time instructor be employed and that both band and orchestra and a course in music appreciation be added to the curriculum.

Although limited in its scope the present program has been conducted well. There has been evidence of fine cooperation between this department and the extra-curricular program of the school and local civic organizations. The present staff has had adequate training in vocal music but lacks sufficient training in the instrumental field to teach it.
MUSIC
(Section D-12 of Evaluative Criteria, 1950 Edition)

OUTLINE OF CONTENTS

I. Organization
II. Nature of Offerings
   A. General Courses
   B. Elective Courses and Extra-Class Activities
III. Physical Facilities
IV. Direction of Learning
   A. Instructional Staff
   B. Instructional Activities
   C. Instructional Materials
   D. Methods of Evaluation
V. Outcomes
VI. Special Characteristics of Music

NAME OF SCHOOL: Drummond High School

DATE: July, 1951

Checklists checked by: Faculty Committee
Evaluations made by: James M. Tindle

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Instructions

GENERAL

When the various features included in this section are being checked and evaluated, Section B, "Pupil Population and School Community," and Section C, "Educational Needs of Youth," should be kept in mind. The information revealed by these sections should be applied to every activity in the school. Persons making evaluations should ask: "How well do the practices in this school meet the needs of the pupil population and school community?" When evaluations are made, factors such as size, type, location of school, financial support available, and state requirements should not be permitted to justify failure to provide an appropriate program and facilities to meet the needs of the pupils and community served by the school. The twofold nature of the work—evaluation and stimulation to improvement—should also be kept in mind. Careful, discriminating judgment is essential if these purposes are to be served satisfactorily.

CHECKLISTS

The checklists consist of provisions, conditions, or characteristics found in good secondary schools. All of them may not be necessary, or even applicable, in every school. A school may therefore lack some of the items listed but have other compensating features. The checklists are intended to provide the factual bases for the evaluations.

The use of the checklists requires five symbols. (1) If the provision called for in a given item of a checklist is made extensively, mark the item in the parentheses preceding it with the symbol "✓✓" (double check); (2) if the provision is made to some extent, mark the item with the symbol "✓"; (3) if the provision or condition is made to a very limited extent, mark the item with the symbol "X"; (4) if a provision is missing but is needed, mark the item with the symbol "M"; (5) if any provision or condition is missing and is not desirable or appropriate for the school, mark such item with the symbol "N." In brief, mark items:

- ✓✓ provision or condition is made extensively
- ✓ provision or condition is made to some extent
- X provision or condition is very limited
- M provision or condition is missing but needed
- N provision or condition is not desirable or does not apply

Space is provided at the end of each checklist for writing in additional items. It is desirable that the provisions or practices of the school should be described as completely as possible.

EVALUATIONS

Evaluations represent the best judgment of those making the evaluations after all evidence (including results of observation of the school and discussions with the school staff, consideration of ratings on checklist items and data presented by the school, and experience of evaluators in other schools) has been considered. Evaluations should be made first by members of the school staff. These evaluations will be checked by members of the visiting committee at the time the school is visited. They are to be made by means of the rating scale as defined below.

5.—Excellent; the provisions or conditions are extensive and are functioning excellently.
4.—Very good;*  
  a. the provisions or conditions are extensive and are functioning well, or
  b. the provisions or conditions are moderately extensive but are functioning excellently.
3.—Good; the provisions or conditions are moderately extensive and are functioning well.
2.—Fair;*  
  a. the provisions or conditions are moderately extensive but are functioning poorly, or
  b. the provisions or conditions are limited in extent but are functioning well.
1.—Poor; the provisions or conditions are limited in extent and are functioning poorly.
M.—Missing; the provisions or conditions are missing and needed; if present, they would make a contribution to the educational needs of the youth in this community.
N.—Does not apply; the provisions or conditions are missing but do not apply or are not desirable for the youth of this school or community. (Reasons for the use of this symbol should be explained in each case under Comments.)

* If, in making the self-evaluation, members of the school staff wish to indicate which of the alternatives given for evaluations "4" or "2" applies, they may use "4a" or "4b," "2a" or "2b."
Statement of Guiding Principles

The secondary-school music curriculum contributes to the educational needs of pupils through general music courses, specialized music courses or activities, and extraclass activities. Experiences in the program are designed to develop music appreciations, knowledges, and skills in all pupils commensurate with their needs. The curriculum provides, through a variety of activities, opportunities to develop desirable understandings and appreciations of voice and instrument in solo, ensemble, and group renditions.

Opportunities are provided for all pupils to develop their talents to be appreciative listeners and satisfactory participants in a variety of group music activities, while, at the same time, effort is made in the program to locate and train pupils having exceptional aptitudes and abilities. Whenever possible, school music activities are integrated with the music activities of the community.

1. Organization

CHECKLIST

(M) 1. All pupils are required to participate in at least one general music course during their secondary-school career.

( ) 2. Elective music courses or activities are available to all pupils.

( ) 3. Elective music activities are offered during the regular school day.

( ) 4. Pupils are assisted through counseling by qualified counselors or music teachers to determine the extent of their participation in music activities.

( ) 5. General music courses are allotted a sufficient number of periods per week. (The number of periods per week is ________.)

( ) 6. The music periods are of appropriate length. (The period length is ________ minutes.)

( ) 7. Variation in the time allotments of music activities is provided to meet different pupil needs.

( ) 8.

( ) 9.

SUPPLEMENTARY DATA (Give data for last complete school year.)

1. Percent of all pupils who participated in general music courses or activities ________

2. Percent of all pupils who participated in special music courses or activities ________

EVALUATIONS

( ) a. To what extent are music courses or activities available to meet general music needs of all pupils?

( ) b. To what extent are music courses or activities available to meet specialized music needs of individual pupils?

( ) c. Do time allotments for music activities meet music instruction needs satisfactorily?

( ) d. To what extent do the enrollments in courses in music show that the needs of all pupils for instruction in this field are being met? (List courses indicating name of course, normal grade level, and number of pupils enrolled in each course for current term.)

   Girls' Chorus (9-12) - 20

COMMENTS
II. Nature of Offerings

A. GENERAL COURSES

CHECKLIST
The general courses

( ) 1. Are built upon and extend the knowledges, skills, understandings, and appreciations developed in courses in the elementary or junior high school.

( ) 2. Involve activities appropriate to the individual needs and abilities of pupils.

( ) 3. Provide an opportunity for recognition and encouragement of individual achievement.

( ) 4. Provide information about community and radio music activities.

( ) 5. Continue the development of singing as a fundamental activity of the general music program.

( ) 6. Provide opportunities to develop knowledge and skill in reading music.

( ) 7. Provide, in unison and part singing, for particular needs of the adolescent voice.

( ) 8. Provide for vocal groups such as duets, quartets, octets, and other small units.

( ) 9. Provide introductory experiences with a variety of musical instruments.

( ) 10. Provide opportunities to listen to recordings of many types of music.

( ) 11. Provide opportunities to listen to other pupils perform.

( ) 12. Provide opportunities to study various musical forms (sonata, symphony).

( ) 13. Provide opportunities to study leading composers and their works.

( ) 14. Emphasize the development of discrimination in musical tastes and listening power.

( ) 15. Emphasize the development of understanding and appreciation of the contribution of music to the world's history and culture.

EVALUATIONS

( ) a. How well does the variety of general music offerings meet music needs of all pupils?

( ) b. How well does the content of general music offerings meet music needs of all pupils?

COMMENTS

B. ELECTIVE COURSES AND EXTRACLASS ACTIVITIES

CHECKLIST
Elective courses and extraclass activities

( ) 1. Are built upon the knowledges, skills, appreciations, and understandings developed in the general courses.

( ) 2. Provide an opportunity for talented pupils to do creative work.

( ) 3. Emphasize the development of music skills in keeping with individual aptitudes and abilities.

( ) 4. Provide separate or duplicate organizations for pupils with different degrees of ability.

( ) 5. Provide instruction in the fundamentals of music for those not having sufficient training to participate in the special groups.

( ) 6. Provide general chorus or large group-singing activities.

( ) 7. Prepare pupils for performing in music assemblies.

( ) 8. Provide opportunity to prepare for participation with other departments in presentation of school performances and programs.

( ) 9. Provide preparation for and opportunity to participate in community music activities.

( ) 10.

( ) 11.

SUPPLEMENTARY DATA

Attach list showing names of elective music courses and extraclass music activities with number of pupils participating in each.
II. Nature of Offerings: B. Elective Courses and Extraclass Activities—Continued

EVALUATIONS

(2b) a. How adequate is the selection of music presented in vocal music activities?
(2b) b. How adequate is the selection of music presented in instrumental activities?
(1) c. How well are music activities adapted to individual aptitudes and abilities of participating pupils?
(2b) d. How well are music activities integrated with other school activities?
(2b) e. To what extent are music activities integrated with community activities?
(1) f. To what extent are opportunities provided for talented pupils to do creative work?

COMMENTS

III. Physical Facilities

CHECKLIST

(✓) 1. Special rooms are assigned for music activities.
(✓) 2. Music rooms are soundproofed to such an extent or so located that they do not interfere with the conduct of other classes.
(✓) 3. Correct posture chairs are provided for pupils performing with instruments.
(✓) 4. Needs of music department are recognized in the scheduling of activities in the auditorium.
(✗) 5. Provision is made to meet individual practice requirements.
(✓) 6. Storage facilities for equipment and materials are provided.
(✓) 7. Provision is made in the budget to replace materials and equipment as necessary.

The following equipment is provided:

(✓) 8. Pianos.
(✓) 9. Instruments for pupil use.
(✓) 10. Radio.
(✓) 11. Phonograph.
(✓) 12. Recording equipment.
(✓) 13. Public address equipment.
(✓) 14. Music stands.
(✓) 15. A music library.
( ) 16.
( ) 17.

EVALUATIONS

( ) a. How adequate are space provisions for the music program?
( ) b. How well does the music equipment meet enrollment and curriculum requirements?
(2b) c. How adequate are provisions made for care and replacement of music equipment?
( ) d. How extensively do pupils use the music equipment?

COMMENTS
IV. Direction of Learning

A. Instructional Staff

(For data on preparation of individual staff members, see Section J, "Data for Individual Staff Members.")

CHECKLIST

All members of the music department

( √) 1. Have had training in vocal music.
( √) 2. Have had training in instrumental music.
( √) 3. Have had training in music theory.
( √) 4. Have had training in methods of teaching music.

5. Have participated in non-school (e.g., community, professional) music activities.

6. Are acquainted with new materials and recent developments in music education.

EVALUATIONS

( ) a. How satisfactory is the preparation of the staff in vocal music?
( ) b. How satisfactory is the preparation of the staff in instrumental music?
( ) c. How satisfactory is the preparation of the staff in the teaching of music?

COMMENTS

B. Instructional Activities

CHECKLIST

( √) 1. Instruction in music contributes to the school's objectives.
( ×) 2. Instruction is directed toward clearly formulated, comprehensive (or long-range) objectives in music.
( √) 3. Specific instructional activities contribute to the comprehensive objectives of music education.
( √) 4. There is evidence of careful planning and preparing for instructional activities.
( ×) 5. Instructional activities are readily adapted to new and changing music interests and needs of pupils.

( ×) 6. Differences in emotional development are recognized in guiding the degree of participation by individual pupils.
( ×) 7. Drill activities are meaningful to pupils.
( √) 8. Opportunity is provided for pupils to plan, conduct, and evaluate music activities.
( √) 9. Provision is made for coordination of music activities with activities in other subject fields.

EVALUATIONS

( ) a. How adequate is the planning and preparation for instructional activities?
( ) b. How well are instructional activities adapted to needs of individual pupils?
( ) c. To what degree are pupil interests being considered in planning and conducting music activities?
( ) d. To what extent is there evidence of cooperation with other departments of the school?

COMMENTS
C. Instructional Materials

CHECKLIST

1. Textbooks and reference materials which provide for a variety of music interests and needs are available. (✓)

2. Appropriate sheet music is available. (✓)

3. Song books are provided for choral activities. (✓)

4. Music scores are provided for instrumental and operetta activities. (✓)

5. Music scores for band and orchestra are provided. (✗)

6. Recordings of a variety of musical selections are available. (✓)

EVALUATIONS

A. How adequate is the variety of instructional materials?

B. How adequate is the quality of instructional materials?

C. How well are pupils guided in the use of instructional materials?

COMMENTS

D. Methods of Evaluation

CHECKLIST

1. Tests are used to discover latent music talent. (✗)

2. Evaluation is an integral part of the teaching-learning activities. (✓)

3. Evaluation activities place emphasis upon the growth of the individual toward appropriate objectives. (✓)

4. Objective techniques of evaluation of music activities are used whenever possible. (✓)

5. Interpretation of evaluations is in terms of aptitudes, abilities, and experiences of pupils rather than by adult standards of performance. (✓)

6. Such tonal aspects as intonation, quality, and balance are evaluated. (✓)

7. Technique, including precision, breath control, diction, articulation, and reading, is evaluated. (✓)

8. Interpretation, including tempo, rhythm, expression, and phrasing, is evaluated. (✗)

9. Recordings of the music activities are used extensively in evaluation procedures. (✗)

10. Pupils participate extensively in the evaluation of individual and group activities. (✓)

11. Both teachers and pupils recognize that tests should be used to reveal strengths and to point out areas for improvement. (✓)

12. (✗)

13. (✗)

EVALUATIONS

A. How comprehensive is the testing program in music?

B. To what extent do teachers use evaluation results in analyzing the effectiveness of their teaching?

C. To what extent do evaluation procedures help the pupil understand the nature of his growth in music education?

D. To what extent do evaluation procedures identify pupils of unusual promise in the field of music?

COMMENTS

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V. Outcomes

(No checklist items are prepared for this division since they would be largely repetitions of the checklist items in preceding divisions.)

EVALUATIONS

(26) a. To what degree are desirable music appreciations and listening skills being developed in all pupils?

(24) b. To what degree are most of the pupils developing skill in group singing?

(36) c. To what degree are talented pupils developing their ability in vocal music?

(40) d. To what degree are talented pupils developing their ability in instrumental music?

(71) e. To what degree are talented pupils developing creative ability in music?

VI. Special Characteristics of Music

1. In what respects is music instruction most satisfactory and commendable?
   a. Appreciation for good music is being taught.
   b. Good cooperation is demonstrated this year in extra curricular and civic programs.
   c. 
   d. 
   e. 
   f. 

2. In what respects is there greatest need for improving music instruction?
   a. Adequate rooms with better equipment.
   b. Full-time music instructor.
   c. Chorus and glee club offerings for boys and mixed choirs.
   d. Greater variety in musical selections with pupils aiding in their choice.
   e. 
   f. 

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H. Physical education for boys. All items outlined in the statement of guiding principles for physical education for boys on page 161 of the EVALUATIVE CRITERIA have been met to a fairly good degree in this school. All boys will have had a minimum of two units of physical education before graduation with many of them completing three or four units. Desirable results were evident in the development of knowledge and understanding concerning a variety of physical education activities; development of skills in body mechanics; desirable habits of cleanliness; and development of physically strong, healthy and well-coordinated bodies. Physical facilities for indoor activities were deemed adequate by the faculty committee but inadequate for outdoor activities. A first aid room separate from other facilities was recommended. The faculty committee felt that the addition of a swimming pool and a well equipped tennis court would add considerable to the program. It likewise felt an outdoor field for football, track and baseball should be added. The staff was deemed well trained for teaching physical education and for conducting a well balanced intramural and interscholastic program. The faculty committee felt that a better system of physical health records of each pupil participating in the physical education program should be kept.
OUTLINE OF CONTENTS

I. Organization
II. Nature of Offerings
III. Physical Facilities
IV. Direction of Learning
   A. Instructional Staff
   B. Instructional Activities
   C. Instructional Equipment and Materials
   D. Methods of Evaluation
V. Outcomes
VI. Special Characteristics of Physical Education for Boys

NAME OF SCHOOL Drummont High School
Checklists checked by: Faculty Committee
Evaluations made by: James M. Fewdale

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Instructions

GENERAL

When the various features included in this section are being checked and evaluated, Section B, "Pupil Population and School Community," and Section C, "Educational Needs of Youth," should be kept in mind. The information revealed by these sections should be applied to every activity in the school. Persons making evaluations should ask: "How well do the practices in this school meet the needs of the pupil population and school community?" When evaluations are made, factors such as size, type, location of school, financial support available, and state requirements should not be permitted to justify failure to provide an appropriate program and facilities to meet the needs of the pupils and community served by the school. The twofold nature of the work—evaluation and stimulation to improvement—should also be kept in mind. Careful, discriminating judgment is essential if these purposes are to be served satisfactorily.

CHECKLISTS

The checklists consist of provisions, conditions, or characteristics found in good secondary schools. All of them may not be necessary, or even applicable, in every school. A school may therefore lack some of the items listed but have other compensating features. The checklists are intended to provide the factual bases for the evaluations.

The use of the checklists requires five symbols. (1) If the provision called for in a given item of a checklist is made extensively, mark the item in the parentheses preceding it with the symbol "√√" (double check); (2) if the provision is made to some extent, mark the item with the symbol "√"; (3) if the provision or condition is made to a very limited extent, mark the item with the symbol "X"; (4) if a provision is missing but is needed, mark the item with the symbol "M"; (5) if any provision or condition is missing and is not desirable or appropriate for the school, mark such item with the symbol "N." In brief, mark items:

- √√ provision or condition is made extensively
- √ provision or condition is made to some extent
- X provision or condition is very limited
- M provision or condition is missing but needed
- N provision or condition is not desirable or does not apply

Space is provided at the end of each checklist for writing in additional items. It is desirable that the provisions or practices of the school should be described as completely as possible.

EVALUATIONS

Evaluations represent the best judgment of those making the evaluations after all evidence (including results of observation of the school and discussions with the school staff, consideration of ratings on checklist items and data presented by the school, and experience of evaluators in other schools) has been considered. Evaluations should be made first by members of the school staff. These evaluations will be checked by members of the visiting committee at the time the school is visited. They are to be made by means of the rating scale as defined below.

5.—Excellent; the provisions or conditions are extensive and are functioning excellently.

4.—Very good,*
   a. the provisions or conditions are extensive and are functioning well, or
   b. the provisions or conditions are moderately extensive but are functioning excellently.

3.—Good; the provisions or conditions are moderately extensive and are functioning well.

2.—Fair,*
   a. the provisions or conditions are moderately extensive but are functioning poorly, or
   b. the provisions or conditions are limited in extent but are functioning well.

1.—Poor; the provisions or conditions are limited in extent and are functioning poorly.

M.—Missing; the provisions or conditions are missing and needed; if present, they would make a contribution to the educational needs of the youth in this community.

N.—Does not apply; the provisions or conditions are missing but do not apply or are not desirable for the youth of this school or community. (Reasons for the use of this symbol should be explained in each case under Comments.)

* If, in making the self-evaluation, members of the school staff wish to indicate which of the alternatives given for evaluations "4" or "2" applies, they may use "4a" or "4b," "2a" or "2b."
Statement of Guiding Principles

The physical education program for boys consists of those courses and activities designed to help meet the physical and recreational needs of youth. The comprehensive goals of the program emphasize the mental, emotional, and social aspects of living as well as the physical developmental aspects necessary for a happy and productive life. Immediate goals of the program emphasize the development of agility, strength, skill, and endurance.

Both present and future physical and recreational needs of boys are partially or wholly met (1) through participation in physical activities that will lead to the development of strong, well-poised, organically sound bodies; (2) through participation in a variety of physical activities having carry-over value to adult life; and (3) through experiences designed to develop knowledge, understanding, habits, attitudes, and ideals necessary to maintain physical and mental health.

Available information concerning the abilities, interests, and physical-health status of the boys is used in planning a balanced program and in adapting the activities to the needs of individual pupils.

I. Organization

CHECKLIST

( ) 1. Physical education activities are required of boys in all grade levels of the secondary school.

( ) 2. Physical education courses meet a sufficient number of periods per week. (The number of periods per week is ______.)

( ) 3. Physical education periods are of sufficient length. (The period length is ______ minutes.)

( ) 4. Sufficient time is provided in the period for showers and dressing. (The average time provided is ______ minutes.)

( ) 5. Consideration is given to the physical education needs of pupils in assigning them to physical education classes. (Discuss class assignment procedures under “Comments.”)

( ) 6. Pupils with particular physical education problems or needs are encouraged to spend more or less time in the program according to their individual requirements.

( ) 7. Consideration is given to facilities and personnel available and the type of activities to be carried on in determining class sizes.

( ) 8. Corrective physical education activities are carried out under proper authorization and supervision.

( ) 9. The physical education program is financed through the regular budget and is not dependent upon gate receipts or similar means for support.

( ) 10. ______

( ) 11. ______

EVALUATIONS

( ) a. To what degree are physical education activities provided for all boys?

( ) b. Do time allotments of the program meet instructional needs satisfactorily?

COMMENTS

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II. Nature of Offerings

CHECKLIST

(✓) 1. Experiences are provided that assist the normal physical growth and development of pupils.

(✓) 2. Experiences provide opportunity to develop a variety of motor skills (fundamentals or body mechanics) of value to growth and development.

(✓) 3. Experiences are provided that create interest and provide skills in activities having practicable carry-over value to adult life (e.g., exercise programs for youth and adults; games and activities for various sized groups to play in the back yard, basement, and parlor; individual sports and activities).

(✓) 4. Activities are selected in terms of individual physical needs, interests, and abilities of pupils.

(✓) 5. Provisions are made to help meet the mental, emotional, and social needs of pupils as well as physical needs.

(✓) 6. A variety of indoor games, sports, and athletic activities is provided.

(✓) 7. A variety of outdoor games, sports, and athletic activities is provided.

(✓) 8. Sports activities provide opportunity for competition between groups in similar weight ranges.

(✓) 9. Aquatic activities are provided.

(✓) 10. Dance and rhythmic activities are provided.

(✗) 11. Individual activities such as apparatus work, archery, tumbling, and golf are provided.

(✓) 12. Combative activities such as wrestling and fencing are provided.

(✓) 13. Camping and other outdoor activities of the camping type are provided.

(✓) 14. Body-building and corrective activities are provided for pupils with particular needs after examination and recommendation by qualified specialists.

(✓) 15. Activities provided for physically handicapped pupils are conducted in a socially and emotionally healthful atmosphere.

(✓) 16. Intramural experiences in a variety of sports are provided.

(✓) 17. Provision is made to apply, in intramural activities, skills learned in the instructional program.

(✓) 18. Interscholastic sports experiences are provided for boys who can benefit by these activities. (See Section E, "Pupil Activity Program.")

(✓) 19. Adjustments are made in the programs of participants in interscholastic competitions to insure a well-balanced physical education program.

(✓) 20. Rest and relaxation opportunities are provided to meet individual health needs.

(✓) 21. Opportunities are provided for pupils to participate in co-recreational activities (e.g., dancing, volleyball, badminton).

EVALUATIONS

(26) a. How adequate is the variety of experiences to meet the physical education needs of all boys?

(36) b. How adequate is the content of experiences to meet the physical education needs of all boys?

(26) c. How satisfactorily do experiences provide for the development of skills and abilities having practicable carry-over to adult physical-recreational activities?

(26) d. How adequately does the program provide for a desirable balance of activities according to individual physical education needs?

COMMENTS
III. Physical Facilities

CHECKLIST

1. The facilities are designed for community as well as school use.

2. The outdoor play area provides adequate space for conducting a modern program of outdoor physical education activities.

3. The outdoor facilities are readily accessible.

4. The outdoor play area is suitably surfaced, graded, drained, and enclosed.

5. The outdoor play area is free from obstructions and safety hazards.

6. The outdoor play area is laid out for a variety of activities.

7. A gymnasium is provided of sufficient area to accommodate existing class sizes.

8. The height from the floor to the nearest overhead obstruction is at least twenty feet.

9. Provision is made for seating facilities in the gymnasium.

10. Lamps and window areas are covered with protective screens.

11. The gymnasium floor is marked for a variety of games.

12. Flooring is made of appropriate materials and satisfactorily finished.

13. Adequate lighting facilities are provided in the entire indoor area.

14. Adequate heating facilities are provided in the entire indoor area.

15. Adequate ventilation facilities are provided in the entire indoor area.

16. A swimming pool is provided.

17. Adequate provision is made for the sanitation of the pool.

18. Provisions are made for proper entrance and exit facilities to all physical education areas.

19. Safety measures throughout the indoor area are carefully planned and provided for.

20. Instructors' offices are provided.

21. Sanitary toilets and lavatory facilities are provided.

22. Sanitary drinking facilities are provided.

23. Sanitary wall-type or built-in cuspidors are provided.

24. Apparatus for gymnasium activities (e.g., ropes, mats, parallel bars, horse).

25. Equipment for a variety of games.

26. Facilities and equipment for corrective work.

27. Storage spaces of sufficient size and in proper location.

28. A bulletin board.

29. A blackboard.

30. First-aid equipment and supplies.

31. A well-equipped locker room and shower area.

EVALUATIONS

a. How extensive is the area provided for outdoor physical education activities?

b. How adequate are the facilities for outdoor physical education activities?

c. How extensive is the space provided for indoor physical education activities?

d. How adequate is the quantity of permanent equipment for physical education?

e. How adequate is the quality of permanent equipment for physical education?

f. How adequate are the provisions for health and sanitation for those participating in the program?

COMMENTS

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IV. Direction of Learning

A. Instructional Staff

(For data on preparation of individual staff members, see Section J, "Data for Individual Staff Members.")

CHECKLIST

All members of the staff have had training or experience in

1. Physical and biological sciences related to physical education. (✓)
2. Anatomy and physiology. (✓)
3. Kinesiology. (X)
4. Physiology of exercise. (✓)
5. Child growth and development, with emphasis upon adolescent characteristics. (✓)
6. Physical education activities. (✓)
7. Recreational activities. (✓)
8. Methods of teaching physical education. (✓)
9. Organization and administration of physical education. (✓)
10. Tests and measurements in physical education. (✓)
11. Methods of teaching health education. (✓)
12. Methods of teaching safety education. (✓)
13. Corrective physical instruction. (✓)
14. First aid, including prevention and treatment of athletic injuries. (✓)

EVALUATIONS

a. How adequate is the preparation of the staff for teaching physical education?

b. How adequate is the preparation of the staff to conduct a balanced intramural and interscholastic program?

c. How adequate is the preparation of the staff to conduct school and community recreational activities?

B. Instructional Activities

CHECKLIST

1. Instruction in physical education for boys contributes to the school's objectives. (✓)
2. Instruction is directed toward clearly formulated, comprehensive (or long-range) objectives in physical education. (✓)
3. Specific instructional activities contribute to the comprehensive objectives of the physical education program. (✓)
4. There is evidence of careful planning of instructional activities. (✓)
5. Pupils receive orientation in the various activities offered in the program. (X)
6. Pupils' needs, interests, and experiences are considered in planning learning activities. (X)
7. Pupils are helped to choose activities appropriate for their needs and interests. (✓)
8. Demonstration activities by staff members are conducted in such a way as to be readily understood by pupils. (✓)
9. Instructional activities are planned in relation to recreational interests of pupils. (✓)
10. Instructional activities are integrated with the health instruction program. (✓)
11. Opportunities are provided for pupils to develop individual goals and objectives. (✓)
12. Instructional activities are adapted to individual aptitudes and abilities of pupils. (Health and medical examination data are used.) (✓)
13. Consideration is given to the physical-emotional-social needs of pupils. (✓)
14. Opportunities are provided for pupils to develop leadership abilities through such activities as directing game and exercise programs, coaching small groups and teams, and demonstrating skills and techniques to other pupils. (✓)
15. Opportunities are provided for pupils to assist in planning, conducting, and evaluating activities. (✓)
16. Visual aids are used. (✓)
17. All instructional activities are conducted with regard for health and safety. (✓)
18. Suitable clothing is required for participation. (✓)
19. All pupils shower after vigorous activity. (✓)
20. Routine class procedures are accomplished efficiently (e.g., taking attendance, rotating activities). (✓)

EVALUATIONS

a. How adequate is the planning and preparation for instructional activities?

b. How adequate are the physical and medical examinations?

c. To what degree are instructional activities adapted to the needs of individual pupils?

d. To what degree are activities conducted with regard for pupil health and safety?

e. To what extent do the activities provide opportunity for desirable social and emotional development?

f. How effective are the methods of teaching?

COMMENTS

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C. Instructional Equipment and Materials

CHECKLIST

1. Reference materials are available that provide information concerning a variety of games, sports, and recreational activities. (✓)

2. Reference materials that provide information concerning health are available. (✓)

3. Reference materials that provide information concerning safety are available. (✓)

4. Official rule books for a variety of sports are provided. (✓)

5. Reference materials are selected in terms of reading and interest levels of pupils. (✓)

6. Attention is given to the recency of reading and reference materials. (✓)

7. Equipment is provided for a variety of group games (e.g., baseball, touch football, volleyball, water games, soccer, hockey). (✓)

8. Appropriate instructional films are available. (✓)

9. Equipment is provided for a variety of individual or small-group activities (e.g., tennis, badminton, archery, golf, ping-pong, bowling). (✓)

10. Charts, diagrams, and similar visual materials are available. (✓)

11. Models and exhibit materials are available. (✓)

12. A piano or a record player and records are available for rhythmic activities. (✓)

13. Equipment necessary for an adequate testing program is provided. (✓)

14. ( )

15. ( )

EVALUATIONS

a. How adequate are the reading and reference materials? (✓)

b. How adequate is the quantity of instructional equipment? (✓)

c. How adequate is the quality of instructional equipment? (✓)

d. How adequate are the instructional aids (e.g., films, charts, models)? (✓)

e. How effectively are pupils guided in the use of the equipment and materials?

COMMENTS

D. Methods of Evaluation

CHECKLIST

1. Evaluation is an integral part of the teaching-learning activities. (✓)

2. The results of medical and physical examinations are considered in planning individual pupil programs. (✓)

3. Evaluation is in terms of individual aptitudes and abilities. (✓)

4. Pupils are assisted in evaluating and recording their own progress in the program. (✓)

5. Records are kept of specific behavior characteristics and incidents which are relevant to the mental, emotional, and social development of pupils. (✓)

6. Height and weight are recorded and studied at least once a year. (✓)

7. Testing techniques are used to measure such physical aspects as general physical ability, motor skills and abilities, strength, and endurance. (✓)

8. Standardized tests are used. (✓)

9. Records are kept of evaluation results. (✓)

10. Tests which have been developed by the local staff are used in evaluation. (✓)

11. Tests are used which measure knowledge and understanding in such areas as sports, health, recreation, and body mechanics. (✓)

12. Both teachers and pupils recognize that tests should be used to reveal strengths and to point out areas for improvement. (✓)

13. ( )

14. ( )

EVALUATIONS

a. How comprehensive are evaluation procedures in physical education? (✓)

b. How well do teachers use methods of evaluation in analyzing the effectiveness of their teaching? (✓)

c. How well do evaluation procedures help pupils understand the nature of their progress? (✓)

d. To what extent do evaluation procedures identify pupils of unusual promise in the field of physical education? (✓)

COMMENTS

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V. Outcomes

(No checklist items are prepared for this division since they would be largely repetitions of the checklist items in preceding divisions.)

EVALUATIONS

a. To what degree are boys developing knowledge and understanding concerning a variety of physical education activities?

b. To what extent are boys developing skills in body mechanics and physical education activities?

c. To what extent do boys carry over their physical education activities into after-school and leisure experiences?

d. To what degree are boys developing interests and skills having practicable carry-over value to adult life?

e. To what extent are boys developing habits of physical activity of value in daily living?

f. To what extent are boys developing desirable habits of cleanliness?

g. To what extent do boys exhibit desirable social and emotional behavior in the physical education activities?

h. To what extent are boys developing physically strong, healthy, well-coordinated bodies?

VI. Special Characteristics of Physical Education for Boys

1. In what respects is physical education for boys most satisfactory and commendable?

a. A spirit of teamwork and cooperation is evident.

b. There is a marked progress in physical health.

c. The boys have exhibited motor skills unattainable before.

d. 

e. 

f. 

2. In what respects is there greatest need for improving physical education for boys?

a. An outdoor field with goal posts, bleachers, and track.

b. Larger playground space near gymnasium.

c. A greater variety of equipment for more games.

d. Larger lockers rooms and shower room space.

e. A first-aid room separate from the other facilities.

f. More spectator space for competitive outdoor sports.

A swimming pool and tennis courts should be added.
I. Physical education for girls. The faculty committee felt that the physical education program for girls in this school was only fairly adequate to meet the needs of all girls in accordance with the statement of guiding principles found on page 169 of the EVALUATIVE CRITERIA. Only twelve of the twenty-six girls enrolled in this school were participating in the physical education program. Few girls have entered the elective third and fourth years of the physical education program. The faculty committee felt that more girls should be encouraged to enter the third and fourth units and that two full hour class periods be devoted to girls physical education courses. The staff was found somewhat limited in physical education training but the faculty committee felt it has been doing a fine job in spite of these limitations. It was felt that: the gymnasium floor should be marked for a greater number of indoor games for girls, hair dryers should be provided in the girls shower room, and a larger outdoor playground space be provided. There was also a noticeable need for a better set of records on the physical record of each girl participating in the program. It was felt that the present program, although quite limited in extent, has been doing a commendable job in developing skills in body mechanics and physical education activities.
PHYSICAL EDUCATION FOR GIRLS

(Section D-14 of Evaluative Criteria, 1950 Edition)

OUTLINE OF CONTENTS

I. Organization
II. Nature of Offerings
III. Physical Facilities
IV. Direction of Learning
   A. Instructional Staff
   B. Instructional Activities
   C. Instructional Equipment and Materials
   D. Methods of Evaluation
V. Outcomes
VI. Special Characteristics of Physical Education for Girls

NAME OF SCHOOL: Drummond High School. DATE: July, 1951
Checklists checked by: Faculty Committee. Evaluations made by: James M. Trindall

COOPERATIVE STUDY OF SECONDARY-SCHOOL STANDARDS

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CHECKLISTS

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The use of the checklists requires five symbols. (1) If the provision called for in a given item of a checklist is made extensively, mark the item in the parentheses preceding it with the symbol "✓✓" (double check); (2) if the provision is made to some extent, mark the item with the symbol "✓"; (3) if the provision or condition is made to a very limited extent, mark the item with the symbol "X"; (4) if a provision is missing but is needed, mark the item with the symbol "M"; (5) if any provision or condition is missing and is not desirable or appropriate for the school, mark such item with the symbol "N." In brief, mark items:

✓✓ provision or condition is made extensively
✓ provision or condition is made to some extent
X provision or condition is very limited
M provision or condition is missing but needed
N provision or condition is not desirable or does not apply

Space is provided at the end of each checklist for writing in additional items. It is desirable that the provisions or practices of the school should be described as completely as possible.

EVALUATIONS

Evaluations represent the best judgment of those making the evaluations after all evidence (including results of observation of the school and discussions with the school staff, consideration of ratings on checklist items and data presented by the school, and experience of evaluators in other schools) has been considered. Evaluations should be made first by members of the school staff. These evaluations will be checked by members of the visiting committee at the time the school is visited. They are to be made by means of the rating scale as defined below.

5.—Excellent; the provisions or conditions are extensive and are functioning excellently.
4.—Very Good,*
   a. the provisions or conditions are extensive and are functioning well, or
   b. the provisions or conditions are moderately extensive but are functioning excellently.
3.—Good; the provisions or conditions are moderately extensive and are functioning well.
2.—Fair,*
   a. the provisions or conditions are moderately extensive but are functioning poorly, or
   b. the provisions or conditions are limited in extent but are functioning well.
1.—Poor; the provisions or conditions are limited in extent and are functioning poorly.
M.—Missing; the provisions or conditions are missing and needed; if present, they would make a contribution to the educational needs of the youth in this community.
N.—Does not apply; the provisions or conditions are missing but do not apply or are not desirable for the youth of this school or community. (Reasons for the use of this symbol should be explained in each case under Comments.)

* If, in making the self-evaluation, members of the school staff wish to indicate which of the alternatives given for evaluations "4" or "2" applies, they may use "4a" or "4b," "2a" or "2b."
Statement of Guiding Principles

The physical education program for girls consists of those courses and activities designed to help meet the physical and recreational needs of youth. The comprehensive goals of the program emphasize the mental, emotional, and social aspects of living as well as the physical developmental aspects necessary for a happy and productive life. Immediate goals of the program emphasize the development of agility, strength, skill, and endurance.

Both present and future physical and recreational needs of girls are partially or wholly met (1) through participation in physical activities that will lead to the development of strong, well-poised, organically sound bodies; (2) through participation in a variety of physical activities having carry-over value to adult life; and (3) through experiences designed to develop knowledge, understandings, habits, attitudes, and ideals necessary to maintain physical and mental health.

Available information concerning the abilities, interests, and physical-health status of girls is used in planning a balanced program and in adapting the activities to the needs of individual girls.

I. Organization

<table>
<thead>
<tr>
<th>CHECKLIST</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>(X)</td>
<td>1. Physical education activities are required of girls in all grade levels of the secondary school.</td>
</tr>
<tr>
<td>( )</td>
<td>2. Physical education courses meet a sufficient number of periods per week. (The number of periods is <em>5</em>.)</td>
</tr>
<tr>
<td>(X)</td>
<td>3. Physical education periods are of sufficient length. (The period length is <em>4</em> minutes.)</td>
</tr>
<tr>
<td>( )</td>
<td>4. Sufficient time is provided in the period for showers and dressing. (The average time provided is <em>5</em> minutes.)</td>
</tr>
<tr>
<td>( )</td>
<td>5. Consideration is given to the physical education needs of pupils in assigning them to physical education classes. (Discuss class assignment procedures under &quot;Comments.&quot;)</td>
</tr>
<tr>
<td>(X)</td>
<td>6. Girls with particular physical education problems or needs are encouraged to spend more or less time in the program according to their individual needs.</td>
</tr>
<tr>
<td>( )</td>
<td>7. Consideration is given to facilities and personnel available and the types of activities in determining class sizes.</td>
</tr>
<tr>
<td>(X)</td>
<td>8. Corrective activities are carried out under proper authorization and supervision.</td>
</tr>
<tr>
<td>( )</td>
<td>9.</td>
</tr>
<tr>
<td>( )</td>
<td>10.</td>
</tr>
</tbody>
</table>

EVALUATIONS

| (X) | a. To what degree are physical education offerings provided for all girls? |
| ( ) | b. Do time allotments of the program meet instructional needs satisfactorily? |

COMMENTS
II. Nature of Offerings

CHECKLIST

1. Experiences are provided that assist the normal physical growth and development of pupils.

2. Experiences provide opportunity to develop a variety of motor skills (fundamentals or body mechanics) of value to growth and development.

3. Experiences are provided that create interest and provide skills in activities having practicable carry-over value into adult life (e.g., exercise programs for youth and adults; games and activities for various sized groups to play in the back yard, basement, and parlor; individual sports and activities).

4. Activities are selected in terms of individual physical needs, interests, and abilities of pupils.

5. Provisions are made to help meet the mental, emotional, and social needs of girls as well as physical needs.

6. A variety of indoor games, sports, and athletic activities is provided.

7. A variety of outdoor games, sports, and athletic activities is provided.

8. Aquatic activities are provided.

9. Dance and rhythmic activities are provided.

10. Individual activities such as apparatus work, tumbling, and archery are provided.

11. Camping and outdoor activities of the camping type are provided.

12. Body-building and corrective activities are provided for girls with particular needs after examination and recommendation by qualified specialists.

13. Intramural experiences in a variety of activities are provided.

14. Interschool experiences in a variety of activities are provided.

15. Provision is made to apply, in intramural activities, skills learned in the instructional program.

16. Rest and relaxation periods are provided to meet individual health needs.

17. Opportunities are provided for pupils to participate in co-recreational activities (e.g., dancing, volleyball, badminton).

18. Training in recreational leadership is provided.

19. Activities provided for physically handicapped pupils are conducted in a socially and emotionally healthful atmosphere.

20. Opportunities are provided for girls with particular needs after examination and recommendation by qualified specialists.

21. Provision is made to apply, in intramural activities, skills learned in the instructional program.

22. Rest and relaxation periods are provided to meet individual health needs.

EVALUATIONS

a. How adequate is the variety of experiences to meet the physical education needs of all girls?

b. How adequate is the content of experiences to meet the physical education needs of all girls?

c. How satisfactorily do experiences provide for the development of skills and abilities having practicable carry-over into adult physical-recreational activities?

d. How adequately does the program provide for a desirable balance of activities according to individual physical education needs?

COMMENTS
III. Physical Facilities

CHECKLIST

1. The facilities are designed for community as well as school use.  
2. The outdoor play area provides adequate space for conducting a modern program of outdoor physical education activities.
3. The outdoor facilities are readily accessible.
4. The outdoor play area is suitably surfaced, graded, drained, and enclosed.
5. The outdoor play area is free from obstructions and safety hazards.
6. The outdoor play area is laid out for a variety of activities.
7. A gymnasium is provided of sufficient area to accommodate existing class sizes.
8. The height from the floor to the nearest overhead obstruction is at least twenty feet.
9. Additional rooms with properly finished floors for small groups in modern dance and corrective work are available.
10. Lamps and window areas are covered with protective screens.
11. The gymnasium floor is marked for a variety of games.
12. Flooring is made of appropriate materials and satisfactorily finished.
13. Adequate lighting facilities are provided in the entire indoor area.
14. Adequate heating facilities are provided in the entire indoor area.
15. Adequate ventilation facilities are provided in the entire indoor area.
16. A swimming pool is provided.
17. Adequate provision is made for the sanitation of the pool.
18. Provisions are made for proper entrance and exit facilities to all physical education areas.
19. Safety measures throughout the indoor area are carefully planned and provided for.
20. Instructors’ offices are provided.
21. Sanitary toilets and lavatory facilities are provided.
22. Sanitary drinking facilities are provided.

The following additional equipment or facilities are provided:

23. Apparatus for gymnasium activities (e.g., mats, ropes, parallel bars, horse).
24. Equipment for a variety of games.
25. Facilities and equipment for corrective work.
26. Storage spaces of sufficient size and in proper location.
27. A bulletin board.
28. A blackboard.
29. First-aid equipment and supplies.
30. A well-equipped locker room and shower area.

EVALUATIONS

a. How extensive is the area provided for outdoor physical education activities?
b. How adequate are the facilities for outdoor physical education activities?
c. How extensive is the space provided for indoor physical education activities?
d. How adequate is the quantity of permanent equipment for physical education?
e. How adequate is the quality of permanent equipment for physical education?
f. How adequate are the provisions for health and sanitation for those participating in the program?

COMMENTS

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### IV. Direction of Learning

#### A. Instructional Staff

*(For data on preparation of individual staff members, see Section J, “Data for Individual Staff Members.”)*

<table>
<thead>
<tr>
<th>CHECKLIST</th>
<th>1. Biological and physical sciences related to physical education.</th>
<th>10. Organization and administration of physical education.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2. Anatomy and physiology.</td>
<td>(X)</td>
</tr>
<tr>
<td></td>
<td>3. Kinesiology.</td>
<td>(X)</td>
</tr>
<tr>
<td></td>
<td>4. Physiology of exercise.</td>
<td>(X)</td>
</tr>
<tr>
<td></td>
<td>5. Child growth and development with emphasis upon adolescent characteristics.</td>
<td>(X)</td>
</tr>
<tr>
<td></td>
<td>6. Physical education activities.</td>
<td>(X)</td>
</tr>
<tr>
<td></td>
<td>7. Rhythmic activities.</td>
<td>(X)</td>
</tr>
<tr>
<td></td>
<td>8. Recreational activities.</td>
<td>(X)</td>
</tr>
<tr>
<td></td>
<td>9. Methods of teaching physical education.</td>
<td>(X)</td>
</tr>
</tbody>
</table>

#### EVALUATIONS

1. How adequate is the preparation of the staff for teaching physical education?
2. How adequate is the preparation of the staff to conduct a well-balanced intramural program?
3. How adequate is the preparation of the staff to conduct school and community recreational activities?

#### COMMENTS

### B. Instructional Activities

<table>
<thead>
<tr>
<th>CHECKLIST</th>
<th>1. Instruction in physical education for girls contributes to the school's objectives.</th>
<th>11. Opportunities are provided for pupils to develop individual goals and objectives.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2. Instruction is directed toward clearly formulated, comprehensive (or long-range) objectives in physical education.</td>
<td>(X)</td>
</tr>
<tr>
<td></td>
<td>3. Specific instructional activities contribute to the comprehensive objectives of the physical education program.</td>
<td>(X)</td>
</tr>
<tr>
<td></td>
<td>4. There is evidence of careful planning of instructional activities.</td>
<td>(X)</td>
</tr>
<tr>
<td></td>
<td>5. Pupils' needs, interests, and experiences are considered in planning learning activities.</td>
<td>(X)</td>
</tr>
<tr>
<td></td>
<td>6. Pupils receive orientation to the various activities offered in the program.</td>
<td>(X)</td>
</tr>
<tr>
<td></td>
<td>7. Demonstration activities by staff members are conducted in such a way as to be readily understood by pupils.</td>
<td>(X)</td>
</tr>
<tr>
<td></td>
<td>8. Pupils are helped to choose activities appropriate to their needs and interests.</td>
<td>(X)</td>
</tr>
<tr>
<td></td>
<td>9. Instructional activities are planned in relation to recreational interests of pupils.</td>
<td>(X)</td>
</tr>
<tr>
<td></td>
<td>10. Instructional activities are integrated with the health instructional program.</td>
<td>(X)</td>
</tr>
</tbody>
</table>

#### EVALUATIONS

1. How adequately have the instructional activities been planned?
2. How adequate are the physical and medical examinations?
3. To what degree are the instructional activities adapted to the needs of individual girls?
4. To what degree are activities conducted with regard for pupil health and safety?
5. To what extent do the activities provide opportunity for desirable social and emotional development?
6. How effective are the methods of teaching?

#### COMMENTS

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C. INSTRUCTIONAL EQUIPMENT AND MATERIALS

CHECKLIST

1. Reference materials are available which provide information concerning a variety of games, sports, and recreational activities.

2. Reference materials which provide information concerning health are available.

3. Reference materials which provide information concerning safety are available.

4. Official rule books for a variety of sports are provided.

5. Reference materials are adapted to pupil reading and interest levels.

6. Equipment is provided for a variety of group games (e.g., softball, volleyball, basketball, field hockey).

7. Equipment is provided for a variety of individual or small-group activities (e.g., tennis, badminton, archery, golf, ping-pong, bowling, shuffleboard).

8. Appropriate instructional films are available.

9. Charts, diagrams, and similar visual materials are available.

10. Models and exhibit materials are available.

11. A piano or a record player and records are available for rhythmic activities.

12. Equipment necessary for an adequate testing program is provided.

EVALUATIONS

a. How adequate are the reading and reference materials?

b. How adequate is the quantity of instructional equipment?

b. How adequate is the quality of instructional equipment?

d. How adequate are the instructional aids (films, charts, models)?

e. How effectively are pupils guided in the use of the equipment and materials?

COMMENTS

D. METHODS OF EVALUATION

CHECKLIST

1. Evaluation is an integral part of the teaching-learning activities.

2. The results of medical and physical examinations are considered in planning individual pupil programs.

3. Evaluation is in terms of individual aptitudes and abilities and does not overemphasize comparison with other individuals.

4. Pupils are assisted in evaluating and recording their own progress in the program.

5. Records are kept of specific behavior characteristics and incidents which are relevant to the mental, emotional, and social development of the pupils.

6. Height and weight are recorded and studied at least once a year.

7. Testing techniques are used to measure such physical aspects as general physical ability, motor skills and abilities, strength, and endurance.

8. Standardized tests are used.

9. Records are kept of evaluation results.

10. Tests which have been developed by the local staff are used in evaluation.

11. Tests are used which measure knowledge and understanding in such areas as sports, health, recreation, and body mechanics.

12. Both teachers and pupils recognize that tests should be used to reveal strengths and to point out areas for improvement.

EVALUATIONS

a. How comprehensive are evaluation procedures in physical education?

b. How well do teachers use methods of evaluation in analyzing the effectiveness of their teaching?

c. How well do evaluation procedures help pupils understand the nature of their progress?

d. To what extent do evaluation procedures identify pupils of unusual promise in the field of physical education?

COMMENTS
V. Outcomes

(No checklist items are prepared for this division since they would be largely repetitions of the checklist items in preceding divisions.)

EVALUATIONS

a. To what degree are girls developing knowledge and understanding concerning a variety of physical education activities?

b. To what extent are girls developing skills in body mechanics and physical education activities?

c. To what extent do girls carry over their physical education activities into after-school and leisure activities?

d. To what extent are girls developing interests and skills having practicable carry-over value to adult life?

e. To what extent are girls developing habits of physical activity of value in daily living?

f. To what extent are girls developing desirable habits of cleanliness?

g. To what extent do girls exhibit desirable social and emotional behavior in the physical education activities?

h. To what extent are girls developing physically strong, healthy, well-coordinated bodies?

VI. Special Characteristics of Physical Education for Girls

1. In what respects is physical education for girls most satisfactory and commendable?

a. The girls have improved health habits.

b. They have increased knowledge of health.

c. They have improved knowledge of first aid and its benefits.

d.

e.

f.

2. In what respects is there greatest need for improving physical education for girls?

a. A longer class period.

b. A greater variety of equipment and apparatus.

c. They need a gymnasium in all grades.

d. A swimming pool should be added to the facilities.

e. A tennis court should also be

f.
J. Science. This phase of the program of studies was found one of the best as measured by the standards set forth in the statement of guiding principles for science education on page 177 of the EVALUATIVE CRITERIA. Forty-two of the sixty-one pupils enrolled in this school participated in the program last year. Thirty-five of these pupils, or 83 per cent, were active members of the science club which met regularly once weekly throughout the school year. The faculty committee felt that this school has been doing a splendid job of meeting the science needs of the pupils enrolled in this field. The preparation of the staff in science subject matter and in methods of teaching science was found very satisfactory. The chief limitations on the science program locally was the lack of adequate physical facilities. The faculty committee recommended the addition of a ventilation fume-hood, gas and electricity in the laboratory table, a teacher's demonstration table, dark window shades for audio-visual education, an aquarium and terrarium for biological science, and additional physics equipment. Commendable interest has been shown by the science pupils in their out-of-school projects, in science articles appearing in newspapers and periodicals, and in the survey conducted by themselves of the safety first practices of this school.
SCIENCE
(Section D-15 of Evaluative Criteria, 1950 Edition)

OUTLINE OF CONTENTS

I. Organization
II. Nature of Offerings
III. Physical Facilities
IV. Direction of Learning
   A. Instructional Staff
   B. Instructional Activities
   C. Instructional Materials
   D. Methods of Evaluation
V. Outcomes
VI. Special Characteristics of Science

NAME OF SCHOOL: Drummond High School
DATE: July, 1951

Checklists checked by: Faculty Committee
Evaluations made by: James M. Fendall

COOPERATIVE STUDY OF SECONDARY-SCHOOL STANDARDS
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Instructions

GENERAL

When the various features included in this section are being checked and evaluated, Section B, "Pupil Population and School Community," and Section C, "Educational Needs of Youth," should be kept in mind. The information revealed by these sections should be applied to every activity in the school. Persons making evaluations should ask: "How well do the practices in this school meet the needs of the pupil population and school community?" When evaluations are made, factors such as size, type, location of school, financial support available, and state requirements should not be permitted to justify failure to provide an appropriate program and facilities to meet the needs of the pupils and community served by the school. The twofold nature of the work—evaluation and stimulation to improvement—should also be kept in mind. Careful, discriminating judgment is essential if these purposes are to be served satisfactorily.

CHECKLISTS

The checklists consist of provisions, conditions, or characteristics found in good secondary schools. All of them may not be necessary, or even applicable, in every school. A school may therefore lack some of the items listed but have other compensating features. The checklists are intended to provide the factual bases for the evaluations.

The use of the checklists requires five symbols. (1) If the provision called for in a given item of a checklist is made extensively, mark the item in the parentheses preceding it with the symbol "✓✓" (double check); (2) if the provision is made to some extent, mark the item with the symbol "✓"; (3) if the provision or condition is made to a very limited extent, mark the item with the symbol "X"; (4) if a provision is missing but is needed, mark the item with the symbol "M"; (5) if any provision or condition is missing and is not desirable or appropriate for the school, mark such item with the symbol "N." In brief, mark items:

✓✓ provision or condition is made extensively
✓ provision or condition is made to some extent
X provision or condition is very limited
M provision or condition is missing but needed
N provision or condition is not desirable or does not apply

Space is provided at the end of each checklist for writing in additional items. It is desirable that the provisions or practices of the school should be described as completely as possible.

EVALUATIONS

Evaluations represent the best judgment of those making the evaluations after all evidence (including results of observation of the school and discussions with the school staff, consideration of ratings on checklist items and data presented by the school, and experience of evaluators in other schools) has been considered. Evaluations should be made first by members of the school staff. These evaluations will be checked by members of the visiting committee at the time the school is visited. They are to be made by means of the rating scale as defined below.

5.—Excellent; the provisions or conditions are extensive and are functioning excellently.
4.—Very good,*
   a. the provisions or conditions are extensive and are functioning well, or
   b. the provisions or conditions are moderately extensive but are functioning excellently.
3.—Good; the provisions or conditions are moderately extensive and are functioning well.
2.—Fair,*
   a. the provisions or conditions are moderately extensive but are functioning poorly, or
   b. the provisions or conditions are limited in extent but are functioning well.
1.—Poor; the provisions or conditions are limited in extent and are functioning poorly.
M.—Missing; the provisions or conditions are missing and needed; if present, they would make a contribution to the educational needs of the youth in this community.
N.—Does not apply; the provisions or conditions are missing but do not apply or are not desirable for the youth of this school or community. (Reasons for the use of this symbol should be explained in each case under Comments.)

* If, in making the self-evaluation, members of the school staff wish to indicate which of the alternatives given for evaluations "4" or "2" applies, they may use "4a" or "4b," "2a" or "2b."
Statement of Guiding Principles

The science curriculum consists of those courses, activities, and units of instruction which are designed to meet pupil educational needs related to science. Major emphasis in the curriculum is upon (1) the understanding and application of major scientific principles; (2) the development of competence in the use of the scientific method; and (3) the development of desirable attitudes, interests, and appreciations related to science and its applications.

The curriculum provides opportunities for all pupils to participate in science activities to meet their common needs and interests. Provision is also made for additional offerings to meet the special needs, usually vocational or technical in nature, of some pupils.

The learning activities are conducted in a classroom-laboratory situation providing opportunity for group instruction and individual and group investigation and experimentation. Pupils also participate in field activities providing opportunity to study and apply scientific principles outside the classroom. Both inductive and deductive techniques are used in the instructional activities to aid pupils in understanding scientific principles and in solving scientific problems. During the learning activities the teacher acts as a guide, keeping a proper balance between pupil-exploration and teacher direction.

I. Organization

CHECKLIST

1. General science courses are required of all pupils. (Indicate grades: [ ] 2nd, [ ] 3rd, [ ] 4th, [ ] 5th, [ ] 6th)
2. A unified biological-science course (general biology) is available to all pupils.
3. A physical-science survey course is available to pupils in grades 11 or 12.
4. General science courses are allotted a sufficient number of periods per week. (The number of periods per week is 5.)
5. Advanced science courses are allotted a sufficient number of periods per week. (The number of periods per week is 7.)
6. Science periods are of sufficient length. (The period length is 30 minutes.)
7. Provisions are made for some pupils to use the science facilities outside of regularly allotted class time.
8. Teachers are allowed time in their assigned duties to prepare for laboratory and demonstration experiments.
9. Consideration is given to such factors as type of activities, facilities available, and safety of pupils in determining class size.

EVALUATIONS

a. To what degree are introductory general science courses or activities provided for all pupils?
b. To what degree are specialized science courses or activities available to pupils with specialized science needs?
c. To what extent do time allotments of the science courses meet science instruction needs satisfactorily?
d. To what extent do the enrollments in science courses show that the needs of all pupils for instruction in science are being met? (List courses indicating name of course, normal grade level, and number of pupils enrolled in each course for current term.)

General Science [ ] 9 — 21
Physics [ ] 16 — 13
Chemistry [ ] 16 — 12 — 8

COMMENTS

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II. Nature of Offerings

CHECKLIST
The science curriculum includes experiences

1. That develop knowledge, understanding, and appreciation of important principles of science.
2. That provide practice in applying important scientific principles in laboratory situations.
3. That develop an understanding of the contributions of science to daily life.
4. That integrate facts, concepts, and principles from the several science fields.
5. That require manipulation of scientific equipment and measurement with scientific instruments.
6. That provide opportunity for pupils to design and construct technical or semitechnical apparatus and equipment.
7. In reading and interpreting various types of scientific publications.
8. In performing inductive and deductive laboratory experiments.
9. That develop an understanding of the elements of the scientific method.
10. That encourage the development of a variety of scientific interests.
11. That provide opportunity to study problems involving science in the home and local community.
12. That develop an understanding of the place of science in the conservation of natural and human resources.
13. That emphasize recent scientific developments (e.g., atomic energy, rocket propulsion, sulfa drugs).
14. That aid pupils in developing desirable scientific attitudes.
15. That include experiences with community resources through field activities.
16. 
17. 

EVALUATIONS

a. To what extent does the variety of offerings meet the various science needs of pupils?
b. To what extent does the content of offerings meet the science needs of pupils?
c. To what degree do the experiences stimulate pupils to apply methods of scientific investigation?
d. To what extent do the offerings provide for study and discussion of recent scientific developments?
e. To what extent are the science offerings related to life problems of pupils?

COMMENTS
III. Physical Facilities

CHECKLIST

1. General science and biology rooms are of sufficient size to accommodate largest class without crowding.
2. Chemistry and physics rooms are of sufficient size to accommodate largest class without crowding.
3. A work area, set apart from the regular science classrooms, is provided for activities by individuals and small groups.
4. A fully equipped demonstration area or table is provided which is easily visible to all members of a class.
5. Science rooms are equipped for use of audio-visual equipment.
6. Audio-visual projection equipment is available.
7. Ventilation is provided to free instructional areas of dangerous or unpleasant gases.
8. Laboratory tables are provided for individual and small-group work.
9. Acid-resistant sinks are provided.
10. Cabinets or cases are available for display of materials.
11. Storage space is provided for laboratory supplies and equipment.
12. Chemistry materials and equipment are provided for class use.
13. All chemicals are stored safely.
14. Biology materials and equipment are provided for class use.
15. Physics materials and equipment are provided for class use.
16. Demonstration equipment is readily available.
17. First-aid kits, neutralizing solutions, and water are readily accessible to the pupils.
18. Gas and electricity are available for pupil use.
19. An aquarium is provided in each classroom used for biological science.
20. A terrarium is provided in each classroom used for biological science.
21. A system of record-keeping for equipment and supplies is used.

EVALUATIONS

a. How adequate are the space provisions for science instruction?
b. How adequate is the equipment to meet enrollment and curricular needs of pupils?
c. How adequate are materials and supplies?
d. How adequate are storage facilities for equipment and supplies?
e. To what extent is equipment maintained in good condition?
f. To what extent are pupils making effective use of available facilities?
g. How effectively are teachers using science facilities?

COMMENTS
IV. Direction of Learning

A. Instructional Staff

(For data on preparation of individual staff members, see Section J, "Data for Individual Staff Members.")

CHECKLIST

All members of the science staff

1. Have had preparation in biological sciences.
2. Have had preparation in physical sciences.
3. Have had preparation in social sciences.
4. Have had intensive preparation in the science area in which they are now teaching.
5. Have had preparation in methods of teaching science.
6. Have had preparation in mathematics.

EVALUATIONS

a. To what extent do staff members understand pupil needs for both general and specialized science education?

b. How satisfactory is the preparation of the staff in science subject matter?

c. How satisfactory is the preparation of the staff in methods of teaching science?

d. To what extent is the science staff carrying on in-service training activities?

e. How well are staff members prepared to make practical applications of scientific principles?

B. Instructional Activities

CHECKLIST

1. Instruction in science contributes to the school's objectives.
2. Instruction is directed toward clearly formulated, comprehensive (or long-range) objectives in science.
3. Specific instructional activities contribute to the comprehensive objectives of the science program.
4. There is evidence of careful planning and preparation of the instructional activities.
5. Flexible or differentiated assignments are used to provide for individual pupils.
6. Scientific resources of the community and environment are used.
7. Pupils participate in planning, conducting, and evaluating the instructional activities.
8. Science activities of varying degrees of difficulty are provided.
9. Pupils are encouraged to raise and define scientific problems.
10. Pupils use science activities to collect data and interpret hypotheses.
11. Particular emphasis is placed on experiments.
12. A desirable balance between student exploration and teacher guidance is maintained.
13. The classroom instructional activities are integrated, whenever desirable, with extracurricular science activities.
14. Models, charts, and specimens are used in the instructional activities.
15. Effective use is made of audio-visual aids in the instructional activities.
16. Superior students are encouraged to conduct more advanced science projects and experiments.
17. Field trips are conducted.

EVALUATIONS

a. How adequately do teachers plan and prepare for instructional activities?

b. How well are instructional activities adapted to needs of individual pupils?

c. To what extent are effective teaching methods practiced?

d. To what degree are activities integrated with out-of-school experiences of pupils?

e. How effectively are field activities used?
C. INSTRUCTIONAL MATERIALS

CHECKLIST

1. A variety of textbooks and reference materials is available.  
2. Reading materials are available which provide for differences in the reading abilities and science backgrounds of pupils.  
3. Science pamphlets and nontextbook materials are available.  
4. Science magazines are available.  
5. Well-edited booklists are available.  
6. Teacher-prepared materials (such as study guides) are available.  
7. Films, filmstrips, and slides are available.  
8. Microprojection apparatus is available.  
9. Models and specimens are provided.  
10. Charts, maps, and similar visual aids are provided.  
11. Audio aids are available for classroom use.  
12.  
13.  

EVALUATIONS

a. How adequate is the variety of instructional materials?  
b. How adequate is the content of the instructional materials?  
c. How well are pupils guided in the effective use of instructional materials?  
d. How effectively are bulletin boards and display materials used?  

COMMENTS

EVALUATIONS

a. How comprehensive are the evaluation activities in science?  
b. To what extent do teachers use evaluation results in analyzing the effectiveness of their teaching?  
c. To what extent do evaluation procedures help the pupil understand the nature of his growth in science education?  
d. To what extent do evaluation procedures measure pupil ability to make practical application of scientific principles?  
e. To what extent do evaluation procedures identify pupils of unusual promise in the field of science?  

COMMENTS

Methods of Evaluation

1. Evaluation is an integral part of the instructional activities.  
2. Evaluation activities place emphasis upon the growth of the individual toward appropriate objectives in science.  
3. A variety of testing techniques is used (e.g., standardized tests, teacher-made objective tests, essay examinations).  
4. Diagrams, charts, and pictures are used in tests and evaluation.  
5. Objective evaluation is made of the laboratory activities of the pupils.  
6. Evaluation is made of pupil reports of their own laboratory investigations.  
7. Evaluation is made of pupil ability to apply the elements of scientific method.  
8. Evaluation is made of pupil science projects which are conducted out of school.  
9. Pupils participate in the evaluation of their own progress in the learning activities.  
10. Results of evaluation are used in assisting pupils in their selection of advanced science courses.  
11. Evaluation of behavior changes uses results from informal conversation with pupils, classroom discussions, and interviews with parents.  
12. Both teachers and pupils recognize that tests should be used to reveal strengths and to point out areas for improvement.  

COMMENTS

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V. Outcomes

(No checklist items are prepared for this division since they would be largely repetitions of the checklist items in preceding divisions.)

EVALUATIONS

a. To what degree do pupils exhibit an understanding of scientific principles?

b. To what degree do pupils possess skill in interpreting science information and literature?

c. To what degree do pupils possess skill in using scientific apparatus?

d. To what degree do pupils exhibit ability to apply the elements of scientific methods in solving problems?

e. To what degree do pupils exhibit an interest in science as shown by their leisure and hobby activities?

f. To what degree are pupils acquiring scientific knowledges and skills to prepare them for work or further education?

g. To what degree do pupils possess a knowledge of vocational opportunities open to them in the field of science?

VI. Special Characteristics of Science

1. In what respects is science education most satisfactory and commendable?

a. Pupils have developed a scientific attitude in various problems.

b. A great deal of interest was shown in their out-of-school projects.

c. Pupils have shown strong interest in science articles appearing in daily newspapers.

d. Science magazines.

e.

f.

2. In what respects is there greatest need for improving science education?

a. Separate and more adequate room facilities for biological and physical science classes.

b. Considerable more equipment is needed.

c. Some hands-on experiments are needed for chemistry.

d. Dark shades in a dark room are needed.

e.

f.
K. Social studies. To a fairly good degree this school has been meeting the social needs of the pupils enrolled in social study courses as revealed by the standards in the statement of guiding principles for social studies in the EVALUATIVE CRITERIA on page 185. The small enrollment of thirty-two students in these courses the past year has largely been due to the fact that the present senior class was allowed to take Sociology and Economics in their junior year besides carrying American History and Government. This has been corrected and the present junior class will be required to enroll for Sociology and Economics next school year.

The faculty curriculum-revision committee has been seriously considering changing the present offering of one unit in American History and Government to a full year of American History for juniors and putting the American Government with Orientation as a required course for all freshmen. At present the only other social study offering is a course in World History required of all sophomores. The faculty survey committee concurred with the faculty curriculum-revision committee with the above change but felt that the freshmen course should be elective instead of required, as the school already requires three other social study courses. It was felt that such a change would strengthen the social study course offerings of this school.

The faculty survey committee felt that the present
social studies program should cooperate more with community groups and agencies in citizenship activities. The staff's preparation in social subject matter and in the teaching of social studies was found only fairly adequate. The faculty survey committee recommended the addition of magazine racks, dark window shades for audio-visual education, and tables for project work. The faculty survey committee felt that the organization of a social studies club would help to stimulate interest in this field. Found most satisfactory and commendable in the present program was the democratic type of classroom discussion which has been maintained, pupil interest in world affairs, the excellent cooperation shown by the students in their own school government, and the objective dealing with all issues of a controversial nature.
OUTLINE OF CONTENTS

I. Organization
II. Nature of Offerings
III. Physical Facilities
IV. Direction of Learning
   A. Instructional Staff
   B. Instructional Activities
   C. Instructional Materials
   D. Methods of Evaluation
V. Outcomes
VI. Special Characteristics of Social Studies

NAME OF SCHOOL: Drummond High School
DATE: July 1951

Checklists checked by: Faculty Committee
Evaluations made by: James M. Trudell

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183
Instructions

GENERAL

When the various features included in this section are being checked and evaluated, Section B, "Pupil Population and School Community," and Section C, "Educational Needs of Youth," should be kept in mind. The information revealed by these sections should be applied to every activity in the school. Persons making evaluations should ask: "How well do the practices in this school meet the needs of the pupil population and school community?" When evaluations are made, factors such as size, type, location of school, financial support available, and state requirements should not be permitted to justify failure to provide an appropriate program and facilities to meet the needs of the pupils and community served by the school. The twofold nature of the work—evaluation and stimulation to improvement—should also be kept in mind. Careful, discriminating judgment is essential if these purposes are to be served satisfactorily.

CHECKLISTS

The checklists consist of provisions, conditions, or characteristics found in good secondary schools. All of them may not be necessary, or even applicable, in every school. A school may therefore lack some of the items listed but have other compensating features. The checklists are intended to provide the factual bases for the evaluations.

The use of the checklists requires five symbols. (1) If the provision called for in a given item of a checklist is made extensively, mark the item in the parentheses preceding it with the symbol "√√" (double check); (2) if the provision is made to some extent, mark the item with the symbol "√"; (3) if the provision or condition is made to a very limited extent, mark the item with the symbol "X"; (4) if a provision is missing but is needed, mark the item with the symbol "M"; (5) if any provision or condition is missing and is not desirable or appropriate for the school, mark such item with the symbol "N." In brief, mark items:

√√ provision or condition is made extensively
√ provision or condition is made to some extent
X provision or condition is very limited
M provision or condition is missing but needed
N provision or condition is not desirable or does not apply

Space is provided at the end of each checklist for writing in additional items. It is desirable that the provisions or practices of the school should be described as completely as possible.

EVALUATIONS

Evaluations represent the best judgment of those making the evaluations after all evidence (including results of observation of the school and discussions with the school staff, consideration of ratings on checklist items and data presented by the school, and experience of evaluators in other schools) has been considered. Evaluations should be made first by members of the school staff. These evaluations will be checked by members of the visiting committee at the time the school is visited. They are to be made by means of the rating scale as defined below.

5.—Excellent; the provisions or conditions are extensive and are functioning excellently.
4.—Very good,*
   a. the provisions or conditions are extensive and are functioning well, or
   b. the provisions or conditions are moderately extensive but are functioning excellently.
3.—Good; the provisions or conditions are moderately extensive and are functioning well.
2.—Fair,*
   a. the provisions or conditions are moderately extensive but are functioning poorly, or
   b. the provisions or conditions are limited in extent but are functioning well.
1.—Poor; the provisions or conditions are limited in extent and are functioning poorly.
M.—Missing; the provisions or conditions are missing and needed; if present, they would make a contribution to the educational needs of the youth in this community.
N.—Does not apply; the provisions or conditions are missing but do not apply or are not desirable for the youth of this school or community. (Reasons for the use of this symbol should be explained in each case under Comments.)

* If, in making the self-evaluation, members of the school staff wish to indicate which of the alternatives given for evaluations "4a" or "2b" applies, they may use "4a" or "4b," "2a" or "2b."
Statement of Guiding Principles

The social studies consist of those courses, activities, or units of instruction which help meet the social needs of secondary-school pupils and prepare them to meet problems of adult living. Although the social studies may consist of courses having such titles as History, Civics, or Problems of Democracy; all of these courses include a variety of experiences designed to develop in each pupil an understanding and appreciation of the principles and tenets of democratic living. With these understandings and appreciations are developed specific knowledges and skills necessary to participate in a democracy with due concern for the welfare of others while assuming individual rights and responsibilities.

The social studies classroom is a laboratory of democratic living in which pupils and teacher practice the principles and ideals of American democracy. The classroom is a workshop for study of contemporary problems of group living in which past and present events are considered as bases for understanding present issues and problems confronting citizens of the local community, the nation, and the world.

I. Organization

CHECKLIST

(✓) 1. Social studies courses or activities are required of all pupils in each grade. (Indicate exceptions under Comments.)
(✓) 2. Elective social studies courses or activities in addition to the required activities are available in grades 10 through 12.
(✓) 3. Essential topics for emphasis in different grade levels are selected cooperatively by the staff.
(✓) 4. A planned continuity is noted in the organization of the social studies offerings.
(✓) 5. Curriculum planning provides complementary repetition and needed review but avoids duplication of experiences.
(✓) 6. The curriculum is being continually evaluated by the staff and revised as necessary.
(✓) 7. Community groups and agencies are consulted in the development of the social studies.

EVALUATIONS

(✓) a. To what extent are courses in social studies available to all pupils?
(✓) b. To what extent do the enrollments in social studies courses show that the needs of all pupils for instruction in social studies are being met? (List courses indicating name of course, normal grade level, and number of pupils enrolled in each course for current term.)

World History 10-13
American History 11-19
Social & Econ. 12

COMMENTS

(✓) Not offered this year but will be offered in each year henceforth.
II. Nature of Offerings

CHECKLIST
The social studies offerings

1. Emphasize the study of contemporary problems of individual, group, and intergroup living.

2. Stress, in all problems studied, the responsibilities and duties of individuals in a democracy.

3. Stress, in all problems studied, the rights of individuals in a democracy.

4. Provide a clear understanding of governmental organization and administration.

5. Attempt to develop in pupils a wholesome allegiance to the democratic way of life.

6. Illustrate the contributions of the past to an understanding of present socioeconomic problems.

7. Emphasize geographical conditions which have a bearing on socioeconomic problems.

8. Provide opportunity for pupils to study and develop understandings concerning present international and world problems.

9. Provide opportunity for pupils to study problems and conditions relative to war and peace.

10. Assist in preparing pupils to assume responsibilities and to practice methods of democratic action in the conduct of school activities.

11. Assist pupils in mastering methods and techniques of critical thinking concerning social problems.

12. Stress the study of a few major problems rather than sketchy presentation of many problems.

13. Aim to provide pupils with knowledge and understanding to deal with probable future social problems.

14. Attempt to develop skills and techniques in recognizing and effectively dealing with propaganda.

15. Aid pupils in understanding interrelationships among political, social, and economic problems.

16. Include opportunities for pupils to study controversial issues.

17. Assist pupils in understanding ideologies which differ from democracy.

18. Provide opportunities to study problems of home and family living and the importance of successful family life.

19. Provide for the sound development of the concept of general welfare and individual and group responsibilities connected with it.

20. Aid pupils in understanding functional economics and the basic principles of economic relationships.

21. Provide opportunities to practice group leadership and followership.

22.

23.

EVALUATIONS

( ) a. How adequate is the variety of offerings in terms of the social studies needs of pupils?

( ) b. How adequate is the content of offerings in terms of the social studies needs of pupils?

( ) c. To what degree do the offerings emphasize the study of contemporary social problems?

COMMENTS

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III. Physical Facilities

CHECKLIST

1. The social studies are conducted in a classroom-laboratory situation which provides for a variety of activities.

2. The social studies classroom is equipped with movable furniture that can be adapted to group activities.

3. Bookshelves are provided and are readily accessible.

4. Magazine racks are provided.

5. Filing cabinets are provided.

6. The room can be darkened for effective use of visual aids.

7. Visual-aid equipment including films is available.

EVALUATIONS

a. How adequate are the physical facilities to meet instructional needs of social studies?

b. How effectively are the available physical facilities used?

COMMENTS

IV. Direction of Learning

A. INSTRUCTIONAL STAFF

(For data on preparation of individual staff members, see Section 1, "Data for Individual Staff Members.")

CHECKLIST

All members of the social studies staff

1. Have had comprehensive background preparation in such social studies subjects as history, geography, political science, economics, law, sociology, and anthropology.

2. Have had intensive preparation in the areas of social studies which they are teaching.

3. Have had preparation in methods of teaching social studies.

4. Have had preparation in methods of curriculum construction.

5. Have had preparation in the study of contemporary world problems and issues.

6. Have had preparation in nonschool activities which contribute to the understanding of social problems (e.g., travel, social welfare work in industry or business).

7. Meet periodically to consider the evaluation and improvement of the social studies curriculum.

8. Assist in the organization of school government and school social activities.

9. Assist the librarian in the selection of social studies reading materials.

10. Are acquainted with current developments in social studies education.

11. Participate in community citizenship activities and public affairs.

EVALUATIONS

a. How satisfactory is the staff's preparation in social studies subject matter?

b. How satisfactory is the staff's preparation in the teaching of social studies?

c. To what extent does the staff participate in the citizenship activities of the school and community?

COMMENTS
B. INSTRUCTIONAL ACTIVITIES

CHECKLIST

1. Instruction in social studies contributes to the school's objectives. 
2. Instruction is directed toward clearly formulated, comprehensive (or long range) objectives for social studies. 
3. Specific instructional activities contribute to the comprehensive objectives of the social studies program. 
4. There is evidence of careful planning and preparation for instructional activities. 
5. Instructional activities are readily adapted to new or changing social conditions with educational implications. 
6. Pupil needs, interests, and experiences are utilized in the development of instructional activities. 
7. Opportunity is provided for pupils to plan, conduct, and evaluate social studies activities. 
8. Such techniques as individual and committee reports, panel discussions, forums, and debates are used. 
9. The instructional activities are articulated with social studies experiences of preceding grade levels. 
10. The instructional activities are integrated with social studies experiences of the same grade level. 
11. Flexible or differentiated assignments are used to make provision for individual differences. 
12. Use is made of community resources as a means of enriching and expanding the learning activities. 
13. The instructional activities are adjusted to make use of current social, political, or economic events of significance. 
14. Classwork in social studies is related, when appropriate, to classwork in other fields. 
15. Controversial issues are dealt with democratically and realistically, assuring the presentation of all points of view.

EVALUATIONS

a. How adequately do the teachers plan for instructional activities?
b. To what degree are the learning activities adapted to the needs of individual pupils?
c. To what degree is the classroom an example of democratic activity?
d. To what extent are current socioeconomic events being considered in the learning activities?
e. To what degree is effort being made to achieve a desirable degree of integration and coordination among social studies activities of different grades?

COMMENTS
C. INSTRUCTIONAL MATERIALS

CHECKLIST

Although it is advisable that much of the following reading material be located in the social studies classroom, items may be checked if they are located in the school library and are readily accessible to social studies pupils at any time during the school day.

1. A variety of authentic and representative reading material is provided.
2. Reading materials are selected to meet a variety of reading levels of pupils.
3. A variety of source unit materials is available.
4. Source books and reference materials include reading which parallels significant aspects of the course content.
5. Source materials emphasizing local history and social problems are available.
6. Fiction which makes a contribution to the understanding of social problems is available.
7. Biographies which contribute to social understanding are available.
8. A variety of pamphlets, including United States Government and United Nations publications, is on file.
9. Newspapers and periodicals are available for classroom use.
10. Maps, films, charts, models, globes, and similar instructional materials are available.
11. Study guides or workbooks are provided.
13. Newspapers and periodicals are available for classroom use.

EVALUATIONS

1. How adequate is the variety of instructional materials?
2. How adequate is the quality of instructional materials?
3. To what extent are instructional materials kept up to date?
4. How well are pupils guided in the proper and effective use of instructional materials?

COMMENTS

D. METHODS OF EVALUATION

CHECKLIST

1. Evaluation activities are considered an integral part of the teaching-learning situation.
2. Methods of evaluation used are appropriate to the nature of the objective to be measured.
3. Standardized achievement tests are used which measure progress toward instructional objectives.
4. The staff examines the validity and reliability data for commercial tests which are used.
5. Teacher-prepared objective and essay examinations are used.
6. Efforts are made to improve the marking of essay examinations.
7. Pupils participate in the evaluation of their own progress in the learning activities.
8. Evaluation is made of pupil social behavior in a variety of school situations.
9. Evaluation results are used to plan and guide the learning activities.
10. Systematic records are kept of the results of all evaluations.
11. Both teachers and pupils recognize that tests should be used to reveal strengths and to point out areas for improvement.

EVALUATIONS

1. How comprehensive are the evaluation procedures in social studies?
2. How well do teachers use evaluation results in analyzing the effectiveness of their teaching?
3. How well do evaluation procedures help pupils understand the nature of their progress?
4. To what extent do evaluation procedures identify pupils of unusual promise in the field of social studies?

COMMENTS
V. Outcomes

(No checklist items are prepared for this division since they would be largely repetitions of checklist items in preceding divisions.)

EVALUATIONS

a. To what degree do pupils exhibit a knowledge and understanding of the democratic way of life?

b. To what degree do pupils exhibit a wholesome allegiance to the democratic way of life?

c. To what degree do pupils exhibit an understanding of individual rights in American democracy?

d. To what degree do pupils exhibit an interest in civic and political problems?

e. To what degree do pupils successfully assume responsibilities in school?

f. To what degree do pupils exhibit an understanding of current social issues and problems?

g. To what degree do pupils deal with controversial issues objectively?

h. To what degree do pupils exhibit intergroup understanding and cooperation?

i. To what degree do pupils exhibit an understanding of the structure and function of governmental organizations and agencies?

j. To what degree do pupils exhibit an understanding of basic principles of economics?

k. To what degree are pupils interested and informed concerning international problems?

VI. Special Characteristics of Social Studies

1. In what respects is the teaching of social studies most satisfactory and commendable?

   a. A democratic type of classroom discussion is evident.
   
   b. Pupils have exhibited keen interest in work.
   
   c. Excellent cooperation is shown by the students in their own school government.
   
   d. 

   e. 

   f. 

2. In what respects is there greatest need for improving instruction in social studies?

   a. A larger and better-equipped classroom.
   
   b. Greater participation of students in planning the course of study.
   
   c. A closer tie with the local civic organization.
   
   d. 

   e. 

   f. 

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CHAPTER VI

PUPIL ACTIVITY PROGRAM

The pupil activity program of this school in its attempts to develop desirable social traits and to help meet the leisure, recreational, and extraclass interests and needs of its pupils as well as to enrich and complement the classroom activities has been doing a "better than fair" job according to the graphic summary chart on page 293 of the EVALUATIVE CRITERIA. Ranking "better than good" in this respect were School Publications and Dramatic and Speech Activities as shown in the chart in the Statistical Summary of Evaluation on page 292 of the EVALUATIVE CRITERIA. The School Assembly was ranked as "good". Receiving a "better than fair" rating were General Nature of the Program, Pupil Participation in School Government, Social Life and Activities, Physical Activity for Boys, and School Clubs. Ranked as "better than poor to fair" were: Homerooms, Music Activities, Physical Activities for Girls, and Finances of Pupil Activities.

Much favorable comment was given the splendid cooperation between pupils and staff members in planning, conducting and evaluating the pupil activity program. Also given favorable comment by the faculty committee was the high degree of pupil participation in at least one or more pupil activity.
It was found that faculty members had given freely of their out-of-school time, without undue pressure from the administration, in participation in the social life of the pupils. There has been no evidence of loss in pupil respect or teacher dignity by such participation. The faculty committee wishes to commend the student body for their wholesome conduct at school parties and their cooperative spirit shown in the various phases of their pupil activity program.

The faculty committee would like to offer the following suggestions for improvement of the pupil activity program: solicit more cooperation and encouragement from the parents and other members of the community; record all pupil participation in the pupil activity program on their permanent record cards; make use of these records in evaluating and planning improvements in the program; the student council should assume responsibility for introduction and orientation of new pupils to school life and activities; a pupil-faculty committee should develop plans and materials for homeroom programs; a pupil-faculty school assembly committee should be organized to take charge of the general development and organization of school assemblies; sponsors and pupils in charge of school publications should campaign for a wider circulation in the community and surrounding areas; a greater variety of voluntary music activities should be made available to all pupils; an opportunity should be provided for pupils
to write and produce their own dramatic production in their
dramatics and speech activities; instruction for social
dancing should be provided at some school parties; the
treasurer for school activity funds should be adequately
bonded; periodic reports should be made to pupils regarding
the financial status of each organization; and the school
should make some provision for students to attend the various
pupil activity programs whose economic status excludes them
from attending such activities.
PUPIL ACTIVITY PROGRAM

(Section E of Evaluative Criteria, 1950 Edition)

OUTLINE OF CONTENTS

I. General Nature and Organization
   A. General Nature of the Program
   B. General Organization of the Program
II. Pupil Participation in School Government
III. Homerooms
IV. The School Assembly
V. School Publications
VI. Music Activities
VII. Dramatic and Speech Activities
VIII. Social Life and Activities
IX. Physical Activities for Boys
X. Physical Activities for Girls
XI. School Clubs
XII. Finances of Pupil Activities
XIII. Special Characteristics of the Pupil Activity Program
XIV. General Evaluation of the Pupil Activity Program

NAME OF SCHOOL: Drummond High School
DATE: July 1951

Checklists checked by: Faculty Committee
Evaluations made by: James M. Tindall

COOPERATIVE STUDY OF SECONDARY-SCHOOL STANDARDS

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Instructions

GENERAL

When the various features included in this section are being checked and evaluated, Section B, "Pupil Population and School Community," and Section C, "Educational Needs of Youth," should be kept in mind. The information revealed by these sections should be applied to every activity in the school. Persons making evaluations should ask: "How well do the practices in this school meet the needs of the pupil population and school community?" When evaluations are made, factors such as size, type, location of school, financial support available, and state requirements should not be permitted to justify failure to provide an appropriate program and facilities to meet the needs of the pupils and community served by the school. The twofold nature of the work—evaluation and stimulation to improvement—should also be kept in mind. Careful, discriminating judgment is essential if these purposes are to be served satisfactorily.

CHECKLISTS

The checklists consist of provisions, conditions, or characteristics found in good secondary schools. All of them may not be necessary, or even applicable, in every school. A school may therefore lack some of the items listed but have other compensating features. The checklists are intended to provide the factual bases for the evaluations.

The use of the checklists requires five symbols. (1) If the provision called for in a given item of a checklist is made extensively, mark the item in the parentheses preceding it with the symbol "✓✓" (double check); (2) if the provision is made to some extent, mark the item with the symbol "✓"; (3) if the provision or condition is made to a very limited extent, mark the item with the symbol "X"; (4) if a provision is missing but is needed, mark the item with the symbol "M"; (5) if any provision or condition is missing and is not desirable or appropriate for the school, mark such item with the symbol "N." In brief, mark items:

- ✓✓ provision or condition is made extensively
- ✓ provision or condition is made to some extent
- X provision or condition is very limited
- M provision or condition is missing but needed
- N provision or condition is not desirable or does not apply

Space is provided at the end of each checklist for writing in additional items. It is desirable that the provisions or practices of the school should be described as completely as possible.

EVALUATIONS

Evaluations represent the best judgment of those making the evaluations after all evidence (including results of observation of the school and discussions with the school staff, consideration of ratings on checklist items and data presented by the school, and experience of evaluators in other schools) has been considered. Evaluations should be made first by members of the school staff. These evaluations will be checked by members of the visiting committee at the time the school is visited. They are to be made by means of the rating scale as defined below.

5.—Excellent; the provisions or conditions are extensive and are functioning excellently.
4.—Very good; a. the provisions or conditions are extensive and are functioning well, or b. the provisions or conditions are moderately extensive but are functioning excellently.
3.—Good; the provisions or conditions are moderately extensive and are functioning well.
2.—Fair; a. the provisions or conditions are moderately extensive but are functioning poorly, or b. the provisions or conditions are limited in extent but are functioning well.
1.—Poor; the provisions or conditions are limited in extent and are functioning poorly.
M.—Missing; the provisions or conditions are missing and needed; if present, they would make a contribution to the educational needs of the youth in this community.
N.—Does not apply; the provisions or conditions are missing but do not apply or are not desirable for the youth of this school or community. (Reasons for the use of this symbol should be explained in each case under Comments.)

* If, in making the self-evaluation, members of the school staff wish to indicate which of the alternatives given for evaluations "4" or "2" applies, they may use "4a" or "4b," "2a" or "2b."
Statement of Guiding Principles

There is no rigid dividing line, educationally, between the regular classroom activities and those activities sometimes called "extracurriculum," "cocurriculum," or "extraclass." Critical observation of the two types indicates that the cocurriculum activities are characterized by more pupil freedom than is usually exhibited in the classroom and are largely pupil initiated and directed.

Experiences in the pupil activity program are designed to help meet the leisure, recreational, and social interests and needs of pupils. The experiences also provide opportunities for self-directed specialization in areas of the curriculum of particular interest to individual pupils.

The pupil activity program attempts to develop desirable social traits in situations providing opportunity for individual, small group, and entire school participation. The activities should be conducted under conditions which increase the likelihood of carry-over to out-of-school and adult life. Under competent guidance, pupils should share responsibility for selecting, organizing, and evaluating the activities and outcomes. In all activities, development of democratic leadership and followership abilities should be a major objective. Extensive opportunities should be provided for the development of such skills.

I. General Nature and Organization

A. General Nature of the Program

CHECKLIST

The pupil activity program

1. Is integrated with and supplementary to the program of studies.
2. Provides opportunities for leadership and followership experiences.
3. Provides opportunities for pupils to utilize their own initiative.
4. Gives pupils opportunities to assume responsibilities.
5. Provides opportunities to coordinate some activities of the home, school, and community.
6. Provides opportunities for pupils to assist in handling school issues and problems.
7. Seeks to develop desirable traits and attitudes necessary for citizenship.
8. Fosters the development and perpetuation of desirable school traditions, such as codes of conduct, school festivals, and historical observances.
9. Seeks to make every pupil and teacher feel himself a part of the total school life.
10. Seeks to make each member feel a responsibility for the welfare of the school.
11. Provides membership opportunities to all pupils on a democratic basis.
12. Is organized in such a way as to prevent the development of clannish tendencies and cliques.
13. Encourages membership in such organizations as Boy Scouts, Camp Fire Girls, and 4-H.
14. Receives active support and encouragement from members of the school staff.
15. Receives encouragement and cooperation from parents and other members of the community.
16. Provides activities for the variety of interests which individual pupils have.
17. Provides for new activities to be organized as pupil interests and needs change.
18. Provides for the discontinuance or reorganization of activities which are found to be meeting pupil needs ineffectively.
19. ( )
20. ( )

EVALUATIONS

a. How well does the pupil activity program complement and enrich the classroom activities?

b. To what extent is the pupil activity program based upon study and analysis of pupil interests and needs?

c. To what extent does the pupil activity program make provision to meet new interests of pupils?

d. How wholeheartedly do pupils participate in the pupil activity program?

COMMENTS
B. General Organization of the Program

CHECKLIST

1. The general objectives of the pupil activity program are formulated cooperatively by representatives of groups (including pupils and teachers) who are responsible for its success.

2. Provision is made for unity in the total activity program through some coordinating council with no loss of identity and responsibility of separate activities.

3. A regular time and place of meeting are available for each organization.

4. A calendar of activities is prominently displayed or otherwise available to pupils.

5. Each activity has at least one faculty sponsor who has ability and interest in that activity.

6. Faculty sponsors provide guidance and cooperative supervision to pupils participating in the activities.

7. Pupils are assisted through counseling to adjust the amount of their participation in the activity program.

8. Provision is made to prevent monopolization of offices by a small proportion of pupils.

9. Pupils, with the help of faculty sponsors, plan activities democratically.

10. Officers of each activity cooperate with the student council or pupil governing board.

11. Pupils participate in the evaluation of the activities.

12. Pupil participation in the activity program is recorded on each pupil's permanent record.

13. Records of activity meetings and programs are kept.

14. Records are used in the evaluation and improvement of the activities.

15. 

16. 

EVALUATIONS

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

b. To what extent does the faculty provide cooperative guidance and supervision of the activities?

c. To what extent does the pupil activity program provide opportunity for pupils to manage the activities?

COMMENTS
II. Pupil Participation in School Government

CHECKLIST

The student council (or similar body)

✓ 1. Provides opportunity for all pupils to participate in a representative form of government.

✓ 2. Is an example of a democratically functioning body.

✓ 3. Is provided with a clear definition of its scope and degree of authority (such as might be provided in a constitution and bylaws).

✓ 4. Is provided with faculty sponsorship and guidance over its clearly defined functions.

✓ 5. Is participated in by pupils who realize their responsibilities for the proper functioning of the organization.

✓ 6. Is participated in by faculty members who realize their responsibilities for the proper functioning of the organization.

✓ 7. Is assisted by an administration which realizes its responsibilities for the proper functioning of the organization.

✓ 8. Provides opportunity for any pupil to run for office.

✓ 9. Provides that all nominees for office will be picked exclusively by the pupils.

✓ 10. Has officers who are elected by the entire student body or representatives of the entire student body.

✓ 11. Has elections which are supervised.

✗ 12. Assists the faculty and administration in developing school policies with reference to pupil conduct.

✓ 13. Exercises some influence over the protection and care of property.

✓ 14. Exercises some influence over other pupil organizations and activities.

✓ 15. Exercises some influence over pupil publications.

✓ 16. Exercises some influence over honors to be awarded.

✗ 17. Assumes some responsibility for the introduction of new pupils to school life and activities.

✓ 18. Assumes some responsibility for the operation of the intramural program.

✓ 19. Has charge of various all-school activities.

✓ 20. Conducts its meetings during regular school hours.

✓ 21.

✓ 22.

EVALUATIONS

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

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

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

☐ d. To what extent can the student government organization be considered a functioning example of a democratic group?

COMMENTS
III. Homerooms

The “homeroom” consists of a group of pupils and a teacher engaged in cooperative activities which are outgrowths of individual and group problems, the solution of which will provide for a happier and more productive adjustment to school life. The homeroom is more than a device for checking attendance, making announcements, or performing other administrative functions. It is a vital organization aiding in the implementation of the guidance services, the pupil activity program, and the program of studies; and, when desirable, providing a close association between teacher and pupil for the solution of personal problems.

CHECKLIST

1. Homeroom activities are characterized by pupil planning and action.
2. The homeroom organization provides for committee organization and activities.
3. In-service training is provided for homeroom sponsors.
4. Homeroom sponsors use cumulative records and other informational data in assisting pupils with individual problems.
5. The administration provides cooperative supervision and assistance to the homeroom sponsors.
6. A pupil-faculty committee develops plans and materials for homeroom programs.
7. The homeroom organization assists in the promotion of extracurricular activities.
8. Each homeroom has representation in the student council or similar all-school organization.
9. Educational and vocational guidance materials are utilized in the homeroom program.
10. School administration functions of the homeroom are carried out expeditiously.
11. The pupil-teacher ratio in the homeroom is less than 30 to 1.
12. [ ] 13. [ ]

SUPPLEMENTARY DATA

1. Number of homeroom periods per week ................................................................. 2
2. Length of periods ........................................................................................................ 25

EVALUATIONS

( ) a. How adequate are the provisions for homeroom activities?
( ) b. How extensively do pupils participate in homeroom activities?
( ) c. To what extent are the guidance functions of the homeroom being achieved?
( ) d. How satisfactorily do homeroom activities provide opportunities for development of desirable personal and social traits?

COMMENTS

Our school in the past has operated under a homeroom plan outlined above. Instead of classes, their class sponsors have carried on a plan similar to the homeroom plan. Each class period of 20 minutes at the start of the year will be set aside for the 4 classes to conduct activities.

* In boarding schools, the dormitories may be organized so as to serve many purposes of the homeroom. In day schools, other types of organization may provide for the functions described above. Such alternative provisions should be evaluated in this section.
IV School Assembly

Supplementary Date—May 3

May 3—National School Assembly Program

Delbert Harter, world traveler, philosopher, and lecturer, gave an excellent program, in which he told of his travels to foreign countries, giving a vivid description of how those people live, their customs, and peculiarities. Throughout his lecture, he gave some wholesome advice to our high school students.

April 17—Debate Assembly

Under supervision of Speech Class and Sponsor

Brief debates were conducted by members of Speech Class with two students of the negative and two students of the affirmative side of the following questions: 1. Should Our Gov’t Lower Draft Age to 18? 2. Should All People Be Allowed to Vote at 18? 3. Should United States Recognize the Communist China Gov’t?

Ample time was given for all students to express their views on each subject after regular debate ended.

May 17—Senior Play

"Riddle He Riches"

A comedy in three acts written by Anne F. Weatherly.

May 23—Award Assembly

Conducted by the Student Council President and High School Principal.

Letter and pin awards were made to high school students meeting requirements for same in following student activities: 1. Drama 2. Girl’s Physical Education 3. Boy’s Physical Education 4. Girl’s Glee Club 5. Journalism Key 6. "D² Club gift to coach (wrist watch)

Each sponsor of the above groups gave a brief explanation of the requirements set up by organization in order to receive each award.
IV. The School Assembly

CHECKLIST

1. A school assembly committee is in charge of the general development and organization of school assemblies.
2. Both faculty and students are represented on the assembly committee.
3. A faculty member is responsible for the coordination of assembly programs to insure continuity, appropriateness, and quality.
4. Assembly programs are planned to meet a wide variety of needs and interests.
5. School assembly programs are in large part presented by pupils and by pupil organizations.
6. Pupils are provided opportunities to preside at assembly programs.
7. Assembly programs provide for audience participation through such means as open discussion and group singing.
8. Courteous audience habits characterize pupil behavior in assemblies.
9. Records are kept of assembly programs.
10. Lectures on various subjects by qualified speakers.
11. Musical programs emphasizing pupil participation.
12. Plays and dramatic activities.
13. Motion pictures.
14. Debates, panel discussions, and forums.
15. Formal ceremonies for such purposes as patriotic commemorations and recognition of pupil achievement.
16. Pupil-government activities.
17. Pupil demonstrations and exhibits.
18. Rallies and "pep" meetings.
19. Discussion of school and community policies and problems.
20. National School Assembly professional recognize.
21.

SUPPLEMENTARY DATA

1. Number of school assemblies per year ........................................ 54
2. Length of assembly period .......................................................... 53
3. Submit copies of the last four assembly programs.

EVALUATIONS

a. How adequate is the planning for assembly programs?

b. How effective are the assembly programs as educational and inspirational experiences?

c. How actively and extensively do pupils participate in the presentation of assembly programs?

d. Evaluate the quality of four consecutive assemblies on the basis of data presented in copies of programs.

COMMENTS
V. School Publications

**CHECKLIST**

1. All work incident to the publication activities of pupils is supervised by faculty sponsors.
2. Attention is given to developing a sense of responsibility on the part of pupils for the content and presentation of publications.
3. Untruth and offensiveness are avoided in all publications.
4. Publications encourage self-expression and creative work on the part of pupils.
5. Publication activities are integrated with the study of English.
6. Publication activities are integrated with work in various curricular areas.
7. Publications report outstanding pupil achievement in various aspects of the secondary school.
8. Publications aid in coordinating the various aspects of the pupil activity program.
9. Publication staff members are selected after careful consideration of such factors as ability, interests, and desirable attitudes.
10. Publication staffs are organized efficiently.
11. Publication activities are sufficiently diversified to enlist the interest and participation of a large number of pupils.
12. Publications assist in providing cooperative relationships with other schools.
13. Publications assist in the development of desirable home and school relations.
14. Publications assist in the development of desirable school and community relations.
15. Publications have a wide circulation in the school.
16. Publications have a wide circulation in the community.
17. Emphasis is on inexpensive publications.
18. Equipment and materials are provided by the school for the publication activities.
19. A suitable place is provided for pupils to work on publications.
20. Provision is made for pupils to work on publications during school time.
21. Cooperation is maintained with various interscholastic associations concerned with problems of publications such as editing, art work, and business management.

**SUPPLEMENTARY DATA**

1. List publications, indicating general purpose of each and number of pupils engaged in preparing and issuing each. (Use separate sheet if necessary.)

   **School Paper** (Rocky Range) edited semi-annually 15
   **Yearbook** (Rhumante) annually 5

2. Submit three successive issues of each publication.

**EVALUATIONS**

- How adequate is the number of school publications?
- How adequate is the frequency of issuance of school publications?
- How satisfactory is the quality of the publications?
- How extensively do pupils participate in the planning and preparation of each publication?
- Evaluate three successive issues of all publications.

**COMMENTS**
VI. Music Activities

Additional criteria applicable to music activities may be found in Section D-12, “Music.” If the voluntary music activities are distinctly separate from the regular music curriculum, it is advisable to adapt the use of certain divisions of Section D-12 to the individual school’s organization of its music activities.

CHECKLIST

1. A variety of voluntary music activities is available to pupils. ✔

2. Voluntary music activities make provision for different ability levels of pupils. ✔

3. Voluntary music activities are coordinated with the out-of-school interests of pupils. ✔

4. Counseling is provided by qualified counselors or members of the music staff to assist pupils in the selection and extent of participation in the voluntary music activities. ( ) 7.

5. Overemphasis upon competitive music activities is avoided. ✔

6. Nonparticipants as well as participants indicate interest in and appreciation of the music activities presented to the entire school. ( ) 8.

SUPPLEMENTARY DATA

1. List musical organizations and number of members in each. (Use separate sheet if necessary.)

   Community Choir - 25
   (not under school supervision)

2. Percent of pupils participating in musical organizations (no duplication). 16

EVALUATIONS

( ) a. How varied are the voluntary music activities?

( ) b. How extensively do pupils participate in the voluntary music activities?

( ) c. How great is the interest and enthusiasm of all pupils for music activities?

COMMENTS

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VII. Dramatics and Speech Activities

(See Section D-5, "English.")

CHECKLIST

1. Opportunity is provided for pupils to write and produce their own dramatic productions. (Discuss tryout for parts in plays under "Comments." )

2. Dramatic activities provide opportunity for practice in a variety of stagecraft activities.

3. Pupil dramatic activities are presented to the community.

4. Dramatic activities encourage attendance at good plays in local theaters.

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

6. Provision is made for pupil participation in informal and extemporaneous speech activities.

7. Pupils markedly lacking ability or confidence to express themselves are provided speech activities to meet their particular needs.

8. Dramatic and speech activities provide for participation by many pupils as well as participation by talented performers.

9. The dramatic and speech activities are coordinated with curricular experiences in English.

10. Equipment (including public address facilities) and materials are provided for dramatic and speech activities.

11. Financial returns from dramatic activities are subordinate to the educational values.

12. 

13. 

SUPPLEMENTARY DATA

1. List organizations and number of members in each. (Use separate sheet if necessary.)

Dramatic Club - 7

2. Percent of pupils participating in dramatic or speech activities (no duplication). 12

3. Submit copies of programs of dramatic and speech activities conducted during the past year.

EVALUATIONS

a. How adequate are the provisions for developing the dramatic interests and abilities of pupils?

b. How adequate are the provisions for developing the speech interests and abilities of pupils?

c. How satisfactory is the quality of materials selected for dramatic and speech activities?

d. How adequate is the quality of dramatic productions?

e. How adequate is the quality of speech activities?

COMMENTS
VIII. Social Life and Activities

CHECKLIST

1. Space is available for informal or small group social activities.
2. Space is available for such activities as school dances, banquets, and sports rallies.
3. The general aims and objectives of the social program are carefully planned according to present and future social needs of pupils.
4. Pupils and faculty cooperatively plan the social program.
5. Space is available for informal or small group social activities.
6. Space is available for such activities as school dances, banquets, and sports rallies.
7. The general aims and objectives of the social program are carefully planned according to present and future social needs of pupils.
8. Pupils and faculty cooperatively plan the social program.
9. The social program encourages participation by all pupils.
10. Informal games and recreation are included in the social program.
11. Teas, parties, receptions, dances, and similar social activities are a definite part of school life.
12. Parents cooperate in social activities.
13. Pupils are instructed regarding appropriate dress and conduct at various social activities.
14. Instruction in social dancing is provided.
15. Opportunity is provided for desirable association of the two sexes.
16. The social program provides opportunity for development of informal conversational skills.
17. Attention is given to the development of desirable social interests and attitudes.
18. Fraternities, sororities, or similar exclusive organizations are forbidden to have any activities under school sponsorship.
19. Membership in a fraternity or sorority bars the individual from holding any elected school office.

EVALUATIONS

a. To what extent do pupils participate in the planning of the social activities?
( )

b. How extensively do pupils participate in such activities?
( )

c. How adequate are the provisions to assist pupils who have particular need for participation in social activities?
( )

d. How well do pupils conduct themselves at social functions?
( )

COMMENTS

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IX. Physical Activities for Boys

(See Section D-13, "Physical Education for Boys.")

Include here only those physical activities in which pupils engaged voluntarily; physical education required for graduation is part of the regular physical education program.

CHECKLIST

1. The physical activities program is considered as part of the total activity program and is not unduly emphasized.
2. The physical activities program is definitely under control of the school authorities, not of any out-of-school individuals or organizations.
3. Activities are selected according to their contribution to pupil needs.
4. Activities are conducted with due consideration for pupil needs.
5. A variety of sports and games is included in the interscholastic physical education program.
6. A variety of sports and games is included in the intramural physical education program.
7. Major emphasis is given to those games, sports, or activities which have carry-over value into adult life.
8. The community is informed regarding the aims and values of the physical activities program.
9. The community cooperates with the school to achieve the aims and purposes of the physical activities program.
10. Pupils cooperate in the control and administration of the physical activities program.
11. Minimum state eligibility standards for interscholastic activities are subscribed to and enforced.
12. Friendly, sportsmanlike relationships are provided by pupils and community toward visiting teams.
13. Provision is made for activities involving team play.
14. Provision is made for teams of varying abilities, sizes, or weights.
15. Provision is made for activities involving individual performance.
16. Each physical activity is under the direction of a competent, trained faculty member.
17. All pupils engaging in strenuous or hazardous sports are required to present a physician’s certificate giving pupil’s physical status and a recommendation of physician relative to the nature and extent of participation in such sports.
18. Parental permission is required for participants in strenuous competitive sports.
19. Pupils engaging in strenuous sports or competitive activities are provided with proper equipment.
20. All pupils engaging in strenuous sports or competitive activities are insured. (Discuss insurance plan under "Comments.")
21. Medical assistance is available immediately in case of accident or injury.
22. Precautions are taken to prevent exploitation of individual pupils.

SUPPLEMENTARY DATA

1. Attach list of voluntary intramural physical activities and the number of participants in each.
2. Percent of boys regularly participating (no duplication) in intramural activities............................
3. Attach list of voluntary interscholastic physical activities and number of participants in each.
4. Percent of boys regularly participating (no duplication) in interscholastic activities............................

EVALUATIONS

a. How adequate are the provisions for the interscholastic physical activities for boys?
b. How adequate are the provisions for intramural physical activities for boys?
c. How extensively do pupils participate in the voluntary physical activities?
d. To what degree are the health and safety of participants in the physical activities protected?
e. To what extent is consideration given in the conduct of the activities to the emotional needs of pupils?

COMMENTS

All student athletes are insured under the Athlete's Accident Benefit Plan of the Montana High School Association.
IX Physical Activities for Boys

Supplementary Data

1. Archery- 18
   Softball- 26
   Baseball- 37
   Basketball- 39
   Ping Pong- 12

Supplementary Data

2. Basketball- 24
   Baseball- 20
Physical Activities for Girls

Supplementary Data

1. Archery: 6
   Croquet: 8
   Softball: 12
   Basketball: 12

2. None
X. Physical Activities for Girls

(See Section D-14, "Physical Education for Girls.")

Include here only those physical activities in which pupils engaged voluntarily; physical education required for graduation is part of the regular physical education program.

CHECKLIST

1. The physical activities program is considered as part of the total activity program and is not unduly emphasized.  
2. Activities are selected according to their contribution to pupil needs.  
3. Activities are conducted with due consideration for pupil needs.  
4. A variety of sports and games is included in the intramural physical education program.  
5. Major emphasis is given to those games, sports, or activities which have carry-over value into adult life.  
6. The community is informed regarding the aims and values of the physical activities program.  
7. The community cooperates with the school to achieve the aims and purposes of the physical activities program.  
8. Pupils cooperate in the control and administration of the physical activities program.  
9. Provision is made for activities involving team play.  
10. Precautions are taken and guidance is given to prevent exploitation of individual pupils.  
11. Provision is made for many teams of varying abilities, sizes, or weights.  
12. Provision is made for activities involving individual performance.  
13. Each physical activity is under the direction of a competent, trained faculty member.  
14. All pupils engaging in strenuous or hazardous sports are required to present a physician's certificate giving physical status and a recommendation relative to the nature and extent of participation in such sports.  
15. Parental permission is required for participants in strenuous competitive sports.  
16. If interscholastic and intramural athletics are offered, they are conducted according to approved standards of the National Section on Women's Athletics, American Association of Health, Physical Education, and Recreation—a department of the N.E.A.  
17. Medical assistance is available immediately in case of accident or injury.  
18. Only officials rated for girls athletics are used in interscholastic competitions.  

SUPPLEMENTARY DATA

1. Attach list of voluntary intramural physical activities and the number of participants in each.  
2. Percent of girls regularly participating (no duplication) in intramural activities.  
3. Attach list of voluntary interscholastic physical activities and number of participants in each.  
4. Percent of girls regularly participating (no duplication) in interscholastic activities.  

EVALUATIONS

26. a. How adequate are the provisions for intramural physical activities for girls?  
26. b. How extensively do pupils participate in the voluntary physical activities?  
26. c. To what degree are the health and safety of participants in the physical activities protected?  
26. d. To what extent is consideration given in the conduct of the activities to the emotional needs of pupils?

COMMENTS

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XII. Finances of Pupil Activities

CHECKLIST

($) 1. A centralized plan of controlling all pupil activity finances is provided and adhered to.
($) 2. A general account is kept showing the itemized day-by-day receipts and expenditures and the monthly bank balance.
($) 3. The treasurer for pupil activity funds is a staff member.
($) 4. The treasurer for school activity funds is adequately bonded.
($) 5. Both pupils and teachers participate in the management of the pupil-activity finances.
($) 6. Pupils consider the handling of pupil-activity finances as valuable business experience.
($) 7. Officially approved forms and accounting procedures are used for the accounting of all funds.
($) 8. The expenditure of pupil-activity funds provides for an equitable distribution of the funds among various activities according to financial needs.
($X) 9. Reports are made periodically to pupils of the financial status of each organization.
($) 10. Provisions are made for the auditing of all funds at the expiration of each treasurer's term of office.
($) 11. Auditing reports are posted or published periodically.
($) 12. Printing of tickets is under authorization and control of the treasurer of the pupil activity funds or some other recognized authority.
($) 13. Means used for raising money through pupil activities are justifiable educationally.
($) 14. Numerous, unrelated drives for funds are avoided.
($) 15.
($) 16.

SUPPLEMENTARY DATA

1. Submit copies of all forms used.
2. Give brief descriptions of the organization, management, and supervision of pupil activity finances. (Use separate sheet if necessary.)

Each club, class, or organization keeps its own accounting system, keeping a check on each organization's funds. In addition to the clerk of the school, student associations maintain their own accounting systems, and the student council and the treasurer of the student association decide on any fund transfers. The books of this association are audited by the clerk of the school district.

EVALUATIONS

($) a. How adequate is the organization for proper handling and accounting of pupil activity finances?
($) b. How extensively do pupils participate in the handling and accounting for pupil activity finances?
($) c. To what degree is pupil participation in the activity finances planned as a learning experience?
($) d. To what degree are the methods used for raising funds characterized by educational values?

COMMENTS
CHAPTER VII

LIBRARY SERVICES

The library services of this school received the highest rating of all the divisions of the educational program as shown in the chart on page 298 of the EVALUATIVE CRITERIA. This phase of the school received a "better than fair" rating by the evaluating follow-up committee. Ranked "better than good" in the chart on page 293 of the Statistical Summary of Evaluation were: Numerical Adequacy of Staff, Preparation, Qualifications, and Conditions of Service of the Staff, Duties and Responsibilities of the Library Staff, Financial Provisions, Classification and Care of Library Materials, Accessibility of Library Facilities, and Selection of Materials. Those items which received a "better than fair" rating were: Book Collection, Data about Periodicals, Additional Instructional Materials, and Use by Pupils. Rated only "better than poor" were: Physical Facilities, and Use by Teachers.

The faculty committee commends the students on their use of the library facilities. An average number of 400 school library books per month were circulated to pupils during the past school year according to the librarian's records. Commendable also was the amount of daily periodical reading. This school has been considered fortunate in obtaining the
services of a librarian who has been well trained in most all departments of library work with the possible exception of audio-visual education. The faculty committee wishes to commend her for an excellent job of training the eight student assistants and for a good job of indexing and library management.

Needed improvements in library services as pointed out by the faculty committee include: a provision for part-time clerical assistance; librarian needs training in selection, organization, and use of audio-visual materials; close attention should be given the building up of the weakest divisions of the library's book collection when ordering new books. Evaluations given each division by the faculty committee as they appear in the chart on page 214 of the EVALUATIVE CRITERIA were: "Good--History, and Fiction; "Better than fair"--General Works, Philosophy, Social Sciences, Philology, and Literature; "better than poor"--Pure Science, Useful Arts, and Fine Arts, Recreation. Better filing provisions are needed for periodicals; a workroom, office and more storage space are needed; magazine shelving and newspaper and periodical racks should be provided; and more extensive use of the library by the staff members is needed to promote their own professional growth and to stimulate and assist pupils in the effective use of the library materials and facilities.
LIBRARY SERVICES

(Section F of Evaluative Criteria, 1950 Edition)

OUTLINE OF CONTENTS

I. Library Staff
   A. Numerical Adequacy
   B. Preparation, Qualifications, and Conditions of Service
   C. Duties and Responsibilities of Library Staff

II. Organization and Management
   A. Financial Provisions
   B. Classification and Care of Library Materials
   C. Accessibility of Library Facilities

III. Library Materials
   A. Selection of Materials
   B. Book Collection
   C. Data about Periodicals
   D. Additional Instructional Materials

IV. Physical Facilities

V. Use of Library
   A. Use by Teachers
   B. Use by Pupils

VI. Special Characteristics of Library Services

VII. General Evaluation of Library Services

NAME OF SCHOOL: Drummound High School
DATE: July, 1951

Checklists checked by: Faculty Committee
Evaluations made by: James M. Findall

COOPERATIVE STUDY OF SECONDARY-SCHOOL STANDARDS

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Instructions

GENERAL

When the various features included in this section are being checked and evaluated, Section B, "Pupil Population and School Community," and Section C, "Educational Needs of Youth," should be kept in mind. The information revealed by these sections should be applied to every activity in the school. Persons making evaluations should ask: "How well do the practices in this school meet the needs of the pupil population and school community?" When evaluations are made, factors such as size, type, location of school, financial support available, and state requirements should not be permitted to justify failure to provide an appropriate program and facilities to meet the needs of the pupils and community served by the school. The twofold nature of the work—evaluation and stimulation to improvement—should also be kept in mind. Careful, discriminating judgment is essential if these purposes are to be served satisfactorily.

CHECKLISTS

The checklists consist of provisions, conditions, or characteristics found in good secondary schools. All of them may not be necessary, or even applicable, in every school. A school may therefore lack some of the items listed but have other compensating features. The checklists are intended to provide the factual bases for the evaluations.

The use of the checklists requires five symbols. (1) If the provision called for in a given item of a checklist is made extensively, mark the item in the parentheses preceding it with the symbol "√√" (double check); (2) if the provision is made to some extent, mark the item with the symbol "√"; (3) if the provision or condition is made to a very limited extent, mark the item with the symbol "X"; (4) if a provision is missing but is needed, mark the item with the symbol "M"; (5) if any provision or condition is missing and is not desirable or appropriate for the school, mark such item with the symbol "N." In brief, mark items:

√√ provision or condition is made extensively
√ provision or condition is made to some extent
X provision or condition is very limited
M provision or condition is missing but needed
N provision or condition is not desirable or does not apply

Space is provided at the end of each checklist for writing in additional items. It is desirable that the provisions or practices of the school should be described as completely as possible.

EVALUATIONS

Evaluations represent the best judgment of those making the evaluations after all evidence (including results of observation of the school and discussions with the school staff, consideration of ratings on checklist items and data presented by the school, and experience of evaluators in other schools) has been considered. Evaluations should be made first by members of the school staff. These evaluations will be checked by members of the visiting committee at the time the school is visited. They are to be made by means of the rating scale as defined below.

5.—Excellent; the provisions or conditions are extensive and are functioning excellently.
4.—Very good;* a. the provisions or conditions are extensive and are functioning well, or b. the provisions or conditions are moderately extensive but are functioning excellently.
3.—Good; the provisions or conditions are moderately extensive and are functioning well.
2.—Fair;* a. the provisions or conditions are moderately extensive but are functioning poorly, or b. the provisions or conditions are limited in extent but are functioning well.
1.—Poor; the provisions or conditions are limited in extent and are functioning poorly.
M.—Missing; the provisions or conditions are missing and needed; if present, they would make a contribution to the educational needs of the youth in this community.
N.—Does not apply; the provisions or conditions are missing but do not apply or are not desirable for the youth of this school or community. (Reasons for the use of this symbol should be explained in each case under Comments.)

* If, in making the self-evaluation, members of the school staff wish to indicate which of the alternatives given for evaluations "4" or "2" applies, they may use "4a" or "4b," "2a" or "2b."
LIBRARY SERVICES 209

Statement of Guiding Principles

The library* is a resource center of instructional materials for the entire educational program and an agency which has a function in helping pupils learn to use library materials and facilities effectively. The library should provide materials for reference use, for use in connection with class work, and for personal enjoyment and satisfaction without relation to assignments. It should provide a wide variety of books, pamphlets, and periodicals adapted to the reading interests and needs of secondary-school pupils and professional publications for use by staff members. Besides reading materials, the school should have available, organized in the library or as a separate department, audio-visual materials for use in the educational program. These extensive library resources necessitate a qualified library staff and efficient clerical assistance for the administration of the library services.

Major duties of the library staff include: (1) participating with teachers and administrators in planning and conducting the educational program; (2) guiding and stimulating pupils and teachers in the selection and use of the library materials; and (3) providing efficient and cooperative administration of the library facilities and materials.

I. Library Staff

A. Numerical Adequacy

CHECKLIST

1. A professionally trained school librarian is charged with responsibility for the library. (✓) 3. Clerical assistance is available. (✓)

2. Professionally trained assistant librarians are provided in large schools. (✓)

SUPPLEMENTARY DATA

1. Full-time equivalence of all librarians. ................................................................. 1
2. Full-time equivalence of all clerical assistants. ......................................................... 0
3. Number of pupil assistants in the library. ..............................................................
4. Total number of pupil-hours per week of library service by pupil assistants ...........
5. Total number of teacher-hours per week of library service by teachers who are assigned library duties. ................................................................. 10
6. Describe assistance given by state, county, or district school library supervisors.

EVALUATIONS

State supervisor sets up library standards to follow.

a. How adequate is the number of librarians to meet enrollment needs?

b. How adequate is the amount of clerical assistance to meet enrollment needs?

COMMENTS

* The public library may not be included in the evaluation of the secondary-school library facilities unless (1) the library is easily accessible to the secondary school; (2) the library contains materials especially selected for use by secondary-school pupils; and (3) satisfactory administrative provisions have been made for the use of these materials or a selection of these materials during each school period.

If the public library is a substitute for the school library, this entire section should be used in evaluating the public library's services to the secondary school.
B. Preparation, Qualifications, and Conditions of Service

(For detailed information, consult Section J, "Data for Individual Staff Members.")

CHECKLIST

The professional library staff possesses qualifications such as the following:

1. An understanding of the school's philosophy and educational program.
2. A broad, general education—the equivalent of at least the baccalaureate degree.
3. Successful teaching experience.
4. Ability to organize and manage the library effectively.
5. Demonstrated ability to assist teachers in selecting and using a variety of library materials.
6. Ability to help pupils in the proper and effective use of the library and library materials.
7. Ability to work with the administrative officials of the school to secure effective library services.
8. Ability to make the library an attractive learning situation.

The professional preparation and qualifications of the library staff are characterized by:

9. Training in organization of material, including classifying and cataloging.
10. Training in management of library services.
11. Broad knowledge of books and periodicals and training in selection in terms of needs of pupils.
13. Training in selecting, acquiring, and organizing pamphlets, bulletins, and similar materials in terms of needs of pupils.
15. Ability to use reference books and to teach pupils to use them.
16. Knowledge and understanding concerning reading disabilities and reading instruction.
17. Ability to work as a member of curriculum development committees.
18. Continuance of growth through in-service training.

The following conditions of service are provided:

19. The librarians have faculty status equal to that of teachers having equivalent education, experience, and responsibilities.
20. The librarians participate in all faculty meetings.
21. The librarians are represented on faculty planning committees dealing with the educational program.
22. Salaries of the librarians are consistent with those of other faculty members having equivalent education, experience, and responsibilities.
23. Additional compensation is provided if service is required during regular vacation periods.
24. Provisions for leaves of absence and retirement apply to librarians.
25. 
26. 

EVALUATIONS

(✓) a. How adequate are the general preparation and qualifications of the library staff?
(✓) b. How adequate is the professional preparation of the library staff?
(✓) c. To what extent is the library staff continuing training activities?
(✓) d. To what extent is the library staff prepared to provide assistance in curriculum development activities?
(✓) e. How satisfactory are the working conditions for the library staff?

COMMENTS

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C. DUTIES AND RESPONSIBILITIES OF LIBRARY STAFF

CHECKLIST

The library staff

(✓) 1. Studies the provisions made in the elementary school for helping pupils use library materials so that effective articulation of instruction is possible.

(✓✓) 2. Systematically acquaints pupils, in cooperation with other members of the instructional staff, with the proper and effective use of library facilities.

(✓) 3. Evaluates knowledge and skills in the use of the library.

(✓✓) 4. Makes available a wide variety of library materials and services to pupils.

(✓) 5. Provides cooperative supervision of activities within the library.

(✓) 6. Stimulates and guides pupils in different phases of their reading.

(✓) 7. Encourages pupils to widen their reading interests.

(✓) 8. Cooperates with other departments in providing attractive and effective exhibits of library materials and welcomes displays furnished by other departments for exhibit in the library.

(✓) 9. Organizes all library materials for effective use.

(✓✓) 10. Guides pupils in selecting books suitable to their reading abilities and interests.

(✓✓) 11. Conducts periodic inventories of library materials.

(✓) 12. Assists in planning, with various staff members, for effective use of audio-visual equipment and materials.

(✓✓) 13. Maintains a clearinghouse of information concerning community resources for instructional purposes.

(✓) 14. Carries on an extensive program of library publicity in the school.

(✓) 15. Contributes to public relations activities of the school.

(✓) 16. Makes reports periodically on the status and needs of the library services.

(✓) 17. Gives attention to the proper physical environment, including such factors as lighting, heating, and ventilation.

(✓) 18. Studies and evaluates pupil and teacher use of library materials.

(✓✓) 19. Cooperates with community librarians in increasing the effectiveness of community and school libraries.

(✓✓) 20. Keeps librarians of public libraries informed of needs of pupils for public library materials.

(✓) 21. Exercises leadership in the development of policies for the selection and use of library materials.

(✓✓) 22. Cooperates with teachers in the selection of materials.

(✓) 23. Regularly informs teachers of new materials which have been acquired.

(✓) 24. Regularly informs teachers of new materials which are available for acquisition.

(✓) 25. Is acquainted with the content of various course offerings.

(✓) 26. Participates in classroom activities and works with teachers to increase the effective use of library materials.

(✓✓) 27. Assists teachers in collecting and organizing bulletin-board and display materials.

(✓) 28. Assists teachers in selecting and using audio-visual materials (e.g., films, filmstrips, recordings, slides).

( ) 29.

( ) 30.

EVALUATIONS

a. How adequately does the staff aid pupils in effective use of the library?

b. How adequately does the staff teach pupil assistants to perform duties assigned?

c. How adequately does the staff aid pupil assistants to develop a professional attitude toward their work and the library profession?

d. How adequately does the staff aid teachers in effective use of the library?

COMMENTS
II. Organization and Management

A. Financial Provisions

CHECKLIST

(✓) 1. The librarian, after consulting teachers or heads of departments, constructs a detailed budget and submits it to the administrative head of the school.

(✓) 2. A sum of money is regularly allotted in the annual school budget to meet library needs.

(✓) 3. Budget allotments for the library are available throughout the year.

(✓) 4. Library materials may be acquired throughout the year as needed.

(X) 5. Accurate, up-to-date records are kept showing income, funds available, disbursements, and balances.

A portion of the budget is allotted

(✓) 6. For the purchase of new books, duplicates, and replacements.

(✓) 7. For the purchase of periodicals, newspapers, and pamphlets.

(X) 8. For the care, repair, and rebinding of library materials.

(✓) 9. For miscellaneous items such as expendable supplies.

(✓) 10. For purchase or rental of audio-visual materials (e.g., films, filmstrips, recordings).

SUPPLEMENTARY DATA (Enter data concerning library expenditures for the past four years in the following table)

<table>
<thead>
<tr>
<th>Expenditure</th>
<th>1941-1942</th>
<th>1942-1943</th>
<th>1943-1944</th>
<th>1944-1945</th>
<th>Total</th>
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<tr>
<td>Books and pamphlets</td>
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<td>$175.00</td>
<td>$150.00</td>
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<td>$15.00</td>
<td>$10.00</td>
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<tr>
<td>Audio-visual materials</td>
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<td>$15.00</td>
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<td>$15.00</td>
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<tr>
<td>Binding and repairing</td>
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<td>$2.50</td>
<td>$2.50</td>
<td>$2.50</td>
<td>$10.00</td>
</tr>
<tr>
<td>Supplies</td>
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<td>$2.00</td>
<td>$15.00</td>
<td>$10.00</td>
<td>$47.00</td>
</tr>
<tr>
<td>Total</td>
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<td>$200.00</td>
<td>$225.00</td>
<td>$230.00</td>
<td>$865.00</td>
</tr>
</tbody>
</table>

EVALUATIONS

(a) How adequate are the financial provisions for purchase of books?

(b) How adequate are the financial provisions for purchase of periodicals?

(c) How adequate are the financial provisions for purchase or rental and care of audio-visual materials?

(d) How adequate are the financial provisions for the care and repair of library materials?

(e) How adequate is the system of accounting for library funds?

COMMENTS

B. Classification and Care of Library Materials

CHECKLIST

(✓) 1. The library books are classified and arranged according to the Dewey Decimal Classification or a comparable system.

(✓) 2. A card catalog is maintained with author, title, and subject cards for each title.

(✓) 3. Periodicals and pamphlet materials are organized to facilitate use.

(✓) 4. All library materials of permanent value which are school property are accessioned and catalogued by the library regardless of where they are housed.

(✓) 5. Audio-visual materials are classified and catalogued either in the general catalog or in a special catalog.

(✓) 6. All catalog materials are kept up to date.

(✓) 7. A shelf list is kept up to date.

(✓) 8. An accession record is kept up to date.

(✓) 9. Books and other materials are properly shelved and frequently checked.

(✓) 10. The library has an efficient loan system.

(✓) 11. Books are repaired and rebound according to accepted library standards.

(✓) 12. Library materials which have ceased to meet pupil needs are discarded periodically.

EVALUATIONS

(a) How adequately are library books organized for effective use?

(b) How adequately are periodicals, pamphlets, and similar materials organized for effective use?

(c) How adequately are the audio-visual aids (under library administration) organized for effective use?

(d) How adequate are provisions for the care and upkeep of library materials?

COMMENTS
C. Accessibility of Library Facilities

CHECKLIST

1. The library is open for pupil use before the beginning of the daily program.
2. The library is open continuously throughout the day.
3. Members of the professional staff are on duty in the library throughout the day.
4. The library is kept open as long after school as use justifies.
5. Open-shelf facilities are provided whenever possible.
6. Library materials are freely loaned to classrooms and study halls for such periods of time as needed.
7. Library materials loaned to classrooms are easily available to pupils for use in classrooms and at home.
8. Pupils have access to the library during class periods.
9. Individual pupil schedules permit at least three periods per week for work in the library.

EVALUATION

a. How adequate are the provisions for making the library facilities readily accessible to pupils?

COMMENTS

III. Library Materials

A. Selection of Materials

CHECKLIST

1. Present and potential study and reading interests and needs of pupils.
2. Ranges of reading abilities of the pupils.
3. Suggestions from pupils.
4. Aims, techniques, and content of the curriculum.
5. Recognition of special community interests and needs.
7. Present distribution of titles as to classification, curricular, and extra-curricular needs.
8. Proximity and availability of other library materials in the community.
9. Value and desirability of the products of various authors.
10. Availability of loans from other libraries, governmental agencies, individuals, or other sources.
12. Inquiry data—materials and types of materials called for and extent of the demand.
13. Library circulation data—materials and types of materials used.
14. Availability of purchase on an economical basis.
16. Subscription books and sets of books selected from standard lists and/or after consulting Subscription Books Bulletin.
17. Need for, and intended use of, audio-visual materials.
18. Ease and convenience of using audio-visual materials.
19. Discussions with school and public librarians.
20. 

EVALUATIONS

a. How satisfactorily are library materials selected in relation to needs of the educational program?

b. How satisfactorily are library materials selected in relation to leisure interests of pupils?

c. To what extent do members of the teaching staff assist in the selection of library materials?

d. To what extent is consideration given to outstanding events, activities, or environmental characteristics of the community in the selection of materials?

COMMENTS

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### B. Book Collection

Include books catalogued and accessioned in the library regardless of where housed. Use shelf list in obtaining these statistics.

<table>
<thead>
<tr>
<th>Classifications</th>
<th>Number of different titles</th>
<th>Number of duplicate copies</th>
<th>Number of titles in Standard Catalog and Supplement</th>
<th>Number of titles copyrighted within ten years</th>
<th>Number of titles purchased within two years</th>
<th>EVALUATION: How adequate is each major classification in relation to needs</th>
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<td>Other general reference</td>
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<td>103</td>
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</tbody>
</table>

1 To be checked for main entries in the Wilson Standard Catalog for High School Libraries and Supplements.
<table>
<thead>
<tr>
<th>MAGAZINES</th>
<th>NEWSPAPERS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time</td>
<td>The Silver State Post--------Weekly</td>
</tr>
<tr>
<td>Life</td>
<td>The Phillipsburg Mail---------Weekly</td>
</tr>
<tr>
<td>Popular Science</td>
<td>Great Falls Tribune-----------Daily</td>
</tr>
<tr>
<td>What's New In Home Economics</td>
<td>The Missoulian----------------Daily</td>
</tr>
<tr>
<td>Seventeen</td>
<td>The Butte Daily Post----------Daily</td>
</tr>
<tr>
<td>Athletic Journal</td>
<td></td>
</tr>
<tr>
<td>Scholastic Coach</td>
<td></td>
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<tr>
<td>American Observer</td>
<td></td>
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<tr>
<td>English Journal</td>
<td></td>
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<tr>
<td>Scholastic Instructor</td>
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<tr>
<td>Reader's Digest</td>
<td></td>
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<tr>
<td>Coronet</td>
<td></td>
</tr>
</tbody>
</table>
C. Data about Periodicals

Attach list of periodicals indicating (1) the names of all periodicals and newspapers received currently for library use or library distribution and (2) the number of duplicate copies of each periodical received.

Check and evaluate the list with the following checklist and evaluation items:

CHECKLIST

1. Periodicals are provided which are adapted particularly to adolescent boy interests and needs.
2. Periodicals are provided which are adapted particularly to adolescent girl interests and needs.
3. Periodicals and newspapers are provided which include general coverage of a variety of subjects.
4. Periodicals and newspapers are provided which include different editorial points of view.
5. Periodicals regularly subscribed to are checked with the periodical list in the Standard Catalog. (The number of periodicals which are regularly subscribed to by the school and listed in the Standard Catalog is ___.)
6. A general periodical index is available (e.g., Abridged Readers' Guide).
7. Accessible files of periodicals indexed in the Guide are kept for a sufficient length of time. (The length of time is ____ years.)
8. Periodicals are reinforced or placed in protective covers.

Periodicals are provided which emphasize the various areas of the curriculum, reflect the world scene, and appeal to the interests and needs of young people.

Check the areas represented.

9. Agriculture.
10. Arts.
11. Aviation.
14. Education.
15. Fashions and beauty aids.
17. Health and safety.
19. Industrial Arts.
20. Literature.
22. National and world affairs.
23. Recreation and hobbies.

Others:
27. ( )
28. ( )

EVALUATIONS

a. How adequate is the variety of periodicals to meet pupil needs and interests?
( )
b. How adequate is the content of periodicals to meet pupil needs and interests?
( )
c. How adequate is the file of back numbers of periodicals?
( )
d. How adequately do newspapers and periodicals received regularly provide coverage of news events?
( )
e. To what degree do newspapers and periodicals provide different editorial points of view?
( )

COMMENTS

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D. ADDITIONAL INSTRUCTIONAL MATERIALS

Include materials organized for general school use regardless of where they are housed. Indicate under comments whether this material is under supervision of the librarian or some other person.

CHECKLIST

1. A collection of pamphlets, bulletins, clippings, and other vertical-file materials is readily accessible.  
2. Provision is made for keeping vertical-file materials up to date.  
3. Posters and pictures are organized for efficient use.  
4. Maps, charts, and similar materials are organized for efficient use.  
5. At least one 16-inch globe is available.  
6. Models, specimens, and similar exhibit materials are provided.  
7. Motion picture films are available.  
8. Slides and still-projection aids are provided.  
9. The services of cooperative film libraries or similar agencies are used.  
10. Projection equipment is available.  
11. A record player is available.  
12. Phonograph records and transcriptions are provided.  
13. All audio-visual materials are organized for efficient use. (Describe under "Comments.")  
14. Recording equipment is provided.  
15. Radio facilities are provided.  
16.  
17.  

EVALUATIONS

1. How adequate is the supply of pamphlets, bulletins, clippings, and other vertical-file materials?  
2. How well are these materials organized and indexed?  
3. How adequate is the supply of visual-aid materials?  
4. How adequate is the supply of auditory materials?  
5. To what degree are such materials as the above kept up to date?  
6. How extensively are these materials used?  

COMMENTS

The above material is kept in classrooms and the office.

IV. PHYSICAL FACILITIES

CHECKLIST

The library area

1. Is centralized with respect to main corridors.  
2. Is adjacent to study halls.  
3. Is of sufficient size to provide good reading and study conditions.  
4. Is equipped with floor covering of linoleum or other approved material.  
5. Is acoustically treated to permit quiet reading.  
6. Is adequately lighted.  
7. Is artistically decorated.  
8. Is provided with tables and chairs of suitable size and height.  
9. Contains conference, listening, or preview room or rooms.  
10. Contains a library office.  
11. Is provided with a charging desk.  
12. Contains shelving of sufficient amount to meet needs of an adequate collection.  
13. Has bulletin boards and a display area.  
15. Contains a workroom of adequate size.  
16. Is equipped with a noiseless typewriter.  
17. Contains storage facilities for library materials and supplies.  
18. Contains storage facilities for audio-visual materials.  
19. Is equipped with magazine shelving.  
20. Is equipped with newspaper racks.  
21.  
22.  

EVALUATIONS

1. How adequate are the space provisions to meet enrollment needs?  
2. How adequate is the library equipment to meet enrollment needs?  
3. How satisfactory is the location of the library?  
4. How satisfactory are the library facilities with respect to service?  
5. How adequate are the provisions for workroom and storage space?  

COMMENTS
V. Use of Library

A. USE BY TEACHERS

CHECKLIST

(×) 1. Teachers use school library materials to promote their own professional growth.
(✓) 2. Teachers use the library as an aid in curriculum development.
(✓) 3. Teachers inform the librarian regarding library needs in relation to classroom activities.
(✓) 4. Teachers use the library materials extensively in their classroom planning and teaching.
(✓) 5. Teachers stimulate and assist pupils in the effective use of library materials.

EVALUATIONS

a. How extensively do teachers use library facilities in classroom activities?
b. To what extent do teachers stimulate pupils to use the library facilities?

COMMENTS

Teachers use school library materials to promote their own professional growth.
Teachers use the library as an aid in curriculum development.
Teachers inform the librarian regarding library needs in relation to classroom activities.
Teachers use the library materials extensively in their classroom planning and teaching.
Teachers stimulate and assist pupils in the effective use of library materials.

B. USE BY PUPILS

CHECKLIST

(✓) 1. Pupils use the library for group library activities.
(✓) 2. Pupils borrow books and periodicals for classroom use.
(✓) 3. Pupils use audio-visual materials.
(✓) 4. Selected pupils act as assistants in the library as a means of education and as exploration in library work. (The time and effort of such pupils are not exploited.)
(✓) 5. Pupils use the library for leisure and voluntary reading activities.

EVALUATIONS

a. How extensively do pupils use the library facilities and materials in classwork?
b. How extensively do pupils use the library facilities and materials for voluntary or leisure activities?
c. How cooperative are pupils in the care and maintenance of the library facilities and materials?
d. To what extent are significant educational opportunities provided for pupil assistants in the library?

COMMENTS

6. Reading clubs are developed to extend the use of library materials.
7. Pupil activity organizations use the library extensively in the promotion of their projects.
8. Pupils respect the rights of others in their cooperative use of library facilities and materials.
9. Pupils use other libraries in the community.

SUPPLEMENTARY DATA

1. Average number of school library books circulated to pupils per month................................. 400
2. Number of pupils holding library cards in public libraries......................................................... 91
3. Average daily reading room attendance.......................................................................................... 22

EVALUATIONS

a. How extensively do pupils use the library facilities and materials in classwork?
b. How extensively do pupils use the library facilities and materials for voluntary or leisure activities?
c. How cooperative are pupils in the care and maintenance of the library facilities and materials?
d. To what extent are significant educational opportunities provided for pupil assistants in the library?

COMMENTS

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VI. Special Characteristics of Library Services

1. What are the best elements or characteristics of the library services?
   a. A well qualified part time librarian.
   b. Location in study hall facilitates dispatching of books.
   c. Is used by a high percentage of students.

2. In what respects are they least adequate or in greatest need of improvement?
   a. Separate reading room adjacent to library.
   b. Library's office and equipment.
   c. Secretarial help and magazine racks.

3. In what respects have they been improved within the last two years?
   a. Additional volumes in various categories.
   b. Greater interest by teachers in building up their dept.
   c. Greater variety in the periodical dept.

4. What improvements are now being made or are definitely planned for the immediate future?
   a. The addition of an audio-visual section.
   b. Addition of periodical racks and files.
   c. Secretarial help for the librarian.
   d. Balance book collections to conform more closely to pupil needs.

5. What carefully conducted studies has the school made within the last two years or is now making of its own problems in this field?
   a. Re-cataloging of the entire library.
   b. Complete inventory of all volumes this spring.
   c. An increased budget for the library.

VII. General Evaluation of Library Services

EVALUATIONS

(a) How well do library services meet the needs identified in Section B, "Pupil Population and School Community," and Section C, "Educational Needs of Youth"?

(b) To what extent is the school identifying problems in the library services and seeking their solutions?

COMMENTS
CHAPTER VIII

GUIDANCE SERVICES

The faculty committee found this part of the school’s program to be the weakest division of all and gave it a rating of "better than poor" in the chart on page 298 of the EVALUATIVE CRITERIA. It felt that to only a limited extent were the school’s guidance services giving adequate aid to pupils in solving their problems and in making adjustments to various situations which they must meet as indicated by the statement of guiding principles in the EVALUATIVE CRITERIA on page 221. This committee also was of the opinion that the leadership for the guidance program was adequate but should not be headed by the principal or superintendent but rather by one of the regular staff members. It felt that an adequate testing program was being conducted in the guidance services but the rest of the program was found weak, with the possible exception of freshmen orientation. Indicated by the chart on page 294 of the Statistical Summary of Evaluation of the EVALUATIVE CRITERIA all divisions of the guidance services received no higher rating than "better than poor".

The faculty committee has pointed out the following needs which should be met in order to improve the guidance services to this school: follow-up guidance services for pupils graduated or withdrawn from high school; the addition
of a guidance instructor, not an administrator, to take the leadership in the guidance and counseling program; closer cooperation with the parents, especially when it comes to the health needs of the pupils as no school or county nurse has been made available; each staff member should participate in the school's guidance program; a functioning follow-up program and adjustment services for pupils withdrawn or graduated from high school. The faculty committee felt that what cannot be attained in a school of this size in elaborate records, etc., can, however, be made up for in part through a strong pupil-teacher cooperative relationship that so often is lacking in the larger school systems.
GUIDANCE SERVICES

(Section G of Evaluative Criteria, 1950 Edition)

OUTLINE OF CONTENTS

I. General Nature and Organization
II. Guidance Staff
   A. Guidance Leadership
   B. Referral Consultants
   C. Teacher Participation
III. Guidance Services
   A. Individual Inventory Services
   B. Informational Services
   C. Counseling Services
   D. Placement Services
   E. Follow-up and Adjustment Services
IV. Special Characteristics of the Guidance Services
V. General Evaluation of the Guidance Services

NAME OF SCHOOL

Checklists checked by:

Evaluations made by:

COOPERATIVE STUDY OF SECONDARY-SCHOOL STANDARDS

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Instructions

GENERAL

When the various features included in this section are being checked and evaluated, Section B, “Pupil Population and School Community,” and Section C, “Educational Needs of Youth,” should be kept in mind. The information revealed by these sections should be applied to every activity in the school. Persons making evaluations should ask: “How well do the practices in this school meet the needs of the pupil population and school community?” When evaluations are made, factors such as size, type, location of school, financial support available, and state requirements should not be permitted to justify failure to provide an appropriate program and facilities to meet the needs of the pupils and community served by the school. The twofold nature of the work—evaluation and stimulation to improvement—should also be kept in mind. Careful, discriminating judgment is essential if these purposes are to be served satisfactorily.

CHECKLISTS

The checklists consist of provisions, conditions, or characteristics found in good secondary schools. All of them may not be necessary, or even applicable, in every school. A school may therefore lack some of the items listed but have other compensating features. The checklists are intended to provide the factual bases for the evaluations.

The use of the checklists requires five symbols. (1) If the provision called for in a given item of a checklist is made extensively, mark the item in the parentheses preceding it with the symbol “\( √√ \)” (double check); (2) if the provision is made to some extent, mark the item with the symbol “√”; (3) if the provision or condition is made to a very limited extent, mark the item with the symbol “X”; (4) if a provision is missing but is needed, mark the item with the symbol “M”; (5) if any provision or condition is missing and is not desirable or appropriate for the school, mark such item with the symbol “N.” In brief, mark items:

- \( √√ \) provision or condition is made extensively
- √ provision or condition is made to some extent
- X provision or condition is very limited
- M provision or condition is missing but needed
- N provision or condition is not desirable or does not apply

Space is provided at the end of each checklist for writing in additional items. It is desirable that the provisions or practices of the school should be described as completely as possible.

EVALUATIONS

Evaluations represent the best judgment of those making the evaluations after all evidence (including results of observation of the school and discussions with the school staff, consideration of ratings on checklist items and data presented by the school, and experience of evaluators in other schools) has been considered. Evaluations should be made first by members of the school staff. These evaluations will be checked by members of the visiting committee at the time the school is visited. They are to be made by means of the rating scale as defined below.

5.—Excellent; the provisions or conditions are extensive and are functioning excellently.
4.—Very good,*
   a. the provisions or conditions are extensive and are functioning well, or
   b. the provisions or conditions are moderately extensive but are functioning excellently.
3.—Good; the provisions or conditions are moderately extensive and are functioning well.
2.—Fair,*
   a. the provisions or conditions are moderately extensive but are functioning poorly, or
   b. the provisions or conditions are limited in extent but are functioning well.
1.—Poor; the provisions or conditions are limited in extent and are functioning poorly.
M.—Missing; the provisions or conditions are missing and needed; if present, they would make a contribution to the educational needs of the youth in this community.
N.—Does not apply; the provisions or conditions are missing but do not apply or are not desirable for the youth of this school or community. (Reasons for the use of this symbol should be explained in each case under Comments.)

* If, in making the self-evaluation, members of the school staff wish to indicate which of the alternatives given for evaluations “4” or “2” applies, they may use “4a” or “4b,” “2a” or “2b.”
Statement of Guiding Principles

Guidance services, as applied to the secondary school, should be thought of as organized activities designed to give systematic aid to pupils in solving their problems and in making adjustments to various situations which they must meet. These activities should assist each pupil in knowing himself as an individual and as a member of society; in making the most of his strengths and in correcting or compensating for weaknesses that interfere with his progress; in learning about occupations so that he may intelligently plan and prepare, in whole or in part, for a career; in learning about educational opportunities available to him; and in discovering and developing creative and leisure interests.

These objectives should be achieved through cooperative relationships among the home, school, and community; through a closer coordination of the work of the secondary school and the sending schools; through use of a system of cumulative records and reports; through interpretation of adequate and specific data concerning the individual pupil; through a comprehensive and effective system of counseling; through coordination of the work of the school and community agencies; and through definite provisions for articulating the work of the school with the needs of the individual after he leaves school.

To effect these results the school administration must support and encourage the guidance function with leadership and facilities necessary to provide adequate services. All members of the guidance and teaching staffs should understand their mutual responsibilities and should desire to cooperate in fulfilling these responsibilities. Although every teacher and administrative officer should be prepared to participate in guidance activities, the services of competent counselors who have specialized training should be available. In conjunction with other available information, measurements and tests of various types, standardized or locally devised, and personality and interest inventories should be available and should be used as guidance tools with full knowledge of their values and limitations.

Finally, the guidance services should reveal facts about the pupils enrolled and the community served which the whole school staff should study and interpret in the continuous evolution of the curriculum.

I. General Nature and Organization

It is recognized that the organization for carrying out the school's responsibility for guidance will vary with size of school, available resources, and administrative provisions. On a separate sheet, or under "Comments" on the next page, indicate the organization of the guidance services either with a diagram, a description, or both.

CHECKLIST

( ✓ ) 1. Guidance is conceived as a continuous function which is related to all phases of the educational program.

( ✓ ) 2. Guidance services are planned to be an integral and important part of the educational program with particular activities contributing to the individual's ability to make sound adjustments, choices, and plans.

( ✓ ) 3. Guidance and instructional staff members regard the guidance services as a cooperative undertaking in which both teachers and guidance personnel have well-defined responsibilities.

( ✓ ) 4. Guidance services are planned to help pupils understand themselves.

( ✓ ) 5. Guidance services are organized to help pupils develop both immediate and long-range plans.

( X ) 6. Guidance services assist pupils in achieving desirable goals by providing individual inventory, informational, counseling, placement, and follow-up services.

( ✓ ) 7. Guidance services assist pupils in making their own decisions after careful analysis of their own situation.

( X ) 8. Guidance services are concerned with preventing maladjustment as well as locating causes of maladjustment and providing remedial assistance.

( ✓ ) 9. Guidance services assist in orienting new pupils to the school.

( ✓ ) 10. The guidance services actively seek to secure the assistance of all who can aid pupils in making satisfactory adjustments (e.g., teachers, parents, community organizations).

( ✓ ) 11. Secondary-school guidance services are coordinated with similar services in schools previously attended by the pupils.

( X ) 12. Guidance services are coordinated with similar services beyond the secondary school (colleges, trade schools, industry).

( ✓ ) 13. Problems common to many or all, as revealed through guidance services, are used as a basis for organizing group activities.
1. General Nature and Organization—Continued

14. Guidance services function throughout all grade levels of the secondary school.

15. Guidance services function for pupils who have left (graduated or withdrawn from) the secondary school.

16. The school administrative staff cooperates and assists in the guidance activities (e.g., enlists community support, provides facilities and equipment, coordinates curricular and guidance activities).

EVALUATIONS

a. How adequate is the concept of guidance held by all members of the school staff?

b. How extensive are the provisions for guidance services?

c. To what extent are provisions made to utilize the assistance of all instructional staff members in providing guidance services to pupils?

COMMENTS

Organization of the Guidance Service

1. First period daily is devoted to guidance class for all freshmen.

2. The high school principal directs and integrates the Guidance service of the school.

3. All staff members are associated with the class group they sponsor.

4. Guidance services are extended to students in other classes during their study period.

5. Measurement, aptitude and preference tests are given periodically.

6. Complete records, including academic and interest inventories, are kept on all students, grades 1–10, in the Guidance File.
II. Guidance Staff

A. Guidance Leadership

In this section, give major consideration to the person, or persons, responsible for the direction and coordination of the guidance activities. The leader may be designated as director of guidance, dean, head counselor, chairman of the guidance committee, or by some other title. Indicate below the name of the individual or individuals having major responsibility for directing and coordinating the guidance services.

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Full-time equivalence of persons in guidance services</th>
</tr>
</thead>
<tbody>
<tr>
<td>James M. Piasecki</td>
<td>Assistant Superintendent</td>
<td>6/4</td>
</tr>
</tbody>
</table>

Consider also those staff members having delegated, though not major, responsibilities for coordinating and implementing the guidance services. Check and evaluate all items according to the preparation and qualifications of the staff to perform guidance leadership functions.

(For detailed information about each staff member, see Section J, “Data for Individual Staff Members.”)

CHECKLIST

All counselors having major responsibility for the guidance services have or have had

☐ 1. An education which is equivalent to the requirements for the master's degree.

☐ 2. A broad general educational background.

☐ 3. Training in psychology and mental hygiene with particular emphasis upon adolescent behavior and needs.

☐ 4. Training in basic principles of guidance.

☐ 5. Training in group guidance activities.

☐ 6. Training in techniques of individual appraisal.

☐ 7. Training in interview and counseling techniques.

☐ 8. Training in the organization and administration of guidance programs.

☐ 9. Training in the collection, organization, and use of occupational, educational, and other information pertinent to planning by youth.

☐ 10. Successful teaching experience.

☐ 11. Supervised counseling experience or internship.

☐ 12. Occupational experience other than teaching or counseling at one or more wage-earning jobs.

☐ 13. Knowledge of employment opportunities, requirements, and conditions of the local labor market.

☐ 14. Knowledge of the training opportunities for various occupations.

☐ 15. Knowledge of postsecondary educational opportunities and requirements.

☐ 16. Knowledge of community agencies and services.

☐ 17. Personal qualifications for the development of desirable working relationships with school and community personnel.

☐ 18. Desirable professional attitudes in conducting guidance activities and in handling confidential information.

☐ 19. 

☐ 20. 

EVALUATIONS

☐ ( ) a. How adequate is the preparation of members of the guidance staff?

☐ ( ) b. How adequate is the experience of members of the guidance staff?

☐ ( ) c. How satisfactory are the personal qualifications of members of the guidance staff?

COMMENTS
B. Referral Consultants

The guidance services need the assistance of specialists equipped to act as consultants in particular fields. Psychologists, psychiatrists, physicians, nurses, visiting teachers, social workers, and individuals with special knowledge of vocations and placement can provide valuable assistance to the guidance services. In large school systems these specialists may be available in a central bureau, clinic, or administrative office for the entire school system. In most cases the school will have to call upon agencies in the community for assistance.

Indicate below the names of individuals serving as consultants, their official position and location, and an indication of the relative use made of them during the last twelve months.

<table>
<thead>
<tr>
<th>Name</th>
<th>Position and Location</th>
<th>Frequency of use</th>
</tr>
</thead>
<tbody>
<tr>
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</tr>
</tbody>
</table>

EVALUATIONS

(✓) a. How adequate are the provisions for securing the services of consultants?

(✓) b. How extensively are the services of consultants used?

COMMENTS

C. Teacher Participation

Maximum results of the guidance services can be achieved only through cooperative participation in the services by all teachers. The homeroom teacher is especially responsible for close cooperation with the guidance staff. The following criteria suggest ways in which the teaching and guidance staffs may cooperate to assist pupils.

CHECKLIST

(✓) 1. Teachers and counselors understand their mutual responsibilities.

(✓) 2. Teachers use pupil cumulative records in understanding individual pupils.

(✓) 3. Teachers use pupil cumulative records in adapting teaching to individual needs.

(✓) 4. Teachers and counselors cooperate in developing or obtaining instructional materials useful in the guidance services.

(✓) 5. Teachers seek the assistance of counselors in dealing with pupil problems.

(✓) 6. Teachers and counselors cooperate in securing information concerning pupils and pupil problems.

(✓) 7. Teachers and counselors participate in group conferences concerning pupil problems.

(✓) 8. Teachers assist in carrying out the recommendations of counselors.

(✓) 9. Teachers and counselors cooperate in continuing to keep in touch with pupils who leave school.

(✓) 10. Teachers assist in securing the cooperation of the home in guidance service activities.

(✓) 11. Teachers in specialized subject-matter areas and counselors cooperate in helping pupils elect course offerings to meet individual pupil needs.

(✓) 12. 

(✓) 13.

EVALUATIONS

(✓) a. To what extent do teachers indicate interest in and understanding of the functions of the guidance services?

(✓) b. How extensively do teachers and counselors cooperate in appropriate phases of the guidance services?

(✓) c. How effectively do teachers and counselors cooperate in appropriate phases of the guidance services?

COMMENTS
III. Guidance Services

A. Individual Inventory Services

Comprehensive information about pupils, systematically organized for use, is essential for an effective guidance program. It is desirable that significant information obtained in the elementary school or junior high school be made available at or before the time of the pupil's enrollment in the next higher school and that additional items of information having guidance value be added to each pupil's records as he progresses through the school. Information concerning vocational experiences, further education, and postschool adjustment should be added to the records of those pupils who have left school.

1. Sources of Information about Pupils

| CHECKLIST |
|-----------------|-----------------|
| 1. Records from sending school. | 10. Appropriate tests administered to individual pupils as need for data arises. |
| 2. Appropriate tests given near the time of admission and periodically thereafter. | 11. Anecdotal records. |
| 4. Individual interviews with pupils. | 13. Visits to pupils' homes. |
| 7. Teachers' comments and observations. | 16. Socioeconomic rating devices. |
| 8. Conferences with the pupils' teachers. | 17. |
| 9. Interviews with parents, other family members, and interested friends of the pupil. | 18. |

EVALUATION

(a) How adequate are the provisions for obtaining information about pupils?

COMMENTS
2. Types of Information about Pupils

The classifications below suggest types of information which have been found helpful in pupil guidance. The scope and nature of records will depend upon the organization of the guidance services within a particular school. It should be emphasized that records are not of value for their own sake but only as they are used to promote more effective adjustment of pupils.

The cumulative record is essentially unitary, every item of which needs to be consulted when a pupil problem, or a pupil-counselor conference, is in question. It is recognized that in large schools there may be administrative reasons for separating the files of these records, but this should be done in such a way that all records are accessible for quick consultations. It is also recognized that some items are more confidential than others. It must be assumed, however, that both teachers and counselors are professional persons and that all items will be treated as professionally as the physician or lawyer treats information about his patient or client.

a. Home and Family Background

CHECKLIST

Accurate information is secured and recorded about the following items for all pupils:

1. Name, sex, place and date of birth.
2. Photograph.
3. Full name of each parent (or guardian).
4. Parents', or guardian's, address and telephone number.
5. Occupation of each parent.
6. Race, nationality, and birthplace of parents.
7. Citizenship status of parents; how long residents of this country.
9. Marital status of parents; living together, divorced, separated, remarried.
10. Ages of brothers and sisters of the pupil.
11. Marked talents or accomplishments of family members or close relatives.
12. Health status of family members.
14. Attitude of the home toward school and toward attendance of pupil at school.
15. Facilities for home study—library, magazines, conveniences for study.
16. Plans of parents which are related to plans of their children.
17. Description of neighborhood conditions.
18. 
19. 

EVALUATIONS

1. How extensive is the information concerning home and family background?
2. How well is the information concerning home and family background kept up to date?

COMMENTS

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b. Physical and Medical Status

CHECKLIST
Accurate information is secured and recorded periodically about the following items for all pupils: (Describe the plan for physical and medical examinations under “Comments.”)

☑ 1. Height and weight.
☐ 2. Vision.
☐ 3. Hearing.
☐ 4. Mental health and personal adjustment.
☑ 5. Teeth and gums.
☐ 7. Posture and feet.
☐ 8. Tonsils, adenoids.
☐ 10. Skin and scalp.
☐ 11. Physical abnormalities and deformities, undernourishment.
☐ 12. Physiological maturation.
☐ 13. Immunizations.
☐ 14. Serious illnesses or injuries.
☐ 15. Absence due to illness.
☐ 16. Physical health habits.
☐ 17.
☐ 18.

EVALUATIONS
( ) a. How extensive is the information concerning physical and medical status?
( ) b. To what extent are physical and medical records kept up to date?
( ) c. To what extent is use made of these data?

COMMENTS
The school or county nurse here parents cooperate fairly well with the school in checking with their family doctor on the health requirements of their children.

c. Scholastic Progress and Test Information

CHECKLIST
Accurate information is secured and recorded about the following items for all pupils:

☑ 1. Name and location of school or schools attended.
☑ 2. Attendance and tardiness record; reasons for excessive absence or tardiness.
☑ 3. Curriculum or pattern of courses selected; record of changes with reasons for change.
☑ 4. Complete academic record, including courses, year taken, marks, and credits received.
☑ 5. Reason and explanation for any failure.
☑ 6. Scholastic distinctions received.
☐ 7. Record of subsequent entry to other educational institutions.
☐ 8. General and specialized mental ability data as interpreted from test scores.
☐ 9. Performance on achievement tests, teacher-made or standardized, in various subject areas.
☐ 10.
☐ 11.

EVALUATIONS
( ) a. How extensive is the information concerning scholastic progress?
( ) b. To what extent are tests used in studying pupils?
( ) c. How up to date are scholastic progress records?
( ) d. To what extent is use made of these data?

COMMENTS
d. Personal and Social Development

CHECKLIST

Accurate information is secured and recorded about the following items for all pupils:

1. Special talents and interests—musical, artistic, athletic, inventive, literary, dramatic, scientific.
2. Special achievements (other than scholarship) in school and out of school.
3. Participation in pupil activity program.
4. Educational intentions.
5. Vocational preferences at successive stages of development.
7. Membership in out-of-school clubs or organizations.
8. Employment during out-of-school hours.
9. Use of leisure—estimate of time given to play, reading, hobbies, movies, radio.
10. Conduct or citizenship record.
11. Nature of social activities.
12. Periodic ratings by teachers on personality traits.
13. Attitudes toward school and school activities.
14. Religious interests and activities.
15. Results from interest inventories.
16. Interpretations of aptitude tests.
17. Interpretations of personality and attitude inventories or scales.
18. .
19. .

EVALUATIONS

a. How extensive is the information concerning personal and social development?

b. How up to date are records of personal and social development?

c. To what extent is use made of these data?

COMMENTS
3. Maintenance and Use of Pupil Information

CHECKLIST

1. The cumulative record of an entering or transfer student is consulted before his enrollment is completed.

2. Forms provide for easy and accurate recording of data and sources of information.

3. Codes and marking systems are carefully explained on each form on which they are used (unless entirely confidential).

4. Graphs or diagrams are used wherever appropriate to indicate relative progress.

5. Pupil records are organized so that data are entered in sequential order and relationships and progress can be traced easily.

6. Distinction is made between data of permanent value and those of temporary value, only the former being preserved in the permanent cumulative record.

7. Provision is made for duplication of appropriate parts of pupil records.

8. Pupil cumulative records are carefully filed for use while he is in school and for reference after he has left school.

9. Pupil records are consulted by staff members in cases involving choice of courses or vocation, attendance, failure, conduct, and similar problems dealing with pupil progress.

10. The information in cumulative records is used to assist pupils with self-appraisal and in educational and vocational planning.

11. Records containing information are readily accessible to all who are authorized to use them.

12. Counselors use professional judgment in providing information from their confidential files to assist teachers in helping pupils.

13. Unauthorized persons are not permitted access to confidential records of pupils.

14.

15.

EVALUATIONS

a. How well are records organized, filed, and protected?

b. How extensively are records used by teachers?

c. How extensively are records used by counselors?

COMMENTS
B. INFORMATIONAL SERVICES

Much of the occupational and educational information needed by pupils in planning their futures and making decisions can be presented economically through group instruction. Nevertheless, wide individual differences exist in the times at which such information is needed and in the kind and amount of information required. One of the aims of the guidance services is to have available to the individual, or within easy referral range, pertinent information which he may need in order to make wise plans.

CHECKLIST

(✓) 1. Information is available concerning current educational opportunities and requirements of institutions beyond the secondary school.

(✓) 2. Information is available concerning current occupational opportunities, requirements, and conditions.

(✓) 3. Occupational information which is pertinent to the present and immediate future local job market is collected regularly.

(✓) 4. Information is available concerning the recreational opportunities available for secondary-school youth.

(✓) 5. Posters, charts, photographs, exhibits, and other means are employed to present information to pupils.

(✓) 6. Periodicals containing articles of guidance value are available for pupil use.

(✓) 7. Current catalogs are available for schools (business, trade, nurses training, and evening), colleges, and universities.

(✓) 8. Current information is available regarding scholarships, loans, and other financial assistance for pupils.

(✓) 9. "Career Days" or "Career-Study Clubs" provide opportunities for pupils to become acquainted with various occupations.

(✓) 10. Agencies and persons who are willing and able to give individual pupils accurate occupational, training, and placement information have been identified.

(✓) 11. Informational materials are organized and filed for effective use.

( ) 12. 

( ) 13. 

EVALUATIONS

(a) How extensive is the supply of information useful to pupils for guidance purposes?

(b) How well is this information organized for use?

(c) How extensively is this information used (by pupils and counselors or homeroom teachers)?

COMMENTS
C. Counseling Services

This section refers only to services performed by members of the school staff formally designated as full-time or part-time counselors.

1. General Principles

CHECKLIST

1. Counseling services are available during the school day for all pupils. (✓)
2. Counseling time to the extent of at least one period a day for each 100 pupils enrolled is provided. (✓)
3. The primary objective of counseling is to help the pupil improve his adjustment to his social and material environment. (✓)
4. Counseling services are concerned with all phases of pupil development—physical, mental, emotional, and social. (✓)
5. Counselors recognize that individual differences and environmental variations are basic factors in affecting pupil behavior. (✓)
6. Counseling assists in arriving at decisions for which the pupil and his parents assume full responsibility. (✓)

EVALUATIONS

(✓) a. How extensive are the provisions for counseling?
( ) b. How effective is the counseling?

COMMENTS

2. Interview Procedures

CHECKLIST

The counselor

1. Prepares for each interview by studying all data pertinent to the counseling problem. (✓)
2. Recognizes problems which may involve a series of interviews and plans accordingly. (✓)
3. Recognizes problems which are beyond his counseling skill or can be handled more effectively by others and refers such problems to the appropriate person or agency. (✓)
4. Conducts all interviews in private. (✓)
5. Encourages the pupil to express himself freely. (✓)
6. Avoids domination of the interview. (✓)
7. Accepts the pupil as he reveals himself without unnecessarily expressing values on the pupil's remarks. (✓)

EVALUATIONS

(✓) a. To what extent is careful preparation made for the interview?
( ) b. How effectively are the techniques used in the interview?

COMMENTS

( ) 8. Is mindful at all times that decisions reached in the interview must be emotionally and intellectually acceptable to the pupil.
( ) 9. Aims at assisting pupils in becoming increasingly self-reliant.
( ) 10. Keeps a written record of the interview (though not necessarily made during the interview).
(✓) 11. Is careful to be professional in handling confidential information.
(✓) 12. Makes provision for follow-up and assistance when desirable for each pupil counseled.

( ) 13.
( ) 14.
CHECKLIST

The placement services

1. Assist pupils who withdraw from school in obtaining additional education or training.
2. Assist graduates in obtaining additional education or training.
3. Assist pupils in securing part-time and vacation employment.
4. Assist pupils who withdraw from school in obtaining suitable employment.
5. Assist graduates in obtaining employment for which they are fitted.
6. Coordinate the school placement services with similar community services.
7. Make records of placement information in the pupils' cumulative records.
8. Conduct surveys of occupational and training opportunities and make results available to those responsible for the improvement of the educational program.
9. Accumulate and organize information important in the improvement of the educational program.
10. Recommend changes in placement of pupils for better adjustment within the school.
11. 
12. 

EVALUATIONS

a. How adequate are provisions for educational placement services?

b. How adequate are provisions for employment placement services?

c. How effectively do these services function?

COMMENTS
E. Follow-up and Adjustment Services

CHECKLIST
The follow-up and adjustment services

1. Conduct periodic surveys of activities of all school-leavers including graduates.
2. Secure information from school-leavers concerning strengths and weaknesses of the program of studies.
3. Secure information from school-leavers concerning strengths and weaknesses of the school organization.
4. Secure information from school-leavers concerning strengths and weaknesses of the guidance services.
5. Identify out-of-school youth who need further guidance.
6. Acquaint community and staff with results of follow-up studies.
7. Provide opportunities for pupils now in school to participate in follow-up studies.
8. 
9. 

EVALUATIONS

a. How adequate are provisions for follow-up services?

b. To what extent are follow-up activities contributing to the improvement of the educational program?

COMMENTS
IV. Special Characteristics of the Guidance Services

1. What are the best elements or characteristics of the guidance services?
   a. Guidance is emphasized during the year.
   b. Counseling by staff members has been good.
   c. Curriculum guidance programs need improvement.

2. In what respects are guidance services least adequate or in greatest need of improvement?
   a. Need guidance teacher not involved in administrative work.
   b. Follow-up services very weak.
   c. Health of students guidance program need strengthening.

3. In what respects have guidance services been improved within the last two years?
   a. Personal data records have been improved.
   b. Greater orientation work has been done.
   c. More staff members now qualified in counseling.

4. What improvements are now being made or are definitely planned for the immediate future?
   a. To add a guidance director.
   b. More attention to junior and senior year services.
   c. Attempt to secure services of a county nurse.

5. What carefully conducted studies has the school made within the past two years or is now making of its own problems in this field?
   a. Faculty has studied the weaknesses in the curriculum guidance program and has made needed steps to take in the correct direction.

V. General Evaluation of Guidance Services

EVALUATIONS

a. How well do the guidance services meet the needs identified in Section B, "Pupil Population and School Community," and in Section C, "Educational Needs of Youth"?

b. To what extent is the school identifying problems in the guidance services and seeking their solution?

COMMENTS
CHAPTER IX

SCHOOL PLANT

The school plant was given a little "better than fair" rating as indicated by the chart on page 298 of the EVALUATIVE CRITERIA. A breakdown of the above rating appears in the chart on page 295 on Statistical Summary of Evaluation in the EVALUATIVE CRITERIA. In checking the various phases of the school plant as itemized on page 237 of the EVALUATIVE CRITERIA the faculty committee found most commendable the sanitation and cleanliness of the buildings. It felt the site of the buildings in respect to pupil population was well chosen. The general basic equipment was found quite adequate.

Some of the weaknesses that stand in need of correction or complete change were: the site was considered too limited for present pupil enrollment and future expansion; some exit doors were not equipped with safety bars; all exit doors lacked red light markings; locker space was only 50 percent adequate; no rooms have been acoustically treated; the exterior appearance of the buildings is poor; temperature and ventilation control facilities are very inadequate; toilet and lavatory facilities were considered too limited; more fire-fighting equipment is needed; more rooms need to be darkened for audio-visual education; gymnasium is short on seating capacity for interscholastic sports; no lunchroom
has been provided for a hot lunch program (41 per cent of the pupils enrolled in this school come to school on buses); the administrative office is too small; no teacher rest rooms have been provided; no special room has been provided for first aid and health work. The faculty committee felt that the buildings were adequate for the present inadequate curriculum and present enrollment, but recommends that a careful study be made of present, past and future enrollment trends. It feels that present building facilities will be inadequate to meet the enrollment needs of the school by the school year 1960-61, if present enrollment trends continue. (See school district map of Granite county and enrollment data chart on the following pages. It should be kept in mind that the Drummond high school improvement district includes Common School District numbers 3, 11, and 8. Common School District 13 is a joint district with Powell county. Both grade and high school pupils are transported by bus to the Drummond elementary and high school from Districts 3, 11, and 13. Only high school pupils are transported to Drummond from District Number 8 as it maintains a two-room elementary school at Hall, Montana for the first eight grades. Everything below the heavy green line on the map lies in the Granite County high school district. The high school for this district is located at Philipsburg, Montana).
### Enrollment Data for School Districts 11, 3 and 8

<table>
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<tr>
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<tbody>
<tr>
<td><strong>Lower</strong></td>
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<td></td>
<td></td>
<td></td>
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<tr>
<td>Four Grades</td>
<td>74</td>
<td>69</td>
<td>71</td>
<td>106</td>
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<tr>
<td><strong>Upper</strong></td>
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</tr>
<tr>
<td>Four Grades</td>
<td>63</td>
<td>71</td>
<td>68</td>
<td>75</td>
<td>106</td>
<td></td>
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<tr>
<td><strong>High School</strong></td>
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<tr>
<td>School</td>
<td>81</td>
<td>67</td>
<td>67</td>
<td>61</td>
<td>75</td>
<td>106</td>
</tr>
</tbody>
</table>
A study of the enrollment data for the Drummond high school district on the preceding page reveals a definite trend toward an appreciable increase in the high school enrollment by the year 1960. From 1938 to 1950 there was a drop in high school enrollment of twenty pupils. During the World War II years there was a very steady enrollment in the grades and high school. In 1946 a slight increase was noted in the lower four grades. By 1950 enrollments in these grades had jumped from seventy-one to 106 pupils, an increase of approximately 33 per cent. For the same four-year period the enrollment in the four upper grades increased by seven pupils, an increase of about 9 per cent. With eight seniors leaving the high school in May by graduation and fifteen entering high school this fall from the eighth grade there will be an anticipated increase in high school enrollment of about 11 per cent. Should this trend toward increased enrollments continue, it may be expected that there will be a high school enrollment of over 100 pupils by the year 1960. This is an increase of forty-five pupils, or about 73 per cent, over the present enrollment. Thus it may be safe to assume that before 1960 the school will have to seriously consider the hiring of additional staff members and the possibility of a building program to meet the new enrollment needs.
OUTLINE OF CONTENTS

I. The Site
   A. Location
   B. Physical Characteristics

II. The Building or Buildings

III. Building Services
   A. Illumination
   B. Temperature and Ventilation
   C. Water and Sanitation
   D. Miscellaneous Building Services

IV. Classrooms

V. Special Rooms and Services
   A. Auditorium
   B. Lunchrooms, Dining Rooms, and Kitchen
   C. Office and Staff Rooms
   D. Clinics, Infirmary, or Hospitalization Facilities
   E. Sleeping and Study Quarters

VI. School Buses

VII. Special Characteristics of School Plant

VIII. General Evaluation of the School Plant

NAME OF SCHOOL: Drummond High School  DATE: July, 1951

Checklists checked by: Faculty Committee  Evaluations made by: James M. Feildel
Instructions

GENERAL

When the various features included in this section are being checked and evaluated, Section B, "Pupil Population and School Community," and Section C, "Educational Needs of Youth," should be kept in mind. The information revealed by these sections should be applied to every activity in the school. Persons making evaluations should ask: "How well do the practices in this school meet the needs of the pupil population and school community?" When evaluations are made, factors such as size, type, location of school, financial support available, and state requirements should not be permitted to justify failure to provide an appropriate program and facilities to meet the needs of the pupils and community served by the school. The twofold nature of the work—evaluation and stimulation to improvement—should also be kept in mind. Careful, discriminating judgment is essential if these purposes are to be served satisfactorily.

CHECKLISTS

The checklists consist of provisions, conditions, or characteristics found in good secondary schools. All of them may not be necessary, or even applicable, in every school. A school may therefore lack some of the items listed but have other compensating features. The checklists are intended to provide the factual bases for the evaluations.

The use of the checklists requires five symbols. (1) If the provision called for in a given item of a checklist is made extensively, mark the item in the parentheses preceding it with the symbol "✓✓" (double check); (2) if the provision is made to some extent, mark the item with the symbol "✓"; (3) if the provision or condition is made to a very limited extent, mark the item with the symbol "X"; (4) if a provision is missing but is needed, mark the item with the symbol "M"; (5) if any provision or condition is missing and is not desirable or appropriate for the school, mark such item with the symbol "N." In brief, mark items:

- ✓✓ provision or condition is made extensively
- ✓ provision or condition is made to some extent
- X provision or condition is very limited
- M provision or condition is missing but needed
- N provision or condition is not desirable or does not apply

Space is provided at the end of each checklist for writing in additional items. It is desirable that the provisions or practices of the school should be described as completely as possible.

EVALUATIONS

Evaluations represent the best judgment of those making the evaluations after all evidence (including results of observation of the school and discussions with the school staff, consideration of ratings on checklist items and data presented by the school, and experience of evaluators in other schools) has been considered. Evaluations should be made first by members of the school staff. These evaluations will be checked by members of the visiting committee at the time the school is visited. They are to be made by means of the rating scale as defined below.

5.—Excellent; the provisions or conditions are extensive and are functioning excellently.

4.—Very good.*
   a. the provisions or conditions are extensive and are functioning well, or
   b. the provisions or conditions are moderately extensive but are functioning excellently.

3.—Good; the provisions or conditions are moderately extensive and are functioning well.

2.—Fair.*
   a. the provisions or conditions are moderately extensive but are functioning poorly, or
   b. the provisions or conditions are limited in extent but are functioning well.

1.—Poor; the provisions or conditions are limited in extent and are functioning poorly.

M.—Missing; the provisions or conditions are missing and needed; if present, they would make a contribution to the educational needs of the youth in this community.

N.—Does not apply; the provisions or conditions are missing but do not apply or are not desirable for the youth of this school or community. (Reasons for the use of this symbol should be explained in each case under Comments.)

* If, in making the self-evaluation, members of the school staff wish to indicate which of the alternatives given for evaluations "4" or "2" applies, they may use "4a" or "4b," "2a" or "2b."
Statement of Guiding Principles

The school plant, consisting of the site, building, equipment, and services, is a major factor in the functioning of the educational program. The plant as planned and equipped is more than a place of instruction. It is, during school time, the physical environment which assists or limits pupil achievement of desirable learning outcomes.

The school plant must provide the physical facilities to conduct a program designed to meet the educational needs of youth of secondary-school age. This necessitates provisions for a variety of classroom activities, extracurricular or extraclass activities, and recreational and community activities. Besides housing and equipment for these activities, the plant must provide illumination, water, heat, and ventilation, and protection services which contribute to the health and safety of its occupants.

Building plans should, as far as possible, contemplate meeting future, as well as present, enrollment and curricular needs. The building should provide for flexibility in use. Effort should be made to attain a more efficient school at a minimum cost. The interior and exterior of the building should be attractive and appropriate in design so that aesthetic quality is evident. The grounds about the building should include well-kept lawns and shrubbery. These features and other natural features of the immediate environment should be used whenever appropriate for learning activities. The site as well as the building should reflect desirable aspects of the environment. The school plant should be an integral part of a community planning program. The entire plant should stimulate pupils to use its facilities to maximum effectiveness.

I. The Site

A. Location

CHECKLIST

The site

1. Is readily accessible to the school population.
2. Is accessible over hard-surfaced roads and walks.
3. Is readily accessible to public transportation lines.
4. Is as near the center of the present and anticipated school population as environmental conditions make advisable.
5. Is located with relationship to other community facilities.
6. Is free from traffic and transportation dangers.
7. Is free from environmental noises and confusion.
8. Is free from smoke and dust.
9. Is free from obstructions to light and air.
10. Is elevated and drained to provide grounds free from surface water.
11. Is provided with adequate facilities for sewage disposal.
12. Is provided with an adequate supply of pure water.
13. Has fire hydrants which are easily accessible.
14. 
15. 

EVALUATIONS

a. How accessible is the site to the pupil population?

b. To what extent does the location of the site promote health?

c. To what extent does the location of the site promote safety?

d. How satisfactory are the educational and cultural influences of the environment?

COMMENTS
B. Physical Characteristics

CHECKLIST

The site

1. Is sufficiently extensive to provide for present educational needs.
2. Is sufficiently extensive to provide for future expansion needs.
3. Provides accessible play and recreational areas of sufficient size.
4. Is free from obstructions and safety hazards to pupils en route to and from play and recreational areas.
5. Is provided with substantial bleachers for spectators in play and recreational areas.
6. Is provided with suitable fences where needed.
7. Is provided with walks or driveways leading from all exits.
8. Includes parking areas of sufficient size to serve school and community requirements.
9. Includes facilities for safely loading and unloading transported pupils.
10. Includes areas for outdoor educational activities (e.g., gardening, nature study, aquatics).
11. Is so planned that playground noises interfere relatively little with classroom activities.
12. Is attractively landscaped.
13. Is maintained in good condition and appearance.
15. ____________________________
16. ____________________________

EVALUATIONS

a. How extensive is the site in terms of the number of pupils enrolled?

b. To what extent does the site provide for future building expansion?

c. How adequately does the site provide for educational activities?

d. How satisfactory is the condition in which the grounds are kept?

e. How satisfactory is the aesthetic quality of the school grounds?

COMMENTS
II. The Building or Buildings

CHECKLIST

1. The building is so placed on the site as to provide for efficient utilization of the total area.

2. The building is so placed on the site as to provide an attractive appearance.

3. The building is so situated and planned as to meet future expansion needs without unnecessary construction costs, decreasing efficiency, or marring appearance.

4. The building is free from ornamentation and architectural features which may deteriorate rapidly.

5. The gross structure of the building is of durable fire-resistant material.

6. The building has a plain, durable roof with adequate gutters and downspouts.

7. Nonsupporting classroom partitions make possible changes in dimensions and arrangement of rooms.

8. Entrances and exits are arranged to permit use of parts of the building by the public.

9. The arrangement of driveways, doorways, and floor levels facilitates truck deliveries with a minimum of interference with school activities.

10. All exit doors are equipped with safety bars.

11. All exits are clearly marked with red lights.

12. All construction and installation meet requirements of local building codes.

13. Spaces under stairways are not used for storage.

14. Stairways are provided with continuous hand rails at correct heights.

15. Stairs and landings have nonslip treads.

16. Corridors are free from obstructions, pockets, and dead ends.

17. Corridor floor materials are fire resistant.

18. Corridors are provided with adequate illumination at all times.

19. Lockers are provided in sufficient number to meet the needs of all pupils.

20. Corridors and stairways are planned for ease in cleaning.

21. Corridors are acoustically treated.

22. The heating plant is located to provide efficient operation.

23. The heating plant has a direct outside entrance.

24. The heating plant is maintained in clean, orderly condition.

25. The interior materials and workmanship contribute to an attractive appearance.

26. The colors of the walls, ceiling, and trim contribute to an attractive appearance and satisfactory illumination.

27. In case school activities are housed in several buildings, provision is made for the protection of pupils against inclement weather or dangerous traffic conditions while going from one building to another.

28. The general appearance of the interior of the building encourages pupil cooperation in maintenance.

29. The general appearance of the exterior of the building encourages pupil cooperation in maintenance.

30. 

31. 

EVALUATIONS

a. How satisfactory is the exterior appearance of the building?

b. How satisfactory is the interior appearance of the building?

c. How adequate are the stairways?

d. How adequate are the corridors?

e. How adequate are the exits?

f. To what extent do the general characteristics of the building provide for health and safety?

g. How satisfactorily is the school plant arranged to permit community use of facilities?

COMMENTS
III. Building Services

A. Illumination

CHECKLIST

1. Windows are of sufficient size and number and in appropriate locations to provide adequate lighting under normal conditions.

2. Properly shielded artificial light supplements natural light so that reading and working surfaces in all areas of the room have adequate light intensity without too great contrast at all times.

3. Illumination of the auditorium and the stage is adjustable to varying needs.

4. Stairways, corridors, toilet rooms, and similar spaces are adequately illuminated.

5. Provision is made for the safe and easy regulation of lighting in classrooms. (Lights on the dark side of the room may be turned on without using those on the other side.)

6. Electrical outlets are provided in all rooms.

7. Control switches are easily accessible.

8. Paint and finish on walls, floors, and desks provide nonglossy reflecting surfaces.

9. Chalkboards and all reading surfaces have no glare in pupil's field of vision.

10. Ceilings have a reflective factor of at least 80 percent.

11. All classrooms and instructional areas are surveyed periodically to ascertain light intensity.

12. Pupils understand the importance of and cooperate in the maintenance of proper illumination.

EVALUATIONS

a. How adequate are the provisions for illumination?

b. How effectively are the provisions controlled to assure proper illumination?

COMMENTS

B. Temperature and Ventilation

CHECKLIST

1. A temperature of 68 to 70 degrees Fahrenheit is maintained in class and reading rooms when temperature outside is low enough to require heating of rooms.

2. Ventilation facilities assure a sufficient supply of clean air and proper circulation in all classrooms and instruction areas.

3. Ventilation facilities assure a sufficient supply of clean air and proper circulation in all corridors and stairways.

4. Ventilation facilities assure a sufficient supply of clean air and proper circulation in locker and locker rooms.

5. Ventilation facilities assure a sufficient supply of clean air and proper circulation in toilet rooms.

6. Provision is made to prevent direct drafts on occupants of rooms.

7. Provision is made for adjusting humidity in schoolrooms.

8. Each classroom is provided with a thermometer which registers temperature accurately.

9. Adjustments in classroom temperature are quickly and easily made.

10. Provisions are made for heating certain rooms or areas (auditorium, gymnasium, shops) without heating the entire building.

11. The safe condition of the heating system is assured at all times through periodic inspection by a fire marshall or underwriters.

12. Heating facilities can be readily expanded to meet increased building needs.

EVALUATIONS

a. How adequate are the equipment and facilities for maintaining proper temperatures?

b. How adequate are equipment and facilities for maintaining the proper condition of air?

c. How adequately is proper temperature maintained?

d. How adequately is the proper condition of air maintained?

COMMENTS
**C. Water and Sanitation**

### Checklist

<table>
<thead>
<tr>
<th>Number</th>
<th>Description</th>
</tr>
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<tbody>
<tr>
<td>✓ 1.</td>
<td>Sanitary drinking fountains are provided in sufficient number and distributed to meet needs of pupils.</td>
</tr>
<tr>
<td>✓ 2.</td>
<td>Drinking fountains are maintained in sanitary condition.</td>
</tr>
<tr>
<td>✓ 3.</td>
<td>The drinking water is tested periodically.</td>
</tr>
<tr>
<td>✓ 4.</td>
<td>Toilet and lavatory facilities are provided for boys on each floor.</td>
</tr>
<tr>
<td>✓ 5.</td>
<td>Toilet and lavatory facilities are provided for girls on each floor.</td>
</tr>
<tr>
<td>✓ 6.</td>
<td>Conveniently accessible toilet and lavatory facilities are provided for men faculty members.</td>
</tr>
<tr>
<td>✓ 7.</td>
<td>Conveniently accessible toilet and lavatory facilities are provided for women faculty members.</td>
</tr>
<tr>
<td>✓ 8.</td>
<td>Toilet and lavatory facilities are provided for the custodial staff.</td>
</tr>
<tr>
<td>✓ 9.</td>
<td>Toilet and lavatory facilities are provided for the custodial staff.</td>
</tr>
<tr>
<td>✓ 10.</td>
<td>All toilet and lavatory equipment is made of impervious materials, contributing to sanitary conditions.</td>
</tr>
<tr>
<td>✓ 11.</td>
<td>All toilet and lavatory equipment is kept in good repair.</td>
</tr>
<tr>
<td>✓ 12.</td>
<td>Lavatory facilities are serviced with hot and cold water.</td>
</tr>
<tr>
<td>✓ 13.</td>
<td>Mirrors are provided in all lavatory rooms.</td>
</tr>
<tr>
<td>✓ 14.</td>
<td>Entrances and windows of all toilet rooms are shielded to insure privacy.</td>
</tr>
<tr>
<td>✓ 15.</td>
<td>An adequate supply of soap, towels or mechanical dryers, and toilet tissue is provided in all toilet and lavatory rooms.</td>
</tr>
<tr>
<td>✓ 16.</td>
<td>Pupils cooperate in the care of toilet and lavatory facilities.</td>
</tr>
<tr>
<td>✓ 17.</td>
<td>Desirable standards of sanitation are maintained throughout all toilet and lavatory rooms.</td>
</tr>
</tbody>
</table>

### Evaluations

- **a.** How adequate are the drinking facilities?  
- **b.** To what degree are the drinking facilities maintained in a sanitary condition?  
- **c.** How adequate is the number of toilet and lavatory rooms?  
- **d.** To what degree is there an adequate supply of safe water for all purposes?  
- **e.** How satisfactory is the location of the toilet and lavatory rooms?  
- **f.** How adequate are the equipment and facilities in all toilet and lavatory rooms?  
- **g.** To what degree are all toilet and lavatory rooms maintained in a sanitary condition?  
- **h.** How well do pupils cooperate in the maintenance of sanitary conditions?

### Comments
D. Miscellaneous Building Services

**CHECKLIST**

1. The building is regularly inspected as a precaution against explosion. (✓)
2. The installation of all electric conduits and wiring has been inspected and certified by a public inspector. (✗)
3. Fire extinguishers and other fire-fighting equipment are readily accessible. (✗)
4. Fire extinguishers are regularly inspected and refilled periodically. (✓)
5. Fire gongs or alarms are in good working order. (✓)
6. Wastepaper and trash are disposed of in a satisfactory manner. (✓)
7. Adequate provisions are made for the care and safe storage of all combustible materials. (✓)
8. Workroom and dressing facilities are provided for the custodial staff. (✗)
9. Conveniently located service and supply closets are provided for the custodial staff. (✓)
10. Custodial supply closets are equipped adequately (including hot and cold water and sinks which will serve mop wagons and other disposal needs). (✓)

**EVALUATIONS**

a. How adequate are the precautions against damage by fire?

b. How well does the custodial staff keep the building clean?

**COMMENTS**
IV. Classrooms

(For data on individual classrooms and specialized areas of instruction, see Sections D-1 through D-16.)

CHECKLIST

1. Classrooms provide sufficient area to accommodate existing class enrollments in effective learning situations.

2. General layout and arrangement of classrooms provide for adaptation of instruction to a variety of learning activities.

3. Windows are provided with shades adjustable at both top and center.

4. Window shades are translucent or of the Venetian-blind type.

5. Seats may be arranged so that pupils will not need to face direct light.

6. Floors are easily cleaned and do not reflect a glare of light.

7. Classroom furniture is movable so that it can be adapted to various group activities.

8. Classroom furniture is conducive to healthful posture.

9. Classroom furniture is in good condition.

10. Provision is made for direct communication with the administrative or general office.

11. Classrooms are equipped with clocks which function properly.

12. Classrooms are connected with a central signal system.

13. Adequate bulletin board space is provided in all classrooms.

14. Sufficient chalkboards are provided in all classrooms.

15. Classroom furniture, chalk trays, and window sills are cleaned daily.

16. Classroom interiors are attractive.

17.

18.

EVALUATIONS

a. How satisfactory is the size of classrooms in terms of the size of class sections?

b. How adequate is the regular classroom equipment?

c. How adequate are the provisions for health of pupils in the classroom?

d. To what extent do the classrooms suggest desirable aesthetic standards to pupils?

COMMENTS
V. Special Rooms and Services

A. Auditorium

CHECKLIST

1. The auditorium is located on the ground floor. (✓)
2. The auditorium is provided with adequate entrances from both inside and outside the school building. (✓)
3. The auditorium is provided with aisles of sufficient width and number. (✓)
4. A sufficient number of well-marked exits is provided. (✓)
5. Seating capacity is provided to meet reasonable educational and community requirements. (✓)
6. Comfortable seats are provided in the auditorium. (✓)
7. The auditorium is attractively designed and decorated. (✓)
8. The acoustics of the auditorium are satisfactory. (✓)
9. The air in the auditorium is kept in a satisfactory condition. (✓)
10. The stage is of sufficient size to meet needs of pupil activity program. (✓)
11. Stage-lighting equipment is available. (✓)
12. Auditorium lights and stage lights are equipped with suitable controls. (✓)
13. The stage is provided with a fire-resistant curtain. (✓)
14. The auditorium may be darkened for motion pictures. (✓)
15. Storage facilities are available for stage properties. (✓)
16. Dressing rooms are adjacent to the stage. (✓)
17. Dressing rooms are equipped with lavatories. (✓)
18. The auditorium and stage facilities are maintained in a sanitary and orderly condition. (✓)
19. Toilet and lavatory facilities for each sex are easily accessible from the auditorium. (✓)
20. (✓)
21. (✓)

EVALUATIONS

a. How adequate are the size and seating capacity of the auditorium?

b. How attractive is the appearance of the auditorium?

c. How adequate is the stage?

d. How adequate are the facilities and equipment of the auditorium?

e. How adequate are the provisions for safety in the auditorium?

COMMENTS
B. Lunchrooms, Dining Rooms, and Kitchen

CHECKLIST

1. The seating capacity of the lunchroom is sufficient to allow adequate time for eating without an excessive number of shifts.
2. The lunchroom is designed so that it can be used for other purposes.
3. Sanitary dining facilities are available for pupils who bring their lunches.
4. The dining area is well ventilated.
5. Abundant natural lighting is provided.
6. Furniture and fixtures in dining rooms or lunchrooms are attractive, durable, and can be cleaned easily.
7. The floor surface is smooth, safe, and easily cleaned.
8. Table tops and floor are inspected between shifts.
9. The lunchroom is free from traffic congestion.
10. Decoration provides a pleasing and attractive appearance.
11. Acoustical provisions reduce noise to a minimum.
12. Sanitary drinking facilities are available in the lunchroom.
13. Toilet and lavatory facilities are readily accessible to pupils entering and leaving the lunchroom.
14. Suitable receptacles are provided for disposal of lunch papers and refuse.
15. Pupils assist in maintaining healthful eating conditions.
16. The cooking area is well ventilated.
17. The kitchen is provided with efficient and sanitary cooking equipment.
18. Suitable dishwashing facilities are provided.
19. Refrigeration facilities are easily accessible.
20. Storage facilities are available.
21. Storage facilities are maintained in sanitary condition.
22. Garbage is disposed of in a sanitary manner.
23. Dressing and lavatory facilities are provided for the use of lunchroom employees.
24. All lunchroom and kitchen facilities are cleaned thoroughly each day.
25. Attention is given in the educational program to the special needs of pupils in the lunchroom (e.g., manners, selection of food, importance of cleanliness).
26. 
27. 

SUPPLEMENTARY DATA (For additional information concerning lunchroom administration, see Section I, "School Staff and Administration.")

1. Seating capacity of lunchroom or dining room
2. Number of pupil shifts necessary

EVALUATION

a. How adequate is the size of the lunchroom or dining room to meet enrollment needs?
b. How satisfactory are the aesthetic and decorative aspects of the lunchroom or dining room?
c. How adequate is the size of the cooking area?
d. How adequate is the kitchen equipment?
e. To what extent do pupils assume responsibility for the cleanliness of the lunchroom?
f. How satisfactorily are sanitary conditions maintained?

COMMENTS

The school has no school lunch program. The Stone Ge room is used as a lunch room by the girls and the boys used a small basement room.
C. Office and Staff Rooms

CHECKLIST

1. A general office is located near the main entrance. (X)
2. The general office is equipped with typewriters, files, desks, and other office equipment. (√)
3. The office is planned and arranged for effective use by the clerical staff with a minimum of interference by the public. (√)
4. Mail and bulletin facilities are provided for teachers in the main office. (√)
5. The principal or administrative head has a private office. (X)
6. A reception room or public waiting area is readily accessible from the general office or principal's office. (√)
7. Storerooms for office materials and supplies are conveniently located. (√)
8. Sufficient teachers' rest rooms are provided. (X)
9. Teachers' rest rooms are equipped with comfortable chairs and writing facilities. (√)
10. Fireproof vaults are provided for storing permanent records. (X)
11. ( )
12. ( )

EVALUATIONS

a. How satisfactory is the location of the general office?
b. How satisfactory are the space provisions of the general office?
c. How adequate is the equipment of the general office?
d. How adequate are the rest rooms for teachers?

COMMENTS
D. CLINICS, INFIRMARY, OR HOSPITALIZATION FACILITIES

CHECKLIST

1. Adequate space is available for physical and health examinations. (X)
2. The school nurse has a private office. (O)
3. Equipment is provided for physical examinations. (X)
4. There is a first-aid room or infirmary. (O)
5. Suitable cots or beds are in the first-aid room or infirmary. (O)
6. Toilet and lavatory facilities are directly accessible to patients. (O)
7. Provisions are made to meet the dietary needs of pupils who are sick or have special dietary problems. (O)
8. Provisions are made to isolate immediately pupils suspected of carrying contagious or infectious diseases. (O)
9. Transportation is available for pupils who are ill and must be sent home or to a hospital. (O)
10. First-aid equipment is available. (O)
11. Filing facilities are available for health records. (O)
12. Arrangements are such as to insure privacy for pupils at the clinic. (O)

EVALUATIONS

1. How adequate are the facilities for health examinations of pupils?
2. How adequate are the facilities for treatment of minor illness or injury?
3. How adequate are the facilities for keeping records of examinations and treatment?

COMMENTS
E. SLEEPING AND STUDY QUARTERS
(For boarding schools)

CHECKLIST

1. Adequate space for sleeping and study quarters is provided.

2. Beds and bed clothing are adequate in every room.

3. All beds and bed clothing are hygienic, sanitary, and comfortable.

4. The walls, floors, and woodwork are attractive and in good condition in every room.

5. The furniture in all rooms is attractive and conducive to good posture.

6. Adequate facilities for study and writing are provided in each study room.

7. Adequate provision is made for library and reading room space in dormitories.

8. Library and reading rooms are well equipped.

9. Light, both natural and artificial, is adequate for study.

10. Each room is properly ventilated.

11. Opportunity is given the occupants of a room to express their personality in its furnishings.

12. Toilet facilities—lavatories, toilets, showers, and tubs—are adequate in number and conveniently located for all pupils.

13. Provisions for soap, towels, and toilet tissue are adequate at all times.

14. All toilet rooms and toilet facilities are kept in sanitary condition.

15. Lavatories and bathing facilities are serviced with both hot and cold water.

16. Safe drinking water is conveniently available.

17. Adequate provision is made for the safety of pupils (fire escapes and extinguishers and emergency equipment).

18. Buildings used for sleeping or study are of fire-resistant material.

EVALUATIONS

a. How adequate are provisions for health and safety in sleeping quarters?

b. How well are sleeping quarters maintained?

c. How adequate are the physical facilities to meet the needs of pupils being accommodated?

d. How well do pupils do their part in properly using and maintaining the property and facilities at their disposal?

COMMENTS
VI. School Buses

CHECKLIST

The following items apply if the school conducts the transportation service or if the service is let under contract to a private concern.

1. Buses are provided for the transportation of pupils needing such service.
2. All buses meet legal standards for the transportation of pupils.
3. Buses are maintained in effective and safe operating condition (e.g., effective brakes, lights, windshield wipers, emergency doors, safety glass).
4. Buses are inspected daily and maintained in sanitary condition.
5. Equipment is provided for drivers to make minor repairs.

EVALUATIONS

a. How adequate are the facilities for transportation of pupils?
b. To what degree are transportation facilities maintained in effective and safe condition?

COMMENTS
VII. Special Characteristics of School Plant

1. What are the best elements or characteristics of the school plant?
   a. Inside cleanliness
   b. Fairly well equipped
   c. Fairly centrally located

2. In what respects is school plant least adequate or in greatest need of improvement?
   b. Old building is kept under fire escape system.
   c. Needs sufficient rooms for adequate curriculum.

3. In what respects has the school plant been improved within the last two years?
   a. Improved lighting in some rooms.
   b. Completely repainted on the interior.
   c. New equipment has been added.

4. What improvements in the school plant are now being made or are definitely planned for the immediate future?
   a. New roof and down spouts were added.
   b. Some rooms were decorated.
   c. Lighting improved in some rooms.

5. What carefully conducted studies has the school made or is now making of its own problems related to the school plant?
   a. Survey of fire escape facilities
   b. Lighting equipment
   c. For new TC, TG, Home Ec, and Lunch Bldg.

VIII. General Evaluation of the School Plant

EVALUATIONS

( ) a. How well does the school plant meet the needs identified in Section B, "Pupil Population and School Community," and in Section C, "Educational Needs of Youth"?

( ) b. To what extent is the school identifying problems in the school plant and seeking their solution?

COMMENTS
CHAPTER X

SCHOOL STAFF AND ADMINISTRATION

As indicated by the chart on page 299 of the EVALUATIVE CRITERIA the faculty committee has rated the school staff and administration as "better than fair". A complete breakdown of this portion of the survey has been recorded on page 296 of the EVALUATIVE CRITERIA. The faculty committee felt that a school of this size is fortunate to have as well a trained staff and administration as was found here to carry on the functions as outlined in the statement of guiding principles on page 253 of the EVALUATIVE CRITERIA. It also felt that there was a commendable degree of cooperation within the school staff and with the administration. A desirable balance between limited and extensive total school experience of staff members was in evidence, for 60 per cent of the teachers have from one to four years of experience and 40 per cent have from five to twenty-four years of teaching experience.

Improvements that are needed in the school staff and administration have been listed by the faculty committee as follows: there is a definite need of at least part-time, preferably fulltime, clerical help in the office; the teaching staff should be placed on a salary schedule comparable to the present revised Montana Education Association schedule; such
a schedule should provide for annual increments and should contain a requirement for continuation of professional advancement at periodic intervals; teacherages should be provided for out of town teachers, (64 per cent of next year's staff will be non-resident) as local housing is difficult to find; cumulative sick leave and sabbatical leave should be made a provision of the teachers' contracts; present report cards should be revised which will indicate pupil progress in relation to individual aptitudes and abilities; adult education classes should be established.
SCHOOL STAFF AND ADMINISTRATION

(Section I of Evaluative Criteria, 1950 Edition)

OUTLINE OF CONTENTS

I. School Staff
   A. Numerical Adequacy
   B. Administrative Staff
   C. Instructional Staff
   D. Noninstructional Staffs

II. Organization and Management
   A. Pupil Accounting
   B. Reports to Parents
   C. School Finance
   D. School Schedule
   E. Maintenance and Operation of Plant
   F. Lunchroom, Dining Rooms, and Kitchen
   G. Transportation of Pupils

III. Educational Leadership

IV. Community Relations
   A. Providing Information
   B. Community Services
   C. Procedures

V. Criteria Applying Particularly to Private Schools
   A. Administration of Dormitories and Dormitory Life
   B. Community Relations Applying Particularly to Private Schools

VI. Special Characteristics of School Staff and Administration

VII. General Evaluation of School Staff and Administration

NAME OF SCHOOL: Drummont High School
DATE: July 1951

Checklists checked by: Faculty Committee
Evaluations made by: James M. Findall

COOPERATIVE STUDY OF SECONDARY-SCHOOL STANDARDS

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Instructions

**GENERAL**

When the various features included in this section are being checked and evaluated, Section B, "Pupil Population and School Community," and Section C, "Educational Needs of Youth," should be kept in mind. The information revealed by these sections should be applied to every activity in the school. Persons making evaluations should ask: "How well do the practices in this school meet the needs of the pupil population and school community?" When evaluations are made, factors such as size, type, location of school, financial support available, and state requirements should not be permitted to justify failure to provide an appropriate program and facilities to meet the needs of the pupils and community served by the school. The twofold nature of the work—evaluation and stimulation to improvement—should also be kept in mind. Careful, discriminating judgment is essential if these purposes are to be served satisfactorily.

**CHECKLISTS**

The checklists consist of provisions, conditions, or characteristics found in good secondary schools. All of them may not be necessary, or even applicable, in every school. A school may therefore lack some of the items listed but have other compensating features. The checklists are intended to provide the factual bases for the evaluations.

The use of the checklists requires five symbols. (1) If the provision called for in a given item of a checklist is made extensively, mark the item in the parentheses preceding it with the symbol "✓✓" (double check); (2) if the provision is made to some extent, mark the item with the symbol "✓"; (3) if the provision or condition is made to a very limited extent, mark the item with the symbol "X"; (4) if a provision is missing but is needed, mark the item with the symbol "M"; (5) if any provision or condition is missing and is not desirable or appropriate for the school, mark such item with the symbol "N." In brief, mark items:

- ✓✓ provision or condition is made extensively
- ✓ provision or condition is made to some extent
- X provision or condition is very limited
- M provision or condition is missing but needed
- N provision or condition is not desirable or does not apply

Space is provided at the end of each checklist for writing in additional items. It is desirable that the provisions or practices of the school should be described as completely as possible.

**EVALUATIONS**

Evaluations represent the best judgment of those making the evaluations after all evidence (including results of observation of the school and discussions with the school staff, consideration of ratings on checklist items and data presented by the school, and experience of evaluators in other schools) has been considered. Evaluations should be made first by members of the school staff. These evaluations will be checked by members of the visiting committee at the time the school is visited. They are to be made by means of the rating scale as defined below.

5.—**Excellent:** the provisions or conditions are extensive and are functioning excellently.

4.—**Very good.**
   a. the provisions or conditions are extensive and are functioning well, or
   b. the provisions or conditions are moderately extensive but are functioning excellently.

3.—**Good:** the provisions or conditions are moderately extensive and are functioning well.

2.—**Fair.**
   a. the provisions or conditions are moderately extensive but are functioning poorly, or
   b. the provisions or conditions are limited in extent but are functioning well.

1.—**Poor:** the provisions or conditions are limited in extent and are functioning poorly.

M.—**Missing:** the provisions or conditions are missing and needed; if present, they would make a contribution to the educational needs of the youth in this community.

N.—**Does not apply:** the provisions or conditions are missing but do not apply or are not desirable for the youth of this school or community. (Reasons for the use of this symbol should be explained in each case under Comments.)

* If, in making the self-evaluation, members of the school staff wish to indicate which of the alternatives given for evaluations "4" or "2" applies, they may use "4a" or "4b," "2a" or "2b."
Statement of Guiding Principles

To guide pupil progress in the educational program, the secondary school requires professional and non-professional staffs who have clearly formulated philosophies and objectives designed to meet the educational needs of youth. The staff members must possess qualifications of training, experience, and personality which contribute to an effective learning environment. The number of staff members should be adequate for the educational program offered, the school’s enrollment, and the special needs of the pupils. The teaching load and the total working load should contribute to efficiency in service. 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.

The main function of school administration is to coordinate a variety of activities and services into an effective educational program. To perform this function, it is necessary that stimulating, trained leadership be provided to organize and manage the facilities and personnel participating in the secondary-school program; and in addition, to assist in providing opportunities for the community to make effective use of the resources and services of the school.

Responsibility, delegated by the board of control via the executive officer of the board, for the satisfactory functioning of the secondary school is usually held by the principal. His responsibilities include the maintenance and management of the secondary-school plant and facilities, professional leadership in the educational program and related services, and the provision of effective educational leadership in the community.

Throughout all administrative activities a democratic process should provide opportunities for all concerned with or affected by the educational program to participate in its development and administration. Only through cooperative efforts can an educational program be provided which will enable pupils to develop desirable knowledges, skills, habits, attitudes, and ideals for life in American democracy.

I. School Staff

A. Numerical Adequacy

Indicate the number of staff members who devote all or part of their time to the secondary school for the current year 1952-1953.

<table>
<thead>
<tr>
<th>Staffs</th>
<th>Number of Staff Members</th>
<th></th>
<th>Total Full-time Equivalent of all Members</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Full-time</td>
<td>Part-time</td>
<td></td>
</tr>
<tr>
<td>Administrative staff (include supervisory)</td>
<td></td>
<td>1</td>
<td>3/8</td>
</tr>
<tr>
<td>Instructional staff (include library, health, guidance, study hall)</td>
<td>4</td>
<td>2</td>
<td>4 1/4</td>
</tr>
<tr>
<td>Professional noninstructional staff (physician, dentist, nurse, psychiatrist, psychologist)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clerical and accounting staff</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Custodial and maintenance staff</td>
<td></td>
<td></td>
<td>1/2</td>
</tr>
</tbody>
</table>

Evaluations

(1) a. How numerically adequate is the administrative staff?
(1) b. How numerically adequate is the instructional staff?
(1) c. How numerically adequate is the professional noninstructional staff?
(1) d. How numerically adequate is the clerical and accounting staff?
(2) e. How numerically adequate is the custodial and maintenance staff?

Comments
2. The Superintendent of Schools

The following functions are commonly regarded as the special responsibility of the executive head of the school system or, in the case of private schools, the executive head of the school, but their performance may be delegated to other competent persons. Check and evaluate on the basis of performance of the functions by the proper person, regardless of title.

CHECKLIST

The superintendent of schools

☑ 1. Keeps the board of control informed, through periodic reports, regarding the school's objectives, achievements, needs, and plans for the future.

☑ 2. Plans and presents annually the budget for consideration by the board of control.

☑ 3. Formulates the budget in three parts—the educational plan, the expenditure plan, and the revenue plan.

☑ 4. Arranges for the accounting system to be organized in sufficient detail to make computations of important unit costs possible.

☑ 5. Administers, or supervises the administration of, the business affairs of the school system.

☑ 6. Makes regular reports to each individual charged with the use of funds or supplies, indicating the status of his account.

☑ 7. Exercises proper control over the care and distribution of supplies and equipment.

☑ 8. Supervises all school employees and their school activities.

☑ 9. Recommends teachers and other employees for appointment on the basis of fitness for their specific services.

☒ 10. Conducts research concerning educational problems of the school and community.

☒ 11. Uses the results of research in planning the educational program.

☑ 12. Secures the help of the staff in formulating recommendations and policies.

☑ 13. Secures the cooperation of the staff in carrying out recommendations and policies.

☑ 14. Facilitates the professional improvement of the staff.

☑ 15. Assists in the coordination of school and community activities and agencies.

☑ 16. Considers the most desirable plan and the availability of community finances in arriving at practical solutions to educational problems.

☑ 17.

☑ 18.

EVALUATION (This evaluation may be omitted in the case of large cities with more than one secondary school.)

☑ a. How effectively is the superintendent performing his functions?

COMMENTS
3. The Principal and Administrative Assistants

a. Preparation and Qualifications (For data on individual staff members, see Section J, "Data for Individual Staff Members."

CHECKLIST
The principal and administrative assistants

1. Have a broad background in general or liberal education.

2. Have had extensive professional preparation.

3. Have had successful teaching experience.

4. Have had successful administrative experience.

5. Have developed a well-formulated philosophy of education consistent with the American concept of democracy.

EVALUATIONS

6. Have studied the educational needs of the pupil population and community.

7. Are continuing their professional education while in service.

8. Are well-acquainted with content and procedures in the school's educational program.


b. Duties and Functions

Although the following functions are commonly made the special responsibility of the principal of the secondary school, their performance may be delegated to other competent persons. Check and evaluate on the basis of performance of the functions by the proper person, regardless of title. If the principal is also the head of the school system, the criteria dealing with the superintendent of schools should also be checked and evaluated with reference to the principal.

CHECKLIST
The principal

1. Is the responsible head and professional leader of the school.

2. Budgets his time to provide a desirable balance between administrative and supervisory duties.

3. Actively assists all personnel in bringing about the improvement of the performance of their duties in the educational program.

4. Assists staff members in improving the horizontal (within grades) and vertical (between grades) articulation of all aspects of the educational program.

5. Acquaints all staff members with their duties and responsibilities.

6. Encourages all staff members to participate in the administration of the educational program.

7. Formulates plans and policies in cooperation with school personnel.

8. Provides orientation and assistance to new teachers.

9. Strives to help all staff members, who do satisfactory work, develop a feeling of security.

10. Equalizes as far as possible the working loads (teaching and nonteaching) of staff members.

11. Facilitates professional improvement of the staff.

12. Secures cooperation in the efficient use of materials and supplies.

13. Carries out administrative procedures such as scheduling, attendance, and reports.

14. Provides regular and accurate reports regarding the status and progress of the school.

15. Inspects plant facilities regularly to assure efficient operation and healthful conditions.

16. Provides for drills, traffic control, and similar activities to insure pupil safety.

17. Directs the public relations program of the school in cooperation with superintendent.

18. Participates in the selection and retention of all staff personnel.

EVALUATIONS

a. How effectively does the principal perform administrative duties?

b. How effectively does the principal carry out leadership responsibilities?

c. To what extent is the principal successful in building high professional morale of the staff?

d. To what extent does the principal provide opportunities for staff members to participate in the administration?

COMMENTS
C. INSTRUCTIONAL STAFF

1. Selection of Staff Members

CHECKLIST

1. Teacher selection is a cooperative process participated in by superintendent, principal, and department heads or supervisors.
2. Candidates are selected on the basis of their fitness for the particular position they are to fill.
3. Both the quantity and quality of each candidate's experience are examined.
4. The college transcript of each candidate is examined.
5. The candidate's personal and health records are examined.
6. Recommendations from reliable sources are carefully and confidentially examined.
7. Personal interviews are conducted with each candidate.
8. Whenever possible, the candidate is observed at work.
9. 
10. 

EVALUATION

( ) a. How satisfactory are the methods used in the selection of professional staff members?

COMMENTS

2. Experience and Length of Service

Indicate below by number and percent of experience status of members of the school administrative, guidance, instructional, and library staffs.

<table>
<thead>
<tr>
<th>Number of Years of Experience</th>
<th>Total School Experience</th>
<th>Length of Service in This School</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Percent</td>
</tr>
<tr>
<td>25 or more</td>
<td></td>
<td></td>
</tr>
<tr>
<td>20-24</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15-19</td>
<td></td>
<td></td>
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<tr>
<td>10-14</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5-9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1-4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Less than 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>5</td>
<td>100%</td>
</tr>
</tbody>
</table>

EVALUATIONS

( ) a. How satisfactory is the balance between limited and extensive total school experience of staff members?
( ) b. How satisfactory is the balance between limited and extensive experience of staff members in their length of service in this school?

COMMENTS
3. Improvement in Service

CHECKLIST

The school staff, including the administrative, instructional, guidance, and library staff is seeking professional improvement through such activities as are listed below:

(✓) 1. The staff studies the educational needs of pupils.
(✓) 2. During the last three years the staff has carried on extensive study of problems in such areas as the following: (check)
   - Audio-visual aids
   - Community and community resources
   - Curriculum development (indicate areas)
   - Guidance services
   - Library services
   - Philosophy and objectives
   - Pupil activity program
   - Teaching methods
   - Techniques of evaluation
   - (Others) ________

(✓) 3. Faculty and staff meetings are concerned mainly with the study and solution of educational problems of the school and community.
(✓) 4. Faculty and staff meetings are characterized by democratic planning and participation.
(✓) 5. Professional assistance (through consultants) is provided when necessary to assist the staff in its in-service education activities.
(✓) 6. Professional educational materials, including periodicals, are provided for the use of staff members.

EVALUATIONS

(a) How well is the entire staff organized for improvement in service?
(b) How extensive are the efforts of the staff to effect improvement through group activities?
(c) How effective has been the improvement resulting from group activities?
(d) How adequate are the provisions for professional educational materials?
(e) How extensively are such materials used?

COMMENTS

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**Supplementary Data**

**Example of the Minimum Salary Schedule Adjusted to Cost-of-Living Index**

The schedule below is an example of adjusting the minimum salary schedule to cost-of-living (CLI) index. The index of 175, as of Nov. 3, 1950, released Dec. 1950 by the Bureau of Labor Statistics is used in this example. The 1945 index was based on an index of 125. This represents an increase of 30 points or an increase of approximately 21%. An increase of $100 was allowed for each 5 points increase on the CLI. This means an increase of $500 at the base point on the MIN schedule.

Consequently an increase, for example, of six points on the Index (to 181) would mean another $100 increase and a decrease of 6 points would result in a decrease of $100, in the example schedule.

The index figure preceding March 1st released by the Bureau of Labor Statistics each year should be used to adjust each year's salary schedule.

<table>
<thead>
<tr>
<th>Years</th>
<th>0 yrs</th>
<th>1 yr</th>
<th>2 yrs</th>
<th>3 yrs</th>
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4. Salaries and Salary Schedules

Include here all professional members who give part or full time to the secondary school excluding the superintendent and his administrative assistants. Report those employed full time by the school system at the actual salary received, regardless of whether or not full time is given to the secondary school. Report those employed only part time by the school system at the equivalent full-time salary. Thus a teacher employed for half-time service at $1,000 per year should be reported as receiving $2,000. In case room and board constitute part of the remuneration, include them at a fair monetary equivalent and indicate allowance made for this factor under Comments.

Indicate in the following table the number and percent of the staff members in each salary classification.

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<th>Salary Range</th>
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<td>Total</td>
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</tbody>
</table>

CHECKLIST

(✓) 1. The school has a definite salary schedule for professional staff members.
( ✓) 2. Maximum, minimum, and average salaries provide for appropriate standards of living in terms of socioeconomic conditions in the community.
(✓) 3. The initial salary is determined by the amount of training and experience of candidates.
(✓) 4. Regular increments in salary are provided.
(✓) 5. Persons of the same type or rank of position receive equal salaries for equivalent training and experience (except as in 6, below).
(✓) 6. The salary schedule is sufficiently flexible to care for cases of unusual merit because of high qualifications, professional growth, or excellence of service rendered.
(✓) 7. The salary schedule requires staff members to continue professional advancement through additional training or experience at periodic intervals.
(✓) 8. The maximum salary for any position is approximately twice as much as the minimum salary for the same position.

SUPPLEMENTARY DATA

1. Provide a copy of the salary schedule including plan of increments or merit increases.

EVALUATIONS

(1) a. How well does the salary schedule meet the provisions set forth above?
(1) b. How carefully is the salary schedule being followed?
(2) c. How adequate are the salaries paid professional staff members?

COMMENTS

Beginning with the school year 1951-52 all teachers coming new into the school will be hired on the new revised schedule and by 1952-53 all salaries will be raised to the schedule.
5. Teaching Load Policy

CHECKLIST

The following criteria are ordinarily considered applicable to a class period of 45-50 minutes. If the class period is appreciably longer or shorter, appropriate consideration of this longer period should be given in checking the items.

1. Attention is given to equalizing the extraclass responsibilities of teachers (e.g., study halls, conferences, and sponsorship of pupil activities).

2. The average daily teaching load does not exceed the equivalent of five teaching periods.

3. The maximum teaching load, including such assignments as mentioned in 1, above, does not exceed seven class periods daily.

4. Provision is made to assure efficient teaching loads for teachers of special and remedial classes.

5. Adjustments are made in the teaching loads of supervisors to provide opportunity for supervisory activities.

6. Provision is made to assure efficient teaching loads for teachers having exceptionally large classes.

7. Provision is made to assure efficient teaching loads for teachers meeting classes in double periods, laboratory sessions, or shop.

8. Allowance is made in the schedules of individual teachers for preparation of laboratory and demonstration experiments.

9. Adjustments are made in the teaching loads of supervisors to provide opportunity for supervisory activities.

10. Provision is made to assure efficient teaching loads for teachers having exceptionally large classes.

EVALUATION

a. To what extent are the above general provisions for teaching load maintained?

COMMENTS


CHECKLIST

1. Indefinite tenure is provided after a successful probationary period (two to three years).

2. The dismissal of an employee is preceded by a warning and a specific statement of deficiencies.

3. Dismissal is made only after efforts, by the administrator or supervisory official, to assist the employee have failed to result in improvement.

4. Provision is made for employees to leave their regular school duties a limited number of days each year to attend professional meetings and to visit other schools. (The number of days allowed is usually ___.)

5. No deduction in pay is made for such absences as in 4, above.

6. Employees are allowed a number of days absence from school duties because of personal illness. (The number of days per year is ___.)

7. Sick leave is allowed to cumulate. (The total number of days allowed without loss of pay is ___.)

8. Absence applicable to sick leave allowance incurs no loss of pay.

9. Allowance is made for maternity leave without loss of status.

10. Provision is made for sabbatical leave of absence on full ( ) or half ( ) pay (indicate).

11. 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.

12. Employees are retired when age or disability prevents further efficient service.

13.

14.

SUPPLEMENTARY DATA

Describe the retirement system indicating extent of staff participation, staffs included, and major provisions.

EVALUATIONS

a. How adequate are conditions of tenure for professional staff members?

b. How satisfactory are the provisions relating to leaves of absence for professional staff members?

c. How adequate is the retirement system applying to professional staff members?

COMMENTS

All teachers are covered under the Federal Retirement Act. Retirement is required at age 70. Voluntary at 60 or after 35 years teaching experience. Teachers pay 5% of their salary into the fund.
D. Noninstructional Staffs

1. Clerical and Accounting Staff

(The term “staff members” in this section refers only to members of the clerical and accounting staffs.)

CHECKLIST

( ) 1. Selection of staff members is participated in by the superintendent, principal, and heads of departments who will be closely associated with the staff member.

( ) 2. Staff members are selected on the basis of their fitness for the particular position they are to fill.

( ) 3. Records pertaining to the health, training, and experience of applicants are carefully examined.

( ) 4. Recommendations from reliable sources are carefully and confidentially examined.

( ) 5. Maximum, minimum, and average salaries provide for appropriate standards of living in terms of the socioeconomic standards in the community.

( ) 6. The initial salary is determined by the amount of training and experience of candidates.

( ) 7. A definite salary schedule, including regular increments, is provided.

( ) 8. The salary schedule is sufficiently flexible to care for cases of unusual merit because of high qualifications or excellence of service rendered.

( ) 9. Indefinite tenure is provided after a successful probationary period (two to three years).

( ) 10. The dismissal of an employee is preceded by a warning and a specific statement of deficiencies.

( ) 11. Employees are allowed a number of days absence from school duties because of personal illness. (The number of days per year is ________.)

( ) 12. Sick leave is allowed to cumulate. (The total number of days allowed is ________.)

( ) 13. Absence applicable to sick leave allowance incurs no loss of pay.

( ) 14. A retirement system is provided for staff members. (Discuss under “Comments.”)

( ) 15. Staff members handle office routines courteously and efficiently.

( ) 16. Staff members assist the principal in systematic operation of schedules, attendance records, pupil and personnel records, and similar activities.

( ) 17. Staff members systematically and adequately handle accounts and finances for which they are responsible.

( ) 18. Staff members possess desirable personal qualities which contribute to the efficient operation of school business.

( ) 19. Staff members understand their relationships and the nature of their contributions to the educational program.

( ) 20.

( ) 21.

EVALUATIONS

( ) a. How satisfactory are the methods used in the selection of members of the clerical and accounting staff?

( ) b. How adequate are the salary provisions for members of the clerical and accounting staff?

( ) c. How adequate are the conditions of service (tenure, leaves of absence, and retirement) for members of the clerical and accounting staff?

( ) d. How satisfactorily do all members of the clerical and accounting staff perform their duties?

COMMENTS

Remarks: Clerical assistance has been budgeted for next school year.
2. Custodial and Maintenance Staff

(The term "staff members" in this section refers only to members of the custodial and maintenance staff.)

CHECKLIST

1. Selection of staff members is participated in by the superintendent, principal, and heads of departments who will be closely associated with the staff member. (✓)

2. Staff members are selected on the basis of their fitness for the particular position they are to fill. (✓)

3. Records pertaining to the health, training, and experience of applicants are carefully examined. (✓)

4. Recommendations from reliable sources are carefully and confidentially examined. (✓)

5. Maximum, minimum, and average salaries provide for appropriate standards of living in terms of the socioeconomic standards in the community. (✓)

6. The initial salary is determined by the amount of training and experience of candidates. (✓)

7. A definite salary schedule, including regular increments, is provided. (✓)

8. The salary schedule is sufficiently flexible to care for cases of unusual merit because of high qualifications or excellence of service rendered. (✓)

9. Indefinite tenure is provided after a successful probationary period (two or three years). (✓)

10. The dismissal of an employee is preceded by a warning and a specific statement of deficiencies. (✓)

11. Employees are allowed a number of days absence from school duties because of personal illness. (The number of days per year is ___.) (✓)

12. Sick leave is allowed to cumulate. (The total number of days allowed is ___.) (✓)

13. Absence applicable to sick leave allowance incurs no loss of pay. (✓)

14. A retirement system is provided for staff members. (Discuss under "Comments." ) (✓)

15. Staff members maintain a physical environment, within the limits of available facilities and personnel, conducive to the efficient functioning of the educational program. (✓)

16. Staff members use custodial equipment and supplies efficiently and economically. (✓)

17. Staff members try out and test various materials, supplies, and equipment to improve the efficiency and effectiveness of their work. (✓)

18. Staff members give special attention to conditions affecting health and safety. (✓)

19. Staff members understand their relationships and the nature of their contributions to the educational program. (✓)

20. (✓)

21. (✓)

EVALUATIONS

1. How satisfactory are the methods used in selecting members of the custodial and maintenance staff? (✓)

2. How adequate are the salary provisions for members of the custodial and maintenance staff? (✓)

3. How adequate are the conditions of service (tenure, leaves of absence, and retirement provisions) for members of the custodial and maintenance staff? (✓)

4. How satisfactorily do all members of the custodial and maintenance staff perform their duties? (✓)

COMMENTS
3. Health and Medical Staff

CHECKLIST

✓ 1. The health and medical staff members are selected on the basis of their fitness for the positions they are to fill.

✓ 2. A trained nurse is available when school is in session.

✓ 3. A doctor is available (on call) when school is in session.

✓ 4. At least one person qualified to administer first aid is always in the school building when school is in session.

✓ 5. Pupils are given dental and physical examinations periodically. (Discuss in detail under “Comments.”)

✓ 6. Up-to-date records are kept of all examinations and treatments.

✓ 7. Remediable defects are called to the attention of parents.

✓ 8. Systematic follow-up procedures for remediable defects are carried out.

✓ 9. The health and medical staff, upon request, assist parents in securing professional services to correct remediable defects of pupils.

 ✓ 10.

 ✓ 11.

EVALUATIONS

( ) a. How adequate is the health and medical service which is provided?

( ) b. How adequate are the health and medical records?

COMMENTS
II. Organization and Management

A. Pupil Accounting

(For detailed information regarding cumulative record and other guidance data, see Section G, "Guidance Services.")

CHECKLIST

1. An up-to-date record is available of all pupils now enrolled in the school.
2. Accurate records are available which list all pupils who have enrolled in the school. (Records are available for ______ years.)
3. Accurate records are available which indicate date and reason for withdrawal of all pupils who have withdrawn from the school. (Such records are available for ______ years.)
4. Anticipated enrollments are secured in order to plan for future educational needs.
5. An accurate daily attendance record is maintained.
6. Forms are provided for teachers to report absences or tardiness.
7. Absentee reports are provided to all teachers early in the school day.
8. Attendance is checked during each class period.
9. Excused absence application forms are available for parents' use.
10. Admission slips are provided pupils when they return to class after absence or tardiness.
11. Travel of pupils throughout the building during class periods is controlled (e.g., building pass slips).
12. Schedule cards in the principal's office show the normal location of each pupil at all times (classroom, study hall, pupil activities, lunch period).

SUPPLEMENTARY DATA

1. Attach copies of all forms used in accounting for pupils.

EVALUATIONS

a. How adequate are the forms used in pupil accounting?

b. How effective are the pupil accounting methods?

COMMENTS

B. Reports to Parents

CHECKLIST

1. Parents receive periodic reports from the school concerning pupil progress in the educational program. (The number of reports per year is ______.)
2. Parents receive additional or special reports as desirable concerning needs or progress of pupils.
3. Reports to parents indicate pupil progress in relation to individual aptitudes and abilities.
4. Reports to parents indicate pupil progress in terms of educational objectives.
5. Report forms provide opportunity to adapt reports to the characteristics and needs of individual pupils.
6. Parents are encouraged to comment on reports.
7. Parents and teachers confer on problems indicated by the reports.
8. Report forms and systems are developed cooperatively by parents and staff members.

SUPPLEMENTARY DATA

1. Attach copies of all report forms used in reporting pupil progress to parents.

EVALUATIONS

a. How effective are the forms for reporting pupil progress?

b. How effectively does the system for reporting pupil progress to parents function?

COMMENTS

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C. School Finance

(This section refers only to the financial provisions and accounting systems of the school being evaluated.)

CHECKLIST

1. Secondary-school finance is a unit in the school system's centralized business administration.
2. The accounting system gives a complete record of all funds received and expended and the amount of each transaction.
3. Forms and procedures have been devised for all financial transactions including transactions for the pupil activity program.
4. Officials responsible for the handling and accounting of school funds are adequately bonded.
5. Accurate financial reports are made periodically to the proper administrative authority.
6. All budgetary requests are supported by a statement of the needs of the educational program.
7. Members of the school staff participate in the preparation of budgetary requests.
8. Estimates of expenditures are made after careful study of previous expenditures, changes in costs, and future educational and enrollment needs.
9. Inventories are made at least annually indicating adequate data concerning each item and the person, room, or department against which the item is charged.
10. All budgetary requests are supported by a statement of the needs of the educational program.
11. Members of the school staff participate in the preparation of budgetary requests.
12. Estimates of expenditures are made after careful study of previous expenditures, changes in costs, and future educational and enrollment needs.
13. Inventories are made at least annually indicating adequate data concerning each item and the person, room, or department against which the item is charged.
14. All budgetary requests are supported by a statement of the needs of the educational program.
15. Members of the school staff participate in the preparation of budgetary requests.
16. Estimates of expenditures are made after careful study of previous expenditures, changes in costs, and future educational and enrollment needs.
17. Inventories are made at least annually indicating adequate data concerning each item and the person, room, or department against which the item is charged.

SUPPLEMENTARY DATA

1. Describe the accounting system.

EVALUATIONS

a. How efficient are the business management procedures for the handling of school finance?
b. How extensively do members of the professional and nonprofessional staffs participate in planning budgetary requests?
c. How satisfactory are the forms which are used?

COMMENTS

1. Checks are issued in duplicate.
2. All bills are paid by check.
3. Each organization account is set up within the school account.
4. Books are audited annually.

D. School Schedule

CHECKLIST

1. The daily schedule is free from conflicts.
2. Forms are developed which simplify the procedures of schedule making.
3. The schedule is operative on opening day.
4. Special provisions are made to take care of new pupils and late entrants.
5. Individual teacher schedules are prepared.
6. Individual pupil schedules are prepared before the opening of school.
7. A room assignment sheet is prepared showing room number, capacity of each room, and periods in which the room is being used.
8. Homeroom lists or individual pupil schedule cards are prepared for each homeroom teacher indicating pupil assignments to each room.
9. Class sizes are kept within limits determined by the room capacities and the nature of appropriate instruction.
10. Laboratory and shop classes under the direction of one teacher are limited to twenty pupils.
11. Filing and office systems provide for efficient access to all schedule materials.
12. The schedule system provides information concerning location of teachers and pupils during extraclass or special activities.
13. Flexibility of the schedule facilitates such activities as counseling, work experience, and tryout experience.
14.
15.

EVALUATIONS

a. How adequate are all forms used in schedule making?
b. How adequate are provisions for filing all organizational materials?
c. How satisfactory is the school schedule?

COMMENTS

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E. Maintenance and Operation of Plant

CHECKLIST

1. Systematic inspection of all school property is made periodically. (Discuss frequency of inspections and procedures under "Comments." )
2. Regular inspections provide frequent check on conditions affecting safety of school personnel.
3. Regular inspections provide frequent check on conditions affecting health of school personnel.
4. Regular inspections provide frequent check on economy of plant operation.
5. Repairs and improvements, except of an emergency nature, are made during vacation periods.
6. Conditions of an emergency nature are reported immediately.

EVALUATIONS

a. How adequate are the inspection procedures?
b. How satisfactory are the provisions for making emergency repairs?
c. How adequate are the provisions for efficient passage of pupils throughout the building?

COMMENTS

Inspection is made annually by the Board of Trustees and twice weekly by the Superintendent.

F. Lunchroom, Dining Rooms, and Kitchen

Although the responsibility for such provisions as are listed below may be delegated to qualified personnel, the school administration keeps in close touch with all lunchroom activities and aids their proper functioning.

CHECKLIST

1. Provision is made for satisfactory lunch service for pupils and teachers.
2. Adequate personnel is provided for management of the lunchroom and for preparation and serving of food.
3. Care is exercised to insure that food purchased is of satisfactory quality.
4. Food is adequate in quantity.
5. Food is sufficient in variety to insure a proper diet.
6. Food is provided at moderate cost; the lunchroom is organized for service and not for profit.
7. Food is attractively served.
8. Provision is made for education of pupils in food selection and proper eating habits.
9. An adequate accounting system is set up to safeguard money and supplies.
10. Attention is given to using the opportunities for desirable social education afforded by the lunchroom.
11. The lunchroom is used for developing leadership and civic responsibility on the part of pupils.

SUPPLEMENTARY DATA (For additional information concerning the lunchroom facilities, see Section H, "School Plant.")

1. Length of lunch period in minutes
2. Number of pupils served daily
3. Average expenditure per pupil for lunch

EVALUATIONS

a. How adequate are the meals served in the lunchroom?
b. How adequate is the supervision of the lunchroom and services?
c. How well are educational opportunities offered by the lunchroom being used?

COMMENTS

This school has no school lunch program. Lunch is served in the Normal School's lunch room (girls) or in a basement room (boys) or at home.
G. Transportation of Pupils

The following general characteristics of the transportation service apply if the school conducts the transportation service or if the service is let under contract to a private concern.

1. Bus schedules and routes are planned to provide efficient and economical transportation services.
2. Bus schedules are planned to permit transported pupils to participate in the entire educational program.
3. The physical and health status of drivers is ascertained before employment.
4. The training and experience records of bus drivers are examined before employment.
5. All bus drivers are properly licensed.
6. Drivers are trained to make emergency repairs.
7. Bus drivers are courteous and cooperative in their relationships with school personnel.
8. Bus drivers are careful about their personal appearance and habits.
9. Salaries of bus drivers are related to appropriate standards of living in the community.
10. Provisions are made to insure the proper conduct of pupils while on buses.

Supplementary Data
1. Number of pupils transported at school expense
2. Percent of total enrollment transported at school expense
3. Submit a copy of the bus schedule.

Evaluations
a. How satisfactory is the organization of the transportation service?
b. How satisfactory are the qualifications of bus drivers?
c. How carefully do drivers carry out their responsibilities for the safety and conduct of pupils?

Comments

Bus Schedule

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<td>7:45</td>
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Bus Schedule

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III. Educational Leadership

Major responsibility for educational leadership is commonly vested in the principal. Assistance in leadership activities may be furnished by supervisors, department heads, and other administrative assistants. The total contribution of all concerned with educational leadership should be considered in checking and evaluating the following items.

**CHECKLIST**

The principal (assisted by other members of the staff having leadership responsibilities)

1. Formulates plans for improving the educational program in consultation with members of the staff.
2. Assists in carrying out curriculum development activities.
3. Aids instructional staff members in obtaining and using a variety of up-to-date teaching materials.
4. Encourages and provides opportunities for staff members to try out new practices and techniques.
5. Carries out classroom visits to assist teachers to increase their effectiveness.
6. Plans, with staff members, a variety of in-service educational activities (e.g., workshops, preschool conferences, individual and group research projects).
7. Aids in the development of a professional library for staff members.

8. Encourages and provides opportunities for staff members to visit and observe educational activities being conducted in other schools, clinics, or related services.
9. Recognizes (on personnel records and letters of commendation or by similar means) evidence of personal growth or professional achievement by staff members.
10. Strives to develop a congenial atmosphere which encourages teachers to ask for assistance or advice.
11. Assists staff members in using the results of recent research concerning adolescence and learning.

**EVALUATIONS**

a. To what extent does the principal carry out such leadership activities as listed above?

b. To what extent do supervisors, other than the principal, carry out such leadership activities as listed above?

**COMMENTS**

IV. Community Relations

A. Providing Information

**CHECKLIST**

The school furnishes the community with information concerning the following:

1. The purposes and objectives of the school.
2. The program of studies.
3. The pupil activity program and its objectives.
4. The library and its services.
5. The school staff—its personnel and organization.
6. The school plant and its equipment.
7. The financial needs of the educational program.
8. The business management of the educational program.

9. The school guidance program.
10. Community organizations having relationships with the school.
11. Rules and regulations regarding school attendance.
12. Rules and regulations regarding pupil conduct while under school supervision.

**EVALUATIONS**

a. How extensive are the efforts of the school administration to provide the community with information concerning the school?

b. How adequate is the information which is provided?

**COMMENTS**
B. Community Services

CHECKLIST

(✓) 1. The school administration exercises leadership in encouraging community use of school facilities and services.

(✓) 2. Members of the school staff are active in community organizations (e.g., churches, service clubs, youth organizations).

(✓) 3. The school encourages and assists in the organization of adult education classes.

(✓) 4. The school encourages and assists in the organization of adult recreational activities.

(✓) 5. Recreational activities are provided during vacation periods as well as when school is in session.

(✓) 6. The school encourages holding of public forums for the discussion of educational, social, economic, or other problems that may promote community welfare.

(✓) 7. School officials assume responsibility for proper use of school facilities by the public.

(✓) 8. The following plant facilities are available for community use: (check)
   - Auditorium
   - Classrooms
   - Counseling facilities
   - Gymnasium and play areas
   - Library
   - Music rooms
   - Shop and laboratory rooms
   (Others)

(✓) 9. School facilities and services are made available to the public at such times and under such conditions as will not interfere with the school program.

(✓) 10. Guidance and counseling services are available to adults.

(✓) 11. 

(✓) 12. 

EVALUATIONS

(a) How extensive are the efforts of the school administration to assist the community in making effective use of the school facilities?

(b) How extensively do adults and community groups use the school facilities?

COMMENTS

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C. Procedures

CHECKLIST

1. The principal establishes and maintains cordial relations with local editors and reporters. (✓)

2. Staff members and pupils appreciate the value of publicity and report promptly items which have news value to the person in charge of publicity. (✓)

3. The school cooperates with other social and educational agencies of the community and helps to coordinate efforts to promote the welfare of the community and its youth. (✓)

4. Parents and other adults in the community are aided in understanding the need for changes in the educational program. (✓)

5. Citizens of the community serve on committees for developing better school and community relations. (✓)

6. The school has developed an organization of parents and teachers as an important means of securing better cooperation between school and community. (✓)

7. Homerooms, clubs, assembly programs, school publications, and school games and entertainments promote better understanding between school and community. (✓)

8. The school has such special occasions as education week, book week, and parent evenings for interpreting the school to the public. (✓)

9. The school has one or more special sessions when all parents of pupils are invited to observe the regular classwork and activities. (✓)

10. The school uses various types of exhibits and demonstrations to interpret its work to the public. (✓)

11. School entertainments of various kinds are given and are open to the public. (✓)

12. Entertainments are planned and participated in largely by pupils. (✓)

13. Programs and exercises connected with commencement are used as a means of interpreting the school, its program, and its needs to the community. (✓)

14. ( )

15. ( )

EVALUATIONS

a. How well does the school use the public and school press to promote better school and community relations?

b. How effectively does the school provide special exhibits, entertainments, or similar special occasions to promote desirable school and community relations?

c. How well does the community cooperate with the school in supporting school projects?

COMMENTS
V. Criteria Applying Particularly to Private Schools

A. Administration of Dormitories and Dormitory Life

**CHECKLIST**

( ) 1. The relationships between the administration and the pupils, and the general tone and atmosphere, are like those of a well-regulated and well-adjusted home.

( ) 2. Regulations regarding conduct are few and their justification well understood.

( ) 3. Privileges, together with resulting responsibilities, are well understood.

( ) 4. Time schedules regarding meals, sleep, study, recreation, and classes are provided and carefully followed.

( ) 5. Provisions are made for keeping the parents fully informed regarding pupil conduct and progress.

( ) 6. Provisions are made for visits by parents or other relatives and friends.

( ) 7. Each pupil is encouraged to make a carefully prepared budget and to account for all his receipts and expenditures.

( ) 8. The school provides for the safekeeping of pupils' funds and other valuables.

( ) 9. Adequate provision is made for the religious life and activities of the pupils.

( ) 10. Provision is made for pupil participation in the government and direction of dormitory life.

( ) 11. Relationships between the administration and pupils are characterized by a helpful attitude rather than one of assertion of authority.

( ) 12.

( ) 13.

**EVALUATIONS**

(IV) a. How adequate is the supervision of dormitories and dormitory life?

(IV) b. How satisfactorily do pupils participate in the supervision of dormitory life?

**COMMENTS**

A dormitory is not needed here.
B. Community Relations Applying Particularly to Private Schools

CHECKLIST
The literature and other means used by the school for presenting itself to its patrons and prospective patrons

( ) 1. Give the specific purposes and objectives of the school.
( ) 2. Outline the nature and extent of the educational offerings of the school.
( ) 3. Explain the costs to the pupil, showing what is included in the general or usual cost and also what are the costs of extra items.
( ) 4. List the membership of the teaching staff and the nature of the training of each member.
( ) 5. Describe the nature and costs of leisure and recreational activities of the school.
( ) 6. Explain the nature and extent of the regulations governing the conduct and privileges of the pupils.
( ) 7. Describe accurately the dormitory and dining facilities which are a definite part of the school life and offerings.
( ) 8. Limit their illustrative material to conditions or facilities which are a definite part of the school life and offerings.

Other relationships
( ) 9. 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.
( ) 10. 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.
( ) 11. Pupils not solicited but wishing to enroll in the school are clearly informed regarding the nature and extent of the school's program and its purposes and objectives.
( ) 12. In the awarding of scholarships, only those pupils or prospective pupils are considered whose primary interest and objective are further education in the regular curricular offerings of the school.
( ) 13. Interschool relationships are restricted to such schools and activities as will promote the educational welfare of the pupils.

( ) 14.
( ) 15.

EVALUATIONS
(✓) a. How well does the school's publicity material describe the school?
(✓) b. How well are such conditions as those described in checklist items 9-13, above, provided for in the organization of the school?
(✓) c. How carefully are such provisions followed in practice?

COMMENTS
VI. Special Characteristics of School Staff and Administration

1. What are the best elements or characteristics of the school staff and administration?
   a. Well qualified and trained personnel
   b. Cooperative spirit prevalent
   c. Interested in pupil welfare and progress

2. In what respects is the school staff and administration least adequate or in greatest need of improvement?
   a. Greater desire for professional advancement
   b. More interest in in-service training
   c. Greater participation in civic organizations

3. In what respects has the school staff and administration been improved within the last two years?
   a. More congenial spirit and cooperation
   b. Greater interest shown in extra-curriculum program
   c. Stronger desire to improve their services

4. What improvements are now being made or are definitely planned for the immediate future?
   a. In in-service program
   b. Greater teacher-teacher, teacher-student, student-student cooperation
   c. Faculty study of the survey to discover weaknesses of present program

5. What carefully conducted studies has the school made within the last three years or is now making of its own problems concerning the school staff and administration?
   a. Present survey
   b. School head survey of faculty needs
   c. Faculty survey of curriculum needs at present
VII. General Evaluation of School Staff and Administration

EVALUATIONS

(26) a. How well does the school staff and administration meet the needs identified in Section B, "Pupil Population and School Community," and in Section C, "Educational Needs of Youth"?

(26) b. To what extent is the school identifying problems in the school staff and administration and seeking their solution?

COMMENTS
CHAPTER XI

SUMMARY

The author wishes at this point to reiterate that the primary purpose of this survey and evaluation of the DRUMMOND high school has been the improvement of the service this school is giving the boys and girls of the community and the surrounding areas which it serves. The survey was conducted by a faculty committee working with the author throughout the school year 1950-51. It has not been the purpose of this study to criticize or to find fault with the present educational program of this school. The survey has, however, through careful analysis of the various phases of the educational program, attempted to reveal the school's salient strong and weak points, and have represented these by a system of horizontal bar graphs in the graphic summary of the EVALUATIVE CRITERIA. The findings of this survey have been checked by a visiting committee comprised of professional men in the educational field of the state of Montana, whose attitude has been one of professional cooperation, helpfulness, and constructive criticism.

The position of this school has been shown by horizontal bar graphs in section Y, Graphic Summary, on page 299 of the EVALUATIVE CRITERIA. The bars inked in blue represent the evaluations that have been placed in accordance with the
judgments of the faculty committee and the author. Extensions of these bars in red indicate the final evaluations of the visiting committee in its follow-up studies of the school. The position of the school on the graphs was determined in each case by obtaining the arithmetic mean of a varying number of evaluations depending upon the section involved. These averages were obtained from Section I, "Statistical Summary", of the EVALUATIVE CRITERIA. The Graphic Summary has been broken down into two sections, Form A, which includes the main divisions of the survey, and Form B, which is a breakdown of the divisions in Form A.

It is regrettable that the visiting committee was unable to make their follow-up visitation while school was in session. For this reason several of the items in the graphic summary have not been treated by the visiting committee. It may be interesting to note that in no instance did the visiting committee lower the evaluations of the faculty committee and the author. Too much emphasis should not be placed upon minor differences in these two evaluations since human judgments may easily differ to that extent.
D--Program of Studies. The judgment of the faculty committee was that this school has been doing a "better than fair" job in setting up a satisfactory program of studies to meet the common needs of most of its pupils. In order to better meet the special needs of its pupils the faculty committee recommends that business law and salesmanship be dropped from the curriculum and vocational agriculture, art, band and orchestra be added. The addition of driver training and a course in distributive education was deemed desirable. The committee felt that increased attention to the home room and the guidance program of the school was essential. Definite provision for follow-up studies of students dropped from school and graduates was strongly recommended. The committee also felt that the addition of one more unit each in the social studies, home economics, and shop fields was desirable. Information found in section D, Program of Studies on page 47, and statistics found in section X, Statistical Summary of Evaluation, page 284 of the EVALUATIVE CRITERIA has furnished the basis for the faculty committee's evaluation and recommendations for the program of studies.

D1-D-16--Subject Fields. I. Organization. "Good" to "very good" organizational work has been done in the subject fields of English, Science, and Mathematics according to the
statistics shown on page 298 of the EVALUATIVE CRITERIA. All the other subject fields received a "fair" to a "less than fair" rating. The committee recommends that each faculty member give more attention to this phase of their subject fields within the limitations of present building facilities and time schedule.

II. Nature of Offerings. In this same table on page 298 of the EVALUATIVE CRITERIA, English and Science received a "very good" and "good" rating respectively in the nature of offerings in their subject fields. Subject fields receiving a rating of "fair" to "better than fair" were Business Education, Health and Safety, Mathematics, Physical Education for Boys, and Social Studies. All other subject fields were rated "poor" to "better than poor". Here again the faculty committee has urged the need for addition of several subjects to meet the vocational and special needs of some of the students in this school. They recommend follow-up studies of the school's drop-outs and graduates and an analysis of the failures in order to get a better idea of how well the present offerings of the school are meeting both the common and special needs of its youth.

III. Physical Facilities. On page 298 of the EVALUATIVE CRITERIA, English was the only subject field receiving a rating of "very good" in physical facilities. Business Education, Mathematics, Science and Social Studies were rated
as "fair" to "better than fair". All other subject fields received a rating of "better than poor". With the possible exception of Science, where considerable additional equipment is needed, the faculty committee felt that not much more can be done to improve the present physical facilities in the various subject fields until a new building program is inaugurated.

IV.—A. Instructional Staff. According to the chart on page 298 of the EVALUATIVE CRITERIA, English again received a "very good" rating on instructional staff. "Fair" to "better than fair" rating was given Business Education, Health and Safety, Home Economics, Mathematics, Music, Physical Education for Boys, and Social Studies. "Better than good" rating was given Science. All other subject fields received a rating of "better than poor". The committee felt that because of the size of the teaching staff for the number of subject offerings many of the staff members have been forced to teach part of the time in the field of their minor preparation with the one exception of the English teacher. Consequently this has lowered the rating of the subject fields for instructional staff and does not give a true picture of teacher qualifications. The committee felt the only remedy to the situation was the recommendation of an enlarged instructional staff with each instructor teaching in his or major field of preparation. This will necessitate raising
IV--B. **Instructional activities.** A "very good" rating was received by English in instructional activities as shown in the chart on page 293 of the EVALUATIVE CRITERIA. "Fair" to "better than fair" rating was given Business Education, Mathematics, Physical Education for Boys, Science, and Social Studies. All the other subject fields were rated "better than poor" in this respect. It was the opinion of the faculty committee that nearly all the staff members need to improve their instructional activities along the following lines: greater use of pupils in planning, conducting and evaluating the instructional activities in their subject fields; making greater use of community resources in planning their class activities; making their assignments flexible enough to meet the individual needs of the pupils enrolled in their classes; organize club activities related to the various subject fields; and a wider use of laboratory techniques in their instructional activities.

IV--C. **Instructional materials.** English was ranked with a "very good" rating in instructional materials according to the chart on page 298 of the EVALUATIVE CRITERIA. Business Education, Home Economics, Industrial Arts, Mathematics, Physical Education for Boys, Science, and Social Studies were ranked as "fair" and "better than fair". All other subject fields received a rank of "better than poor".
It was the opinion of the faculty committee that in order to improve the instructional materials in all the subject fields the instructional staff should make the following improvements: make greater use of teacher guides; utilize more fully local and commercial source materials; in certain subject fields make available to the pupils occupational monographs; and add more models and exhibit materials. To make the above changes or additions an increase in some budget items will be necessary.

IV—D. Methods of evaluation. A "better than good" rating was given English for methods of evaluation in the chart on page 298 of the EVALUATIVE CRITERIA. Business Education, Mathematics, and Science were each given a "fair" rating. All the other subject fields were rated "better than poor". Of the eight subject-field divisions this one had the lowest average rating. The faculty committee felt that the local teaching staff should take the following steps to improve their methods of evaluation: bring into greater use aptitude and prognostic testing; when doing their own evaluating to be objective as far as is possible; make use of follow-up studies; permit some pupil participation in the evaluation program; in certain evaluations solicit the help of parents and local civic officers; use the results of the evaluations as a guide in planning future programs and in the counseling of pupils; keep accurate records of the evaluation
results.

V. Outcomes. Indicated by the chart on page 293 of the EVALUATIVE CRITERIA the following subject fields were rated "fair" or "better than fair"; Business Education, English, Health and Safety, Science, and Social Studies. All other subject fields were rated "better than poor". The faculty committee feels that the school has been able to determine to a fairly good degree to what extent its pupils have acquired desirable knowledges and skills in the various subject fields in school but has failed to ascertain to what extent there has been a satisfactory carry over into the pupil's life after leaving school. The faculty committee recommends that the school work in closer cooperation with local business and industry in order to determine to what extent its pupils training in the various subject fields is having a satisfactory carry-over into their lives beyond the high school. It felt that the school was weak in its follow-up studies of its drop-out pupils and graduates and should take definite steps to correct this weakness. It feels that information gathered from such a study would be an invaluable aid to the faculty curriculum-revision committee in planning an adequate curriculum for this school. The faculty committee also felt that it was the duty of this school to keep constantly in mind the eight objectives outlined by the school staff as stated in Chapter III of this survey, "Education:

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Needs of Youth”, in making their evaluations of the outcomes in the subject fields.

E--Pupil Activity Program. The faculty committee felt that this school was doing a "better than fair" job in their pupil activity program as indicated in the Graphic Summary on page 299 of the EVALUATIVE CRITERIA. It was favorably impressed by the fact that all students have had active participation in at least one of the school's activities. It commended the school for a fine spirit of cooperation between pupils and staff members and between the staff members and the administration.

The faculty committee urges the school to consider the following items which it felt stand in need of improvement: pupils participation in various activities should be recorded on the permanent record cards; the student council should assume more responsibility for the introduction of new pupils to school life and activities; the homeroom should be strengthened and each homeroom sponsor should participate in the guidance work of the homeroom; a pupil-faculty committee should assume responsibility for planning and conducting the school assemblies; sponsors and pupils in charge of the school's publications should endeavor to reach a greater circulation in the community and the surrounding area; a greater variety of offerings in the "voluntary music field" should be provided; pupils should be given the opportunity to write and
produce their own dramatic productions; instruction in social
dancing should be provided at some of the school parties;
football should be added to the interscholastic part of the
boys physical education program; provision should be made for
a greater variety of offerings in the voluntary intramural
program in girls physical education; the treasurer of the stu-
dent body activity funds should be adequately bonded; and
periodic reports should be made to the pupils informing them
of the status of their organization financially.

F. Library Services. The visiting committee felt that
this phase of the educational program was especially "good"
for this size school and so indicated in the ranking "better
than fair" on page 299 of the EVALUATIVE CRITERIA. The school
has been fortunate in securing the services of a qualified
librarian who has done a good job of training her eight
student associates, and organizing and classifying the
library books. The faculty committee commends the students
on the extensive use they have made of the library facilities,
both for leisure reading and classroom assignments.

Steps the school should take to improve the library
services as outlined by the faculty committee are: provisi-
ion should be made for part-time clerical assistance; audio-
visual education materials should be transferred from the
classrooms to the library where it can be classified and
properly stored; staff members should build up the book col-
lection in those fields that are weakest (religion, pure science, useful arts, and fine arts, recreation were all rated just better than poor); provide better filing facilities for periodicals; provide magazine shelving, and newspaper racks; staff members should use the library more for leisure reading and for building up their departmental sections. Although more storage space is needed and a workroom and office should be added to present facilities, the faculty committee felt the school should get along with present facilities until a building program was started when the needed changes could be made.

G.--Guidance Services. According to the faculty committee, this was one of the weakest parts of the educational program of this school and has been so indicated with a "better than poor" rating on page 299 in the Graphic Summary of the EVALUATIVE CRITERIA. The administrator has taken the leadership in these services as no regular qualified guidance instructor has been employed. Curriculum guidance and an orientation program for the freshmen were found to be the most adequate phases of the guidance services.

The faculty committee recommends that the following steps be taken to improve the guidance services of this school: extend the guidance services to include pupils withdrawn from school and graduates through a follow-up and adjustment program; closer cooperation should be maintained with
the home; increase the scope of the individual inventory records; to improve the health services of the guidance program a county or school nurse should be employed; staff members should make more extensive use of the cumulative record data in planning and evaluating the work of their pupils; experiment with "Career Days" or "Career-Study Clubs" in getting more occupational information before the pupils; provide for placement services; employ a guidance instructor who will not be shouldered with administrative duties.

H.-School Plant. The school plant was rated just a little "better than fair" by the visiting committee as shown on page 299 in the Graphic Summary of the EVALUATIVE CRITERIA. The plant site was found fairly centrally located in reference to pupil population. The faculty committee wishes to commend the school for the cleanliness of its buildings and the manner in which the interior and equipment has been kept in a clean and working condition.

The faculty committee felt the following things should be done to improve the present plant facilities: exit doors should be equipped with safety bars and red lights; continuous hand rails should be placed at correct heights on all stairways; about thirty-five more lockers should be provided; additional fire-fighting equipment should be purchased; a fire escape should be constructed from the eighth grade room on the second floor of the main building; a few rooms need clocks; dark
curtains are needed in the auditorium for audio-visual education for large groups.

The faculty committee has listed several items that the school should consider in improvement of plant facilities at the time a building program is undertaken. It felt the following changes or additions could best be done at that time: choosing of a site that will provide adequate recreational and parking areas; the addition of more classroom units, acoustically treated, to allow for an expanded curriculum; the addition of temperature, humidity, and ventilation control units; toilet and lavatory facilities for pupils on all floors; separate toilet facilities for teachers, office and janitors; a much enlarged seating capacity for the auditorium; rooms for a hot lunch and vocational agriculture program; a health room provided with an office for the school or county nurse and equipped with toilet and lavatory facilities.

I. School Staff and Administration. The visiting committee has given this school a "fair" rating to the school staff and administration as indicated by the chart on page 299 in the Graphic Summary of the EVALUATIVE CRITERIA. The faculty committee found the school staff well trained and commended them on a splendid cooperative spirit and their interest in pupil welfare and progress.

Recommendations of the faculty committee for improve-
ment in the school staff and administration are: the addition of a full or part-time office secretary; the adoption by the board of trustees of a teacher salary schedule commensurate with the present revised Montana Education Association's recommended schedule; a better schedule for cumulative sick leave for teachers; provision for teacher tenure after a set trial period of from one to three years (Drummond high school has experienced about a 50 per cent turnover in its teaching staff in the past three years); better salary scale for the administrative head of the school with provisions for better health and medical services to the pupils; a complete revision of the system of reporting pupils progress to the parents; adequate bonding of the treasurer for pupil activities funds; inauguration of a school lunch program; and an improved public relations program.

FORM B

Since all items in this part of the Graphic Summary of the EVALUATIVE CRITERIA have already been treated in some detail in the summary of this paper under Part A, except the Data for Individual Staff Members, this section of the summary will be confined solely to the part omitted in Form A.


Academic Preparation. The faculty committee felt that the preparation of the staff members in their various subject
fields of teaching was "very good" and gave them a rating to that extent as indicated by the charts on pages 297 and 305 of the EVALUATIVE CRITERIA. It recommends, however, that the school provide for a teaching staff of sufficient size to permit each teacher to teach in the field of his or her major preparation. At present only one teacher on the Drummond staff is doing this.

1A-6. Professional preparation. All members of the teaching staff were found by the faculty committee to have had an adequate professional preparation and were given a rating of "very good" on the charts on pages 297 and 305 of the EVALUATIVE CRITERIA. All teachers were properly qualified with twenty-four or more quarter hours of professional training in education and all hold valid Montana secondary-school teaching certificates.

1-B. Improvement in Service. The faculty committee agreed that the improvement in service on the local level of the staff members of this school had been commendable but needed to be extended beyond the local limits. This has been shown by a "good" rating in the charts on pages 297 and 305 in the EVALUATIVE CRITERIA. It recommended that more staff members take an active part in professional meetings they attend; increase their amount of professional reading; and include more travel to points of interest in their teaching field.
I-C. **Teacher Load.** The teaching load of the staff members was found to be "very good" by the faculty committee as indicated by the rating on pages 297 and 305 of the EVALUATIVE CRITERIA. Teachers who had a higher average than others of pupils per class had lower averages than others in pupils per group in extra-curricular activities. The faculty committee found the work load per teacher per day fairly evenly distributed between staff members.

I-D. **Professional Qualifications.** The faculty committee felt that the professional qualifications of the staff members was "very good" as indicated by the rating on pages 297 and 305 of the EVALUATIVE CRITERIA. It felt the staff members needed most improvement in providing opportunities for pupil participation in planning, conducting, and evaluating instructional activities.

I-E. **Special Committee Judgment.** No evaluation has been given for this part of the survey as school was not in session when the special committee visited the school, consequently no classroom visitations could be made by this committee.
STATISTICAL SUMMARY
OF
EVALUATION

(Section X of Evaluative Criteria, 1950 Edition)

Drummond High School
Drummond, Montana
July, 1951

Chairman of Visiting Committee

COOPERATIVE STUDY OF SECONDARY-SCHOOL STANDARDS

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283
Section A, "Manual," contains directions for using these summary forms.

### D: Program of Studies

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** Transfer to Section V, "Graphic Summary," pp. 394 and 299.

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* Number of evaluations minus number marked "M" or "N."

** Transfer to Section V, "Graphic Summary," p. 301.

D-I: Core Program

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** Transfer to Section V, "Graphic Summary," p. 301.

Total 32

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** Transfer to Section V, "Graphic Summary," p. 301.

Total 41

Average**

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** Transfer to Section Y, "Graphic Summary," p. 301.

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** Transfer to Section Y, "Graphic Summary," p. 301.
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** Transfer to Section X, "Graphic Summary," p. 301

Total: 34
Average**

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* Number of evaluations minus number marked "M" or "N"  
** Transfer to Section X, "Graphic Summary," p. 301

Total: 55
Average**

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## EVALUATIVE CRITERIA

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** Transfer to Section Y, "Graphic Summary," p. 301.

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** Transfer to Section Y, Graphic Summary, p. 301.

Total: 43 | Average **: 1

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** Transfer to Section Y, "Graphic Summary," p. 301.

Total: 40 | Average **: 1.15
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** Transfer to Section Y, "Graphic Summary," p. 301.

** Average**

### D-13: Physical Education for Boys

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* Number of evaluations minus number marked "M" or "N."

** Transfer to Section Y, "Graphic Summary," p. 301.

** Average**

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## D-14: Physical Education for Girls

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** Transfer to Section V, "Graphic Summary," p. 301.

Total 38 11.7

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* Number of evaluations minus number marked "M" or "N."
** Transfer to Section V, "Graphic Summary," p. 301.

Total 41 16.5

Average** 2.6

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## D-16: Social Studies

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Total: 34

Average: 2.9

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## E: Pupil Activity Program

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* Number of evaluations minus number marked "M" or "N".
** Transfer to Section V, "Graphic Summary," pp. 303 and 399.
## F: Library Services

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* Number of evaluations minus number marked "M" or "M."
** Transfer to Section V, "Graphic Summary." pp. 303 and 399

Total | 54 | 133 | 2.4

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### G: Guidance Services

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* Number of evaluations minus number marked "M" or "N."

** Transfer to Section V, "Graphic Summary," pp. 293 and 299.
# Statistical Summary of Evaluation

## H: School Plant

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* Number of evaluations minus number marked "M" or "N."

** Transfer to Section Y. "Graphic Summary," pp. 305 and 299

Total 2 2 8 1 1 1
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* Number of evaluations minus number marked "M" or "N."
** Transfer to Section Y, "Graphic Summary," pp. 305 and 399

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### J: Data for Individual Staff Members

#### Computational Forms

**I-A-5: Academic Preparation**

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**I-A-6: Professional Preparation**

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**I-B: Improvement in Service**

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**I-C: Teacher Load**

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**I-D: Professional Qualifications**

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*Transfer to Section Y, "Graphic Summary," p. 301.
**Summary Form for Subject Field Divisions**

Suggestions for use: This form is provided for the principal in order that he may study the relationships among the different subjects in the eight subject-field divisions ("Organization," "Nature of Offerings," "Physical Facilities," etc.). Provision is made to record averages for each division. Care should be taken that small differences among subject fields are not given undue emphasis. No evidence is available on the reliability of these averages, but it is thought that differences of less than .5 are not significant. It is suggested that this form be studied by the principal and interpreted by him to members of departments and other interested persons rather than by distributing the form to them.

| SECTION | SUBJECT FIELDS | PAGES | Organization Divisor | Organization Total | Organization Average | Nature of Offerings Divisor | Nature of Offerings Total | Nature of Offerings Average | Physical Facilities Divisor | Physical Facilities Total | Physical Facilities Average | Instructional Staff Divisor | Instructional Staff Total | Instructional Staff Average | Instructional Activities Divisor | Instructional Activities Total | Instructional Activities Average | Instructional Materials Divisor | Instructional Materials Total | Instructional Materials Average | Methods of Evaluation Divisor | Methods of Evaluation Total | Methods of Evaluation Average | Outcomes Divisor | Outcomes Total | Outcomes Average |
|---------|---------------|-------|----------------------|--------------------|----------------------|-----------------------------|---------------------------|--------------------------|-----------------------------|---------------------------|-----------------------------|-----------------------------|--------------------------|-----------------------------|-----------------------------|-----------------------------|-----------------------------|--------------------------|-----------------------------|--------------------------|----------------|----------------|----------------|
| D-1     | Core Program  | 284   | □ □                   | □                   | □                    | □                          | □                         | □                        | □                          | □                         | □                          | □                          | □                        | □                          | □                          | □                        | □                          | □                      | □                      | □                      | □                      | □                        | □                      | □                      | □                        | □                      |
| D-2     | Agriculture   | 285   | □ □                   | □                   | □                    | □                          | □                         | □                        | □                          | □                         | □                          | □                          | □                        | □                          | □                          | □                        | □                          | □                      | □                      | □                      | □                      | □                        | □                      | □                      | □                        | □                      |
| D-3     | Art           | 285   | □ □                   | □                   | □                    | □                          | □                         | □                        | □                          | □                         | □                          | □                          | □                        | □                          | □                          | □                        | □                          | □                      | □                      | □                      | □                      | □                        | □                      | □                      | □                        | □                      |
| D-4     | Business Education | 286 | □ □                   | □                   | □                    | □                          | □                         | □                        | □                          | □                         | □                          | □                          | □                        | □                          | □                          | □                        | □                          | □                      | □                      | □                      | □                      | □                        | □                      | □                      | □                        | □                      |
| D-5     | English       | 286   | □ □                   | □                   | □                    | □                          | □                         | □                        | □                          | □                         | □                          | □                          | □                        | □                          | □                          | □                        | □                          | □                      | □                      | □                      | □                      | □                        | □                      | □                      | □                        | □                      |
| D-6     | Foreign Language | 287  | □ □                   | □                   | □                    | □                          | □                         | □                        | □                          | □                         | □                          | □                          | □                        | □                          | □                          | □                        | □                          | □                      | □                      | □                      | □                      | □                        | □                      | □                      | □                        | □                      |
| D-7     | Health and Safety | 287  | □ □                   | □                   | □                    | □                          | □                         | □                        | □                          | □                         | □                          | □                          | □                        | □                          | □                          | □                        | □                          | □                      | □                      | □                      | □                      | □                        | □                      | □                      | □                        | □                      |
| D-8     | Home Economics | 288   | □ □                   | □                   | □                    | □                          | □                         | □                        | □                          | □                         | □                          | □                          | □                        | □                          | □                          | □                        | □                          | □                      | □                      | □                      | □                      | □                        | □                      | □                      | □                        | □                      |
| D-9     | Industrial Arts | 288  | □ □                   | □                   | □                    | □                          | □                         | □                        | □                          | □                         | □                          | □                          | □                        | □                          | □                          | □                        | □                          | □                      | □                      | □                      | □                      | □                        | □                      | □                      | □                        | □                      |
| D-10    | Industrial Vocational Education | 289   | □ □                   | □                   | □                    | □                          | □                         | □                        | □                          | □                         | □                          | □                          | □                        | □                          | □                          | □                        | □                          | □                      | □                      | □                      | □                      | □                        | □                      | □                      | □                        | □                      |
| D-11    | Mathematics   | 289   | □ □                   | □                   | □                    | □                          | □                         | □                        | □                          | □                         | □                          | □                          | □                        | □                          | □                          | □                        | □                          | □                      | □                      | □                      | □                      | □                        | □                      | □                      | □                        | □                      |
| D-12    | Music         | 290   | □ □                   | □                   | □                    | □                          | □                         | □                        | □                          | □                         | □                          | □                          | □                        | □                          | □                          | □                        | □                          | □                      | □                      | □                      | □                      | □                        | □                      | □                      | □                        | □                      |
| D-13    | Physical Education for Boys | 290  | □ □                   | □                   | □                    | □                          | □                         | □                        | □                          | □                         | □                          | □                          | □                        | □                          | □                          | □                        | □                          | □                      | □                      | □                      | □                      | □                        | □                      | □                      | □                        | □                      |
| D-14    | Physical Education for Girls | 291   | □ □                   | □                   | □                    | □                          | □                         | □                        | □                          | □                         | □                          | □                          | □                        | □                          | □                          | □                        | □                          | □                      | □                      | □                      | □                      | □                        | □                      | □                      | □                        | □                      |
| D-15    | Science       | 291   | □ □                   | □                   | □                    | □                          | □                         | □                        | □                          | □                         | □                          | □                          | □                        | □                          | □                          | □                        | □                          | □                      | □                      | □                      | □                      | □                        | □                      | □                      | □                        | □                      |
| D-16    | Social Studies | 292  | □ □                   | □                   | □                    | □                          | □                         | □                        | □                          | □                         | □                          | □                          | □                        | □                          | □                          | □                        | □                          | □                      | □                      | □                      | □                      | □                        | □                      | □                      | □                        | □                      |

Sum of Divisors

Sum of Totals

Average Rating

1 The number of evaluations minus number marked "M" or "N." Transfer from p. 294 to p. 292 of this section.

2 The sum of the evaluations in a division of a subject field. Transfer as in footnote 1.

3 The average rating of a division of a subject field found by dividing the Total by the Divisor. These averages are not represented graphically.

4 The average rating of a division for all subject fields found by dividing the sum of Totals by the sum of Divisors. These averages are to be represented on Graphic Summary Form A, Section Y, p. 299.
GRAPHIC SUMMARY

(Section Y of Evaluative Criteria, 1950 Edition)

Drummond High School
Name of School

Drummond, Montana
Address of School

July 1951
Date

Chas. D. Haynes
Chairman of Visiting Committee

FORM A

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E—Pupil Activity Program...........

F—Library Services................

G—Guidance Services................

H—School Plant......................

I—School Staff and Administration...

COOPERATIVE STUDY OF SECONDARY-SCHOOL STANDARDS

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General Statement

The "Graphic Summaries" for the 1950 edition of the Evaluative Criteria are horizontal bar graphs. The position of the school on the graphs is determined in each case by obtaining the arithmetic mean of a varying number of evaluations depending upon the section involved. These averages are obtained from Section X, "Statistical Summary." The number of evaluations for "Graphic Summary Form A" and the location in the Evaluative Criteria of these evaluations are given below.

D—Program of Studies

Based upon 19 evaluations (Section D, pages 49 to 54).

D1-D16—Subject Fields

I. Organization
Based upon a possible 54 evaluations, the number for a particular school being dependent upon the number of subject fields offered (Division I, "Organization," of each of subsections D-1 through D-16).

II. Nature of Offerings
Based upon a possible 83 evaluations, the number for a particular school being dependent upon the number of subject fields offered (Division II, "Nature of Offerings," of each of subsections D-1 through D-16).

III. Physical Facilities
Based upon a possible 89 evaluations, the number for a particular school being dependent upon the number of subject fields offered (Division III, "Physical Facilities," of each of subsections D-1 through D-16).

IV-A. Instructional Staff
Based upon a possible 55 evaluations, the number for a particular school being dependent upon the number of subject fields offered (Division IV-A, "Instructional Staff," of each of subsections D-1 through D-16).

IV-B. Instructional Activities
Based upon a possible 75 evaluations, the number for a particular school being dependent upon the number of subject fields offered (Division IV-B, "Instructional Activities," of each of subsections D-1 through D-16).

IV-C. Instructional Materials
Based upon a possible 59 evaluations, the number for a particular school being dependent upon the number of subject fields offered (Division IV-C, "Instructional Materials," of each of subsections D-1 through D-16).

IV-D. Methods of Evaluation
Based upon a possible 63 evaluations, the number for a particular school being dependent upon the number of subject fields offered (Division IV-D, "Methods of Evaluation," of each of subsections D-1 through D-16).

V. Outcomes
Based upon a possible 131 evaluations, the number for a particular school being dependent upon the number of subject fields offered (Division V, "Outcomes," of each of subsections D-1 through D-16).

E—Pupil Activity Program
Based upon 55 evaluations (Section E, pages 193 to 206).

F—Library Services
Based upon 60 evaluations (Section F, pages 209 to 218).

G—Guidance Services
Based upon 41 evaluations (Section G, pages 222 to 234).

H—School Plant
Based upon 62 evaluations (Section H, pages 237 to 250).

I—School Staff and Administration
Based upon 74 evaluations (Section I, pages 253 to 273).

The number of evaluations for Graphic Summary Form B and the location in the Evaluative Criteria of these evaluations are given below.

D—Program of Studies

I. General Principles
Based upon 1 evaluation, page 49.

II. Curriculum Development Procedures
Based upon 7 evaluations, page 50.

III. Program of Studies
Based upon 5 evaluations, pages 51 and 52.

IV. General Outcomes
Based upon 4 evaluations, page 53.

D1-D16—Subject Fields

D-1 Core Program
Based upon 34 evaluations, pages 57 to 61.

D-2 Agriculture
Based upon 32 evaluations, pages 65 to 70.

D-3 Art
Based upon 41 evaluations, pages 73 to 78.

D-4 Business Education
Based upon 42 evaluations, pages 81 to 86.

D-5 English
Based upon 42 evaluations, pages 89 to 97.

D-6 Foreign Language
Based upon 34 evaluations, pages 101 to 106.

D-7 Health and Safety
Based upon 36 evaluations, pages 109 to 114.

D-8 Home Economics
Based upon 39 evaluations, pages 117 to 122.

D-9 Industrial Arts
Based upon 39 evaluations, pages 125 to 130.

D-10 Industrial Vocational Education
Based upon 43 evaluations, pages 133 to 140.

D-11 Mathematics
Based upon 40 evaluations, pages 145 to 150.

D-12 Music
Based upon 35 evaluations, pages 153 to 158.

D-13 Physical Education for Boys
Based upon 38 evaluations, pages 161 to 166.

D-14 Physical Education for Girls
Based upon 38 evaluations, pages 169 to 174.

D-15 Science
Based upon 42 evaluations, pages 177 to 182.

D-16 Social Studies
Based upon 34 evaluations, pages 185 to 190.
## Form B

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### D1-D16—Subject Fields

- **D-1 Core Program**
- **D-2 Agriculture**
- **D-3 Art**
- **D-4 Business Education**
- **D-5 English**
- **D-6 Foreign Language**
- **D-7 Health and Safety**
- **D-8 Home Economics**
- **D-9 Industrial Arts**
- **D-10 Industrial Vocational Education**
- **D-11 Mathematics**
- **D-12 Music**
- **D-13 Physical Education for Boys**
- **D-14 Physical Education for Girls**
- **D-15 Science**
- **D-16 Social Studies**

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E—Pupil Activity Program

I. General Nature and Organization
   Based upon 7 evaluations, pages 193 and 194.

II. Pupil Participation in School Government
    Based upon 4 evaluations, page 195.

III. Homerooms
     Based upon 4 evaluations, page 196.

IV. The School Assembly
    Based upon 4 evaluations, page 197.

V. School Publications
    Based upon 5 evaluations, page 198.

VI. Music Activities
    Based upon 3 evaluations, page 199.

VII. Dramatic and Speech Activities
     Based upon 5 evaluations, page 200.

VIII. Social Life and Activities
      Based upon 4 evaluations, page 201.

IX. Physical Activities for Boys
    Based upon 5 evaluations, page 202.

X. Physical Activities for Girls
    Based upon 4 evaluations, page 203.

XI. School Clubs
    Based upon 4 evaluations, page 204.

XII. Finances of Pupil Activities
     Based upon 4 evaluations, page 205.

F—Library Services

I. Library Staff
   Based upon 11 evaluations, pages 209 to 211.

II. Organization and Management
    Based upon 10 evaluations, pages 212 and 213.

III. Library Materials
     Based upon 26 evaluations, pages 213 to 216.

IV. Physical Facilities
    Based upon 5 evaluations, page 216.

V. Use of Library
   Based upon 6 evaluations, page 217.

G—Guidance Services

I. General Nature and Organization
   Based upon 3 evaluations, page 222.

II. Guidance Staff
    Based upon 8 evaluations, pages 223 and 224.

III. Guidance Services
     Based upon 28 evaluations, pages 225 to 233.
### E—Pupil Activity Program

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I. The Site
   Based upon 9 evaluations, pages 237 and 238.

II. The Building or Buildings
    Based upon 7 evaluations, page 239.

III. Building Services
     Based upon 16 evaluations, pages 240 to 242.

IV. Classrooms
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V. Special Rooms and Services
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I—School Staff and Administration

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I-B. Administrative Staff
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     Based upon 1 evaluation ("a" of Division I-A, page 278) for each teacher.

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     Based upon 1 evaluation ("a" of Division I-A-6, page 278) for each teacher.

I-B. Improvement in Service
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I-C. Teacher Load
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I-E. Special Committee Judgment
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| I-E. Criteria Applying Particularly to Private Schools | Not applicable |

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CHAPTER XII

REPORT OF THE VISITING COMMITTEE

The visiting committee, consisting of E. H. Fellbaum of Helena, Montana and C. D. Haynes of Hamilton, Montana, would like to express its appreciation to Supt. James M. Tindall for the many courtesies extended by him and for the ready availability of all school records, facilities, and information. Similarly the committee is grateful for the opportunity to hold a conference with Mr. E. L. Clawson, the chairman of the school board. It is regrettable that it was necessary to make the visitation at a time when school was not in session. As a result, the findings and observations of the committee were at best rather fragmentary and incomplete.

The committee commends the school for splendid housekeeping which is immediately discernible throughout the school plant. The school has done a better-than-average job of maintaining a rather mediocre building. The committee recommends some rather serious study of plant needs before additional construction be erected on the present site; it questions seriously the adequacy of the present site for any future additions. Perhaps consideration should be given to remodeling the present plant for use by the upper six grades and working toward other facilities in some more spacious
location for the lower six grades.

The committee commends the school for a rather praise-worthy effort to provide a basic high school education for the majority of the youth of the community. It encourages the school to continue its broadening of its educational offerings. Commendable indeed are the school's efforts in the fields of homemaking and industrial arts. Probably consideration should be given to including vocational agriculture in that typically rural community. The committee also encourages the school to broaden its cultural offerings by the strengthening of its music department and the inclusion of work in band and orchestra.

The committee questions the wisdom of the excessively large teaching load carried by the administrative head of the school. It may be of doubtful financial merit to engage a superintendent at a salary somewhat above that of regular teachers and then to so saddle him with full-time teaching duties that he cannot carry out properly the administrative responsibilities for which he was employed. It recommends, too, the provision of at least part-time clerical help in the school office.

While being unable to judge adequately because school was not in session, the committee commends the school for the seemingly fine school morale and for a forward-looking school policy. It found most encouraging plans for further gradual
advancement of the school program. It recognizes the marked limitations manifest in the community. A city water system and a sewage disposal system would bring immense benefit to the school as well as the community.

The committee raises the question of how serious a handicap to the school is the absence of a community newspaper or other means for a ready interchange of ideas. While the committee failed to find any indication of anything but the very finest of mutual feeling between school and community, it also failed to find concrete evidence of the highest degree of community participation and pride in its school programs.

The committee found a salary schedule and personnel employment policies sufficiently good to attract and hold a reasonably good type of teacher and school employee. It feels that any weakness in the school's teacher tenure may be due more largely to cultural living conditions in the community than to school working conditions or financial remuneration.

The committee commends the school for a fine approach to meeting the broadening social needs of its high school youth. The school's yearbook would be a credit to schools of much larger size. It recommends consideration of a broader sports program even to possible inclusion of football because of the increased holding power such activities bring to schools.

The committee is happy to note evidence of a fine in-
formal teacher-pupil relationship as well as splendid administrative-inspired mutual confidences between students and staff members. What the school lacks in the way of guidance records and techniques frequently found in larger schools may be more than offset by this much-to-be-desired informal contact and confidence between teacher and pupil.

The committee feels that the pupils would derive great benefit if the part-time services of a well-qualified public health nurse would be obtained. Not only would this lead to early remediation of defects, but the highly important program of health education and health activities could be stimulated and vitalized thereby.

The committee commends this community for the efforts and sacrifices which it has made and is making for its youth under the rather trying conditions of a sparsely settled Montana rural locality, and it exhorts the community to give continued serious thought to the thesis that its youth is its greatest asset, and that possibly even greater contributions not only of financial means but active interest and participation in its educational program will be required.

Respectfully submitted,

(Signed) Chas. D. Haynes

Chairman, Visiting Committee.
BIBLIOGRAPHY

EVALUATIVE CRITERIA
1950 EDITION

Consisting of Section A (Manual), and the following sections for the evaluation of secondary schools: Sections B, C, D, D-1 through D-16, E, F, G, H, I, J; Section X (Statistical Summary of Evaluation); and Section Y (Graphic Summary of Evaluation)

MANUAL

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   II. Evaluation Procedures of the Visiting Committee
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   IV. Excerpts from a Written Report
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COOPERATIVE STUDY OF SECONDARY-SCHOOL STANDARDS

Copyright 1950 by Cooperative Study of Secondary-School Standards, Washington 6, D. C.
Foreword

The Cooperative Study of Secondary-School Standards was organized in 1933 by representatives of the six regional associations of the United States. The main aims were (1) to determine the characteristics of a good secondary school, (2) to find practical means and methods to evaluate the effectiveness of a school in terms of its objectives, (3) to determine the means and processes by which a good school develops into a better one, and (4) to devise ways by which regional associations can stimulate and assist secondary schools to continuous growth. To these ends a study, both extensive and intensive, was carried on during the thirties. As a result of this study the committee published the four following volumes: Evaluation of a Secondary School, General Report; Evaluative Criteria; Educational Temperatures; How to Evaluate a Secondary School. All of these have been used extensively during the past decade. It was expected, however, at the time of the original study that subsequent revisions of these publications would become necessary.

For the purpose of bringing these materials up to date, a revision was planned for publication in 1950. Financial support was obtained from funds voted by regional associations, from certain reserves which the Cooperative Study had built up during the interim, and from funds provided by the General Education Board. With these resources in hand the committee put into operation plans which had been made for a revision. A research staff and assistants were secured, and early in 1948 the detailed work of the revision began. The task was not so arduous as on the former occasion. For a full decade the materials had been in use by several thousand men and women engaged in secondary education. Reactions had been secured from users of the materials over a ten-year period. These statements were carefully studied.

This time, as on the occasion of the first study, the work was done by many persons. As the revision program progressed, the results were submitted to specialists or consultants in the various fields of secondary education for their scrutiny and suggestions. A total of approximately one hundred and fifty consultants assisted in the work. The present revision, therefore, is not the result of the thinking of any one individual, or even of a few persons; it is truly a cooperative study.

After nearly two years of work under the supervision of the Administrative Committee, the proposed revision was ready to be submitted to the General Committee for final review. Members of the General Committee and advisory members representing the National Education Association, the American Council on Education, and the U.S. Office of Education met in Ann Arbor, Michigan, for a three-day session, September 1, 2, and 3, 1949, to discuss every item of the total revised publication and to make whatever further changes seemed necessary.

The volume in its present form was approved by the General Committee and authorized for publication as the 1950 Edition of Evaluative Criteria.

GENERAL COMMITTEE  
Cooperative Study of Secondary-School Standards
General Committee in Charge of the Cooperative Study

The committee was originally organized August 18, 1933, with some changes in membership during the intervening years. The following list includes the official membership on the committee and office staff during the revision program, 1948-50. Dr. Roy O. Billett was the director from January 1, 1948, to April 30, 1948. The institutional connections and addresses are given as of January 1, 1950.

REPRESENTATIVES OF REGIONAL ASSOCIATIONS OF COLLEGES AND SECONDARY SCHOOLS

NEW ENGLAND ASSOCIATION

Jesse B. Davis, Boston University, Boston, Massachusetts
Raymond A. Green, Newton High School and Junior College, Newtonville, Massachusetts
Carl A. Magnuson, Bristol High School, Bristol, Connecticut

MIDDLE STATES ASSOCIATION

H. A. Ferguson, Montclair High School, Montclair, New Jersey
E. D. Grizzell, University of Pennsylvania, Philadelphia, Pennsylvania, chairman of the Administrative Committee
Earle T. Hawkins, Maryland State Teachers College, Towson, Maryland
Karl G. Miller, University of Pennsylvania, Philadelphia, Pennsylvania
C. C. Tillinghast, Horace Mann School for Boys, New York, New York

SOUTHERN ASSOCIATION

Robert B. Clem, Shawnee High School, Louisville, Kentucky
J. H. Highsmith, State Department of Public Instruction, Raleigh, North Carolina
Joseph Roemer, on staff of U. S. High Commissioner for Germany (formerly with George Peabody College for Teachers, Nashville, Tennessee; until February 1949 chairman of Administrative Committee)
W. R. Smithey, University of Virginia, Charlottesville, Virginia
C. R. Wilcox, Darlington School, Rome, Georgia

NORTH CENTRAL ASSOCIATION

G. E. Carrothers, University of Michigan, Ann Arbor, Michigan, chairman of the General Committee
C. G. F. Franzen, Indiana University, Bloomington, Indiana
H. C. Mardis, Lincoln High School, Lincoln, Nebraska
W. E. McVey, DePaul University, Chicago, Illinois
M. R. Owens, State Department of Education, Little Rock, Arkansas

NORTHWEST ASSOCIATION

Donald A. Emerson, State Department of Public Instruction, Salem, Oregon
F. L. Stetson, University of Oregon, Eugene, Oregon

WESTERN ASSOCIATION

A. J. Cloud, San Francisco Junior College, San Francisco, California

ADVISORY MEMBERS

Paul E. Eckler, National Association of Secondary-School Principals, Washington, D.C.
Carl A. Jessen, U.S. Office of Education, secretary of Administrative, Executive, and General Committees

OFFICE STAFF

Roderic D. Matthews, Director
James F. Baker, Research Assistant
Clara M. Dwinell, Secretary
EVALUATIVE CRITERIA

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I. Self-Evaluation Procedures

The committee in charge of the Cooperative Study of Secondary-School Standards recommended, after extensive study and analysis of the activities carried out in the period 1933-39, that a secondary school is best evaluated by making a self-evaluation using the *Evaluative Criteria* and having this self-evaluation checked by a visiting committee composed of experienced and well-prepared professional workers in the field of education.

The suggested procedures which follow have been tried out and found to be practicable. They are not offered, however, as directions to any school or accrediting or supervisory agency. There is no thought that these procedures should replace other plans which have been developed and carried out with satisfactory results in any state or region. The suggestions are offered especially for those situations where no use has been made of the 1940 edition of the *Evaluative Criteria*.

A. The entire staff, including both professional and nonprofessional members, should participate in the evaluation. Some schools have found it worthwhile to include representatives of the pupils, parents, community, and official board of control as participants in, or observers of, the self-evaluation.

B. A steering committee should be appointed at the outset to organize the entire self-evaluation. In addition, there should be two committees designated, one to secure the basic information required in Section B, “Pupil Population and School Community,” and the other to study Section C, “Educational Needs of Youth,” with reference to the local school. These two sections form the basis for the evaluation of a school, and the reports of these two committees should be used as a point of reference by staff members in checking and rating all items in Sections D through I of the *Evaluative Criteria*.

C. The staff members should be organized into subject area committees and major section committees.

The duties of the subject area committees include the evaluation of all curricular areas using Sections D-1 through D-16 of the *Criteria*. Although membership on each subject area committee is normally composed of teachers from that subject field, many schools have found it desirable to have teachers serve on committees in areas other than the ones in which they are teaching.

\[\text{See selected "References" on pp. 3-4.}\]
The duties of the major section committees include the evaluation of such general aspects of the educational program as the program of studies, guidance services, library services, etc., using Sections D, E, F, G, H, and I.

Schools have found it advisable in organizing the self-evaluation to have each staff member serve on both a subject area and a major section committee.

Members of self-evaluation committees should feel free to add checklist items when the printed list seems incomplete and should use the space under "Comments" to give additional information which seems desirable. Careful attention should be given to the parts entitled "Special Characteristics of ______" in Sections D through I, since these parts offer an opportunity to identify the strengths and weaknesses of each major aspect of the educational program. The statements made in these parts are extremely helpful to the administration of the school and to a visiting committee when a complete evaluation is carried out.

It has been reported that one of the major contributions from using the Criteria comes from the discussions by committee members while studying and evaluating their educational program with the various sections of the Criteria. Although it is impossible to suggest any definite number of committee meetings for each section, experience has indicated that it is difficult to obtain good results unless periodic, well-organized meetings are scheduled, perhaps every other week, during the self-evaluation.

D. During the self-evaluation each member of the staff should obtain the data called for, check all checklist items, and rate the evaluations in Section J, "Data for Individual Staff Members." This section, which is considered supplementary to the subject area sections, provides an opportunity for each staff member to evaluate his individual contributions to the educational program. It is recommended that these blanks, after being checked by the visiting committee, not be returned to the school administration or to the individual staff members. This is in keeping with the policy of avoiding identifying any particular staff member with any evaluation or set of evaluations.

E. Many schools have spent five or six months or longer in conducting their self-evaluations. It is recommended that no evaluation be conducted in less than three months and that considerably more time can be used to advantage.

F. At the close of the self-evaluation all subject and major section committees should report the results of their self-evaluation to the entire staff. These reports should indicate the strengths and weaknesses of the aspects of the program being evaluated and should outline plans for the correction of weaknesses. Representatives of other interested groups, such as school board members and representatives of parent-teacher associations, are sometimes invited to hear the self-evaluation report.

G. The amount of material that should be purchased for an evaluation will vary
with the size of the school. If the school wishes to supply all staff members with this valuable professional material, a copy of the complete *Evaluative Criteria* (Sections A through Y) should be secured for each member of the school's professional staff. In addition, there should be one copy (unbound) for the visiting committee, one copy for a file copy for the school, and one copy of Section J, "Data for Individual Staff Members," for each member of the professional staff except medical personnel. The absolute minimum amount of material for a complete evaluation would appear to be:

1. Two bound copies of the *Evaluative Criteria*—one for the head of the school and one for the chairman of the steering committee.
2. Two sets of the unbound edition (separates, A through Y)—one for the visiting committee and one for a file copy for the school (more than two sets may be helpful as work copies).
3. One copy of each section (D through I) for each member serving on a committee responsible for the evaluation of any section.
4. One copy of Section J, "Data for Individual Staff Members," for each member of the professional staff—for the use of the visiting committee.

Orders should be sent to the Cooperative Study of Secondary-School Standards, Washington 6, D.C. An order blank and price list will be sent upon request.

REFERENCES

Those interested in reading a more complete discussion of the activities during the period 1933-39 are referred to *How to Evaluate a Secondary School and Evaluation of Secondary Schools: General Report* published by the Cooperative Study of Secondary-School Standards in 1939. Additional material, including some reports of research relating to the use of the Cooperative Study materials and procedures after 1939, will be found in the following references:

II. Evaluation Procedures of the Visiting Committee

A major purpose of the evaluation by a visiting committee is to check the self-evaluation ratings made by the school staff. It is important, however, that the procedures be so conducted as to provide a professional experience for members of the visiting committee. Members of both the school staff and the visiting committee should realize their mutual responsibilities and the benefits to be derived in conducting the evaluation cooperatively.

The following practices have been found beneficial for visiting committees in conducting evaluations:

A. The school being evaluated should facilitate the work of the visiting committee by filling out accurately, in advance of the committee visit, all sections of the Criteria which are applicable to the evaluation; by providing plans or diagrams indicating the location of all classes and activities; by providing, for each committee member, copies of the daily schedule, indicating subjects, rooms, teachers, and time of classes; by providing suitable space for use by the visiting committee; and by providing copies of courses of study, publications, programs, a supply of red and blue pencils, memorandum pads, and similar materials of help to the committee. During the evaluation the school should operate as normally as possible in order to increase the reliability of the evaluation.

B. Membership of the visiting committee may include teachers, administrators, members of college faculties, educational specialists, and representatives of state departments of education or regional accrediting associations. A majority of the committee members usually consists of teachers and administrators. This committee may be selected by the officers of the regional accrediting association, by chairmen of state committees of regional associations, or by officers of a cooperating group of schools interested in studying the programs of these schools. Although it is probably a wise policy to permit schools veto power regarding committee appointments, the final selection of the members of a visiting committee should always be the responsibility of an agency outside the school being evaluated.

C. The size of the visiting committee varies with the size of the school and the number of days that will be available for the visit. Even in small- and medium-
sized schools (fewer than 30 teachers) it is recommended that the committee have at least nine members and allow three days for the visit. If most of the committee members have had previous experience on a visiting committee, a small school (fewer than 20 teachers) may be visited in two days, but such a plan requires long hours of intensive work. A committee of nine members provides for a chairman and for two committee members for each of four subcommittees responsible for checking the general areas D through I. It is suggested that subcommittee one be responsible for D, “Program of Studies,” and for supervising the checking of subsections D-1 through D-16. Subcommittee two will check E, “Pupil Activity Program,” and G, “Guidance Services.” Subcommittee three will check F, “Library Services,” and H, “School Plant,” and subcommittee four will check I, “School Staff and Administration.”

Thirteen (or 14) members seem to be the optimum size for a committee for schools having from 30 to 70 teachers. This number provides a chairman (and vice-chairman, if desired) and two members for each of six subcommittees responsible for checking the six general sections, D through I. For each 12 teachers above 70 on the school staff, two committee members should be added to the visiting committee. It is doubtful if any visiting committee should be larger than 25 members. If the school is so large that more than 25 members would be needed, it is suggested that sampling be carried out in visiting the teachers in larger departments. The numbers recommended above are based upon a schedule that requires each teacher to be visited, for the equivalent of a full class period, by two members of the visiting committee and that at least two full days be allowed for visiting classes (see schedule, page 8).

D. The attitude of the committees should be one of professional cooperation, helpfulness, and constructive criticism—not of inspection or faultfinding. Comments to members of the school staff should be made by the chairman of the visiting committee, after discussion by the entire committee, and not by individual committee members.

E. The visiting committee should be divided into subcommittees to facilitate evaluation of different aspects of the school. Each member of the visiting committee will normally be on two subcommittees. One group of subcommittees will be responsible for checking the Sections D through I, while the other group will check the Subsections D-1 through D-16 dealing with the subject fields. Membership on these subcommittees may be determined by the chairman of the visiting committee if he secures the preferences of committee members in advance, or it may be done at the organization meeting on the first day of the visit. The duties of the visiting committee include:

1. Analysis of the school’s self-study of Sections B and C of the Criteria. A report on these sections should be given to the visiting committee at the beginning of its evaluation by the school’s principal or com-
mittee chairman responsible for these sections. The visiting committee may wish to modify this report if evidence indicates such modification is necessary to provide a valid basis for the evaluation which is to follow.

2. **Visitation of classrooms by subcommittee members.** At least one-half of the time of the visitors, during the school day, should be spent in observing and studying what is done by teachers and pupils in organized class situations. After observing the teaching and talking with teachers about their work, the individual J blanks, "Data for Individual Staff Members," and the appropriate subject field sections, D-1 through D-16, should be checked. This checking should be done by at least two members of the visiting committee in conference.

3. **Visits and conferences as necessary in evaluating the pupil activity program, guidance services, library services, school plant, and school staff and administration.** Part of the visitors' time, during the school day, should be spent in examining the areas listed above. Conferences with pupils, department heads, counselors, custodians, and other staff members having delegated responsibilities concerning these areas should be carried out in free periods or after the school day.

4. **Review by subcommittee members of all checklist and evaluative items for which evidence is available.** The subcommittee members should raise or lower ratings on any items in which the judgment of the subcommittee differs from the evaluation made by the school. If any rating made by the school is changed, this change should be indicated by drawing a line through the original symbol and entering the new symbol at the left of the parentheses, preferably with a red pencil.

   Members of visiting committees will not be able to get information on some evaluations. In such cases it is suggested that evaluations be left unchanged unless there is evidence on other evaluations of a general practice of underevaluation or overevaluation by the local staff. When evaluations are consistently too high or too low, an appropriate correction should be made to all evaluations.

5. **Subcommittee reports to the entire visiting committee.** A schedule for subcommittee reports on the general areas (D through I) to the entire visiting committee (see "Suggested Visiting Committee Schedule," page 8) should be prepared by the chairman before or during the first day of the visit. The subcommittee reports should include statements of strengths and weaknesses in the areas evaluated and a report and justification of any evaluations which were changed. The subcommittee reports may also include recommendations, but these should never be submitted to the school without full review and action by the entire committee. It may
not be feasible in all cases to have complete reports to the entire committee from the subcommittees responsible for sections D-1 through D-16. In all cases, however, a check of the evaluations should be made to insure that all departments have been judged with equal objectivity. Each member of the visiting committee should feel free to present any evidence appropriate to the item being considered and to question any rating or modification of a rating made by the subcommittee. The chairman, or vice-chairman, should make sure that all individual blanks (J, "Data for Individual Staff Members") are checked and accounted for. No report on these blanks is made to the general committee. They are summarized and reported, for the entire staff, on the "Graphic Summary" (Section Y). The intention is that no individual will be identified in either the written report or the graphic summaries.

If further changes in the evaluations are made by the entire committee, these changes should be indicated by drawing a line through the last symbol made and entering the new symbol at the left, preferably with a blue pencil. The ratings and recommendations made after the final review should represent the best judgment of the entire visiting committee.

F. The evaluation by the visiting committee should close with an oral report to the entire school staff. This report may be given by the chairman of the visiting committee, or by subcommittee chairmen, to the entire school staff. The report is a brief summary of the commendations and recommendations of the committee and emphasizes significant aspects of the evaluation. In general, it emphasizes the reports of the major Sections D, E, F, G, H, and I of the Criteria—the reports of Sections D-1 through D-16 being embodied in the written report. The oral report should be given in the same cooperative spirit which typifies the evaluation and should provide an immediate basis for the growth and improvement of the school.

G. As soon as possible after the evaluation by the visiting committee, the chairman should prepare a written report including graphic summaries9 (see "Summary Forms," pages 284–98) of the evaluations. This report should be a carefully considered statement of the comments and suggestions presented in the oral report. A sample of a written report appears on pages 9–12.

If a school is applying for accreditation or if the evaluation is to be reviewed by a committee for an accrediting agency—regional or state—the chairman of the visiting committee should know before the report is submitted what materials are to be submitted and what computations and summaries are to be made.

9 Some accrediting associations or state organizations provide clerical assistance to prepare the graphic summaries. In at least one state these summaries are completed before the end of the committee visit.
### III. Suggested Visiting Committee Schedule

#### First Day

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Room Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00-8:20</td>
<td>Introduction of visitors to high school staff</td>
<td></td>
</tr>
<tr>
<td>8:30-9:00</td>
<td>Organization meeting</td>
<td></td>
</tr>
<tr>
<td>9:00-9:15</td>
<td>Report by chairman of high school's self-evaluation committee on Section B. (Report may be made by principal or headmaster.)</td>
<td></td>
</tr>
<tr>
<td>9:15-9:30</td>
<td>Report by chairman of high school's self-evaluation committee on Section C. (This report may be made by the principal or headmaster.)</td>
<td></td>
</tr>
<tr>
<td>9:30-2:30</td>
<td>Visiting classes, lunch at [hour] in teachers' lunchroom</td>
<td></td>
</tr>
<tr>
<td>2:40</td>
<td>Pupil activity conference: E subcommittee with pupil representatives of all or selected activity groups</td>
<td></td>
</tr>
<tr>
<td>2:40</td>
<td>Library conference: F subcommittee with high school's library staff, including pupil assistants and representatives of the English and social studies departments</td>
<td></td>
</tr>
<tr>
<td>2:40</td>
<td>Guidance conference: G subcommittee with counselors and other high school staff members connected with guidance department</td>
<td></td>
</tr>
<tr>
<td>4:00-6:00</td>
<td>Subcommittee meetings and review of &quot;J&quot; blanks</td>
<td></td>
</tr>
<tr>
<td>7:00</td>
<td>Final report of H subcommittee</td>
<td></td>
</tr>
<tr>
<td>8:30</td>
<td>Final report of F subcommittee</td>
<td></td>
</tr>
</tbody>
</table>

#### Second Day

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Room Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:30-2:30</td>
<td>Continue visiting classes; lunch at [hour]</td>
<td></td>
</tr>
<tr>
<td>2:40</td>
<td>Curriculum conference: D subcommittee with heads of departments</td>
<td></td>
</tr>
<tr>
<td>2:40</td>
<td>Pupil activity conference: E subcommittee with sponsors of all or selected pupil activities</td>
<td></td>
</tr>
<tr>
<td>2:40</td>
<td>Guidance conference: G subcommittee with a group of pupils (6-10) selected at random</td>
<td></td>
</tr>
<tr>
<td>2:40</td>
<td>I subcommittee with principal and administrative assistants</td>
<td></td>
</tr>
<tr>
<td>4:00-6:00</td>
<td>Subcommittee meetings and review of &quot;J&quot; blanks</td>
<td></td>
</tr>
<tr>
<td>7:00</td>
<td>Final report of E subcommittee</td>
<td></td>
</tr>
<tr>
<td>8:30</td>
<td>Final report of G subcommittee</td>
<td></td>
</tr>
</tbody>
</table>

#### Third Day

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Room Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:30-10:30</td>
<td>Continue visiting classes</td>
<td></td>
</tr>
<tr>
<td>10:30</td>
<td>All written reports on curricular areas (D-1—D-16) submitted to chairman</td>
<td></td>
</tr>
<tr>
<td>12:45</td>
<td>Final report of D subcommittee and brief reports from all subject area (D-1—D-16) subcommittees</td>
<td></td>
</tr>
<tr>
<td>3:45</td>
<td>Oral report, all staff members of the high school invited</td>
<td></td>
</tr>
</tbody>
</table>

*Where the local situation permits, it is often found helpful to have the organization meeting the evening preceding the beginning of the actual evaluation. Some schools wish to precede the meeting by a dinner, at which time the members of the school staff meet the committee members. After the dinner and social hour the local staff leaves and the visiting committee proceeds with its organizational meeting.*

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IV. Excerpts from a Written Report

The following excerpts are taken from the written report prepared by a committee chairman after an evaluation by a visiting committee using the tentative 1950 revision materials.

A. EXCERPT FROM THE INTRODUCTION

[Name and Address of School]

REPORT OF THE COMMITTEE VISITING THE SCHOOL

[Date of Visit]

Each school evaluated by the use of the Evaluative Criteria developed by the Cooperative Study of Secondary-School Standards will have as tangible outcomes of the evaluation, these things:

1. The educational values, experiences, and outlook resulting to the staff from working carefully through the Criteria in preparation for review by a visiting committee.
2. The report of the chairman of the visiting committee, at which time an oral summary of the committee's general impressions will be presented.
3. This written report of the more significant findings of the committee, with suggested recommendations.
4. The summary forms, which present in graphic form the average of the evaluations made by the school staff as modified by the visiting committee.

The evaluation has as its primary purpose the improvement of the individual high school in the service it is rendering to the youth of the community which it serves. The point of view of the committee in coming to any high school is highly professional, and every attempt is made to be objective. Since the materials are comprehensive and the time of the visit is limited, it is easily possible that the committee may err in some of its judgments. Individual members of the committee, quite naturally, disagreed regarding some items in the evaluation. By the time the committee finished its work, however, there was a noticeable unanimity of opinion regarding the school's salient points of strength and weakness.

The members of the visiting committee were as follows:

[List of committee members with position and school or agency with which associated]

This report has of necessity been written by the chairman of the committee. He has tried to express the consensus of the entire committee rather than his own personal point of view. The other members of the committee have, however, had no opportunity to approve the exact wording of this report, and they should therefore not be held responsible for it.

B. EXCERPTS FROM MAJOR SECTION AND SUBJECT AREA REPORTS

[Comments on Section B, "Pupil Population and School Community," and Section C, "Educational Needs of Youth"]

Section D, "Program of Studies"

The committee commends the school on its wide variety of offerings which provides for differences in ability as well as differences in interests; for the efforts of many
staff members in correlating work in similar or related fields; for the excellent relationships between pupils and teachers which are so evident; for the excellence of performance of individual pupils in oral reports and demonstrations, in honors won and in the quality of work done after leaving this school as shown by the follow-up studies and reports from colleges; for the interest and effort of the staff to make school facilities available to pupils before and after regular class hours; for the extensive subject-matter preparation of members of the staff; for the continuing interest of staff members in extending their cultural and professional activities; and for the extensive participation of teachers in city-wide curriculum activities.

The committee recommends that increased use of the rich community resources be made; that pupils be given greater opportunities to participate in the selection and planning of class activities; that greater use of library resources be encouraged; that greater efforts be made to make learning activities more realistic and meaningful to pupils, even though much effort in this direction was evident; that continued study of the schedule be made in an effort to permit larger numbers of pupils to take the work in which they are interested, such as Art, Music, Business Education, Home Economics, and Industrial Arts; that continued study be made of the possibility of increasing the amount of remedial instruction and the amount of general and descriptive offerings to meet general, basic, or noncollege needs of all pupils; that the opportunity for individuals to do elementary research on problems of interest to them be extended and encouraged; and that increased attention be given to the relationship of teaching and learning in the junior and senior high schools.

[Sections D-1 through D-4]

Section D-5, "English"

The committee commends the school for the flexible course of study in English, which provides for many different abilities, interests, and needs of pupils; for the several brilliant and talented teachers; for the opportunity provided for pupils to develop appreciation, critical thinking, and discriminating taste and ability in choosing their reading material; and for the high quality of work done in the college-preparatory sections.

The committee recommends that continued efforts be made to reduce the traditional and authoritarian character of some of the teaching; that further attention be given to helping slower learners progress with less fear on the part of the teachers that in so doing the standards of the school will be lowered; that less dependence be placed on the textbook as the course instead of using it as a basis on which to build meaningful units of work; that the English teachers explore the possibilities of cooperative planning in place of the individualistic approach; that continued attention be given to meeting more effectively the needs of pupils of below-average ability; that efforts be made to reduce the size of sections made up of slower pupils; that increased provision be made for remedial reading and speech; that requests be made for the addition of bookcases, more bulletin boards, filing cabinets, and movable furniture; that more extensive use be made of audio-visual aids; and that the teachers increase their activity in professional groups, professional reading, and study.

[Sections D-6 through D-8]
Section D-9, "Industrial Arts"

The committee commends the work in Industrial Arts for the wide range of activities offered; for the high quality of experiences offered in the Art Metal course; for the excellent instructional methods used in the Print Shop; and for the generally good work being done by the boys in Mechanical Drawing.

The committee recommends that efforts be continued to increase the number of pupils taking work in Industrial Arts if only on a minor basis or for fewer than five periods a week; that further attempts be made to help pupils appreciate the contributions of this department to consumer education and avocational activities; that increased locker and storage space for pupils' work be secured; that boys interested in engineering be encouraged to take some work in mechanical drawing; and that higher standards of workmanship be attained in the woodworking shop.

[Sections D-10 through D-16]

[Section E, "Pupil Activity Program," and Section F, "Library Services"]

Section G, "Guidance"

The committee commends the staff of the school for the widespread interest and participation in guidance activities; for the good use made of test results in helping pupils select the appropriate courses; for the emphasis on long-term planning through the use of the "green sheets"; for the program of articulation activities with junior high schools; for the enthusiasm which the pupils show about the quality and amount of help which they get; and for the careful follow-up studies that are made and the use made of these studies.

The committee recommends that further attention be given to the elimination of confusion in the minds of pupils when they are counseled by . . . and counselors; that section leaders [homeroom teachers] be encouraged to prepare themselves to participate more extensively and effectively in the guidance services; that further study be made of the possibilities of extending the testing program to include interest and aptitude tests; that further attention be given to the study of pupil attitudes and social and emotional development; that more attention be given to providing pupils with information regarding occupational opportunities, with especial attention to the need for teachers in the near future; that clerical assistance be provided for the counselors; and that a direct telephone line be installed for the use of counselors.

[Section H, "School Plant," and Section I, "School Staff and Administration"]

C. GENERAL COMMENTS

The graphic summaries which follow are plotted from the average of appropriate evaluations. No attempt has been made to adjust the position in relation to other schools. It is expected that regional associations will publish norms periodically from evaluations made with the 1950 edition of the Evaluative Criteria; and when these are available, administrators will be able to discover the relative position of their schools among the schools in their area. . . . School staffs may find the "Summary Form for Subject Field Divisions" useful in analyzing differences among various aspects of the separate subject-matter fields which are not shown on the "Graphic Summaries."
The members of the visiting committee appreciate the opportunity they had to visit ____ High School and wish to thank the entire school staff and student body for making their visit so pleasant and for the many courtesies extended to them.

Respectfully submitted,

Chairman, Visiting Committee

V. Suggested Activities Following the Evaluation

Evaluation should be a stimulating force leading to definite improvements in the services offered by the school to its pupils and community. The entire process in a forward-looking school will include self-analysis of the school’s program and services; objective checking of the school’s analysis by a visiting committee; oral, written, and graphic reports to the school by the committee chairman; and a resultant program of constant improvement by the school itself.

In one sense, it is not within the province of this manual to suggest specifically to a school what it shall do after the evaluative process as such has been completed. Regional accrediting associations, state departments of education, and local school systems have frequently developed, and will doubtless continue to develop, helpful follow-up programs. But some suggestions based on the experience of various schools that have been evaluated during the past ten years may be of value to other schools undergoing a formal evaluation for the first time.

The following points are offered, therefore, purely as suggestions:

1. The worst thing that could happen would be for nothing to happen. And almost as bad would be to attempt to change everything “overnight” and thus achieve a most unwholesome state of “educational indigestion.” The logical thing to do in most schools would be to develop an organized plan of improving the school’s program over a period of time, in line with the findings of the evaluation.

2. The principal and his staff should become familiar with the information contained in the written report. In most schools, all the members of the faculty will want to read carefully the written report. In other situations, the principal may pass on to the faculty the essential findings from the report, but he may consider the report as meant for himself rather than for the faculty. Each principal may use his discretion in this matter, but the main findings concerning both strong and weak areas of the school should be thoroughly familiarized to every member of the faculty.

3. The staff should study, too, the “Graphic Summary” of the evaluation, checking high and low points shown with comments in the written report. It is not to be expected, of course, that every high and every low rating will have a corresponding comment in the report, but there will be many such instances.
It should hardly be necessary to point out the fact that practically all schools will have some ratings which are high and other ratings which are low. There is no real justification for being unduly complacent about high ratings or unduly depressed by low ratings. The main purpose of the "Graphic Summary" of these ratings is to point out areas for study and improvement. Where a school "rates" in a given area is much less important than the extent to which it is improving or whether it is improving at all!

4. Schools that have been well organized, with committees to carry on the original evaluation, may wish to retain the same committee structure for a program of follow-up and improvement. It may be remarked, incidentally, that a "rest period" for the committees is usually a desirable procedure, psychologically. Each principal will have to decide the exact point of time at which committees should be reactivated.

5. In deciding just what to work on first, schools may find it helpful to fill in a chart on the blackboard or on a large piece of paper somewhat along the following lines:

<table>
<thead>
<tr>
<th>A. Things being done rather well</th>
<th>B. Things achieved on a less desirable basis</th>
<th>C. Things not done which should be done</th>
<th>D. Things not done which perhaps will not or cannot be done</th>
</tr>
</thead>
</table>

The chart may be filled in with items obtained from the written report, the graphic report, and the Criteria sections. A separate chart might be made for each section of the Criteria. The various charts may be developed as cooperative faculty projects, with suggestions for each area coming largely from the teachers who worked in that area during the evaluative period.

6. In faculty meetings and group discussions, problems suggested by the above chart may be taken up. Questions like the following may be asked:

For column A:
What desirable element makes these areas good?
How can we go about seeing that this same success is carried into other fields?

For column B:
Is the difficulty due to administration? Pupil reactions? Lack of teacher interest?
Lack of finances? Or simply oversight?
Have we perhaps made no one definitely responsible for the items listed?
Would a change in sponsors help the situation?
Who will be responsible for improving the program from now on?

For column C:
Why should they be done in this school?
Who should do them?
How and when do we plan to start?
How can we determine the success of our efforts?

For column D:
Why are they not applicable to this school?
If changes could be made to bring about conditions where they might be possible, would such changes be worth the effort?
Will the pupils suffer if these conditions are neglected?

In attempting to arrive at answers to these questions, too much emphasis cannot be laid upon the wisdom of using every opportunity to keep the staff aware of the educational needs of the pupils attending the school. Constant effort will be needed to close the gap between theory and practice in finding solutions to the questions raised. This gap will never be closed entirely, but it can be kept within "sighting distance."

7. In interpreting the report to the faculty, it is exceedingly important to use tact, so that the reaction of the teachers will be a "wholesome dissatisfaction" leading to a determination to work to improve the situation rather than a disgruntled attitude leading to the reaction of "what's the use?" It is just as important to keep on doing well the things that are reasonably satisfactory and to try to make them still better, as it is to pull up weak areas. Talking about and emphasizing weak points alone is not wholesome.

8. Some portions of the recommendations may well be taken up with members of the school board or with the local parent-teacher association. The extent to which lay groups will be made familiar with the complete report will depend upon the local situation. In schools where pupils and parents have assisted in the evaluative process, they will of course be interested in and concerned with the results. Needless to say, presentation of the graphic results to lay groups should be accompanied by a careful description of the entire evaluative process.

VI. Summary Forms

Statistical Summarization

Section X, "Statistical Summary," provides a series of forms on which to summarize statistically all data in Sections D through J of the Evaluative Criteria. All numerical ratings of the evaluation items are to be transferred to their appropriate places on these forms. The evaluation ratings are then totaled, and this total is divided by the number of evaluation items on which the total is based to obtain the average rating for a particular section. This average rating is then transferred to the appropriate bar in Section V, "Graphic Summary." Figure 1 illustrates the recording and summarization of data pertaining to Section D-3, "Art," of the Evaluative Criteria.

Figure 2 illustrates a similar procedure for Section H, "School Plant." Since the evaluations in each major division, indicated by roman numerals, of Sections D, E, F, G, H, and I are averaged, an "average" column has been added to the statistical
### Fig. 1.—Sample Statistical Summarization of Section D-3, “Art”

<table>
<thead>
<tr>
<th>Division</th>
<th>Title of Division</th>
<th>Page</th>
<th>Evaluations</th>
<th>Divisor*</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>Organization</td>
<td>73</td>
<td>3 4 3 3</td>
<td>4</td>
<td>13</td>
</tr>
<tr>
<td>II</td>
<td>Nature of Offerings</td>
<td>74</td>
<td>4 4 5 3</td>
<td>4</td>
<td>16</td>
</tr>
<tr>
<td>III</td>
<td>Physical Facilities</td>
<td>75</td>
<td>4 4 3 3 3</td>
<td>7</td>
<td>25</td>
</tr>
<tr>
<td>IV-A</td>
<td>Instructional Staff</td>
<td>75</td>
<td>5 5 4</td>
<td>3</td>
<td>14</td>
</tr>
<tr>
<td>IV-B</td>
<td>Instructional Activities</td>
<td>76</td>
<td>4 4 3 3 2 3</td>
<td>6</td>
<td>19</td>
</tr>
<tr>
<td>IV-C</td>
<td>Instructional Materials</td>
<td>77</td>
<td>4 4 4</td>
<td>3</td>
<td>12</td>
</tr>
<tr>
<td>IV-D</td>
<td>Methods of Evaluation</td>
<td>77</td>
<td>3 2 2 2 2</td>
<td>4</td>
<td>9</td>
</tr>
<tr>
<td>V</td>
<td>Outcomes</td>
<td>78</td>
<td>4 3 3 3 4 3</td>
<td>10</td>
<td>33</td>
</tr>
</tbody>
</table>

* Number of evaluations minus number marked “M” or “N.”
** Transfer to Section Y, “Graphic Summary,” p. 301.

### fig. 2.—Sample Statistical Summarization of Section H, “School Plant”

<table>
<thead>
<tr>
<th>Division</th>
<th>Title of Division</th>
<th>Page</th>
<th>Evaluations</th>
<th>Divisor*</th>
<th>Total</th>
<th>Average**</th>
</tr>
</thead>
<tbody>
<tr>
<td>I-A</td>
<td>Location</td>
<td>237</td>
<td>5 5 4 4</td>
<td>9</td>
<td>40</td>
<td>4.4</td>
</tr>
<tr>
<td>I-B</td>
<td>Physical Characteristics</td>
<td>238</td>
<td>5 5 4 4 4</td>
<td>16</td>
<td>48</td>
<td>3.0</td>
</tr>
<tr>
<td>II</td>
<td>The Building or Buildings</td>
<td>239</td>
<td>4 3 3 3 3</td>
<td>7</td>
<td>24</td>
<td>3.4</td>
</tr>
<tr>
<td>III-A</td>
<td>Illumination</td>
<td>240</td>
<td>2 2</td>
<td>16</td>
<td>48</td>
<td>3.0</td>
</tr>
<tr>
<td>III-B</td>
<td>Temperature and Ventilation</td>
<td>240</td>
<td>4 3 3 4</td>
<td>16</td>
<td>48</td>
<td>3.0</td>
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<tr>
<td>III-C</td>
<td>Water and Sanitation</td>
<td>241</td>
<td>3 3 3 3 3</td>
<td>16</td>
<td>48</td>
<td>3.0</td>
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<tr>
<td>III-D</td>
<td>Miscellaneous Building Services</td>
<td>242</td>
<td>2 2</td>
<td>5 5 5 5 5</td>
<td>3.5</td>
<td></td>
</tr>
<tr>
<td>IV</td>
<td>Classrooms</td>
<td>243</td>
<td>3 3 2 2 2 2</td>
<td>4</td>
<td>9</td>
<td>2.3</td>
</tr>
<tr>
<td>V-A</td>
<td>Auditorium</td>
<td>244</td>
<td>4 4 4 3 4 4</td>
<td>18</td>
<td>68</td>
<td>3.8</td>
</tr>
<tr>
<td>V-B</td>
<td>Lunchrooms, Dining Rooms, and Kitchen</td>
<td>245</td>
<td>4 5 4 4</td>
<td>18</td>
<td>68</td>
<td>3.8</td>
</tr>
<tr>
<td>V-C</td>
<td>Office and Staff Rooms</td>
<td>246</td>
<td>4 4 4 4</td>
<td>18</td>
<td>68</td>
<td>3.8</td>
</tr>
<tr>
<td>V-D</td>
<td>Clinics, Infirmary, or Hospitalization Facilities</td>
<td>247</td>
<td>3 3 3 3</td>
<td>18</td>
<td>68</td>
<td>3.8</td>
</tr>
<tr>
<td>V-E</td>
<td>Sleeping and Study Quarters</td>
<td>248</td>
<td>N N N N</td>
<td>18</td>
<td>68</td>
<td>3.8</td>
</tr>
<tr>
<td>VI</td>
<td>School Buses</td>
<td>249</td>
<td>N N</td>
<td>4</td>
<td>195</td>
<td>3.5</td>
</tr>
<tr>
<td>VIII</td>
<td>General Evaluation of the School Plant</td>
<td>250</td>
<td>3 3</td>
<td>2</td>
<td>6</td>
<td>3.5</td>
</tr>
</tbody>
</table>

* Number of evaluations minus number marked “M” or “N.”
** Transfer to Section Y, “Graphic Summary,” pp. 305 and 306.

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summary forms for these sections. It is important to remember that the average of the "totals" in the lower right-hand corner of each form is based upon the total of the evaluations divided by the total of the divisors; it is not an average of the numbers appearing in the "average" column.

**FIG. 3.—SAMPLE FORM FOR SUBJECT FIELD DIVISIONS**

(The complete table may be found in Section X, p. 298, and includes the additional divisions of "Instructional Activities," "Instructional Materials," "Methods of Evaluation," and "Outcomes.")

<table>
<thead>
<tr>
<th>SECTION</th>
<th>SUBJECT FIELDS</th>
<th>PAGES</th>
<th>ORGANIZATION</th>
<th>NATURE OF OFFERINGS</th>
<th>PHYSICAL FACILITIES</th>
<th>INSTRUCTIONAL STAFF</th>
</tr>
</thead>
<tbody>
<tr>
<td>D-1</td>
<td>Core Program</td>
<td>284</td>
<td></td>
<td>NOT OFFERED</td>
<td></td>
<td></td>
</tr>
<tr>
<td>D-2</td>
<td>Agriculture</td>
<td>285</td>
<td>3</td>
<td>13</td>
<td>9</td>
<td>40</td>
</tr>
<tr>
<td>D-3</td>
<td>Art</td>
<td>285</td>
<td>4</td>
<td>12</td>
<td>9</td>
<td>40</td>
</tr>
</tbody>
</table>

(D-4 through D-12 omitted.)

| D-13    | Physical Education for Boys | 290   | 2            | 12                  | 40                  | 3                  |
| D-14    | Physical Education for Girls | 291   | 2            | 12                  | 40                  | 3                  |
| D-15    | Science              | 291   | 4            | 15                  | 9                   | 40                 |
| D-16    | Social Studies       | 292   | 2            | 12                  | 40                  | 3                  |

Sum of Divisors 49 | Sum of Totals 242 | Average Rating 3.6

"The number of evaluations minus number marked "M" or "N." Transfer from pp. 284 to 292 of Section X.

"The sum of the evaluations in a division of a subject field. Transfer as in footnote 1.

"The average rating of a division of a subject field found by dividing the Total by the Divisor. These averages are not represented graphically.

"The average rating of a division for all subject fields found by dividing the sum of Totals by the sum of Divisors. These averages are represented on "Graphic Summary" Form A, Section Y, p. 299.

Illustrated in Figure 3 is a sample of the summary form used in summarizing the divisions ("Organization," "Nature of Offerings," etc.) of the subject fields. The data from an evaluation have been transferred to the appropriate columns and averages have been determined for each division.

This form is provided for the principal in order that he may study the relationships among the different subjects in the eight divisions. Care should be taken that small differences among subject fields are not given undue emphasis. No evidence is available on the reliability of these averages, but it is thought that differences of less than .5 are not significant. It is suggested that this form be studied by the principal and interpreted by him to members of departments and other interested persons rather than by distributing the form to them.
A slightly different type of statistical summarization is illustrated in Figure 4. This form, referred to as a “computation form,” is used to transfer the evaluation ratings of individual teachers from Section J, “Data for Individual Staff Members,” for purposes of summarization. The summaries of these data are then transferred to the appropriate bars in Section Y, “Graphic Summary.”

In the hypothetical situation illustrated in Figure 4, the ratings of 30 staff members on evaluation “a” pertaining to the “Academic Preparation” of staff members, Division I-A-5 of Section J, “Data for Individual Staff Members,” have been transferred to the computation form. Two of the staff members received a rating of 5, eighteen received a rating of 4, seven of 3, and three of 2. No staff member received a rating of 1 on this item. Each evaluation rating was then multiplied by the number of teachers receiving that rating and the sum of the products was divided by the total number of teachers (30) to obtain the average rating of 3.6. This average, representing the staff's rating on “Academic Preparation,” should be transferred to the appropriate bar in Section Y, “Graphic Summary.”

**GRAPHIC SUMMARIZATION**

The plotting of average scores on the bar graphs found in Section Y, “Graphic Summary,” is a very simple process. The graphic scales include evaluation ratings of from 1 to 5, divided into tenths. The lowest rating appears at the left and the highest at the right. Illustrated in Figure 5 is a sample of the graphic summarization for a few subject sections. Illustrated in Figure 6 is a sample of the graphic summarization of the divisions of Section H, “School Plant.” The horizontal bars have been filled in to the numerical points determined in the statistical summarization. If the summary on any section is indicated as “M” (Missing) or “N” (Not Applicable), the corresponding graphic scale should be left blank and the words “Missing” or “Not Applicable” should be written above the bar.

---

**FIG. 4.—SAMPLE STATISTICAL SUMMARIZATION OF AN EVALUATION FROM SECTION J, “DATA FOR INDIVIDUAL STAFF MEMBERS”**

**I-A-5: Academic Preparation**

<table>
<thead>
<tr>
<th>Evaluation</th>
<th>Computation Form</th>
<th>Product of columns A and B</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>(A)</strong></td>
<td><strong>(B)</strong></td>
<td><strong>(C)</strong></td>
</tr>
<tr>
<td>5</td>
<td>II</td>
<td>10</td>
</tr>
<tr>
<td>4</td>
<td>III</td>
<td>72</td>
</tr>
<tr>
<td>3</td>
<td>III</td>
<td>21</td>
</tr>
<tr>
<td>2</td>
<td>III</td>
<td>6</td>
</tr>
<tr>
<td>1</td>
<td>( )</td>
<td></td>
</tr>
<tr>
<td><strong>N=0</strong></td>
<td><strong>Totals:</strong> 30</td>
<td>109</td>
</tr>
<tr>
<td></td>
<td><strong>Average</strong>: 3.6</td>
<td></td>
</tr>
</tbody>
</table>

*Transfer to Section Y, “Graphic Summary,” p. 303.*
VII. General Comments

There has been no opportunity to check the reliability of evaluations of schools using the 1950 edition of the *Evaluative Criteria*. Some evidence is available, however, on the reliability of committee judgments which supports the procedure of analyzing and comparing various phases of the educational program of a school which has carried through the complete evaluation process recommended by the Cooperative Study of Secondary-School Standards. It is recommended that not too much emphasis be placed upon small differences in the graphic summaries when two or more schools are compared, since these differences may easily be due to variations in judgments of the visiting committees. It is further recommended that general publicity not be given to the report (either written or graphic) unless or until an opportunity is available to discuss and explain the whole procedure of the evaluation. Members of communities may get distorted views of the school because of lack of understanding of the total process of evaluation using the procedures and materials of the Cooperative Study of Secondary-School Standards. The committee does not approve of using the report of an evaluation, by procedures and materials developed by the Cooperative Study, in the advertising literature of a school.


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FIG. 5.—SAMPLE GRAPHIC SUMMARY OF SECTIONS D-1 THROUGH D-5

<table>
<thead>
<tr>
<th>Subject Fields</th>
<th>Poor</th>
<th>Fair</th>
<th>Good</th>
<th>Very Good</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>D- 1 Core Program</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>D- 2 Agriculture</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>D- 3 Art</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>D- 4 Business Education</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>D- 5 English</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

FIG. 6.—SAMPLE GRAPHIC SUMMARY OF SECTION H, “SCHOOL PLANT”

<table>
<thead>
<tr>
<th>School Plant</th>
<th>Poor</th>
<th>Fair</th>
<th>Good</th>
<th>Very Good</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. The Site</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>II. The Building or Buildings</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>III. Building Services</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>IV. Classrooms</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>V. Special Rooms and Services</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

VII. General Comments

There has been no opportunity to check the reliability of evaluations of schools using the 1950 edition of the *Evaluative Criteria*. Some evidence is available, however, on the reliability of committee judgments which supports the procedure of analyzing and comparing various phases of the educational program of a school which has carried through the complete evaluation process recommended by the Cooperative Study of Secondary-School Standards. It is recommended that not too much emphasis be placed upon small differences in the graphic summaries when two or more schools are compared, since these differences may easily be due to variations in judgments of the visiting committees. It is further recommended that general publicity not be given to the report (either written or graphic) unless or until an opportunity is available to discuss and explain the whole procedure of the evaluation. Members of communities may get distorted views of the school because of lack of understanding of the total process of evaluation using the procedures and materials of the Cooperative Study of Secondary-School Standards. The committee does not approve of using the report of an evaluation, by procedures and materials developed by the Cooperative Study, in the advertising literature of a school.

Instructions

GENERAL

When the various features included in this section are being checked and evaluated, Section B, “Pupil Population and School Community,” and Section C, “Educational Needs of Youth,” should be kept in mind. The information revealed by these sections should be applied to every activity in the school. Persons making evaluations should ask: “How well do the practices in this school meet the needs of the pupil population and school community?” When evaluations are made, factors such as size, type, location of school, financial support available, and state requirements should not be permitted to justify failure to provide an appropriate program and facilities to meet the needs of the pupils and community served by the school. The twofold nature of the work—evaluation and stimulation to improvement—should also be kept in mind. Careful, discriminating judgment is essential if these purposes are to be served satisfactorily.

CHECKLISTS

The checklists consist of provisions, conditions, or characteristics found in good secondary schools. All of them may not be necessary, or even applicable, in every school. A school may therefore lack some of the items listed but have other compensating features. The checklists are intended to provide the factual bases for the evaluations.

The use of the checklists requires five symbols. (1) If the provision called for in a given item of a checklist is made extensively, mark the item in the parentheses preceding it with the symbol “√√” (double check); (2) if the provision is made to some extent, mark the item with the symbol “√”; (3) if the provision or condition is made to a very limited extent, mark the item with the symbol “X”; (4) if a provision is missing but is needed, mark the item with the symbol “M”; (5) if any provision or condition is missing and is not desirable or appropriate for the school, mark such item with the symbol “N.” In brief, mark items:

√√ provision or condition is made extensively
√ provision or condition is made to some extent
X provision or condition is very limited
M provision or condition is missing but needed
N provision or condition is not desirable or does not apply

Space is provided at the end of each checklist for writing in additional items. It is desirable that the provisions or practices of the school should be described as completely as possible.

EVALUATIONS

Evaluations represent the best judgment of those making the evaluations after all evidence (including results of observation of the school and discussions with the school staff, consideration of ratings on checklist items and data presented by the school, and experience of evaluators in other schools) has been considered. Evaluations should be made first by members of the school staff. These evaluations will be checked by members of the visiting committee at the time the school is visited. They are to be made by means of the rating scale as defined below.

5.—Excellent; the provisions or conditions are extensive and are functioning excellently.
4.—Very good,*
   a. the provisions or conditions are extensive and are functioning well, or
   b. the provisions or conditions are moderately extensive but are functioning excellently.
3.—Good; the provisions or conditions are moderately extensive and are functioning well.
2.—Fair,*
   a. the provisions or conditions are moderately extensive but are functioning poorly, or
   b. the provisions or conditions are limited in extent but are functioning well.
1.—Poor; the provisions or conditions are limited in extent and are functioning poorly.
M.—Missing; the provisions or conditions are missing and needed; if present, they would make a contribution to the educational needs of the youth in this community.
N.—Does not apply; the provisions or conditions are missing but do not apply or are not desirable for the youth of this school or community. (Reasons for the use of this symbol should be explained in each case under Comments.)

* If, in making the self-evaluation, members of the school staff wish to indicate which of the alternatives given for evaluations “4” or “2” applies, they may use “4a” or “4b,” “2a” or “2b.”

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Statement of Guiding Principles

The core program consists of those instructional activities, usually grouped in a single course, which are designed to meet important common educational needs of secondary-school pupils. Emphasis in the program is upon the study of common life problems of youth and society. Because of flexibility in organization and content, teacher and pupils are free to disregard the customary subject-matter boundaries in seeking solutions to these problems.

The core program frequently provides orientation activities designed to assist pupils in discovering their abilities and interests and in planning their programs to include areas of specialization appropriate to their needs. The core program provides an association between each pupil and at least one teacher which is sufficiently extensive to enable the teacher to become well acquainted with the abilities, interests, and needs of each pupil.

All members of the faculty understand the nature and purposes of the core program and view it as an integral part of the total offering of the school. Although the general purposes of the program are cooperatively planned by representatives of the entire staff, the specific purposes are drawn from more immediate individual pupil and group needs. Attention to immediate needs requires teacher-pupil planning of course content and activities and application of techniques of evaluation by both teachers and pupils.

Special Instructions: The following checklist and evaluation items apply only if a separate program or course designated as a core offering is provided, or if two or more major subjects are offered with much attention to integration. In the latter case, the subject sections of the Criteria, D-2 through D-16, applicable to those subjects should be used in conjunction with this section, D-1, in evaluating the core program. This section should not be considered applicable to those subjects which may be required of all pupils but not taught as "fused" or integrated subjects. Because of the wide variation in content and organization of core programs, the school staff should provide the visiting committee with as complete information as possible regarding the core program operating in this particular school.

1. Organization

CHECKLIST

( ) 1. The core program is required of all pupils. (Indicate grades: __________.)

( ) 2. Core classes meet a sufficient number of periods per week. (The number of periods per week is __________.)

( ) 3. Core class periods are of sufficient length. (The length of period is __________ minutes.)

( ) 4. A representative committee of both teachers and pupils assists in the over-all planning of the core program.

( ) 5. Planning provides for coordination of instructional activities of the core program with different grade levels.

( ) 6. Planning provides for coordination of instructional activities of core program with other areas of instruction on same grade level.

( ) 7. The program is reorganized as necessary to meet new or changing needs of pupils.

( ) 8. In-service training for staff members contributes to the improvement of the core program.

( ) 9. Organization provides for pupils to participate in learning experiences outside the boundaries of the school building (e.g., field trips, community projects).

( ) 10.

( ) 11.

EVALUATIONS

( ) a. How extensive is the core program of this school?

( ) b. Do time allotments for the core program meet instructional needs satisfactorily?

( ) c. To what extent do the enrollments in the core program show that the needs of all pupils for such experiences are being met? (Give enrollment data for the core program indicating name of course, normal grade level, and number of pupils in each grade enrolled for the current term.)

COMMENTS

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II. Nature of Offerings

CHECKLIST

The core program experiences

( ) 1. Are centered around present educational needs common to all youth.

( ) 2. Attempt to provide for probable future needs common to all youth.

( ) 3. Include study of current social and civic problems.

( ) 4. Include study of current economic problems.

( ) 5. Provide opportunities to take cooperative action toward solving present problems in the school and community.

( ) 6. Emphasize the development of desirable personal characteristics.

( ) 7. Use appropriate material from various subject-matter fields.

( ) 8. Include experiences designed to contribute to the emotional and aesthetic development of pupils.

( ) 9. Encourage and facilitate cooperative planning by teachers and pupils.

( ) 10. Provide opportunity for development and application of fundamental knowledges and skills.

( ) 11. Provide a foundation or basis for study in other subject-matter areas.

( ) 12. Are closely related to the guidance program of the school.

( ) 13. Provide opportunity for stimulation of interests and appreciations which may be carried over into more specialized subject-matter fields.

( ) 14. Provide for use of community resources, including people, places, and materials (e.g., trips, interviews, speakers).

( ) 15. Provide opportunities for pupils to study themselves—their own needs, interests, aptitudes, and abilities.

( ) 16. Provide opportunity to engage in group thinking, making choices, and using critical judgment.

( ) 17. Provide for corrective or remedial work in accordance with needs of individuals.

( ) 18.

( ) 19.

EVALUATIONS

( ) a. How adequate is the variety of core program experiences to meet pupil needs?

( ) b. How adequate is the content of core program experiences to meet pupil needs?

( ) c. How extensively do pupils and teachers participate in cooperative planning?

( ) d. To what extent are appropriate experiences from various subject areas used in the core program?

( ) e. To what extent does the core program provide opportunity for pupils to take cooperative action concerning school and community problems?

COMMENTS

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III. Physical Facilities

CHECKLIST

( ) 1. Pupils use the facilities and resources from a variety of areas and locations in conducting learning activities (e.g., classroom, school plant, school site, community).

( ) 2. Transportation is available for pupils conducting group activities in the community.

( ) 3. Movable furniture is provided which can be adapted to group activities.

( ) 4. Facilities for use of audio-visual aids are provided (e.g., electric outlets, adequate window shades, or a specially equipped room).

( ) 5. Visual-aid equipment is available.

( ) 6. Radio, phonograph, and recorders are available.

( ) 7. Accessible shelves for books and materials are provided.

( ) 8. Filing facilities are provided.

( ) 9. Tables for display or exhibit purposes are available.

( ) 10. Accessible storage space for materials and supplies is provided.

I V. Direction of Learning

A. Instructional Staff

(For data on preparation of individual staff members, see Section J, “Data for Individual Staff Members.”)

CHECKLIST

All core program teachers

( ) 1. Have had a broad background or are currently studying in appropriate subject-matter fields.

( ) 2. Have had preparation or are receiving instruction in teaching methods with emphasis upon unit organization of instructional activities.

( ) 3. Have had preparation in group guidance techniques.

( ) 4. Have had preparation in educational psychology with particular emphasis upon adolescent needs.

( ) 5. Have taught more than one subject.

( ) 6. Have had workshop experience or other training in curriculum development procedures.

( ) 7. Are acquainted with a variety of resource materials.

( ) 8. Have developed a favorable attitude toward core program organization.

( ) 9. Are acquainted with current developments in core program procedures.

( ) 10. Have had training in economics and political science.

( ) 11. Are keeping up with current developments in relation to economic, political, and social problems.

( ) 12. Are participating in civic and social activities in the community.

( ) 13. Assist the librarian in the selection and distribution of core program reading materials.

( ) 14. Have had some experience in dealing with adolescents in situations other than the typical classroom (e.g., summer camps, playgrounds, youth organizations).

( ) 15.

( ) 16.

EVALUATIONS

( ) a. How adequate is the general background of the staff to conduct core program activities?

( ) b. How adequate is the staff’s preparation in adolescent psychology and guidance?

( ) c. How adequate is the staff’s preparation in teaching methods?

( ) d. To what extent is the staff acquainted with recent practices and research findings in core program organization and instruction?

COMMENTS
B. INSTRUCTIONAL ACTIVITIES

CHECKLIST

( ) 1. Evidence is available of extensive teacher-pupil planning of instructional activities.
( ) 2. Pupils are assisted in establishing goals to be accomplished in the learning activities.
( ) 3. Teachers in specialized subject-matter areas cooperate in planning and conducting instructional activities.
( ) 4. The library staff cooperates in providing instructional materials for the core program.
( ) 5. The guidance department cooperates in planning instructional activities.
( ) 6. Controversial issues are handled democratically but realistically to enable pupils to see different points of view.
( ) 7. All activities are conducted in a democratic atmosphere.

( ) 8. Instructional activities emphasize committee and group work.
( ) 9. Opportunities are provided for pupils to submit reports to the class.
( ) 10. Opportunities are provided for small groups or committees to present the results of their work to the entire class.
( ) 11. Appropriate resources of the school and community are utilized in the learning activities.
( ) 12. Pupils observe conditions and resources of the community in their instructional activities.
( ) 13. Pupils participate in community activities as part of their instructional activities.
( ) 14.
( ) 15.

EVALUATIONS

( ) a. To what extent is the classroom an example of democratic planning and participation?
( ) b. To what extent are the instructional activities meaningful to pupils?
( ) c. To what extent do the instructional activities emphasize study of current problems?
( ) d. To what extent are instructional activities operating effectively in community situations?

COMMENTS

C. INSTRUCTIONAL MATERIALS

CHECKLIST

There is convenient access to

( ) 1. A variety of textbooks and library books.
( ) 2. Periodical literature containing different points of view.
( ) 3. Newspapers with different political, economic, and social policies.
( ) 4. Teacher-prepared materials (such as study guides).
( ) 5. A well-organized file of reference materials.
( ) 6. Maps, charts, and display materials.
( ) 7. Visual-aids including informational materials for bulletin board display.
( ) 8. Films and slides.
( ) 9. Phonograph records and transcriptions.
( ) 10.
( ) 11.

EVALUATIONS

( ) a. How adequate is the variety of instructional materials?
( ) b. How adequate is the content of instructional materials?
( ) c. How extensively are resources of the community used in instructional activities?
( ) d. How effectively are pupils guided in the use of instructional materials?

COMMENTS
D. METHODS OF EVALUATION

1. Evaluation techniques used (e.g., essay examinations, standardized tests, teacher-made tests).

3. Anecdotal records are kept of pupil behavior.

4. Evaluation techniques used are selected according to the objectives to be measured.

5. Evaluation is made of job and project activities undertaken by pupils.

6. Evaluation is made of the development of attitudes, interests, and appreciations.

7. Evaluation is made of pupil growth in social skills.

8. Pupils assist in evaluating their own achievement in the program.

9. The administration and faculty assist in the evaluation of the core program.

10. Parents assist in the evaluation of the core program.

11. Both teachers and pupils recognize that tests should be used to reveal strengths and to point out areas for improvement.

12.

EVALUATIONS

a. How comprehensive are the evaluation procedures in the core program?

b. How well do teachers use methods of evaluation to analyze the effectiveness of their teaching?

c. How well do evaluation procedures help pupils understand the nature of their progress?

COMMENTS

V. Outcomes

(No checklist items are prepared for this division, since they would be largely repetitions of the checklist items in preceding divisions.)

EVALUATIONS

a. To what extent are pupils developing satisfactory techniques for the solution of life problems?

b. To what extent are pupils finding satisfactory solutions to their educational adjustment problems?

c. To what extent are pupils developing an understanding of common social problems?

d. To what extent are pupils making satisfactory adjustments to personal problems?

e. To what extent are pupils able to bring together knowledges and understandings from a variety of subject areas for use in solving their problems?

f. To what extent are pupils using core experiences as bases for planning programs to meet their individual educational needs?

g. To what extent are pupils developing interests which carry over into out-of-school activities?

h. To what extent has the core program brought the school into closer working relationships with the community in attacking social problems?

i. To what extent do pupils exhibit enthusiasm for the core program?
VI. Special Characteristics of Core Program

1. In what respects is the core program most satisfactory and commendable?
   a. 
   b. 
   c. 
   d. 
   e. 
   f. 

2. In what respects is there greatest need for improving the core program?
   a. 
   b. 
   c. 
   d. 
   e. 
   f.
AGRICULTURE

(Section D-2 of Evaluative Criteria, 1950 Edition)

OUTLINE OF CONTENTS

I. Organization
II. Nature of Offerings
III. Physical Facilities
IV. Direction of Learning
   A. Instructional Staff
   B. Instructional Activities
   C. Instructional Materials
   D. Methods of Evaluation
V. Outcomes
VI. Special Characteristics of Agriculture

NAME OF SCHOOL

Checklists checked by: Evaluations made by:

DATE

July 1951

COOPERATIVE STUDY OF SECONDARY-SCHOOL STANDARDS

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Instructions

GENERAL

When the various features included in this section are being checked and evaluated, Section B, "Pupil Population and School Community," and Section C, "Educational Needs of Youth," should be kept in mind. The information revealed by these sections should be applied to every activity in the school. Persons making evaluations should ask: "How well do the practices in this school meet the needs of the pupil population and school community?" When evaluations are made, factors such as size, type, location of school, financial support available, and state requirements should not be permitted to justify failure to provide an appropriate program and facilities to meet the needs of the pupils and community served by the school. The twofold nature of the work — evaluation and stimulation to improvement — should also be kept in mind. Careful, discriminating judgment is essential if these purposes are to be served satisfactorily.

CHECKLISTS

The checklists consist of provisions, conditions, or characteristics found in good secondary schools. All of them may not be necessary, or even applicable, in every school. A school may therefore lack some of the items listed but have other compensating features. The checklists are intended to provide the factual bases for the evaluations.

The use of the checklists requires five symbols. (1) If the provision called for in a given item of a checklist is made extensively, mark the item in the parentheses preceding it with the symbol "√√" (double check); (2) if the provision is made to some extent, mark the item with the symbol "√"; (3) if the provision or condition is made to a very limited extent, mark the item with the symbol "X"; (4) if a provision is missing but is needed, mark the item with the symbol "M"; (5) if any provision or condition is missing and is not desirable or appropriate for the school, mark such item with the symbol "N." In brief, mark items:

- √√ provision or condition is made extensively
- √ provision or condition is made to some extent
- X provision or condition is very limited
- M provision or condition is missing but needed
- N provision or condition is not desirable or does not apply

Space is provided at the end of each checklist for writing in additional items. It is desirable that the provisions or practices of the school should be described as completely as possible.

EVALUATIONS

Evaluations represent the best judgment of those making the evaluations after all evidence (including results of observation of the school and discussions with the school staff, consideration of ratings on checklist items and data presented by the school, and experience of evaluators in other schools) has been considered. Evaluations should be made first by members of the school staff. These evaluations will be checked by members of the visiting committee at the time the school is visited. They are to be made by means of the rating scale as defined below.

5.—Excellent; the provisions or conditions are extensive and are functioning excellently.
4.—Very good,*
   a. the provisions or conditions are extensive and are functioning well, or
   b. the provisions or conditions are moderately extensive but are functioning excellently.
3.—Good; the provisions or conditions are moderately extensive and are functioning well.
2.—Fair,*
   a. the provisions or conditions are moderately extensive but are functioning poorly, or
   b. the provisions or conditions are limited in extent but are functioning well.
1.—Poor; the provisions or conditions are limited in extent and are functioning poorly.
M.—Missing; the provisions or conditions are missing and needed; if present, they would make a contribution to the educational needs of the youth in this community.
N.—Does not apply; the provisions or conditions are missing but do not apply or are not desirable for the youth of this school or community. (Reasons for the use of this symbol should be explained in each case under Comments.)

* If, in making the self-evaluation, members of the school staff wish to indicate which of the alternatives given for evaluations "4" or "2" applies, they may use "4a" or "4b," "2a" or "2b."
Statement of Guiding Principles

Vocational agriculture consists of instructional activities and supervised farming programs which prepare pupils for agricultural occupations. Emphasis is placed on the development of specific knowledges and skills necessary for successful participation in an agricultural occupation and on the development of understandings, attitudes, and ideals necessary for successful participation in rural life.

The program in agriculture is based upon careful analysis of the particular agricultural needs of the pupils and community. The program is a cooperative enterprise utilizing both the facilities of the secondary school and the resources of the community. A desirable balance is maintained between the instructional activities of the classroom and farm-mechanics shop and the practical experiences provided on the farm and in the nonfarming agricultural activities of the community.

I. Organization

CHECKLIST

( ) 1. Efforts are made to give prospective vocational agriculture pupils a clear understanding of the purposes and nature of the program before they are enrolled.

( ) 2. Vocational agriculture instructional experiences are arranged in seasonal sequence when appropriate.

( ) 3. A cyclical arrangement (alternating between semesters or years) of courses is used if class enrollments are small.

( ) 4. Supervised farm practice activities and high school instructional activities are closely integrated.

( ) 5. Short, intensive agriculture courses are available for out-of-school persons engaged in farming.

( ) 6. The staff is allowed time to supervise the farming activities of pupils.

( ) 7. Provision is made for the coordination of classwork, supervised farm practice, and Future Farmers of America activities.

( ) 8. Provision is made for supervising summer farming activities of pupils.

( ) 9.

( ) 10.

EVALUATIONS

( ) a. To what extent is vocational agriculture education available to all pupils who need such training?

( ) b. Do time allotments for vocational agriculture meet instructional needs satisfactorily?

( ) c. To what extent do enrollments in vocational agriculture show that the needs of all pupils for instruction in this field are being met? (List courses indicating name of course, normal grade level, and number of pupils enrolled in each course for current term.)

COMMENTS

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II. Nature of Offerings

CHECKLIST
Experiences in vocational agriculture for secondary-school pupils

( ) 1. Are based upon an analysis of pupil and community agricultural education needs.

( ) 2. Include experiences in both farming and non-farming agricultural occupations.

( ) 3. Provide the basis for advancement in agricultural occupations.

( ) 4. Provide instruction in production of a variety of agricultural products adaptable to the local area.

( ) 5. Provide instruction in marketing agricultural products.

( ) 6. Provide instruction in farm management procedures.

( ) 7. Provide instruction in conservation of soil and other natural resources.

( ) 8. Provide instruction in selecting, securing, and maintaining agricultural equipment.

( ) 9. Provide opportunity to make needed farm appliances and equipment.

( ) 10. Provide opportunity to study economic problems related to agriculture.

( ) 11. Provide opportunity to study civic and social problems related to agriculture and rural living.

( ) 12. Provide opportunity for participating in Future Farmers of America activities.

( ) 13. Are coordinated with the farming activities of adults in the community.

( ) 14. Encourage self-directed activities of pupils.

( ) 15.

( ) 16.

EVALUATIONS

( ) a. How adequate is the variety of offerings in terms of pupil and community needs for agricultural education?

( ) b. How adequate is the content of offerings in terms of pupil and community needs for agricultural education?

( ) c. To what extent are the various offerings in vocational agriculture organized into a unified program?

COMMENTS
III. Physical Facilities

CHECKLIST

1. Agricultural classrooms are planned to provide for the variety of instructional and laboratory activities required by the program.

2. Facilities are so located as to minimize disturbance to other classes.

3. A farm-mechanics shop is located near the instructional area.

4. Classroom and shop facilities are of sufficient size to meet instructional needs.

5. Agricultural facilities of local farms and other agencies are utilized in the instructional activities.

6. Classrooms are equipped with laboratory testing apparatus and equipment.

7. One or more sinks are provided.

8. Facilities are provided for use of visual aids (e.g., electric outlets, adequate window shades, or a specially equipped room).

9. Audio-visual equipment is available.

10. Storage facilities are available for equipment and materials.

11. A display or exhibit area is provided.

12. Hand tools for a variety of shop and farm jobs.

13. Such machines as a grinder, a circular saw, and an electric drill.

14. Benches and other work stations.

15. Forging and welding equipment.


17. Electric outlets.

18. Painting equipment (spray outfits, etc.).

19. Equipment for instruction in internal combustion engines and other power machinery.

20. Equipment for work with concrete.

21. Washing facilities equipped with hot and cold water.

22. Safety equipment (e.g., first-aid supplies, fire extinguishers).

23. How adequate is the size of the classroom-laboratory in terms of instructional needs?

24. How adequate is the size of the farm-mechanics shop in terms of instructional needs?

25. How adequate is the amount of classroom-laboratory equipment?

26. How adequate is the quality of classroom-laboratory equipment?

27. How adequate is the amount of farm-mechanics equipment?

28. How adequate is the quality of farm-mechanics equipment?

29. How adequate are the provisions for health and safety of pupils?

30. To what extent do pupils make effective use of the facilities which are available?

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IV. Direction of Learning

A. INSTRUCTIONAL STAFF

(Checklist: For data on preparation of individual staff members, see Section J, "Data for Individual Staff Members.")

CHECKLIST

The vocational agriculture staff members

( ) 1. Have had preparation in animal husbandry. ( ) 13. Have had preparation in methods of teaching vocational agriculture.
( ) 2. Have had preparation in agricultural crops including crops raised locally. ( ) 14. Have had training in vocational guidance.
( ) 3. Have had preparation in dairying. ( ) 15. Have had preparation in the area of public relations.
( ) 4. Have had preparation in fruit-growing. ( ) 16. Are acquainted with laws and regulations affecting agriculture and agricultural education.
( ) 5. Have had preparation in farm mechanics. ( ) 17. Are acquainted with recent developments in agricultural education.
( ) 6. Have had preparation in poultry-raising.
( ) 7. Have had preparation in entomology.
( ) 8. Have had preparation in plant pathology.
( ) 9. Have had preparation in soils and conservation activities.
( ) 10. Have had preparation in agricultural economics.
( ) 11. Have had preparation in rural sociology.
( ) 12. Have had farm experiences including managerial responsibilities.
( ) 18. Have had experience in conducting Future Farmers of America activities.
( ) 19. Are keeping up to date with developments in the field of agricultural education.

EVALUATIONS

( ) a. How adequate is the preparation of the staff?
( ) b. How adequate is the agricultural experience of the staff?
( ) c. To what extent is the staff continuing to improve in service?

B. INSTRUCTIONAL ACTIVITIES

CHECKLIST

( ) 1. Instruction in agriculture contributes to the school's objectives. ( ) 8. Opportunities are provided for a variety of testing and experimental activities.
( ) 2. Instruction is directed toward clearly formulated, comprehensive (or long-range) objectives in agriculture. ( ) 9. Audio-visual aids are used whenever such techniques will make the activities more meaningful to pupils.
( ) 3. Specific instructional activities contribute to the comprehensive objectives of the agriculture program. ( ) 10. The instructional activities are correlated whenever possible with activities in other subject-matter areas of the secondary school.
( ) 4. Evidence is available of careful planning by the staff for both class instruction and supervised farming activities. ( ) 11. Instructional activities emphasize problems pertaining to local farming and rural life.
( ) 5. Individual differences of pupils are considered in selecting, planning, and conducting the instructional activities. ( ) 12. Pupils enrolled in vocational agriculture have an opportunity to participate in all activities in the pupil activity program of the school.
( ) 6. Pupils are provided opportunity to participate in planning their learning activities. ( ) 13. 
( ) 7. Instructional activities are related whenever possible to pupils' farm experiences. ( ) 14.
C. Instructional Materials

Checklist

1. A variety of appropriate agricultural reference books and materials is provided.
2. U. S. government and state agricultural publications are provided.
3. A variety of periodicals, catalogs, and pamphlets is provided.
4. Teacher-prepared materials (such as study guides) are available for use in the instructional activities.
5. Bulletin boards are used for display of a variety of pertinent materials.
6. Instructional materials emphasize farm problems of the community.

Evaluation

a. How adequate is the variety of instructional materials?
b. How adequate is the quality of instructional materials?
c. How effectively are pupils guided in the use of instructional materials?

Comments

A variety of suitable specimens and agricultural exhibit materials is available.
The instructional materials contain information and suggestions for the conduct of supervised farm programs.
Pupils contribute materials such as samples of farm products for use in the instructional activities.
Instructional materials are organized efficiently.
Audio-visual aids are available.

D. Methods of Evaluation

Checklist

1. Evaluation is an integral part of the teaching-learning activities.
2. Evaluation activities place emphasis upon the growth of the individual toward appropriate objectives.
3. Farm-mechanics activities are evaluated in terms of the nature of the job being accomplished and the standards of workmanship used.
4. Results of evaluations are made the basis for planning further instruction.
5. Classwork, farm-shop activities, and supervised farm experiences are evaluated by planned procedures.
6. Pupils participate in the evaluation of their own achievement.

Evaluation

a. How comprehensive are the evaluation activities?
b. To what extent does the staff use evaluation results in analyzing the effectiveness of instruction?
c. To what extent do evaluation procedures help the pupil understand the nature of his growth?
d. To what extent do evaluation procedures identify pupils of unusual promise in the field of agriculture?

Comments

Objective records are kept of supervised farming activities of pupils.
Evaluation of pupil achievement is in terms of individual aptitudes and abilities.
The staff conducts follow-up studies of graduates and drop-outs.
Follow-up data are used in planning and revising the curriculum.
Local agricultural leaders cooperate in the evaluation of vocational agriculture.
Both teachers and pupils recognize that tests should be used to reveal strengths and to point out areas for improvement.
V. Outcomes

(No checklist items are prepared for this division since they would be largely repetitions of the checklist items in preceding divisions.)

EVALUATIONS

a. To what extent are pupils successfully carrying on appropriate farming programs?

b. To what extent do pupils exhibit farm operation skills in conducting farm activities?

c. To what extent do pupils exhibit farm management skills in conducting farm activities?

d. To what extent do pupils exhibit ability to select, secure, and maintain agricultural equipment?

e. To what extent do follow-up activities indicate that graduates of the program are becoming successfully established in agricultural occupations?

VI. Special Characteristics of Agriculture

1. In what respects is vocational agriculture most satisfactory and commendable?

a.

b.

c.

d.

e.

f.

2. In what respects is there greatest need for improving vocational agriculture?

a.

b.

c.

d.

e.

f.
ART
(Section D-3 of Evaluative Criteria, 1950 Edition)

OUTLINE OF CONTENTS

I. Organization
II. Nature of Offerings
III. Physical Facilities
IV. Direction of Learning
   A. Instructional Staff
   B. Instructional Activities
   C. Instructional Materials
   D. Methods of Evaluation
V. Outcomes
VI. Special Characteristics of Art

NAME OF SCHOOL: Drummond High School
DATE: July 1951

Checklists checked by:________ Evalutations made by:________

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Instructions

GENERAL

When the various features included in this section are being checked and evaluated, Section B, "Pupil Population and School Community," and Section C, "Educational Needs of Youth," should be kept in mind. The information revealed by these sections should be applied to every activity in the school. Persons making evaluations should ask: "How well do the practices in this school meet the needs of the pupil population and school community?" When evaluations are made, factors such as size, type, location of school, financial support available, and state requirements should not be permitted to justify failure to provide an appropriate program and facilities to meet the needs of the pupils and community served by the school. The twofold nature of the work—evaluation and stimulation to improvement—should also be kept in mind. Careful, discriminating judgment is essential if these purposes are to be served satisfactorily.

CHECKLISTS

The checklists consist of provisions, conditions, or characteristics found in good secondary schools. All of them may not be necessary, or even applicable, in every school. A school may therefore lack some of the items listed but have other compensating features. The checklists are intended to provide the factual bases for the evaluations.

The use of the checklists requires five symbols. (1) If the provision called for in a given item of a checklist is made extensively, mark the item in the parentheses preceding it with the symbol "✓✓" (double check); (2) if the provision is made to some extent, mark the item with the symbol "✓"; (3) if the provision or condition is made to a very limited extent, mark the item with the symbol "•"; (4) if a provision is missing but is needed, mark the item with the symbol "M"; (5) if any provision or condition is missing and is not desirable or appropriate for the school, mark such item with the symbol "N." In brief, mark items:

✓✓ provision or condition is made extensively
✓ provision or condition is made to some extent
• provision or condition is very limited
M provision or condition is missing but needed
N provision or condition is not desirable or does not apply

Space is provided at the end of each checklist for writing in additional items. It is desirable that the provisions or practices of the school should be described as completely as possible.

EVALUATIONS

Evaluations represent the best judgment of those making the evaluations after all evidence (including results of observation of the school and discussions with the school staff, consideration of ratings on checklist items and data presented by the school, and experience of evaluators in other schools) has been considered. Evaluations should be made first by members of the school staff. These evaluations will be checked by members of the visiting committee at the time the school is visited. They are to be made by means of the rating scale as defined below.

5.—Excellent; the provisions or conditions are extensive and are functioning excellently.
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   a. the provisions or conditions are extensive and are functioning well, or
   b. the provisions or conditions are moderately extensive but are functioning excellently.
3.—Good; the provisions or conditions are moderately extensive and are functioning well.
2.—Fair,*
   a. the provisions or conditions are moderately extensive but are functioning poorly, or
   b. the provisions or conditions are limited in extent but are functioning well.
1.—Poor; the provisions or conditions are limited in extent and are functioning poorly.
M.—Missing; the provisions or conditions are missing and needed; if present, they would make a contribution to the educational needs of the youth in this community.
N.—Does not apply; the provisions or conditions are missing but do not apply or are not desirable for the youth of this school or community. (Reasons for the use of this symbol should be explained in each case under Comments.)

* If, in making the self-evaluation, members of the school staff wish to indicate which of the alternatives given for evaluations "4" or "2" applies, they may use "4a" or "4b," "2a" or "2b."
Statement of Guiding Principles

The art program consists of those courses, activities, and units of instruction which are designed to contribute to the visual art and aesthetic needs of secondary-school pupils. Emphasis is placed upon meeting the art needs of the total school enrollment by helping all pupils explore their aptitudes and interests through experiences in the creation and appreciation of art and upon helping all pupils become intelligent consumers of art.

The curricular experiences are carried out in a studio situation, offering extensive opportunity for guided exploration and experimentation in practical situations with a variety of art media. The experiences attempt to develop knowledges, skills, understandings, and appreciations of functional art as applied to the individual, the home, the school, the community, or, more generally speaking, to the entire culture of the day. Art experiences of the past are frequently studied to contribute to a clearer understanding of the nature of contemporary art. Specialized experiences in art are available to pupils with particular interests and abilities and provide for the development of productive or creative skills in various art areas in accordance with present and probable future needs and interests of individual pupils.

I. Organization

CHECKLIST

( ) 1. General art courses or activities are required of all pupils. (Indicate grades: _________)
( ) 2. General art courses or activities are available to all pupils in grades 10, 11, and 12.
( ) 3. Specialized art courses or activities are available to pupils with particular art interests and abilities in grades 10, 11, and 12.
( ) 4. Art periods are of sufficient length. (The period length is _________ minutes.)
( ) 5. General art courses or activities meet a sufficient number of periods per week. (The number of periods per week is _________)
( ) 6. Elective art activities are available in varying time allotments to meet art instruction needs of individual pupils.
( ) 7. Flexibility in organization provides opportunity for a variety of exploratory activities.
( ) 8. A sequence of courses with art as the major subject is available to talented pupils.
( ) 9. The size of classes is commensurate with the character of work done.
( ) 10.
( ) 11.

EVALUATIONS

( ) a. To what extent are courses provided to meet the consumer art needs of all pupils?
( ) b. To what extent are elective art courses or activities available to meet the specialized art needs of individual pupils?
( ) c. Do time allotments of the program meet art instruction needs satisfactorily?
( ) d. To what extent do enrollments in art classes show that needs of all pupils for instruction in art are being met?
   (List courses indicating name of course, normal grade level, and number of pupils enrolled in each course for current term.)

COMMENTS
II. Nature of Offerings

CHECKLIST

The general art courses or activities (items 1-17)
(  ) 1. Emphasize functional or consumer art knowledges and appreciations applicable in daily living.
(  ) 2. Provide creative experiences with a variety of art media.
(  ) 3. Acquaint the pupil with the contributions of art in the development of past and present cultures.
(  ) 4. Provide opportunity to apply basic principles of design in functional situations.
(  ) 5. Provide talented pupils with the orientation necessary for selection of specialized art offerings.
(  ) 6. Are designed to discover artistic abilities in talented pupils.
(  ) 7. Include a variety of activities in painting, sculpture, and architecture.
(  ) 8. Include a variety of activities in commercial and industrial art areas.
(  ) 9. Include a variety of activities in crafts.
(  ) 10. Include a variety of activities in costume and fashion design.
(  ) 11. Include a variety of activities in theatrical and stage arts.

(  ) 12. Include a variety of activities in interior decoration.
(  ) 13. Include a variety of activities in graphic arts (including photography).
(  ) 14. Include experiences in home design and landscaping (including town planning).
(  ) 15. Are integrated with the home and community art activities.
(  ) 16. Are integrated with other subject areas of the program of studies.
(  ) 17. Are integrated with the extraclass art activities (pupil activity program).

The specialized art experiences (items 18-21)
(  ) 18. Include advanced work in the above areas (items 7-14) as determined by individual needs, interests, and abilities.
(  ) 19. Stress creative and expressive phases of art.
(  ) 20. Provide pupils showing genuine interest and talent with encouragement and preparation for art education beyond the secondary school.
(  ) 21. Provide a basis for analyzing art professions as vocational goals.

(  ) 22.
(  ) 23.

EVALUATIONS

(  ) a. How adequate is the variety of offerings to meet the art needs of all pupils?
(  ) b. How adequate is the content of offerings to meet the art needs of all pupils?
(  ) c. To what extent do specialized experiences provide opportunity for creative work by talented pupils?
(  ) d. To what extent are school art experiences and home and community art activities integrated?

COMMENTS

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III. Physical Facilities

CHECKLIST

( ) 1. The art activities are conducted in a room or studio planned and organized for art work.
( ) 2. The size of the art room is adequate.
( ) 3. The room is attractively decorated.
( ) 4. Facilities are available to make adequate lighting possible under all conditions.
( ) 5. A darkroom is available.
( ) 6. Adequate storage facilities are available for materials and supplies.
( ) 7. Storage facilities are available for pupil materials and work projects.
( ) 8. Brushes and paints are safely stored.
( ) 9. Hot and cold water and washing facilities are provided in the art studio.

The following are provided:
( ) 10. Adjustable-top desks or drawing surfaces.

EVALUATIONS

( ) a. To what extent does the art studio provide facilities for carrying on a variety of art activities?
( ) b. How adequate are the lighting facilities?
( ) c. How adequate is the equipment of the art studio to meet enrollment and curricular needs?
( ) d. How adequate is the quantity of art materials and supplies?
( ) e. How adequate is the quality of art materials and supplies?
( ) f. How adequate are the storage facilities?
( ) g. How well do pupils use the physical facilities?

COMMENTS

IV. Direction of Learning

A. Instructional Staff

(For data on preparation of individual staff members, see Section J, “Data for Individual Staff Members.”)

CHECKLIST

Members of the instructional staff
( ) 1. Have demonstrated creative abilities in art.
( ) 2. Have had preparation in art structure (color and design).
( ) 3. Have had preparation in drawing and painting.
( ) 4. Have had preparation in composition.
( ) 5. Have had preparation in modeling.
( ) 6. Have had preparation in sculpture.
( ) 7. Have had preparation in handicrafts.
( ) 8. Have had preparation in graphic arts.
( ) 9. Have had preparation in stage crafts.
( ) 10. Have had preparation in architecture.

( ) 11. Have had preparation in drawing from life.
( ) 12. Have had preparation in still-life drawings.
( ) 13. Have had preparation in landscape painting.
( ) 14. Have had preparation in the history and appreciation of art.
( ) 15. Have had preparation in contemporary art.
( ) 16. Have had preparation in the teaching of art.
( ) 17. Are acquainted with current practices and developments in teaching art.
( ) 18. Participate in community art activities.
( ) 19.
( ) 20.

EVALUATIONS

( ) a. To what extent has the staff demonstrated creative art abilities?
( ) b. How adequate is the preparation of the staff in various areas of art?
( ) c. How adequate is the preparation of the staff in the teaching of art?

COMMENTS
B. Instructional Activities

CHECKLIST

( ) 1. Instruction in art contributes to the school’s objectives.
( ) 2. Instruction is directed toward clearly formulated, comprehensive (or long-range) objectives in art education.
( ) 3. Specific instructional activities contribute to the comprehensive objectives of the art program.
( ) 4. There is evidence of careful planning and preparation for instructional activities.
( ) 5. Pupils assist in planning, conducting, and evaluating the instructional activities.
( ) 6. Activities are adapted to individual needs, interests, and abilities.
( ) 7. Opportunities are provided to develop appreciation of various types of art, including the rich heritage of the past.
( ) 8. Drawing activities utilize pencil, crayon, charcoal, ink, and chalk techniques. (Underline those used.)
( ) 9. Painting activities utilize water color, poster paint, oil, and pastel techniques. (Underline those used.)
( ) 10. Sculpturing and modeling activities utilize clay, plaster of Paris, soap, and wood. (Underline those used.)
( ) 11. Craft activities utilize paper, cardboard, leather, clay, textiles, fibers, wood, metal, and plastics. (Underline those used.)
( ) 12. Graphic art activities utilize such processes as block printing, silk screen printing, stenciling, etching, and photography. (Underline those used.)
( ) 13. Use is made of movies and still projections.
( ) 14. Opportunity is provided for pupils to engage in art activities outside the art studio during class time (e.g., in school shops, on the stage, or outdoors).
( ) 15. Field trips are conducted to places of interest from the standpoint of art education.
( ) 16. Informal group discussions are conducted concerning art problems.
( ) 17. Art problems are studied and projects conducted which affect the entire school (e.g., murals, bulletin board displays, flower arrangements, art exhibits).
( ) 18. Use is made of a variety of live and inanimate forms in the classroom activities.
( ) 19.
( ) 20.

EVALUATIONS

( ) a. How adequate is the planning for instructional activities?
( ) b. To what extent are art activities adapted to individual interests and abilities of pupils?
( ) c. To what degree is the development of art appreciation a part of all instructional activities?
( ) d. How adequate is the variety of instructional activities?
( ) e. How adequate is the quality of instructional activities?
( ) f. To what extent does the staff practice effective methods of teaching?

COMMENTS

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C. Instructional Materials

CHECKLIST

1. A variety of textbooks and reference materials is provided. ( )
2. Art periodicals are available for classroom use. ( )
3. A well-organized file of reproductions or prints of a variety of art products is provided. ( )
4. The file of art materials is used by pupils in other curricular areas. ( )
5. The art program makes use of exhibits circulated by museums or art centers, or borrowed from other sources (e.g., homes, stores, distributors, manufacturers). ( )
6. A variety of art models, charts, and objects is available. ( )
7. Films and slides are available. ( )
8. A variety of display materials is available, illustrating art media and techniques, color harmony, and different modes of expression. ( )
9. Pupils assist in the collection of art instructional materials. ( )
10. A variety of nature specimens is available for design study. ( )
11. ( )
12. ( )

EVALUATIONS

a. How adequate is the variety of instructional materials? ( )
b. How adequate is the quality of instructional materials? ( )
c. How effectively do pupils use the instructional materials? ( )

COMMENTS

D. Methods of Evaluation

CHECKLIST

1. Records are kept of reactions of pupils to various art experiences. ( )
2. Evaluation is made in light of specific objectives of the planned activities. ( )
3. Evaluation is made of creative abilities. ( )
4. Evaluation is made of technique in relation to pupil aptitudes and abilities. ( )
5. Evaluation is made of the nature and extent of pupils' appreciation of art. ( )
6. Evaluation is made by each pupil of his own work. ( )
7. Evaluation is made of pupil abilities to judge art products. ( )
8. Both teachers and pupils recognize that tests should be used to reveal strengths and to point out areas for improvement. ( )
9. ( )
10. ( )

EVALUATIONS

a. How comprehensive are evaluation procedures? ( )
b. To what extent do pupils apply techniques of evaluation in judging their own, as well as others', art products? ( )
c. To what extent do evaluation procedures help pupils understand the nature of their progress? ( )
d. To what extent do evaluation procedures identify pupils of unusual promise in the field of art? ( )

COMMENTS
V. Outcomes

(No checklist items are prepared for this division, since they would be largely repetitions of the checklist items in preceding divisions.)

**EVALUATIONS**

1. To what degree do pupils show an interest in their art activities?
2. To what degree are all pupils developing consumer art skills?
3. To what degree are all pupils developing good taste in consumer art appreciations?
4. To what degree are all pupils developing desirable standards for evaluating art products?
5. To what degree do talented pupils show creative abilities in using various art media?
6. To what extent does the school provide outlets for creative expression in the school building and site?
7. To what extent is there evidence of integration of art with other secondary-school subjects?
8. To what degree do pupils carry over art activities into leisure and out-of-school life?
9. To what degree does the community show interest in the art activities of pupils?
10. To what extent does the school use the art resources (people and facilities) of the community?

VI. Special Characteristics of Art

1. In what respects is the art program most satisfactory and commendable?
   a. 
   b. 
   c. 
   d. 
   e. 
   f. 

2. In what respects is there greatest need for improving the art program?
   a. 
   b. 
   c. 
   d. 
   e. 
   f.
FOREIGN LANGUAGE

(Section D-6 of Evaluative Criteria, 1950 Edition)

Not Applicable

OUTLINE OF CONTENTS

I. Organization
II. Nature of Offerings
III. Physical Facilities
IV. Direction of Learning
   A. Instructional Staff
   B. Instructional Activities
   C. Instructional Materials
   D. Methods of Evaluation
V. Outcomes
VI. Special Characteristics of Foreign Language

NAME OF SCHOOL:

DATE: July 1951

Checklists checked by:

Evaluations made by:

COOPERATIVE STUDY OF SECONDARY-SCHOOL STANDARDS

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Instructions

GENERAL

When the various features included in this section are being checked and evaluated, Section B, "Pupil Population and School Community," and Section C, "Educational Needs of Youth," should be kept in mind. The information revealed by these sections should be applied to every activity in the school. Persons making evaluations should ask: "How well do the practices in this school meet the needs of the pupil population and school community?" When evaluations are made, factors such as size, type, location of school, financial support available, and state requirements should not be permitted to justify failure to provide an appropriate program and facilities to meet the needs of the pupils and community served by the school. The twofold nature of the work—evaluation and stimulation to improvement—should also be kept in mind. Careful, discriminating judgment is essential if these purposes are to be served satisfactorily.

CHECKLISTS

The checklists consist of provisions, conditions, or characteristics found in good secondary schools. All of them may not be necessary, or even applicable, in every school. A school may therefore lack some of the items listed but have other compensating features. The checklists are intended to provide the factual bases for the evaluations.

The use of the checklists requires five symbols. (1) If the provision called for in a given item of a checklist is made extensively, mark the item in the parentheses preceding it with the symbol "✓✓" (double check); (2) if the provision is made to some extent, mark the item with the symbol "✓"; (3) if the provision or condition is made to a very limited extent, mark the item with the symbol "X"; (4) if a provision is missing but is needed, mark the item with the symbol "M"; (5) if any provision or condition is missing and is not desirable or appropriate for the school, mark such item with the symbol "N." In brief, mark items:

✓✓ provision or condition is made extensively
✓ provision or condition is made to some extent
X provision or condition is very limited
M provision or condition is missing but needed
N provision or condition is not desirable or does not apply

Space is provided at the end of each checklist for writing in additional items. It is desirable that the provisions or practices of the school should be described as completely as possible.

EVALUATIONS

Evaluations represent the best judgment of those making the evaluations after all evidence (including results of observation of the school and discussions with the school staff, consideration of ratings on checklist items and data presented by the school, and experience of evaluators in other schools) has been considered. Evaluations should be made first by members of the school staff. These evaluations will be checked by members of the visiting committee at the time the school is visited. They are to be made by means of the rating scale as defined below.

5.—Excellent; the provisions or conditions are extensive and are functioning excellently.

4.—Very good,*
   a. the provisions or conditions are extensive and are functioning well, or
   b. the provisions or conditions are moderately extensive but are functioning excellently.

3.—Good; the provisions or conditions are moderately extensive and are functioning well.

2.—Fair,*
   a. the provisions or conditions are moderately extensive but are functioning poorly, or
   b. the provisions or conditions are limited in extent but are functioning well.

1.—Poor; the provisions or conditions are limited in extent and are functioning poorly.

M.—Missing; the provisions or conditions are missing and needed; if present, they would make a contribution to the educational needs of the youth in this community.

N.—Does not apply; the provisions or conditions are missing but do not apply or are not desirable for the youth of this school or community. (Reasons for the use of this symbol should be explained in each case under Comments.)

* If, in making the self-evaluation, members of the school staff wish to indicate which of the alternatives given for evaluations "4a" or "4b" applies, they may use "4a" or "4b," "2a" or "2b."
Statement of Guiding Principles

The foreign language program consists of those course offerings designed to meet the foreign language needs of secondary-school pupils. The program includes both ancient and modern languages selected in terms of their educational and vocational contributions, the extent of their use, and the interest and cultural values to be gained by their study.

The general aims emphasized in the program, according to present language usage and pupils needs, include the development of abilities to read and write foreign languages; to speak them and understand them when spoken; and, on occasion, to translate them into idiomatic English and vice versa. In the achievement of these aims, the instructional activities stress language as a method for communication of thoughts, ideas, and emotions characteristic of the way of life of a particular people. Concurrently, the instructional activities are directed toward the understanding and appreciation of the way of life of these people. Although grammatical concepts are taught to develop facility in comprehension and use, they are considered subordinate to the development of understanding of the content of connected discourse. Word meanings are learned as far as possible as an integral part of this understanding rather than in terms of English “equivalents.”

I. Organization

CHECKLIST

( ) 1. Foreign language courses are available to all pupils who are interested in foreign languages.
( ) 2. Counseling is provided by counselors or staff members who are acquainted with foreign language education to assist pupils in the election of foreign language courses.
( ) 3. Such factors as prognostic test results, interest in foreign language study, and successful achievement in related courses are considered when counseling pupils who may elect foreign language courses.
( ) 4. Pupils are permitted to withdraw from language courses for which they are unsuited.
( ) 5. Only in special cases are pupils permitted to begin the study of more than one foreign language at the same time.
( ) 6. Opportunity is provided for at least a three-year sequence in one foreign language for pupils desiring it.
( ) 7. Attention is given in planning programs of pupils to avoid long gaps between the end of foreign language study in high school and the beginning of foreign language study in college.
( ) 8.
( ) 9.

EVALUATIONS

( ) a. To what extent are foreign language offerings available?
( ) b. Do time allotments of the program meet foreign language instruction needs satisfactorily?
( ) c. To what extent do the enrollments in foreign languages show that the needs of all pupils for instruction in these languages are being met? (List courses indicating name of course, normal grade level, and number of pupils enrolled in each course for current term.)
II. Nature of Offerings

CHECKLIST

( ) 1. Exploratory experiences emphasize orientation to elementary phases of foreign language study.

( ) 2. Exploratory experiences provide opportunity to compare modes of expression in other languages with those in English.

( ) 3. Linguistic comparisons include reference to social life and cultures of people speaking the foreign language.

( ) 4. Comparisons of language and cultures are consciously noted and related whenever possible to international conditions.

( ) 5. Emphasis in all language activities is upon language as a method of communication.

( ) 6. Language form and mechanics are emphasized as pupil difficulties and problems demand such emphasis.

( ) 7. Overemphasis on formal grammar is avoided.

( ) 8. In study of grammatical concepts pupils and teachers are primarily concerned with the effective communication of meaning.

( ) 9. Reading activities stress values to be gained from the reading materials in conjunction with the acquisition of reading skill.

( ) 10. Reading to develop ability in thinking in the foreign language is emphasized.

( ) 11. The social meaning of reading materials is within the life experience or understanding of pupils.

( ) 12. Classics in the literature of a language are studied as part of the reading experiences of pupils.

( ) 13. Provision is made for free, or voluntary, reading activities as well as planned reading for a specific purpose.

( ) 14. Vocabulary development is integrated with, and not apart from, other language activities.

( ) 15. The meaning of words in context is emphasized rather than isolated words and meanings.

( ) 16. Review activities are meaningful to pupils.

( ) 17. Review activities contribute to permanency in vocabulary.

( ) 18. Conversation is carried on at both the levels of word recognition and sentence understanding.

( ) 19. In conversation the language used is correct in construction and in content.

( ) 20. Conversation emphasizes use of language in practical situations.

( ) 21. Written activities include summarizations, reviews, and reports.

( ) 22. Pupils are encouraged to do creative writing in the language.

( ) 23.

( ) 24.

EVALUATIONS

( ) a. How adequate is the variety of offerings to meet foreign language needs of pupils?

( ) b. How adequate are the provisions for attainment of command of the spoken language?

( ) c. How adequate are the provisions for attainment of ability to read and write the language?

( ) d. How adequate are the opportunities for acquiring skill in translation?

( ) e. To what extent are the language offerings conducted in situations which are meaningful to pupils?

COMMENTS
III. Physical Facilities

**CHECKLIST**

1. Language classrooms are laboratories for use of the language as a medium of communication. ( ) 5. Filing equipment is provided. ( ) 6. A display area is provided for exhibit materials.

2. The classroom is equipped with movable furniture which can be adapted to individual and group activities. ( ) 7. A record player is available. ( ) 8. Recordings are provided.

3. The room is equipped for effective use of audio-visual aids (e.g., curtains, electric outlets). ( ) 9. Recording equipment is available. ( ) 10. Visual-projection equipment for both still and motion pictures is available.

4. Readily accessible shelf space is provided for storage of books, magazines, and other instructional materials. ( ) 11. ( ) 12.

**EVALUATIONS**

a. How adequate are the physical facilities to meet instructional needs in foreign language?

b. How effectively are the available physical facilities used?

**COMMENTS**

---

IV. Direction of Learning

A. Instructional Staff

(For data on preparation of individual staff members, see Section J, “Data for Individual Staff Members.”)

**CHECKLIST**

All members of the foreign language staff

1. Have had training in more than one foreign language. ( ) 10. Are continuing in-service training or participating in activities designed to improve their foreign language teaching.

2. Are proficient in reading and translating the foreign language they are teaching. ( ) 11. Are familiar with the history, literature, and customs of the people who are using or have used the language.

3. Are proficient in enunciation and pronunciation of the foreign language they are teaching. ( ) 12. Have studied in a country where the language is or once was used commonly.

4. Are proficient in writing in the foreign language they are teaching. ( ) 13. Have traveled in a country where the language is or once was used commonly.

5. Speak fluently the foreign language (modern) they are teaching. ( ) 14. Assist the librarian in the selection of foreign language reading materials.

6. Have had extensive preparation in English. ( ) 15. Carry on correspondence in a foreign language (modern) or otherwise freely use it in writing.


8. Have studied language in higher institutions which prepare foreign language teachers. ( ) 9. Maintain acquaintance with current developments in teaching foreign language.

**EVALUATIONS**

a. How adequate is the staff’s preparation in foreign language?

b. How adequate is the staff’s preparation in methods of teaching foreign language?

c. How extensive is the staff’s experience in using the language?

d. To what extent is the staff continuing improvement while in service?

**COMMENTS**
B. Instructional Activities

CHECKLIST

( ) 1. Instruction in foreign language contributes to the school's objectives.
( ) 2. Instruction is directed toward clearly formulated, comprehensive (or long-range) objectives of foreign language teaching.
( ) 3. Specific instructional activities contribute to the comprehensive objectives of the foreign language program.
( ) 4. Evidence is available of careful planning and preparation for instructional activities.
( ) 5. Pupil interests are utilized whenever possible in planning the instructional activities.
( ) 6. The purposes of drill activities are understood by pupils.
( ) 7. Instructional activities are readily adapted to new or changing conditions.
( ) 8. Foreign language resources of the community are utilized in the instructional activities.
( ) 9. English is used in the classroom only when there is real need for it.
( ) 10. Such techniques as differentiated assignments and grouping pupils according to individual needs are used to increase the individualization of instruction.
( ) 11. Instructional activities are related to other school subjects when appropriate.
( ) 12. Pupils carry on correspondence with people in other countries.
( ) 13. Auditory aids are used in the instructional activities.
( ) 14. A variety of visual aids is used in the instructional activities.
( ) 15.
( ) 16.

EVALUATIONS

( ) a. How adequate is the planning and preparation for instructional activities?
( ) b. To what degree are instructional activities adapted to the needs of individual pupils?
( ) c. How effectively are resources of the community used in the instructional activities?
( ) d. How extensively is the foreign language (modern) used in classroom conversation?
( ) e. To what extent are effective methods of teaching practiced?

COMMENTS
C. Instructional Materials

CHECKLIST
The following materials are available for language activities:

( ) 1. A variety of reading materials providing for different abilities, interests, and achievement levels of pupils.
( ) 2. Teacher-prepared materials such as study guides.
( ) 3. Foreign language-English and English-foreign language dictionaries.
( ) 4. Novels, short stories, drama, poetry, folklore writings, and similar materials.
( ) 5. Vocabulary lists.
( ) 6. Periodicals in the foreign language.

EVALUATIONS
( ) a. How adequate is the variety of instructional materials?
( ) b. How adequate is the content of instructional materials?
( ) c. How effectively are pupils guided in the use of instructional materials?
( ) d. How effectively are bulletin boards and display materials used?

COMMENTS

D. Methods of Evaluation

CHECKLIST

( ) 1. Evaluation is an integral part of the teaching-learning activities.
( ) 2. Interpretations of results of evaluation are used in planning instructional activities.
( ) 3. Various testing techniques are used (e.g., standardized tests, teacher-made objective tests, essay examinations).
( ) 4. Evaluation activities measure command of language in situations approximating those of life.
( ) 5. Periodic evaluation is made of vocabulary development.
( ) 6. Evaluation of reading comprehension measures skill in grasping thought from foreign language independent of literal translation.
( ) 7. Pupils are provided opportunity for self-evaluation activities.
( ) 8. Evaluation of grammatical knowledge, vocabulary, and phonetic skills is used primarily for diagnostic purposes.
( ) 9. Systematic review activities are determined by individual and group needs.
( ) 10. Standards are developed by the staff for evaluation of written activities.
( ) 11. Standards are established by the teacher and class for evaluation of oral language activities.
( ) 12. Both teachers and pupils recognize that tests should be used to reveal strengths and to point out areas for improvement.
( ) 13.
( ) 14.

EVALUATIONS
( ) a. How comprehensive are evaluation procedures in foreign language?
( ) b. How well do teachers use evaluation results in analyzing the effectiveness of their teaching?
( ) c. How well do evaluation procedures help pupils understand the nature of their progress?
( ) d. To what extent do evaluation procedures in foreign language instruction identify pupils with particular promise in the field of foreign language?

COMMENTS

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V. Outcomes

(No checklist items are prepared for this division, since they would be largely repetitions of the checklist items in preceding divisions.)

EVALUATIONS

( ) a. To what degree do pupils exhibit ability to speak a foreign language?
( ) b. To what degree do pupils exhibit ability to understand the foreign language when it is spoken?
( ) c. To what degree do pupils read and understand foreign language without literal translation?
( ) d. How well do pupils write in a foreign language?
( ) e. How well do pupils translate from foreign language to English and vice versa?
( ) f. To what extent do pupils studying foreign languages exhibit an interest in, and appreciation of, the cultures of the people who use the languages?
( ) g. To what extent do follow-up records indicate pupils are successful in language study in college?

VI. Special Characteristics of Foreign Language

1. In what respects is the foreign language program most satisfactory and commendable?
   a. 
   b. 
   c. 
   d. 
   e. 
   f. 

2. In what respects is there greatest need for improving the foreign language program?
   a. 
   b. 
   c. 
   d. 
   e. 
   f.
INDUSTRIAL VOCATIONAL EDUCATION

(Section D-10 of Evaluative Criteria, 1950 Edition)

OUTLINE OF CONTENTS

I. Organization
II. Nature of Offerings
III. Physical Facilities
IV. Direction of Learning
   A. Instructional Staff
   B. Instructional Activities
   C. Instructional Materials
   D. Methods of Evaluation
V. Outcomes
VI. Special Characteristics of Industrial Vocational Education

NAME OF SCHOOL: Drummond High School
DATE: July 1951

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131
Instructions

GENERAL

When the various features included in this section are being checked and evaluated, Section B, "Pupil Population and School Community," and Section C, "Educational Needs of Youth," should be kept in mind. The information revealed by these sections should be applied to every activity in the school. Persons making evaluations should ask: "How well do the practices in this school meet the needs of the pupil population and school community?" When evaluations are made, factors such as size, type, location of school, financial support available, and state requirements should not be permitted to justify failure to provide an appropriate program and facilities to meet the needs of the pupils and community served by the school. The twofold nature of the work—evaluation and stimulation to improvement—should also be kept in mind. Careful, discriminating judgment is essential if these purposes are to be served satisfactorily.

CHECKLISTS

The checklists consist of provisions, conditions, or characteristics found in good secondary schools. All of them may not be necessary, or even applicable, in every school. A school may therefore lack some of the items listed but have other compensating features. The checklists are intended to provide the factual bases for the evaluations.

The use of the checklists requires five symbols. (1) If the provision called for in a given item of a checklist is made extensively, mark the item in the parentheses preceding it with the symbol "✓✓" (double check); (2) if the provision is made to some extent, mark the item with the symbol "✓"; (3) if the provision or condition is made to a very limited extent, mark the item with the symbol "X"; (4) if a provision is missing but is needed, mark the item with the symbol "M"; (5) if any provision or condition is missing and is not desirable or appropriate for the school, mark such item with the symbol "N." In brief, mark items:

- ✓✓ provision or condition is made extensively
- ✓ provision or condition is made to some extent
- X provision or condition is very limited
- M provision or condition is missing but needed
- N provision or condition is not desirable or does not apply

Space is provided at the end of each checklist for writing in additional items. It is desirable that the provisions or practices of the school should be described as completely as possible.

EVALUATIONS

Evaluations represent the best judgment of those making the evaluations after all evidence (including results of observation of the school and discussions with the school staff, consideration of ratings on checklist items and data presented by the school, and experience of evaluators in other schools) has been considered. Evaluations should be made first by members of the school staff. These evaluations will be checked by members of the visiting committee at the time the school is visited. They are to be made by means of the rating scale as defined below.

5.—Excellent; the provisions or conditions are extensive and are functioning excellently.
4.—Very good:*
   a. the provisions or conditions are extensive and are functioning well, or
   b. the provisions or conditions are moderately extensive but are functioning excellently.
3.—Good; the provisions or conditions are moderately extensive and are functioning well.
2.—Fair:*
   a. the provisions or conditions are moderately extensive but are functioning poorly, or
   b. the provisions or conditions are limited in extent but are functioning well.
1.—Poor; the provisions or conditions are limited in extent and are functioning poorly.
M.—Missing; the provisions or conditions are missing and needed; if present, they would make a contribution to the educational needs of the youth in this community.
N.—Does not apply; the provisions or conditions are missing but do not apply or are not desirable for the youth of this school or community. (Reasons for the use of this symbol should be explained in each case under Comments.)

* If, in making the self-evaluation, members of the school staff wish to indicate which of the alternatives given for evaluations "4a" or "2" applies, they may use "4ab" or "2a" or "2b."
Statement of Guiding Principles

The industrial vocational education program consists of those courses, activities, and experiences designed to prepare pupils for a successful beginning in industry. The program is based upon an analysis of the beginning-worker needs of industry, the opportunities and requirements for entrance, and the particular characteristics and needs of the pupil population.

Whenever possible, the in-school instruction program is supplemented by supervised work experience in industry. Whether conducted on a part-time or full-time basis, the experiences of the pupil in industry are coordinated with the school activities under the direction of an advisory committee or coordinating group.

Careful attention is given to the selection of pupils to participate in industrial vocational education. Their interests, aptitudes, and previous achievement in industrial arts activities are studied before pupils are enrolled in industrial vocational education. Care is also taken to see that pupil needs for general education are met either before or during participation in vocational education.

I. Organization

CHECKLIST

( ) 1. Experiences in industrial arts are prerequisite for all pupils participating in industrial vocational education.

( ) 2. Industrial vocational education is organized around major industries of the locality or industrial job market.

( ) 3. The program is under the general direction of the principal in comprehensive high schools, or the superintendent of schools in specialized vocational schools.

( ) 4. The program is under the immediate direction of a properly qualified director or department head.

( ) 5. An advisory committee including members from labor and management assists the director in coordinating the activities with industry.

( ) 6. Pupils in industrial vocational education participate with other pupils in such school activities as student council, clubs, assemblies, and athletics.

( ) 7. Pupils are encouraged to change from one area of specialization in industrial education to another when such transfer is desirable.

( ) 8. Provision is made for emphasis upon general industrial experiences in each area, progressing toward specialization near the time of employment.

( ) 9. Sufficient time each week is spent by pupils in industrial vocational education. (The average number of hours per week spent in shop by each pupil is _______. The average number of hours per week spent in related subjects by each pupil is _______.)

( ) 10. Pupils participate in supervised work experience in industry. (Describe plan of participation under “Comments.”)

( ) 11. Consideration is given to such factors as type of activities, facilities available, and safety of pupils in determining class sizes.

( ) 12.

( ) 13.

EVALUATIONS

( ) a. To what extent is industrial vocational education available to all pupils who need it?

( ) b. How satisfactory are the time allotments of industrial vocational education?

( ) c. To what extent do the enrollments in industrial vocational education show that the needs of all pupils for instruction in industrial vocational education are being met? (See tabulation of “Number of Pupils Enrolled” under “Supplementary Data,” page 134.)

( ) d. How adequate are the administrative and advisory provisions for industrial vocational education?

COMMENTS
II. Nature of Offerings

CHECKLIST

Industrial vocational education includes experiences

1. Designed to develop such beginning-worker skills as are justified by the opportunities for employment.
2. Selected after a survey of occupations and occupational opportunities for graduates.
4. Which are justified by the contributions they make to the pupils and community as well as to the employers.
5. That acquaint pupils with opportunities for employment in a related group of occupations.
6. That emphasize personal qualifications and work habits important to success on a job.
7. That develop desirable attitudes and understandings related to safety in industry.
8. That provide insight and understanding of the problems of industrial management and organized labor.
9. That utilize the results of follow-up studies of graduates.
10. That aim to prepare pupils to make satisfactory adjustment to economic and industrial changes.
11. That provide a basis for training beyond the secondary school in industrial education.
12. That prepare pupils to locate, apply for, and be interviewed for prospective employment.
13. That provide for part-time or evening school trade training when such need exists.
14. 
15. 

SUPPLEMENTARY DATA

Indicate in the space below (1) the major areas of instruction offered in industrial vocational education (e.g., carpentry, drafting, machine shop); (2) the grade levels at which the area or activity is offered; and (3) the number of pupils enrolled in industrial vocational education for the current year.

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<tr>
<th>Industrial Areas</th>
<th>Grade/s</th>
<th>Number of Pupils Enrolled</th>
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EVALUATIONS

a. How extensive are the procedures used to determine areas of specialization to be offered?
b. To what extent are the present offerings in industrial vocational education representative of pupil and community needs?
c. To what extent are the learning activities representative of present conditions and procedures existing in industry?
d. To what degree do the offerings provide for the development of beginning-worker knowledges and skills in a related group of occupations?
e. To what extent do the offerings provide for the development of an understanding and appreciation of work and good workmanship?
f. To what extent do the offerings provide for the development of an understanding of labor-management relations?

COMMENTS
III. Physical Facilities

CHECKLIST

1. Space provided for industrial vocational education is so located or soundproofed as not to inconvenience other learning activities.

2. An average of at least 50 square feet of floor area is provided per pupil in shop areas. (Machine areas will require additional space while mechanical drawing and benchwork areas may require less.)

3. An area for related work is provided.

4. The area for related work is equipped with suitable furniture.

5. Sufficient light is provided to meet the requirements for work in each part of the entire shop.

6. Suitable entrances are provided for receipt of materials and equipment.

7. Hand tools, similar to those used in industry, are provided in sufficient number to meet needs of largest class.

8. Machines, similar to those used in industry, are provided.

9. Machines are equipped with adequate safety devices.

10. Storage space and facilities are provided for tools and small equipment.

11. Storage space and facilities are provided for materials and supplies.

12. Tool-storage and stock-room systems approximate as nearly as practicable those used in industry.

13. Benches and other work stations are sufficient to meet needs of largest class.

14. Gas and electric outlets are provided where needed.

15. All switches and connections are clearly marked.

16. Materials are available in sufficient quantity to meet enrollment needs.

17. Supplies are available in sufficient quantity to meet enrollment needs.

18. Fire-extinguishing equipment is available

19. First-aid supplies are available.

20. Provisions are made for use of visual aids.

21. Waste and scrap materials are used or disposed of safely.

22. Washing facilities are supplied with hot and cold water.

23. Ventilation provisions insure healthful working conditions.

24. A system of records is used for accounting for equipment, materials, and supplies.

25. Filing cabinets are provided.

26. 

27. 

EVALUATIONS

Special Instructions: If more than one area of specialization is to be evaluated, the name of each area should be placed on the lines below and the evaluations a–i should be placed in the parentheses preceding the name of the area.

a. How extensive is the area provided for industrial vocational education?
b. How well is the shop area planned and laid out?
c. How adequate is the amount of equipment to meet needs of largest class?
d. How adequate is the quality of equipment?
e. How adequate is the amount of materials and supplies to meet enrollment needs?
f. How adequate is the quality of materials and supplies?
g. How adequate are the storage facilities?
h. How adequate are the provisions for health and safety?
i. To what extent are pupils making desirable use of the physical facilities?

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Indicate average of a–i to nearest whole number in parentheses below.

( ) ( ) ( ) ( ) ( ) ( ) ( ) ( ) ( )

Record averages in Section X, "Statistical Summary."

COMMENTS
IV. Direction of Learning

A. INSTRUCTIONAL STAFF

(For data on preparation of individual staff members, see Section J, "Data for Individual Staff Members.")

CHECKLIST

All members of the industrial vocational education staff of shop instructors

1. Have had work experience in the industrial occupations which they are now teaching. (Indicate average number of years per instructor ______)

2. Have had shop-laboratory courses at the college level in the industrial occupations which they are now teaching.

3. Have had preparation in the principles and theory of industrial vocational education.

4. Have had preparation in methods of teaching industrial vocational education. (Indicate average semester hours per instructor ______)

5. Have had general academic preparation beyond the secondary school.

6. Understand the general as well as the vocational education needs of youth.

7. Have had preparation in the field of guidance.


9. Understand present laws and regulations pertaining to industrial vocational education.

10. Understand laws and regulations pertaining to the industry for which instruction is offered.

11. Understand union regulations pertaining to the industry for which instruction is offered.

12. Maintain close acquaintance with present industrial conditions and resources of the area.

13. Have had preparation in first aid and safety.

14. ______

15. ______

EVALUATIONS

a. How extensive is the industrial work experience of the staff?

b. How adequate is the preparation of the staff in shop courses?

c. How adequate is the preparation of the staff in methods of teaching industrial vocational education?

d. How extensive is the general education of the staff?

COMMENTS

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B. Instructional Activities

CHECKLIST

( ) 1. Instruction in industrial vocational education contributes to the school’s objectives. ( ) 8. In addition to developing skills for beginning employment in a related group of occupations, pupils develop proficiency in a single occupation.

( ) 2. Instruction is directed toward clearly formulated, comprehensive (or long-range) objectives in industrial vocational education. ( ) 9. Shop management approximates as nearly as feasible actual conditions existing in industry.

( ) 3. Specific instructional activities contribute to the comprehensive objectives of the industrial vocational program. ( ) 10. All instructional activities are conducted with regard for pupil health and safety.

( ) 4. There is evidence of careful preparation for the instructional activities. ( ) 11. Provision is made for coordination of the instructional activities conducted in the school with the supervised work program.

( ) 5. Instructional activities are readily adapted to new or changing industrial conditions. ( ) 12. Both manipulative (with tools and materials) and nonmanipulative (informational and related work) activities are given appropriate emphasis.

( ) 6. Manipulative activities approximate as nearly as practicable the actual activities and conditions existing in industry.

( ) 7. The industrial resources of the community and broader area are used in the instructional activities.

EVALUATIONS

Special Instructions: If more than one area of specialization in industrial vocational education is to be evaluated, the name of each area should be placed on the lines below and the evaluations a–d should be placed in the parentheses preceding the name of the area.

a. How adequate is the planning and preparation for instructional activities?
b. How well are instructional activities adapted to individual differences of pupils?
c. To what extent do the instructional activities approximate conditions existing in industry?
d. To what extent do the activities provide preparation in related industrial jobs for each pupil?

\[ \begin{array}{cccc}
\text{Areas} \\
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Indicate average to nearest whole number.

\[ ( ) ( ) ( ) ( ) \]

Record averages in Section X, “Statistical Summary.”

COMMENTS

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C. INSTRUCTIONAL MATERIALS

CHECKLIST

The following instructional materials are available:

1. A variety of textbooks and reference materials.
2. Trade journals and industrial pamphlets.
3. Occupational monographs.
4. Plans of suggested shop projects.
5. Teacher-prepared materials such as operation and job sheets.
6. Completed shop projects.
7. A variety of films and slides.
8. Models, mock-ups, exploded views, and other visual aids.
9.
10.

EVALUATIONS

Special Instructions: If more than one area of specialization in industrial vocational education is being evaluated, the name of each area should be placed on the lines below and the evaluations a–c should be placed in the parentheses preceding the name of the area.

a. How adequate is the variety of instructional materials?
b. How adequate is the quality of instructional materials?
c. How effectively are pupils guided in the use of instructional materials?

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Average to nearest whole number.

Record averages in Section X, "Statistical Summary."

COMMENTS
## D. Methods of Evaluation

**CHECKLIST**

1. Evaluation is an integral part of the teaching-learning activities.  
2. Aptitude tests are given before pupils are enrolled in industrial vocational education.  
3. Objective techniques are used to evaluate products of pupils. (Discuss techniques under "Comments.")  
4. Objective tests are used.  
5. The interpretation of test results is used in planning further instruction.  
6. Records are kept of pupil performance in the supervised work-experience activities.  
7. Pupils participate in self-evaluation activities.  
8. Evaluation activities are in terms of individual pupil aptitudes and abilities as well as by adult standards.  
9. Critical comparisons are made between the products of the school shops and products of industry.  
10. Individual pupil progress is recorded and used for guidance purposes.  
11. Records are available of follow-up data concerning graduates.  
12. Follow-up data are used in planning the industrial vocational program.  
13. Both teachers and pupils recognize that tests should be used to reveal strengths and to point out areas for improvement.  
14.  
15.  

**EVALUATIONS**

1. How comprehensive is the vocational testing program for pupils before they enroll in industrial vocational education?  
2. To what extent do teachers use evaluation results in analyzing the effectiveness of their teaching?  
3. To what extent do evaluation procedures help pupils understand the nature of their growth in industrial vocational education?  
4. To what extent do evaluation procedures identify pupils of unusual promise in the field of industry?  

**COMMENTS**
V. Outcomes

(No checklist items are prepared for this division since they would be largely repetitions of the checklist items in preceding divisions.)

EVALUATIONS

( ) a. How proficient are pupils in the use and care of hand tools?
( ) b. How proficient are pupils in the use and care of machines?
( ) c. To what degree are pupils developing beginning-worker knowledges and skills commensurate with their vocational needs?
( ) d. To what degree are pupils developing desirable attitudes and understandings concerning labor and management?
( ) e. To what extent do follow-up surveys of graduates reveal successful employment in jobs for which pupils prepared?
( ) f. To what extent are pupils observing principles of safety in carrying out industrial activities?
( ) g. To what degree are pupils developing an appreciation of good workmanship?
( ) h. To what extent do pupils understand employment opportunities and conditions of employment in occupations of the local job market?
( ) i. To what degree do industrialists show an interest in, and desire to cooperate with, the industrial vocational program?
VI. Special Characteristics of Industrial Vocational Education

1. In what respects is industrial vocational education most satisfactory and commendable?
   a.
   b.
   c.
   d.
   e.
   f.

2. In what respects is there greatest need for improving industrial vocational education?
   a.
   b.
   c.
   d.
   e.
   f.