A general high school survey of Sheridan County

Herman A. Gruhn

The University of Montana
A GENERAL HIGH SCHOOL SURVEY
OF SHERIDAN COUNTY

by

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B. S., Northern State Teacher's College,
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Approved:

W. R. Ames
Chairman of Board of Examiners

W. S. Bateman
Chairman of Committee on Graduate Study
The purpose of this study was to observe, tabulate, and carefully consider the actual conditions in the secondary schools of Sheridan County, Montana, and to make constructive recommendations which, if carried out, may result in improved conditions.

To establish a setting for the problems which confronted the high schools in Sheridan County, and to further their solution, historical, measurement, interview, and questionnaire techniques were employed.

This survey has been very comprehensive, in that it has included many of the school problems. Its wide scope did not permit any phase of the subject to be dealt with in great detail.

Due to the long period of drought in this county, it has been necessary for the schools to deal with problems which they would not have encountered under normal conditions.

The writer wishes to express his gratitude to Dr. W. R. Ames, Prof. W. E. Laddock, Dr. A. S. Merrill, and Leon Freeman Daughters for guidance, suggestions, and helpful criticisms in the preparation of this study. He is also indebted to W. J. Stemer, Capt. of Miles City schools, for his aid in rating the school plants of Sheridan County. The writer also appreciates the help of the superintendents of the respective high schools of the county, and also the valuable assistance given by Olaf
Aasheim, Sheridan County Superintendent of Schools. He is very grateful to Mrs. Gruhn who did the typing and gave valuable suggestions for this manuscript.

Herman A. Gruhn
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CHAPTER I

Introduction

In making a survey of the secondary schools of Sheridan County, Montana, there were included in the study eight accredited four year high schools. These schools were located in the following towns: Plentywood, Medicine Lake, Westby, Antelope, Comertown, Redstone, Outlook, and Dooley. To give an understanding of the conditions which exist in these schools, it was first necessary to get a historical setting to be used as a background for the actual problems to be investigated. These historical facts were received from the records of the county court house, and also from the records of each school in the county.

A limited number of economic and social conditions were considered in order to give some immediate facts which may have a direct or indirect bearing upon this subject. The remaining topics that were considered deal directly with the problem. A phase of this study dealt with the teaching personnel of the respective high schools. This brought out many facts concerning the educational background, the professional status, and personal characteristics of the individual teachers. These were received through personal interviews with the superintendents of the respective schools. The students of the county were investigated as to their intellectual ability and their achievement of subject matter. The buildings and
equipment were evaluated, and lastly, the approximate location of the students was determined.

In making a survey of this nature it would be most unfair to expose the facts of any particular school. Therefore, schools are represented by numbers in all figures and tables where it is advisable to withhold their identity. Schools will not be represented by the same numbers in all figures and tables.
CHAPTER II

Economic and Social Background

The economic and social background of the county is based upon information received from the records of the superintendents of the respective schools, and also from the records of the county court house. These conditions will perhaps clarify some of the existing school problems.

Sheridan County in 1915 took in all of what is now Roosevelt, Daniels, and Sheridan. This division of territory took place in 1916. All records that were kept for the county of Sheridan prior to this date were of no value for obtaining data for a survey of the present Sheridan County. Due to this fact, all records used for comparison must begin with the year 1917, as this was the first year that any records for the present Sheridan County were kept.

To give an economic basis upon which to compare the cost of education in the county during the present period, to that of all successive years from 1917 through 1936, let us consider the data received from the records of the county superintendent. In 1917, 2½ mills was the levy throughout the county. This levy was not increased until 1919 when a levy of 3 mills was made. The levy continued at this rate through the years until 1928 when it was increased to 5 mills. The levy was kept at this figure until 1932 when it was raised to 9½ mills. This great increase, however, was due to a change in the laws of
the state. The law forced the county to make a general levy for the maintenance of all high schools within its borders. This was to give the poorer districts equal educational opportunities with those of the wealthier districts. Therefore, this great increase in levy cannot be accredited to a large increase in expenditures for education, but rather, to the absorbing of the district levies by the general county high school levy. In 1933, there was again an increase in the levy to 12 mills. In 1934, there was a slight decrease in levy to $11\frac{1}{2}$ mills. This decrease, however, did not continue, as in 1936 there was an abrupt increase to 14 mills, and in 1936 it reached its highest point of 17 mills.

This rapid increase in the high school levy cannot be attributed to the increase of educational expenditures, but also was due to the economic conditions of the county through this latter period. This fact is brought out by the records found in the county treasurer's office. These records show that the assessed valuation of property in 1920 was $28,901,635.00, but decreased abruptly to $19,525,430.00 in 1921. This decrease continued to $17,202,134.00 in 1924. In 1925, it again showed an increase, and continued with an increase until 1931, when it dropped from the figure of $21,376,186.00 in 1930 to $19,357,658 in 1931. There was a gradual decrease until the low point of this sixteen year period was reached. This low point was an assessed valuation of $14,600,685.00 in 1935. In 1936, this figure again raised $150,000. Thus, it is evident, that there
would have to be an increase in levy, even though the educational expenditures remained the same throughout the period, due to the great decrease in assessed valuation during this latter period.

See Table I for a complete record of the assessed valuation during this period.

The high school enrollments through the years from 1920 to 1935 were gradually increasing. Records of the county superintendent show that in 1920, the date of the earliest records, there was a total enrollment of 211, which gradually increased to the high mark of 667 in 1936. Not only did the total enrollment increase, but the educational opportunities increased, as many schools added more years of study to the curriculum. The following comparison illustrates this point. In 1920 there were three four-year high schools, one three-year high school, one two-year high school, and two one-year high schools; whereas, in 1936 all eight schools offered four years of high school training. These facts again show that an increase in levy would be necessary to give proper educational instruction to the high school students of the county.

During the period that the high school enrollment was increasing more than threefold, official records of the county show that the population was decreasing from 13,847 in 1920 to 9,869 in 1930. These were the only two official census records taken of the present Sheridan County, as the official census is taken only every ten years. However, to show that this
### TABLE I

Assessed Valuation of Sheridan County from 1920-1936

<table>
<thead>
<tr>
<th>Year</th>
<th>Valuation</th>
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</thead>
<tbody>
<tr>
<td>1920</td>
<td>$28,901,635</td>
</tr>
<tr>
<td>1921</td>
<td>19,525,430</td>
</tr>
<tr>
<td>1922</td>
<td>17,248,504</td>
</tr>
<tr>
<td>1923</td>
<td>17,673,155</td>
</tr>
<tr>
<td>1924</td>
<td>17,202,134</td>
</tr>
<tr>
<td>1925</td>
<td>20,353,325</td>
</tr>
<tr>
<td>1926</td>
<td>20,139,115</td>
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<tr>
<td>1927</td>
<td>20,260,737</td>
</tr>
<tr>
<td>1928</td>
<td>20,728,496</td>
</tr>
<tr>
<td>1929</td>
<td>21,227,226</td>
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<td>1930</td>
<td>21,376,186</td>
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<tr>
<td>1931</td>
<td>19,357,858</td>
</tr>
<tr>
<td>1932</td>
<td>17,906,589</td>
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<tr>
<td>1933</td>
<td>16,606,015</td>
</tr>
<tr>
<td>1934</td>
<td>16,341,443</td>
</tr>
<tr>
<td>1935</td>
<td>14,600,685</td>
</tr>
<tr>
<td>1936</td>
<td>14,749,021</td>
</tr>
</tbody>
</table>
decrease has been continuing since 1930, records kept by the County Superintendent of Schools showed that the approximate decrease since that date has been about 2.7 per cent each year. This cannot be considered an exact, but only an approximate figure, as the school records do not include all families within the county. This makes an interesting comparison, for during the period when the high school enrollment was increasing, the population was decreasing.

Another interesting fact which perhaps is not pertinent to this study, but is possibly related to the decrease in population, is the comparison between the birth and death rates. Over a period of the last six years, from 1930 to 1936, the mortality rate was high in comparison to the birth rate. According to the official county records over this period, the death rate exceeded the birth rate by 8.5 per cent.

In considering the social background of the people of this county, a survey was made to determine the countries from which their ancestors originally came. People of Scandinavian descent predominated in the county, and those of German descent ranked second. According to the records of the superintendents of the respective schools in the county, there were approximately 52 per cent of Scandinavian, 26 per cent of German, and 10 per cent of English descent. The remaining 12 per cent of the people were principally of Irish, French, and Italian descent. However, this cannot be considered an exact percentage, since only the families enrolled in the respective high schools
were considered.

The principal means of livelihood in the county was small grain farming, and cattle raising. During the past seven years very meager incomes were received from these sources, due to seven consecutive crop failures. The major means of support during this time came from the government relief funds.

Thus, in general, in the last two decades it can be definitely stated that the trend has been for more young people to take advantage of the high school educational opportunities within the county. The number attending high school institutions has more than tripled. However, during this same period, the population was being decreased by more than one-fourth.

During the period of this increased enrollment, there was also an increase in the curriculum offered by the respective schools. The statistics of this chapter show that at the beginning of the period, when the first records of the county were available, all the present high schools were established. Whereas, in 1920 only three of the eight high schools offered four year courses, by 1936 all eight schools had expanded to a full four year curriculum. During this same period, the levy of the county was increased approximately 26 per cent.

The large increase in enrollment is of interest, also when one considers that this section of the country had seven consecutive crop failures during the period from 1929 through 1936.
CHAPTER III
The Teaching Personnel

The data concerning the teaching personnel of the county were received through personal visitations with the superintendent of the respective schools. A questionnaire was presented to them, and was filled out in their presence. The following data apply to the school year of 1936 and 1937.

There were twenty four teachers and eight administrators in the eight high schools of the county. All teachers had Bachelor of Arts Degrees, and in addition to these degrees, eight administrators and twelve teachers had attended one or more sessions of summer school. One administrator had a Master of Arts Degree.

The youngest teacher in the county was twenty two years of age, and the oldest sixty years. Eight teachers, or 33 percent of the teaching personnel of the county, were between the ages of twenty two and twenty five years. Seven teachers were between the ages of thirty one and thirty five years. Three teachers were between the ages of thirty six and forty. Two teachers were between the ages of forty and forty five, and one teacher was over forty five years of age. The average age of the teachers of the county was 28.7 years.

Results of the questionnaire indicate that eighteen teachers and administrators of the thirty two in the county had less than five years of teaching experience. Eight had taught only
one year, and six had taught two years. The remaining fourteen had experience ranging from six to forty years. The average number of years taught by the teachers was 6.9 years. Table II shows a more detailed distribution of the teaching experience of the county. These statistics show that Sheridan County attracted a great number of young teachers.

The salaries of the administrators showed a great variation, as did also the salaries of the teachers, and the salaries of the janitors. In a number of instances the janitors received more salary than did the teachers, and in one instance an administrator received less salary than three janitors. This, however, does not mean that the janitors as a whole were receiving too much for their services, as there was one janitor who received only $450 for nine months service. The average salary of the janitors was $953. Of the three groups, the teachers had the least variation. The lowest paid teacher received $825, whereas, the highest paid teacher received $1440. The median salary of the teachers for the county was $1148.96 per year. There was a wide range of variation in the administrators' salaries. The lowest was $1170, the highest, $2700. This made a difference of $1500 between the two positions.

The Montana Education Association made a study of the salaries of the teachers and administrators throughout the state for this same period. Their survey shows that the lowest paid teacher received $700, the highest, $2400, and the median
TABLE II

Experience of Teachers in County

<table>
<thead>
<tr>
<th>Years of Experience</th>
<th>Number of Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>One year of experience</td>
<td>8</td>
</tr>
<tr>
<td>Two years of experience</td>
<td>6</td>
</tr>
<tr>
<td>Three years of experience</td>
<td>1</td>
</tr>
<tr>
<td>Four years of experience</td>
<td>3</td>
</tr>
<tr>
<td>Six years of experience</td>
<td>4</td>
</tr>
<tr>
<td>A scattered number between seven and forty years of experience</td>
<td>10</td>
</tr>
</tbody>
</table>
salary paid was $1365.67. The lowest paid administrator in
the state, according to the M. E. A. survey, received $1100,
the highest, $5600, and the median salary received was $1960. 1

In comparing these two surveys Sheridan County is con-
siderably below the average of the state. Also, in connec-
tion with the M. E. A. survey, it was suggested that the ad-
ministrator of the school system receive 50 per cent more
than the highest paid teacher under him. According to the
Sheridan County survey the median salary of the administra-
tor was 62% higher than the median salary of the teacher.

Figure 1 shows a more detailed comparison between the
salary of the administrator, the average salary of the teach-
ners, and the salary of the janitor for each school. The
schools are indicated by numbers so that they lose their iden-
tity. These schools will not be represented by the same num-
bers hereafter.

In computing the teacher-pupil load it was found that no
teacher had a higher ratio than 1-30. There were two teach-
ers that had this load. The other teachers' loads ranged from
this figure down to 1-15. The average teacher-pupil ratio for
the county was 1-21.5. These statistics, according to the rec-
ommendations made by the North Central Association, are not too

1. M. E. A. Survey, "Salaries of Teachers and Administra-
2. Ibid., 13.
Correlation of The Average Teacher's Salary With the Salary of the Administrator and Janitor of Each School. The Schools are Represented by Numbers.
high, as they state that the maximum ratio be not greater than 1-30. The average load enabled the teacher to give personal supervision of instruction to each student. This, however, does not mean that each teacher was not working to his full capacity, since it was found in this survey that there was no teacher in the county who was not assigned some extra-curricular activity. The extra-curricular activity which required the services of more teachers than any other, was the coaching of athletics. To this activity eight men and two women teachers gave their services. The activity which ranked second was dramatics. Here the women predominated, with eight women and one man taking charge of this extra-curricular work. Band was also a very popular activity. Seven men were employed in organizing and directing this phase of the school program. Other extra-curricular activities and the number of teachers engaged in each were as follows: five women and two men in glee club and chorus, three women in directing the school paper, and one man in directing Boy Scout activities. According to these statistics every teacher found it necessary to draw upon his former training, or present initiative, in carrying out some activity other than the instruction of academic subjects. Also, it was shown that men in the majority of cases direct athletics and bands, whereas, women han-

In the questionnaire given to the superintendents they were asked to rate their teachers as superior, above average, average, and below average. The results show that according to their ratings six were classified as superior, nine were rated as above average, twelve as average, and five as below average. In making a comparison between the efficiency rating and the number of years of service, it so happened, in this case, that the five teachers with a below average rating had less than six years of teaching experience. One had five years, one had three years, one had two years, and two only one year of experience; whereas, the teachers rated superior had the following number of years of experience: one had forty years, one had ten years, one eight years, two had two years, and one only one year of experience. These statistics might lead to a possible correlation between efficiency and experience.

The study of the colleges and universities from which the teachers and superintendents received their degrees made up another phase of the personnel survey. It was of interest to find that these educators came from institutions located in nine different states. Concordia College at Moorhead, Minnesota led all other schools in having the greatest number of its graduates placed in this county. It was represented by eight graduates, which was one-fourth of the total high school teachers in the county. This college had as many graduates as all the graduates of Montana institutions combined. Graduates of
Minnesota institutions led all other states in the placement of graduates in this county. Their graduates made up a total of more than 40 per cent of high school teaching personnel. Montana State University at Missoula, Montana, ranked second in the placement of graduates in the schools under consideration. This university had a total of five graduates placed, or 16 per cent of the entire number. The graduates of all Montana schools totaled eight, which was 25 per cent of the entire number of graduates coming from Concordia College. The rest of the graduates came from institutions located in the states of the middle and far west. This number constituted eleven teachers, or 35 per cent of the total number of high school teachers within the county. In Table III the institutions from which these teachers came are shown in tabulated form.

In studying the data to determine the reason for so many teachers coming from Minnesota, it was found that in five out of the eight schools the superintendents originally came from Minnesota colleges, and apparently had contacts in their home state to encourage teachers to come to their schools. In the other three schools where superintendents came from colleges not located in Minnesota, it was found that in only two cases did these superintendents select Minnesota teachers. In one instance, it was found that a superintendent who had graduated from Concordia College hired his entire staff from his alma mater. This gives an answer to the unusual incident of so
<table>
<thead>
<tr>
<th>Name of Institution</th>
<th>Number of Teachers</th>
</tr>
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<tbody>
<tr>
<td>Concordia College, Moorhead, Minn.</td>
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</tr>
<tr>
<td>Montana State Univ., Missoula, Mont.</td>
<td>5</td>
</tr>
<tr>
<td>Montana State College, Bozeman, Mont.</td>
<td>3</td>
</tr>
<tr>
<td>N. Dak. State Univ., Grand Forks, N. Dak.</td>
<td>3</td>
</tr>
<tr>
<td>St. Olaf College, Northfield, Minn.</td>
<td>2</td>
</tr>
<tr>
<td>Carleton College, Northfield, Minn.</td>
<td>1</td>
</tr>
<tr>
<td>Northern Teachers, Aberdeen, S. Dak.</td>
<td>1</td>
</tr>
<tr>
<td>Derry College, Springfield, Mo.</td>
<td>1</td>
</tr>
<tr>
<td>Minnesota Univ., Minneapolis, Minn.</td>
<td>1</td>
</tr>
<tr>
<td>Moorhead College, Moorhead, Minn.</td>
<td>1</td>
</tr>
<tr>
<td>Univ. of Iowa, Iowa City, Iowa</td>
<td>1</td>
</tr>
<tr>
<td>Leland Stanford Univ., Palo Alto, Calif.</td>
<td>1</td>
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<tr>
<td>Brigham Young Univ., Provo, Utah</td>
<td>1</td>
</tr>
<tr>
<td>Univ. of Oregon, Eugene, Oregon</td>
<td>1</td>
</tr>
<tr>
<td>St. Mary's, Winona, Minn.</td>
<td>1</td>
</tr>
<tr>
<td>Jamestown College, Jamestown, N. Dak.</td>
<td>1</td>
</tr>
</tbody>
</table>
many teachers being employed from this one college. There is a possibility that more Montana teachers were not employed because so superintendent graduated from a Montana institution.

In making a study of the administration of the county it was found that no school had the offices of the superintendent and principal handled by separate administrators. It was also found that the years the superintendents had spent as supervisors ranged from eighteen to three years. The average period of supervision in the county was 7.25 years. The number of years spent in their present positions ranged from eighteen to one year. The average was 6.75 years. These data indicate that most superintendents in the county started their supervision in their present positions. The ages of the superintendents ranged from forty four to twenty seven years. The average age was 56.5 years. These data, compared with the average age of the teachers, 28.7 years, show that on an average the administrators were eight years older than their teachers.

The amount of time spent on supervision by the superintendents ranged from 7.5 to 3.5 hours per week. The average was five hours per week. This did not include the time spent on administration. There was no correlation between the size of the system and the number of hours devoted to supervision.
CHAPTER IV
Achievements of School Children

In making a county survey, usually the major part of the program is devoted to the achievement and the intelligence quotient of the students of that county. However, in this study, this testing program has made up only a small part of the entire survey. Therefore this portion of the study will not be gone into more deeply than to determine the median intelligence quotient of the respective high schools, to compare these medians with the nation-wide and county medians, and to make a comparison between the different high schools. These intelligence quotient medians will then be compared with the school medians of the achievement tests which were given to determine whether the students of the county were working to their full capacity. Comparisons will be made as to the achievement of the students of one high school with those of another high school by the use of medians and percentile curves of each school.

In this testing program all but one of the high schools of the county cooperated. This is the reason for recording only seven testing groups.

The tests that were chosen to measure the achievement of the students of the county were the Every Pupil Scholarship Tests of the Bureau of Educational Measurements, Kansas State Teacher's College, Emporia, Kansas. This test was chosen be-
cause of its accessibility, and because of its general acceptance in that part of the state. The tests were administered by the superintendents of the respective schools. The courses in which tests were made are as follows: freshman algebra, sophomore English, American history, and senior English. These particular courses were chosen in order to include all grades in high school.

The Kuhlman-Anderson test was chosen for the measurement of the intelligence of the students. This test was chosen because of its prevalent usage throughout the county. Although this test is perhaps not as reliable as other tests for high schools, it was being used by many of the schools for this purpose. A total of three hundred tests were given. The intelligence tests also were given by the superintendents of the respective schools.

In recording the medians of the respective schools, the data show that the lowest median was 102 and the highest, 110. These medians would indicate that the high school students of Sheridan County on an average were above normal.

Besides finding the median of each school, the figures showed that the percentage of students receiving scores higher than the nation-wide median ranged from 60 per cent in one school up to the high of 85 per cent in another school. This would indicate that these students were of at least average intelligence. These data also indicate that some schools had a group of students which ranked higher in intelligence than
other schools.

Figure II represents a curved line percentile graph comparing the results of the testing program of each of the high schools with both the nation-wide and county-wide testing results.

Let us consider the results of the algebra test. In this achievement test the students of Sherico County were above average, as only one school dropped below the nation-wide median. In this particular case, only 20 per cent of the students received scores higher than the nation-wide median, whereas, in this same school 65 per cent of the students ranked above the nation-wide median in their intelligence quotient. On the other hand, one school had all but one of its students receiving scores which were higher than the nation-wide median, whereas 40 per cent of its students received intelligence test scores with a median less than the nation-wide median.

In comparing these two schools, one can readily see that there was something wrong in the instruction of algebra in the former case, as both schools mentioned had about the same number enrolled in their algebra classes, and the student material in both cases was about the same quality. Both schools had comparatively small enrollments. However, considering the county as a whole, one can say that the algebra instruction was at least normal, as this one school, which was mentioned, was the only school which had a median less than the nation-wide.
Kuhlman-Anderson Test Results

PERCENTILE GRAPH

FIGURE II

- Nation-Wide Median Line of 100
- County-Wide Curve
- High School Curves

Percentile Graph

<table>
<thead>
<tr>
<th>Score</th>
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See Figure III for a comparison, by the use of a curved line percentile graph, of the nation-wide, the county-wide, and each high school of the county, in regard to the testing program of algebra.

Again, in sophomore English there was a great variation in scores from different schools. The school which received the lowest in algebra again received the lowest median in sophomore English. It had only 27 per cent of its students receiving higher scores than the nation-wide median, whereas, another school had 88 per cent of its students receiving scores above the nation-wide. There were two other schools besides the last one mentioned that fell into this class of having more than 50 per cent of their students above the nation-wide median. This can be considered average achievement, or perhaps below average.

Figure IV is a percentile graph showing a comparison of the results of the nation-wide, and the county-wide testing program, with those of each of the cooperating high schools of the county in relation to the testing program of sophomore English.

In American History there was only one school that had a median higher than the nation-wide. Fifty four per cent of its students had scores which were higher than this figure, whereas, the lowest ranking school had only 8 per cent of its students with scores higher than the nation-wide median. These results would indicate that their achievement in American Hist-
The Kansas Teacher's College Algebra Test Results

PERCENTILE GRAPH

FIGURE III

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The Kansas Teacher's College Sophomore English Test Results
PERCENTILE GRAPH

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FIGURE IV
ory was not up to the capability of the students, for after all we must bear in mind that these students have proved themselves to be of at least average intelligence.

See Figure V for a comparison of American History testing results by the use of a percentile graph.

Senior English again showed great weakness in achievement, as only two schools had medians above the nation-wide, and one had a median identical with this figure. One school had only 8 per cent of its students receiving scores higher than the nation-wide median, whereas, the school with the highest median was 69 per cent above the nation-wide.

For a percentile graph comparison of the testing results in senior English Figure VI has been constructed.

These test results and comparisons show that in American History and English, a majority of the schools recorded medians below the nation-wide median, and thus more stress should be placed upon these subjects. These data also show that the poor achievement is not necessarily due to poor student material.

See Tables IV and V for a comparison of exact medians, and 25 and 75 percentiles, of the nation-wide and county-wide testing results, with those of each high school in all the above mentioned courses and intelligence tests.

This study also dealt with the retardation and elimination of students. By retardation is meant the percentage of students failing each year. The data for this part of the
The Kansas Teacher's College American History Results

PERCENTILE GRAPH

FIGURE V

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The Kansas Teacher's College Senior English Test Results

PERCENTILE GRAPH

FIGURE VI

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Legend:
- Red: Nation-Wide Curve
- Green: County-Wide Curve
- Black: High School Curves
Comparisons of Schools as to Their Intelligence Quotients and Achievements in Freshman Algebra, Sophomore English, American History, and Senior English. These Comparisons are Made Between the Schools Themselves and the Nation-Wide Medians.

**Kuhlman-Anderson Test Results**

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**Kansas Tchrs. College Algebra Test**

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(Table Cont.)
### TABLE V

Testing Results (Con't.)

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<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
</tr>
</thead>
<tbody>
<tr>
<td>Median</td>
<td>82</td>
<td>93</td>
<td>94</td>
<td>98</td>
<td>74</td>
<td>85</td>
<td>80</td>
</tr>
<tr>
<td>25 Percentile</td>
<td>74</td>
<td>86</td>
<td>87</td>
<td>90</td>
<td>67</td>
<td>76</td>
<td>73</td>
</tr>
<tr>
<td>75 Percentile</td>
<td>95</td>
<td>101</td>
<td>101</td>
<td>106</td>
<td>81</td>
<td>97</td>
<td>93</td>
</tr>
<tr>
<td>Percentage of Students Above</td>
<td>25%</td>
<td>50%</td>
<td>57%</td>
<td>69%</td>
<td>8%</td>
<td>35%</td>
<td>21%</td>
</tr>
<tr>
<td>Median of Nat.</td>
<td>25%</td>
<td>50%</td>
<td>57%</td>
<td>69%</td>
<td>8%</td>
<td>35%</td>
<td>21%</td>
</tr>
</tbody>
</table>
survey were supplied by the superintendents. This was taken for the school year of 1935-1936. The lowest percentage of retardation was 4 per cent and the highest, 15 per cent. Two schools gave the higher figure as indicative of their policy in retardation. In the North Central Association Proceedings a survey was recorded that gave 8 per cent as the figure representing average in regard to retardation. This retardation percentage is identical to that found in the Sheridan County survey.

By elimination is meant the withdrawal of students from school, due to their leaving the community, being expelled, or severing their connection with the school for any other reason. The lowest percentage of elimination was 3 per cent, and the highest was 8 per cent. These data were also taken for the school year 1935-1936. There was no acceleration in the high schools. These percentages show that the elimination is quite uniform throughout the county.

See Table VI for a tabulated record of the retardation and elimination in the respective schools.

---

### Table VI

Practices of Retardation and Elimination of Students in the Respective Schools of Sheridan County

<table>
<thead>
<tr>
<th>Towns</th>
<th>% Retardation</th>
<th>% Elimination</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>2</td>
<td>5</td>
<td>7</td>
</tr>
<tr>
<td>3</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>4</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>5</td>
<td>10</td>
<td>5</td>
</tr>
<tr>
<td>6</td>
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<td>3</td>
</tr>
<tr>
<td>7</td>
<td>15</td>
<td>6</td>
</tr>
<tr>
<td>8</td>
<td>15</td>
<td>8</td>
</tr>
</tbody>
</table>
CHAPTER V

Buildings and Equipment

A general evaluation of the buildings, grounds, and equipment, of the high schools of Sheridan County was made to determine where improvement could best be made in the future planning of new buildings, in the purchasing of new equipment, and in the selection and beautification of school grounds.

This evaluation was made at the time of this survey by W. E. Stegner, at present Superintendent of Miles City Public Schools, Miles City, Montana, and former State High School Inspector. The evaluation chart which he used was the one that was formerly used by the State Department of Public Instruction for the evaluation of all the schools of the state.

In his report concerning the school grounds, it was found that in all cases the accessibility, environment, drainage, and soil of the grounds were either satisfactory or superior. However, in the upkeep and in the selection of the site, there were three schools that were rated barely satisfactory. There seemingly was no excuse for having the upkeep in a barely satisfactory condition. In these three cases the poor condition was merely a matter of negligence, and could be corrected by conscientious effort. In two cases the size and form were barely satisfactory. Improvement could be made along this line in the future planning of the school surroundings. In most cases it was found that the schools did not provide for ample
grounds for recreational activities. In only one instance did a school have sufficient and well planned grounds. It was found that no school grounds in the county were landscaped with shrubs and lawn. This, however, is not wholly the fault of school authorities, but rather, due to the drought conditions and lack of irrigation within the county.

In considering the high school buildings, only two buildings may be considered in the superior group. These were the only two buildings of brick construction. The other six buildings were constructed of wood. One building was found to be in a barely satisfactory condition. Here, the need of general repair and replacement of certain building equipment was great. Two buildings had stairways that were badly in need of repair, and that were too narrow to accommodate the students of the building. Three buildings were badly in need of rearrangement of basement space. One school was attempting to hold classes in the basement rooms that should have been used for storage and stock rooms.

One reason which might be advanced for the condition of the buildings in general is that these poor schools were marking time until the economic conditions of the county would warrant new buildings.

The buildings and grounds are evaluated in detail in Table VII. In this table schools are designated by numbers, but these numbers are different from those used in other charts.

In the evaluation of the service systems of the respect-
### TABLE VII

Rating Chart of High School Buildings and Grounds

(Schools Are Indicated by Numbers)

<table>
<thead>
<tr>
<th>I. High School Grounds</th>
<th>Schools</th>
<th>Schools</th>
<th>Schools</th>
<th>Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Sup.</td>
<td>Satis.</td>
<td>Barely</td>
<td>Unsatis.</td>
</tr>
<tr>
<td>A. Accessibility</td>
<td>1, 2, 5, 8</td>
<td>3, 4, 6, 7</td>
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<td>. . .</td>
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<tr>
<td>B. Environment</td>
<td>4, 5, 6, 8</td>
<td>1, 2, 3, 7</td>
<td>. . .</td>
<td>. . .</td>
</tr>
<tr>
<td>C. Drainage and Soil</td>
<td>5, 8, 1, 2, 3, 4, 6, 7</td>
<td>. . .</td>
<td>. . .</td>
<td>. . .</td>
</tr>
<tr>
<td>D. Upkeep and Site</td>
<td>. . .</td>
<td>2, 3, 5, 6, 8</td>
<td>1, 4, 7</td>
<td>. . .</td>
</tr>
<tr>
<td>E. Size and Form</td>
<td>8</td>
<td>1, 2, 3, 4, 6</td>
<td>5, 7</td>
<td>. . .</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>II. High School Building</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Placement</td>
</tr>
<tr>
<td>1. Orientation</td>
</tr>
<tr>
<td>2. Position on Site</td>
</tr>
<tr>
<td>B. Structure</td>
</tr>
<tr>
<td>1. Type</td>
</tr>
<tr>
<td>2. Recency of Constr.</td>
</tr>
<tr>
<td>3. Entrances</td>
</tr>
<tr>
<td>4. Utilization</td>
</tr>
<tr>
<td>5. Condition</td>
</tr>
<tr>
<td>C. Internal Condition</td>
</tr>
<tr>
<td>1. Stairways</td>
</tr>
<tr>
<td>2. Corridors</td>
</tr>
<tr>
<td>3. Basement</td>
</tr>
<tr>
<td>4. Floors</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>III. Service System</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Heating and Ventilation</td>
</tr>
<tr>
<td>1. Kind</td>
</tr>
<tr>
<td>2. Efficiency</td>
</tr>
<tr>
<td>B. Fire Protection</td>
</tr>
<tr>
<td>1. Apparatus</td>
</tr>
<tr>
<td>2. Fire Prevention</td>
</tr>
<tr>
<td>C. Cleaning</td>
</tr>
<tr>
<td>1. Frequency</td>
</tr>
<tr>
<td>2. Efficiency</td>
</tr>
<tr>
<td>D. Lighting System</td>
</tr>
<tr>
<td>1. Natural</td>
</tr>
</tbody>
</table>
Ive high schools, only one school was found to have an artificial ventilating system. Two schools had superior heating plants, and only one school was found to have an inadequate plant for its system. In considering fire prevention only two schools had adequate fire fighting systems, and these buildings were the only two of brick construction, thus lessening their possibility of catching fire. Protection in five schools consisted of fire extinguishers placed in the hall, and one school had no means of fire protection whatsoever. Thus buildings that had more fire hazards were the least protected, and more effective equipment should be supplied for these schools.

In all but one case the buildings were kept in a satisfactory manner as to cleanliness. The natural lighting system was at least satisfactory in all cases. The artificial lighting system in all but one case was found to be barely satisfactory. Either poor placement of lights, or an inadequate amount of lighting was found. In this department of the service system great improvement could be made. In the electric system, in all but two cases, clocks, bells, and telephones were found to be inadequate or missing entirely.

Only two schools had running water or drinking fountains. All the rest of the six schools either had a pail of water and drinking dipper, or a water container and paper cups. The same condition existed with the toilet systems. Only two had modern facilities, and one was rated unsatisfactory. In five
cases store rooms for the janitors' supplies were found unsatis-
factory. The janitors were not given any specific room in
which to store their supplies, but were required to store them
in any vacant place available. Since this is a problem which
confronts many a school, buildings should be constructed to
provide adequate janitor space.

In looking over the classrooms and study halls, the great-
est weakness was found to be lack of equipment. Only two
schools had satisfactory furnishings. The others showed signs
of the depression. In the administrative rooms better condi-
tions were found. However, weakness was noted in the lack of
supply rooms, and in a vault for containing records. Only two
schools were found to have fire-proof vaults, and two other
schools had no provision made for the disposition of records.
The equipment of the administrative rooms was found to be bare-
ly satisfactory in four cases. Again, economic conditions were
preventing the schools from adequately providing for their ad-
ministrators in regard to supplies and equipment.

The special rooms providing for household arts were lack-
ing in all but two cases. These were the only two schools that
offered such courses. In only one school was there any provis-
ion made for industrial arts. In the latter case, it shows that
the schools were not providing for courses that are so vitally
important to an agricultural district. In five schools no space
was set apart for use as an auditorium. However, they did have
provision made for gymnasiums, either they were connected to the
school or located in the town hall. In three cases where the
gymnasiums were located outside of the school they were found
to be barely satisfactory.

The science laboratories were also numbered with the neg­
lected departments of the school. In five instances the visual
aids and furniture were greatly in need of replacement. No
school was equipped with gas, and only in two schools were the
proper arrangements made for electrical equipment. Three build­
ings had no running water. Only four schools provided a storage
room for scientific supplies. In all cases proper blackboard
space was provided.

In one school the chemicals and apparatus for sciences were
unsatisfactory. Apparently, no attempt was made to purchase
chemicals and supplies to properly teach science courses, al­
though they were a part of the school's curriculum. Two other
schools were found to have supplies which were barely satis­
factory. When economic conditions permit, these poorly rated
schools will require a great deal of added supplies and equip­
ment to bring their science departments up to standard.

School libraries were found to be satisfactory in most
cases in the method of handling the books. However, the size,
arrangement, and provision for bulletin boards were in a major­
ity of cases barely satisfactory. In only three instances was
the furniture found to be satisfactory, and only in four cases
were proper provisions made for records.

To show a more detailed study of the existing conditions
in the service systems of the schools, Tables VIII, IX, X, and XI have been constructed.

In general, it may be said that the schools have been neglecting the replacement of buildings, equipment, and supplies, due mainly to the pressing economic conditions. However, in some cases, which have been mentioned above, negligence and poor management have put certain of these phases in an unsatisfactory class.

In addition to the evaluation of buildings, grounds, and equipment, the date of construction, original cost, insurance coverage, and bonded indebtedness of the schools were investigated. The oldest school building of the county was the one located at Redstone. It was constructed in 1912. Two buildings, namely those of Antelope and Outlook, were built in 1915, and all the rest were of fairly recent construction as they had been built since 1928. Medicine Lake had the most recent structure, built in the summer of 1937. The original costs of the buildings ranged from $75,000 for the Medicine Lake High School, down to $6,000 for the Dooley High School.

All of these buildings were covered by insurance. However, it was found that, if anything, most of the buildings were covered by too high insurance, as in the majority of cases the coverage was either 100 per cent of the original cost of the structure, or very close to this figure. This practice, according to good insurance methods, is a poor business policy, for in case of damage, the insurance paid is never greater than its present
### TABLE VIII

Rating Chart of High School Buildings and Grounds (Continued)  
(Schools Are Indicated by Numbers)

<table>
<thead>
<tr>
<th>Schools Sup.</th>
<th>Schools barely Satis.</th>
<th>Schools Satis.</th>
<th>Schools Unsatis.</th>
</tr>
</thead>
</table>

#### III. Service System (Con)

**D. Lighting System.**
1. Artificial. ... 2 1,3,4,5,6,7,8 ...  

**E. Electric System.**
1. Clock. ... 1,2 ... 8 3,4,5,6,7  
2. Bells. ... 1,2 ... 5,6,7,8 3,4  
3. Telephone ... 2 1 3,5 4,6,7,8  

**F. Water Supply.**
1. Drinking. ... 1,2 3,4,5,6,7,8 ...  
2. Toilet. ... 1,2 3,4,5,6,7,8 ...  

**G. Toilet System.**
1. Adequacy. ... 1,2,6,7 3,5,8 4  
2. Location. ... 1,2 6,7 3,4,5,8 ...  
3. Sanitation. ... 1,2 5,6 3,7,8 4  

**H. Storage System.**
1. Books ... 1,2,4,5,7,8 3,6 ...  
2. Janitor Store-room ... 2,4,5 1,3,5,7,8 ...  
3. Fuel ... 1,2 3,4,6,7,8 5 ...  

**I. Class Room and Study Halls.**
1. Location. ... 1,2 3,4,5,6,7,8 ...  
2. Decorations ... 2 1,3,5,8 4,6,7  
3. Illumination. ... 1,2,3,4,5,6,7,8 ...  
4. Equipment ... 1,2 3,4,5,6,7,8 ...  

**J. Administrative Rooms.**
1. Supt's. Office ... 2 1,4,5,6,8 ...  
2. Principal's Office ... 2 1,4,5,6,8 3,7 ...  
3. Supply Room ... 2 1,5 4,6,7,8 3  
4. Vault ... 2,5 1,8 3,4 6,7  
5. Equipment ... 2 1,5,8 3,4,5,6,7 ...  

**K. Special Rooms.**
1. Household Arts.  
   a. Adequacy of Equipment ... 1,2 ... 3,4,5,6,7,8  
2. Fine and Industrial Arts. ...
TABLE IX

Rating Chart of High School Buildings and Grounds
(Continued)
(Schools Are Indicated by Numbers)

<table>
<thead>
<tr>
<th>Schools Sup.</th>
<th>Schools Satis.</th>
<th>Schools Barely Satis.</th>
<th>Schools Unsatis.</th>
</tr>
</thead>
</table>

III. Service System (Con.)

K. Special Rooms...

2. Fine and Industrial Arts...
a. Adequacy of Equipment...
3. Music...
a. Adequacy of Equipment...
4. Auditorium...
a. Stage...
b. Seats...
5. Gymnasium...
a. Heating...
b. Ventilation...
c. Sanitation...
d. Adequacy of Equipment...

L. Janitorial Service:

1. Attitude...
2. Cooperation...
3. Efficiency...
4. General Appearance

M. Science Laboratories

1. Room Large Enough
   for Class...
2. Visual Aids...
3. Location...
4. Lighting...
5. Furniture...
6. Gas...
7. Electricity...
8. Water Supply...
9. Storage Space...
10. Blackboard Space...
11. Inventory of Apparatus...
### TABLE X

Rating Chart of High School Buildings and Grounds
(Continued)
(Schools Are Indicated by Numbers)

<table>
<thead>
<tr>
<th>III. Service System (Con)</th>
<th>Schools Sup.</th>
<th>Schools Satis.</th>
<th>Schools Barely Satis.</th>
<th>Schools Unsatis.</th>
</tr>
</thead>
<tbody>
<tr>
<td>M. Science Laboratories.</td>
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<td></td>
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</tr>
<tr>
<td>12. Necessary Apparatus for General Science.</td>
<td>...</td>
<td>1, 2, 5</td>
<td>3, 4, 6, 8</td>
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</tr>
<tr>
<td>13. Necessary Chemicals for General Science.</td>
<td>...</td>
<td>1, 2, 3, 5</td>
<td>4, 6, 8</td>
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<td>14. Necessary Apparatus for Biology</td>
<td>...</td>
<td>1, 2, 3, 4, 5</td>
<td>6, 8</td>
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<td>15. Necessary Chemicals for Biology.</td>
<td>...</td>
<td>1, 2, 3, 4, 5</td>
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<td>7</td>
</tr>
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<td>16. Necessary Apparatus for Chemistry</td>
<td>...</td>
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<td>6, 8</td>
<td>7</td>
</tr>
<tr>
<td>17. Necessary Apparatus for Physics</td>
<td>...</td>
<td>1, 2, 5</td>
<td>...</td>
<td>3, 4, 6, 7, 8</td>
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<tr>
<td>18. Necessary Chemicals for Chemistry</td>
<td>...</td>
<td>1, 2, 3, 5</td>
<td>4, 6, 8</td>
<td>7</td>
</tr>
</tbody>
</table>

N. School Library:

1. Adequacy.
   a. Room Large Enough for Students.
   b. Room Accessible to Students.
   c. Shelving.
   d. Periodical Stacks.
   e. Bulletin Boards.
   f. Storage Space.

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
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<td>b</td>
<td>2</td>
<td>8</td>
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<tr>
<td>c</td>
<td></td>
<td></td>
<td>1, 2, 3, 4, 5, 6, 7, 8</td>
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<td></td>
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<td>d</td>
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<td>e</td>
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<td></td>
<td></td>
<td>1, 2</td>
<td></td>
<td>3, 4, 5, 6, 7, 8</td>
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</table>
### TABLE XI

Rating Chart of High School Buildings and Grounds  
(Continued)  
(Schools Are Indicated by Numbers)

<table>
<thead>
<tr>
<th></th>
<th>Schools Sup.</th>
<th>Schools Satis.</th>
<th>Schools Barely Satis.</th>
<th>Schools Unsatis.</th>
</tr>
</thead>
<tbody>
<tr>
<td>III. Service System (Con.)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>N. School Library...</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Adequacy. ....</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>g. Furniture. ....</td>
<td>1, 2, 8</td>
<td>3, 4, 5, 6, 7</td>
<td></td>
<td></td>
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<tr>
<td>h. Accession Record. ....</td>
<td>1, 2, 4, 8</td>
<td>3, 5, 6, 7</td>
<td></td>
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</tr>
<tr>
<td>i. Classification ....</td>
<td>1, 2, 3, 4, 6, 8</td>
<td>5, 7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>k. Catalogue ....</td>
<td>1, 2, 3, 4, 8</td>
<td>5, 6, 7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>l. Arrangement ....</td>
<td>1, 2, 8</td>
<td>4, 5, 6, 7</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>m. Charging System ....</td>
<td>1, 2, 3, 4, 5, 6, 7, 8</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>n. Discharging System ....</td>
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<td></td>
<td></td>
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<tr>
<td>o. Care of Overdue Books ....</td>
<td>1, 2, 3, 4, 5, 6, 7, 8</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>p. Inventory ....</td>
<td>1, 2, 3, 4, 5, 6, 7, 8</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>q. Withdrawing System ....</td>
<td>1, 2, 3, 4, 5, 6, 7, 8</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>O. Records and Reports</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Housing ....</td>
<td>2</td>
<td>1, 3, 4, 5, 6, 8</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>2. Adequacy ....</td>
<td>2</td>
<td>1, 3, 4, 5, 6, 8</td>
<td>7</td>
<td></td>
</tr>
</tbody>
</table>
value. With this thought in mind, money could be saved by the respective districts.

The total bonded indebtedness of all the districts in the county was $83,500. Only two school districts were free of bonded indebtedness. The highest indebtedness, which amounts to $30,000, was held by Plentywood. Medicine Lake had the second high indebtedness, $24,000. The others ranged from $12,000 to $4,000. The total bonded indebtedness was 39 per cent of the total original costs of the buildings. Table II expresses in tabulated form the date of construction, original cost, amount of insurance, and bonded indebtedness on the buildings in the county in 1936.

The above bonded indebtedness may be extremely high in considering the total valuation of the buildings in the county, but the districts which have the greater share of the bonded indebtedness have practically new buildings. Thus, these districts will not be required to replace their buildings for some time. On the other hand, the districts which are in need of new buildings have no bonded indebtedness, or very little. This makes it possible for these districts to make a replacement of buildings when economic conditions permit.
<table>
<thead>
<tr>
<th>Antelope</th>
<th>1915</th>
<th>$15,000</th>
<th>$14,500</th>
<th>None</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comertown</td>
<td>1929</td>
<td>8,000</td>
<td>7,000</td>
<td>$4,000</td>
</tr>
<tr>
<td>Dooley</td>
<td>1930</td>
<td>6,000</td>
<td>6,000</td>
<td>5,500</td>
</tr>
<tr>
<td>Medicine Lake</td>
<td>1937</td>
<td>75,000</td>
<td>75,000</td>
<td>24,000</td>
</tr>
<tr>
<td>Outlook</td>
<td>1915</td>
<td>45,000</td>
<td>10,000</td>
<td>12,000</td>
</tr>
<tr>
<td>Plentywood</td>
<td>1932</td>
<td>60,000</td>
<td>50,000</td>
<td>30,000</td>
</tr>
<tr>
<td>Redstone</td>
<td>1912</td>
<td>12,000</td>
<td>12,000</td>
<td>None</td>
</tr>
<tr>
<td>Westby</td>
<td>1936</td>
<td>20,000</td>
<td>18,000</td>
<td>8,000</td>
</tr>
</tbody>
</table>

Total Building Valuation for County: $211,000
Total Bonded Indebtedness of Districts: $83,000
CHAPTER VI
Transportation and Location of Students

The information concerning the location and percentage of transport students was received from the superintendents of the respective high schools of the county. This was included in the survey to help determine whether or not there is an overlapping of territory served by the different high schools. Much has been said about the consolidation of school districts, and this study may help determine if this is justifiable, and, if so, what high schools are to be eliminated.

The transportation question has so much to do with the reorganization of districts that data concerning this topic were received from the superintendents. It was found that 55 percent of the students of the county traveled three miles, or more, to their schools every school day. Antelope had the highest percentage of transport students, as 85 percent of their entire enrollment was made up of this type of student. Plentywood and Dooley had the lowest percentages, as each had 45 percent of its students in this class.

The greatest overlapping of districts was found between the towns of Jomertown, Dooley, Antelope, and Plentywood. One, or at the most, two high schools could adequately serve this territory.

Table XIII shows in detail the percentage of transport students. Figure VII shows the approximate location of each tran-
TABLE XIII

Percentage of Students From Each School Living Outside The Three Mile Limit

<table>
<thead>
<tr>
<th>Schools</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plentywood</td>
<td>45</td>
</tr>
<tr>
<td>Medicine Lake</td>
<td>70</td>
</tr>
<tr>
<td>Antelope</td>
<td>83</td>
</tr>
<tr>
<td>Outlook</td>
<td>50</td>
</tr>
<tr>
<td>Westby</td>
<td>46</td>
</tr>
<tr>
<td>Comertown</td>
<td>50</td>
</tr>
<tr>
<td>Dooley</td>
<td>45</td>
</tr>
<tr>
<td>Redstone</td>
<td>50</td>
</tr>
</tbody>
</table>
FIGURE VII

Location Map of High School Students of Sheridan County

- Plentywood... Number 1  o Westby... Number 5
- Medicine Lake... Number 2  z Comertown... Number 6
- Antelope... Number 3  e Dooley... Number 7
- Outlook... Number 4  o Redstone... Number 8

* The number of students within the three mile limit.

The circles indicate the location of the towns and the boundaries of the three mile limit. The number in the circles indicates the town.
sport student, and the high school which he attended. It can be seen by this figure that there is an overlapping.
CHAPTER VII
Conclusions and Recommendations

There are definite conclusions and recommendations that can be made concerning the high schools of Sheridan County. They are an outgrowth of the data and discussions presented in the body of this survey.

1. The levy of the county has doubled in the last decade, whereas, the assessed valuation of property has greatly decreased.

2. Since 1920 the high school enrollments have more than tripled, and the schools of the county have expanded from three four-year high schools to eight four-year high schools.

3. During the same period when the high school enrollments were increasing more than threefold, the population of the county was decreasing.

4. Students of Scandinavian descent predominated in Sheridan County high schools, and those of German descent ranked second.

5. The majority of teachers began their professional careers in their present positions.

6. The variation in the salaries of janitors was too great. A wage scale for these salaries should be put into effect, that would assure all janitors of receiving just compensation for their labor.

7. The salaries for administrators and teachers should be
adjusted to a more reasonable level, and in no instance should a teacher or administrator receive less salary than a janitor.

8. The teacher-pupil load of the county was not too high as compared with the North Central Association standards.

9. All teachers of the county were assigned to extra-curricular work. Men were mainly directing athletics and bands; whereas, women were directing vocal music and dramatics.

10. Teacher training requirements in college should force prospective teachers to prepare themselves for the teaching of some extra-curricular activity.

11. A majority of teachers in the county had attended Minnesota institutions, apparently because their superintendents originally came from that state, and thereby had contacts there.

12. The children of the county are of at least average intelligence.

13. Stress must be placed upon the improvement of grammar and history, as the county-wide medians were noticeably below the nation-wide.

14. There should be more attention given to reducing retardation in the schools of the county.

15. Fire protection for the majority of the schools is not satisfactory. This should be improved by adding more effective equipment.

16. The artificial lighting systems of the schools of the county were found to be below standard. Great improvement could be made in this department with little expense to the schools
by making a study of the placement and the number of lights in each room.

17. The insurance of school buildings on an average is too high as it represents in most cases 100 per cent, or close to this figure, of the original costs of the buildings. This is poor business practice as insurance when paid, in case of destruction, is never more than the present valuation of the building.

18. In the majority of cases furniture and equipment for the teaching of science is not satisfactory. In those cases up-to-date furniture and apparatus should be purchased in order to make the courses in science more effective.

19. Courses in industrial arts and home economics should be added to the curriculum of the schools, as they are important to an agricultural district.

20. The majority of the students are transport students.

21. There could be a consolidation of several of the high schools of the county, as some schools drew students from the same community. This overlapping is seemingly unnecessary.
BIBLIOGRAPHY


PART I

DIRECTIONS: Look carefully at each question. If it is a true equality, place a plus sign (+) in the parenthesis at the left. If it is not a true equality, put a minus (−) in the parenthesis. Write nothing but the plus or minus. The examples have been correctly marked. (Each of these items counts one point.)

Examples: (+) A. 4x + 5x = 9x.
(−) B. 4y − 6y = 3y.

1. The formula for the perimeter of a rectangle is: A = 2(l + w).
2. 8(x + y) minus −2(x + y) equals 6(x + y).
3. −9 + 4 + 12 − 2 = 5.
4. −8 − 7 = 15.
5. K pounds = 16 K ounces.
6. The numerical coefficient of the term 7x² is 7.
7. ab − (−ab) = −2ab.
8. If a = −1, b = 2, c = −2, then the value of −6a²bc² is −48.
9. In the formula A = s², if s is doubled, A is doubled.
10. \( \frac{0}{7} \) − 1 = −1.
11. x² + 2x = 0 is a quadratic equation.
12. (−3n)(7n⁴) = −21n⁴.
13. −15b = 30, then b = 2.
14. (m²)² = m⁶.
15. The area of a circle whose radius is (x + 4) feet is \( \pi(x + 4)^2 \) square ft.
16. If V = lwh, then h = Vl/w.
17. If S² = 16, then S = 8.
18. If 4 − 2(−4 + x) = 6, then x = 3.
19. (5c)(6c) = 30c.
20. If 2(x + 32) = −112, then x = −25.

21. In the equation \( \frac{x}{y} = k \), if k is a constant and y increases, then x increases.
22. .2 + .7 − .04 − .56 = .30.
23. If 3x + 5(63 − x) = 233, then x = 42.
24. The expression \( a² - 2ab - b² \) is a polynomial.
25. \( \frac{50x}{10} = \frac{x}{5} \).
26. \( \frac{.01}{10} = 0.1 \).
27. −11a = −(−4a) = −7a.
28. −8x⁴y² + 2x²y = −4x²y.
29. \( a² + ab + b² \) is a perfect square.
30. The difference between any two numbers is represented by x/y.
31. The sign of the sum of an even number of negative terms is positive.

PART II

DIRECTIONS: For each of the following items there are several answers. Only one of these is correct. Decide which is the correct answer and write the number before it in the parenthesis at the left. Note carefully the example. The correct answer is "6x." Therefore a "2," the number of this answer, has been placed in the parenthesis. (Each item counts one point.)

Example: (2) 2x + 4x = (1) 6x. (3) 6x. (3) 8x².

32. The formula A = s² is used to find the area of a: 1. circle. 2. square. 3. rectangle. 4. triangle.
33. \( \frac{x}{a} = b \), then \( x = (1) \frac{b}{a} \). (2) \( a \). (3) ab. (4) −ab.
34. In the formula S = 2πhr, if h = 10, \( r = 14 \), then S = (1) 880. (2) 440. (3) 220. (4) 22. \( (\pi = 22/7) \).
35. The formula for the circumference of a circle is: (1) \( c = 2\pi r \). (2) \( c = \pi r \). (3) \( c = \pi r² \). (4) \( c = 2\pi d \).
36. \( ax = b \), then \( x = \frac{1}{a} \) \( ab \). (2) \( \frac{a}{b} \).

37. \(-4(a-b) = (1) -4a-4b.\) (2) \(-4a+4b.\) (3) \(4a+4b.\) (4) \(-4a+b.\)

38. \((-3y^2)^3 = (1) 27y^6.\) (2) \(-3y^6.\) (3) \(-27y^6.\) (4) \(-27y^6.\)

39. \((5x-7y)-(2x+3y) = (1) 3x-4y.\) (2) \(3x-10y.\) (3) \(7x-10y.\) (4) \(7x-4y.\)

40. \((2x^2)(-3xy)(-xy^2) = (1) 6x^4y^2.\) (2) \(-6x^3y^2.\) (3) \(-5x^3y^2.\) (4) \(6x^4y^2.\)

41. \(A = \frac{1}{2} bh\), then \(h = (1) \frac{2b}{A}.\)

42. \(9x+21=5x-23\), then \(x = (1) 11.\) (2) \(1).\) (3) \(-1\). (4) \(-11.\)

43. \(5x-2(x+3) = 5(x-6)\), then \(x = (1) 12.\) (2) \(-12.\) (3) \(-18.\) (4) \(18.\)

44. A polynomial which contains two terms is \(a: 1.\) trinomial. 2. monomial. 3. binomial. 4. formula.

45. \((2a+b)(a-2b) = (1) 2a^2-3ab-2b^2.\) (2) \(2a^2-2ab-2b^2.\) (3) \(2a^2-ab+2b^2.\) (4) \(2a^2+5ab-2b^2.\)

46. \((x-y)^2 = (1) x^2-2xy+y^2.\) (2) \(x^2+y^2.\) (3) \(x^2+2xy+y^2.\) (4) \(x^2-y^2.\)

47. \(3a + 7 = 2a\), then \(a = (1) -20.\) (2) \(5).\) (3) \(-5.\) (4) \(20.\)

48. The factors of \(2a^3-a^2\) are: (1) \(2a^3-a^2.\) (2) \(a^2(2a-1).\) (3) \(2a(a^2-a).\) (4) \(2a^2(a-1).\)

49. The prime factors of \(ax^2-ay^2\) are: (1) \(a(x^2-y^2).\) (2) \(a(x+y)(x-y).\) (3) \(a(x-y)(x+y).\) (4) \(a(x+y)(x+y).\)

PART III

DIRECTIONS: On the blank at the left write the word, term, or number which has been omitted where the stars (****) are placed (Each item counts one point.)

50. If \(n\) apples cost \(c\) cents, one apple will cost **** volts.

51. If two numbers are multiplied together, the result is called a (an) ****.

52. The number above the line of the fraction is called the ****.

53. If two numbers are added together, the result is called a (an) ****.
EVERY PUPIL SCHOLARSHIP TEST
January 12, 1937
Bureau of Educational Measurements
Kansas State Teachers College, Emporia
AMERICAN HISTORY
Grades XI-XII
By Della A. Warden, E. J. Calkins, Forrest Frease, and LaVerna Wharton, Teachers College
Emporia, Kansas

PART I

DIRECTIONS: Each of the statements of this test has several completions listed with it. In the parenthesis before each completion, place a plus (+) if it makes the statement true and a minus (—) if it makes it false. There may be more than one correct answer. Each parenthesis must contain a plus or a minus. The sample has been correctly marked.

Example:
Captain John Smith was a leader in the Jamestown settlement who:

(—) 1. Advocated the “Common Store House” plan.
(+ ) 2. Made the settlers work.
(—) 3. Explored westward to the Mississippi.
(+ ) 4. Saved Jamestown from starvation.

I. Exploration and colonization in the New World:

1. Were started as the result of a need for a new route to India.
2. Were carried on co-operatively by Spain and England.
3. Increased the wealth of Spain.
4. Ceased for a time because of the “Line of Demarcation.”
5. Were carried on by European nations in accordance with their belief in mercantilism.
6. Resulted from the overpopulation in European nations.
7. Developed from the competition between European nations for raw materials in new lands.
8. Were supported by individuals as business enterprises.

II. The colonial governments:

9. Started with the first meeting of the Virginia House of Burgesses in 1619.
10. Were the same in all colonies.
11. Formed their first union in protest to English oppression.
12. Could co-operate more easily than can the states in 1937, because they were united by a common desire for a strong central government.

III. Colonial culture was characterized by:

13. An extensive overseas commerce.
15. Inadequate land communication.
17. Tax-supported public schools everywhere.
18. Toleration in religion.

IV. The French colonies in America:

21. Were lost as a result of the French and Indian Wars.
22. Aided the English colonies in their war for independence.
23. Were considered as storehouses of wealth to be used for the benefit of France.
24. Were to be found in Canada and along the Mississippi River.

V. An important factor in bringing on the Revolutionary War was:

25. The outcome of the French and Indian War.
26. The effort of George III to abolish Parliament.
28. A general demand of the colonies for independence.
29. The concentration of the opposition to the English government in the New England colonies.
30. The efforts of England to enforce the Molasses Act.
31. Inadequate methods of communication between the colonies and England.
VI. The Declaration of Independence:

( ) 32. Stated the desire "to form a more perfect union."

( ) 33. Was written by Washington.

( ) 34. Stated that "governments are instituted by men, deriving their just powers from the consent of the governed."

( ) 35. Accused the King of England of injustices.

( ) 36. Was written at a congress called expressly for that purpose.

VII. The Articles of Confederation failed because:

( ) 37. There was no effective means of enforcement.

( ) 38. Not all of the colonies joined the Confederation.

( ) 39. It was necessary to have a unanimous vote on important measures.

( ) 40. Great Britain refused to recognize them.

VIII. A problem confronting the makers of the Constitution was:

( ) 41. The right of Congress to regulate agriculture.

( ) 42. Satisfying the interests of both large and small states.

( ) 43. The relative powers of state and federal governments.

( ) 44. Providing for a system of checks and balances among the branches of the federal government.

( ) 45. Providing for universal suffrage.

( ) 46. Regulation of imports and exports.

( ) 47. Apportionment of representatives.

( ) 48. Securing congressional control over industry.

( ) 49. The question of increasing the power of the federal government.

( ) 50. Raising revenue through property taxation.

IX. Hamilton's financial policy included:

( ) 51. Payment of all debts incurred by the earlier congresses.

( ) 52. Assumption of the debts incurred by the several states during the Revolution.

( ) 53. Printing paper money to pay debts.

( ) 54. Establishment of a national bank.

X. The Tariff of 1816:

( ) 55. Was the first "protective tariff."

( ) 56. Was passed in order to aid the manufacturing industries built up during the War of 1812.

( ) 57. Was passed to encourage industrial development in the United States.

( ) 58. Prevented foreign competition with manufacturers in the United States.

XI. An effort to nullify a Federal act:

( ) 59. Was the "Whisky Rebellion" as a protest against payment of an excise tax.

( ) 60. Was the Kentucky and Virginia resolutions as protests against the Alien and Sedition laws.

( ) 61. Was Georgia's Proclamation as a protest against the purchase of Louisiana.

( ) 62. Was the Hartford Convention as a protest against acts of the federal government in the War of 1812.

( ) 63. Was the New England resolutions as a protest against judicial review.

( ) 64. Was South Carolina's Ordinance against the "Tariff of Abominations."

( ) 65. Showed that the people were unpatriotic.

( ) 66. Was supported by John C. Calhoun.

XII. The movement of the pioneers toward the frontiers of the West:

( ) 67. Was at a standstill between the time of the War of 1812 and the Civil War.

( ) 68. Was accelerated by monetary subsidies from the Federal Government to the pioneer.

( ) 69. Included many unemployed laborers.

( ) 70. Took place only in the North.

( ) 71. Created a strong feeling of democracy.

( ) 72. Meant that there would arise a demand for adequate means of transporting products to market.

( ) 73. Was aided by the construction of the Erie Canal.

( ) 74. Included the Mormon migration beyond the boundaries of the United States, which was motivated by the desire for religious liberty.

( ) 75. Included the Mormon's proving the practicality of reclamation of desert land.

( ) 76. Was checked by the passage of the Kansas-Nebraska Bill.
XIII. The Ordinance of 1787 provided:

( ) 77. A system of government for the Northwest Territory.
( ) 78. For the admission of new states into the Union.
( ) 79. For the prohibition of slavery in the Northwest Territory.
( ) 80. Free lands for all settlers.

XIV. The Louisiana Territory:

( ) 81. Was bought from Spain.
( ) 82. Included all the territory between the Mississippi River and the Rocky Mountains north of the Rio Grande River.
( ) 83. Opened the way for the expansion to the Pacific.
( ) 84. Was purchased in accordance with Jefferson's belief in a "strict construction" of the Constitution.
( ) 85. Was purchased as a result of the failure of Napoleon's colonial scheme.

XV. Agricultural production:

( ) 86. Was carried on chiefly by slaves in the Jamestown settlement during the time of the domination of John Smith.
( ) 87. Was less important than manufacturing in the colonial period.
( ) 88. Was increased in the South by the invention of the cotton gin.
( ) 89. Of exportable commodities, prior to 1850, was dominated by the cotton and tobacco of the South.

XVI. The Foreign Policy of the United States:

( ) 90. For the first fifty years was one of non-aggression.
( ) 91. Has been characterized by a desire for "freedom of the seas."
( ) 92. During the War of 1812 was in accordance with an alliance with France.
( ) 93. Was highly successful in the Jay Treaty in settling boundary disputes with Great Britain.
( ) 94. As stated by Monroe, warned European nations that the Western Hemisphere was not open to further colonization.
( ) 95. Led to a war with England over the Oregon Territory.
( ) 96. Was successful at the close of the Revolutionary War in obtaining immediate economic recognition by Great Britain.

XVII. The "Spoils System":

( ) 97. Was a method of appointing officials regardless of political belief.
( ) 98. Is a merit system of appointment of officials.
( ) 99. Involves the idea that "to the victor belongs the spoils."
( ) 100. Has been used in both state and federal governments.

XVIII. The Territory of Texas:

( ) 101. Was bought from Mexico.
( ) 102. Was admitted as a state as a result of the Compromise of 1850.
( ) 103. Was valuable chiefly because of her rich supply of gold.
( ) 104. Became a slave state.

XIX. Slavery was:

( ) 105. Abolished by the Missouri Compromise in all land obtained by the Louisiana Purchase.
( ) 106. Admitted in California as a result of the Compromise of 1850.
( ) 108. Declared illegal by the Dred Scott decision.
( ) 109. Opposed by the North on purely humanitarian principles.
( ) 110. Seen to be economically unprofitable by the South in 1850.
( ) 111. Responsible for England's partiality to the South in the Civil War.
( ) 112. Regarded in the United States as a morally and economically desirable condition in 1780.
( ) 113. A political problem by 1830 in the United States.

XX. Prior to the Civil War, the South:

( ) 114. Was more industrialized than the North.
( ) 115. Had more railroads than the North.
( ) 116. Had a majority of the military leaders.
( ) 117. Had a larger white population than the North.
XXI. The cultural growth of the United States during the first half of the 19th century is characterized by:

( ) 118. The construction of railroads in the East.
( ) 119. A decreasing tide of immigration.
( ) 120. The rise of capitalism as a result of the factory system.
( ) 121. A rapid extension of suffrage.
( ) 122. The development of organized labor.
( ) 123. Free land in the West.
( ) 124. The rapid development of agricultural machines.

PART II

DIRECTIONS: Write the number of the item which occurred longest ago in the parenthesis at the left.


PART III

DIRECTIONS: From the list of answers in Column II select the name which matches each item of Column I, and write the number of the answer in the parenthesis at the left of the item. The example has been correctly marked.

Example: (11) Inventor of the reaper

Column I                               Column II

( ) 135. Strongly opposed the national bank
( ) 136. American representative to France who obtained the first commercial treaty
( ) 137. Credited as the inventor of the first successful steamboat
( ) 138. Founder of Rhode Island
( ) 139. Man known as the “Great Compromiser”
( ) 140. Foreign ambassador to Holland and last Federalist president
( ) 141. Credited as first man to lay an Atlantic cable
( ) 142. Secretary of State who negotiated the treaty with Great Britain settling the dispute over the Maine boundary
( ) 143. Father of the American short-story
( ) 144. First Secretary of the Treasury
( ) 145. The governor of New York who was largely responsible for building the Erie Canal
( ) 146. Man who first declared federal laws unconstitutional
( ) 147. Great English statesman who supported the American resistance to many of the English Parliamentary acts
( ) 148. First woman to be a member of a president’s cabinet
( ) 149. Founder of Standard Oil Company
( ) 150. Massachusetts educator who agitated for tax-supported public schools

1. Adams
2. Clay
3. Clinton
4. Emerson
5. Field
6. Franklin
7. Fulton
8. Hamilton
9. Harrison
10. Jackson
11. McCormick
12. Madison
13. Mann
14. Marshall
15. Perkins
16. Pitt
17. Poe
18. Rockefeller
19. Webster
20. Williams
DIRECTIONS: Read the directions for each part and follow them. Answer easy items first; return to others later. You will have exactly 40 minutes.

Barrett-Ryan English Test
For Grades IX-XII
FORM V (Revised)
By E. R. Barrett, Teresa M. Ryan, and H. E. Schrammell
Kansas State Teachers College
Emporia, Kansas

Name ................................................................. Age .............................. Grade ............................
School ................................................................. Teacher ............................
Town ............................................................... State .............................. Date ............................

I. Punctuation

DIRECTIONS: In each of the following sentences one or more of the punctuation marks are enclosed in brackets. If the punctuation enclosed in brackets is correct, make a plus sign (+) in the parenthesis before the sentence. If any punctuation mark in brackets is not the correct mark for the place, make a minus sign (—) in the parenthesis.

( ) 1. Hours before the door opened[,] a large crowd of people had gathered in the street.
( ) 2. To help in the charity drive[,] the mayor appointed several committees.
( ) 3. Twenty-three is one-fifth of one hundred[—]fifteen.
( ) 4. Mary was always late to class[,] however early her mother called her.
( ) 5. Who is the new clerk in the drug store[,] I saw him last night.
( ) 6. When you saw Smith, did you really say, “I shall not sell my house”[?]?
( ) 7. We can wait no longer[,] for the bus has probably taken the other route.
( ) 8. A man[,] carrying a revolver[,] always arouses suspicion.
( ) 9. “The books are on your desk,” said Jane[,] “I put them there.”
( ) 10. “You left them on his desk,” replied John[,] “not on my desk, as you thought.”
( ) 11. The hour being late[,] we decided not to wait for the picture show.
( ) 12. Having bought our tickets, we left Jefferson City[,] at once for Springfield, Missouri.
( ) 13. The father said, “It[—]s too late for him to go.”
( ) 14. Henry had only a month[,]s training before he entered the meet.
( ) 15. Frances[,] realizing her mistake[,] returned and apologized.
( ) 16. Our new library[,] in which we have many new books[,] is the best high school library in the state.
( ) 17. During August[,] 1936[,] we attended the exposition in Dallas.
( ) 18. All of the girls[,] who had been in the play the night before[,] were late to school.
( ) 19. “What a long, tiresome journey we had[!]” sighed Alice.
( ) 20. Some people waited[,] but most of them left.
( ) 21. The speaker was late[,] in fact he was an hour late.
( ) 22. The woman was well[——]dressed, tall, and stately looking.
( ) 23. One must remember that there are not two t[—]s in Cincinnati.
( ) 25. Your brother is a tall, well[——]dressed man.
( ) 26. I saw him standing in front of the house[,] where his uncle now lives.
( ) 27. One must have two years[,]s experience to get a teaching position in Wellsville.
( ) 28. “The coach gave me tickets for the game,” said James[,] “he meant one of them for you.”
( ) 29. “Well, I’m going,” said John[,] “if you give me the ticket.”
( ) 30. “Here it is,” replied James. “Will you be ready soon?” “I shall wait for you.”
II. Capitalization

DIRECTIONS: Make a plus sign in the parenthesis before each sentence in which the capital letters are correctly used. Make a minus sign in the parenthesis before each sentence that has in it a capital letter where a small letter should be used, or a small letter where a capital should be used.

( ) 31. We saw a new Persian rug on the floor and beautiful china dishes on the table.

( ) 32. On the table was the Morroco-bound book, a copy of "The Iliad."

( ) 33. During Queen Victoria’s reign Mr. Disraeli became prime minister in England.

( ) 34. In our high school, grammar is more difficult than French for our freshmen.

( ) 35. My uncle told me Father and Sister will be with us Christmas.

( ) 36. The last railroad built through our county was the Santa Fe, an important road in the southwest.

( ) 37. Lawrence Avenue crosses Rommr Street, two blocks west of the New York Life Building.

( ) 38. Whom did the President appoint as an Associate Justice in Mr. Taft’s place?

( ) 39. The Senate has already confirmed the appointment of Chief Justice Smith for the Supreme Court.

( ) 40. Many boys from Sumner County hope to attend a University this year.

III. Dictionary

DIRECTIONS: In each of the following sentences a word is enclosed in brackets. If this word is the correct word for the place, make a plus sign in the parenthesis before the sentence. If the word is not the correct one, make a minus sign in the parenthesis before the sentence.

( ) 41. Who has [hung] the clothes on the line?

( ) 42. The dress had caught on the fence and was [tore].

( ) 43. Had the water in the car [froze] last night when you went to the garage?

( ) 44. The debaters were all [chosen] from the senior class.

( ) 45. After the rain the men [drug] the roads.

( ) 46. When he had [come] up to the house, he spoke to my father.

( ) 47. The squirrel [climb] to the very top of the tree.

( ) 48. Have the robins and bluebirds [flew] south yet?

( ) 49. His coat was all [wore] out.

( ) 50. In the belfry the bell [swang] to and fro.

( ) 51. The woman [wring] the water out of the clothes.

( ) 52. The bread has [risen] to the top of the pan.

( ) 53. Has your father really [saw] your new car?

( ) 54. The papers have [laid] scattered about on the table.

( ) 55. The boys [chose] James to be captain.

IV. Grammatical Forms

DIRECTIONS: FIRST. In each even-numbered sentence one word is enclosed in brackets. If the word is the correct form to be used, make a plus sign (+) in the parenthesis. If the word is incorrect, make a minus sign (−) in the parenthesis.

SECOND. After you have decided whether the word used is the correct or incorrect form, read the three reasons given in the following odd-numbered item. In the parenthesis before the reasons, write the number of the reason which is correct for the form that should be used.

( ) 56. [Do] either of you know where Smith lives?

( ) 57. The form to be used should be:
1. plural number, to agree with “you.”
2. “do,” to agree with the subject.
3. “does,” singular number, to agree with “either.”

( ) 58. “In Memoriam” is one of the best poems that [were] written by Tennyson.

( ) 59. The form to be used should be:
1. plural number, to agree with “that.”
2. singular number, to agree with “that.”
3. singular number, to agree with “one.”

( ) 60. Did you know that all [we] girls were here?

( ) 61. The form to be used should be:
1. objective case, object of “all.”
2. objective case, object of “know.”
3. nominative case, subject of “were.”

( ) 62. The boys asked [whoever] they saw were standing near the gate to come into the game.

( ) 63. The form to be used should be:
1. nominative case, subject of “were standing.”
2. objective case, object of “saw.”
3. objective case, object of “asked.”

( ) 64. Accidentally I let the knife slip and cut [myself].

( ) 65. The form to be used should be:
1. nominative case, to agree with “I.”
2. “me,” objective case, object of “cut.”

( ) 66. I shall vote for [whichever] you say is the better man.

( ) 67. The form to be used should be:
1. nominative case, subject of “is.”
2. objective case, object of “say.”
3. objective case, object of “for.”

( ) 68. Is it true that all of [we] four were called into the office?

( ) 69. The form to be used should be:
1. nominative case, subject of “were called.”
2. nominative case, to agree with “four.”
3. objective case, object of “of.”

( ) 70. They referred the case to the coach, [whom] they thought fair in his decisions.

( ) 71. The form to be used should be:
1. nominative case, to agree with “coach.”
2. objective case, to agree with “coach.”
3. objective case, object of “thought.”
72. Since the man did not stop, it seemed not to be [tel].

73. The form to be used should be:
1. nominative case, to complete "to be."
2. objective case, object of "to be."
3. objective case, used with an infinitive.

74. I could [easy] taste sugar in the coffee.

75. The form to be used should be:
1. adjective, to modify "I."
2. adjective, to modify "taste."
3. adverb, to modify "could taste."

76. Did you buy one of those coats which [were] on sale yesterday?

77. The form to be used should be:
1. singular number, to agree with "one."
2. singular number, to agree with "which."
3. plural number, to agree with "which."

78. Charles said that either he or his brothers [were] expected to come.

79. The form to be used should be:
1. singular number, to agree with "he."
2. plural number, to agree with "brothers."
3. plural number, to agree with a compound subject.

80. Each of us who are present [sees] what is best for the town.

81. The form to be used should be:
1. "sees," plural number, to agree with subject.
2. "sees," singular number, to agree with "each."
3. "see," plural number, to agree with "us."

82. We shall approve of [whoever] the class decides is elected.

83. The form to be used should be:
1. nominative case, subject of "is elected."
2. objective case, object of "of."
3. objective case, object of "decides."

84. Mrs. Arnold asked Jane and [myself] to come to her house for dinner.

85. The form to be used should be:
1. "myself," reflexive pronoun, referring to speaker.
2. "it," nominative case, subject of "come" understood.
3. "me," objective case, object of "asked."

86. [Us] that are always attentive, the teacher praises.

87. The form to be used should be:
1. "we," nominative case, subject of "are."
2. "us," object of "are."
3. "us," objective case, object of "praises."

88. It was George who told of [my] asking to go.

89. The form to be used should be:
1. possessive case, to modify "asking."
2. nominative case, subject of "asking."
3. objective case, with infinitive, "to go."

90. John was coming, and we thought it to be [him] we heard.

91. The form to be used should be:
1. nominative case, after the verb, "be."
2. objective case, to agree with "it."
3. objective case, object of "to be."

92. To us her voice sounded [pleasant]; yet she often spoke harshly.

93. The form to be used should be:
1. adverb, to modify "sounded."
2. adjective, to modify "sounded."
3. adjective, in predicate with "sounded."

94. We have no idea as to [who] the fastest runner in school is.

95. The form to be used should be:
1. nominative case, in predicate with "is."
2. objective case, object of "is."
3. objective case, object of "to."

96. Mary with her two little playmates [has] been on the porch all afternoon.

97. The form to be used should be:
1. plural number, to agree with "playmates."
2. plural number, to agree with a compound subject.
3. singular number, to agree with "Mary."

98. She has asked me, who [am] not able to go with the others, to go with her.

99. The form to be used should be:
1. "is," third person, singular, to agree with "who."
2. "am," first person, singular, to agree with "who."
3. "are," third person, plural, to agree with "who."

100. [They] whom the child loves, the child obeys.

101. The form to be used should be:
1. nominative case, subject of the verb.
2. objective case, to agree with "whom."
3. objective case, object of "obeys."

102. How do you know it was [we] they saw?

103. The form to be used should be:
1. nominative case, in the predicate with "was."
2. objective case, object of "was."
3. objective case, object of "saw."

104. Each of the boys answered to [their] name as it was called.

105. The form to be used should be:
1. plural number, to refer to "boys."
2. singular number, to refer to "each."
3. singular number, to agree with "name."
DIRECTIONS: In each of the following sentences one of the numbered words is incorrectly used. Write the number of this word in the parenthesis at the beginning of the sentence.

If you think that a sentence has more than one error, indicate only the one that you think is the worst.


111. Many of us [1]suspected that the work was not [2]so [3]effective as it could [4]have been.


DIRECTIONS: In the following letter are fifteen numbered groups of words. Some of these groups make complete sentences; others do not. If the first group is a complete sentence, make a plus sign (++) in the parenthesis to the left, numbered "136." If it is not a complete sentence, make a minus sign (--) in the parenthesis. In like manner, in each numbered parenthesis make a plus sign if the group of words having the same number is a complete sentence, and a minus sign if the group is not.

Dear Mary,

136. [1]I expect you are surprised to hear from me [2]so soon after my leaving you. [137]Why am I [138]writing? [139]Only to tell you what a great surprise I found waiting for me when I arrived [139]home. [140]You never could guess what it is; [141]you couldn't guess it in a week. [142]Don't try. [143]It's a birthday present to me. [144]When you come up to spend the last week of August with me and we go down to the lakes every day, not thinking at all about going back [145]to school. [146]Then, too, we have a new cottage [147]there. [148]Located near Pettibone Lodge, it [149]looks over Lake Melissa. [150]Excellent swimming, water sports of all kinds on that beach in front of our cottage, where we shall spend the [147]week. [148]And every evening a party at the [149]Lodge, to which the cottagers go. [150]Hope you [149]can drive a car, too. [151]If you can't, do learn [152]as much over my next week end as you can.
HIGH SCHOOL RATING CARD

FOR

MONTANA
SECONDARY SCHOOLS

School.......................................................... Date Visited....................................................

Supervisor.....................................................

PUBLISHED UNDER THE DIRECTION
OF
State Department of Public Instruction
GENERAL STATEMENT

This rating card will be used by the high school supervisor when making the official visit, so that some rather definite information can be set before the State Board of Education when high schools are being considered for accrediting. It may be impossible in the limited time spent in each high school to obtain all the information called for on the rating card, but this fact will be given due consideration by the Board.

Besides giving the State Board of Education specific information in regard to each high school it is hoped that the rating card will serve as an incentive to improve secondary schools by means of better buildings, grounds, and equipment; better administration, supervision, and teaching; a finer morale among the student body; and by building up a closer and more sympathetic community cooperation. It has been thought by the State Department of Public Instruction that if a rating card were made out giving definite and specific material things and abstract attitudes and ideals, which are quite universally accepted as requirements for accrediting high schools, that patrons and board of trustees could better know what standards to work toward for their high school. After these requirements are definitely in mind it is hoped that they will be attained, maintained, and raised, as soon as possible, to higher levels of procedure and accomplishment.

It may be too much to expect at this time that any one high school can meet all the items on the rating card with a superior rating.

ELIZABETH IRELAND
State Superintendent of Public Instruction
Rating Card for Montana Secondary Schools

STANDARD 1—THE SCHOOL PLANT, SANITATION, JANITORIAL SERVICE

<table>
<thead>
<tr>
<th>Items</th>
<th>Rating by High School Supervisor</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Superior</td>
</tr>
</tbody>
</table>

A. HIGH SCHOOL GROUNDS
1. Accessibility
2. Environment
3. Drainage and soil
4. Upkeep of site
5. Size and form

B. HIGH SCHOOL BUILDING
1. Placement
   a. Orientation
   b. Position on site
2. Structure
   a. Type
   b. Recency of construction
   c. Entrances
   d. Utilization
   e. Condition
3. Internal conditions
   a. Stairways
   b. Corridors
   c. Color scheme
   d. Basement
   e. Floors

C. SERVICE SYSTEM
1. Heating and ventilation
   a. Kind
   b. Efficiency
2. Fire protection
   a. Apparatus
   b. Fire prevention
3. Cleaning
   a. Frequency
   b. Efficiency
4. Lighting system
   a. Natural
   b. Artificial
5. Electric system
   a. Clock
   b. Bells
   c. Telephone
6. Water supply
   a. Drinking
   b. Toilet
7. Toilet system
   a. Location
   b. Adequacy
   c. Sanitation
<table>
<thead>
<tr>
<th>Items</th>
<th>Rating</th>
<th>Superior</th>
<th>Satisfactory</th>
<th>Barely satisfactory</th>
<th>Unsatisfactory</th>
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</thead>
<tbody>
<tr>
<td>8. Storage system</td>
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<tr>
<td>a. Books</td>
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<td>b. Janitor's storeroom</td>
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<td>c. Fuel</td>
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<td>D. CLASSROOM AND STUDY HALLS</td>
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<td>1. Location</td>
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<td>2. Decorations</td>
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<td>3. Illumination</td>
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<td>4. Equipment</td>
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<td>E. ADMINISTRATIVE ROOMS</td>
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<td>1. Administrative offices</td>
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<td>a. Superintendent's</td>
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<td>b. Principal's</td>
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<td>c. Supply room</td>
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<td>d. Vault</td>
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<td>e. Equipment</td>
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<td>F. SPECIAL ROOMS</td>
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<td>1. Household arts</td>
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<td>a. Adequacy of equipment</td>
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<td>2. Fine and Industrial arts</td>
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<td>a. Adequacy of equipment</td>
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<td>3. Music</td>
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<td>a. Adequacy of equipment</td>
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<td>4. Auditorium</td>
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<td>a. Stage</td>
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<td>b. Seats</td>
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<td>5. Gymnasium</td>
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<td>a. Heating</td>
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<td>b. Ventilation</td>
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<td>c. Sanitation</td>
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<td>d. Adequacy of equipment</td>
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<td>G. JANITORIAL SERVICE</td>
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<td>1. Attitude</td>
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<td>2. Cooperation</td>
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<td>3. Industry</td>
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<td>4. Efficiency</td>
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<td>5. General appearance of buildings</td>
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</table>

Does the high school meet Standard 1 as to:

A. High School Grounds? If not, wherein is the Standard violated?

B. High School Building? If not, wherein is the Standard violated?
C. Service System? If not, wherein is the Standard violated?

D. Classrooms and Study Halls? If not, wherein is the Standard violated?

E. Janitorial Service? If not, wherein is the Standard violated?

Commendation, if any:

Recommendation, if any:

### STANDARD 2—SCIENCE LABORATORIES AND SCHOOL LIBRARY

<table>
<thead>
<tr>
<th>Items</th>
<th>Rating by High School Supervisor</th>
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<tbody>
<tr>
<td></td>
<td>Superior</td>
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<tr>
<td>A. SCIENCE LABORATORIES</td>
<td></td>
</tr>
<tr>
<td>1. Adequacy</td>
<td></td>
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<tr>
<td>a. Room large enough for class</td>
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<td>b. Visual aids</td>
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<td>c. Location</td>
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<td>d. Lighting</td>
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<td>e. Furniture</td>
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<td>f. Gas</td>
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<td>g. Electricity</td>
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<td>h. Water supply</td>
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<td>i. Storage space</td>
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<td>j. Blackboard space</td>
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<tr>
<td>k. Inventory of apparatus</td>
<td></td>
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<tr>
<td>(1) Necessary apparatus for General Science—See page 244, High School Science Course of Study</td>
<td></td>
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<tr>
<td>(a) To what extent necessary apparatus supplied</td>
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<td>(b) To what extent desirable apparatus supplied</td>
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<td>(c) To what extent care is taken of apparatus</td>
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<tr>
<td>(2) Necessary chemicals for General Science—page 245, High School Science Course of Study</td>
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<td>(a) To what extent necessary chemicals supplied</td>
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<td>(b) To what extent desirable chemicals supplied</td>
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<td>(c) To what extent care is taken of chemicals</td>
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<td>Items</td>
<td>Rating by High School Teacher</td>
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<td></td>
<td>Superior</td>
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<tr>
<td>(3) Necessary apparatus for Biology besides that used for General Science—pages 262-3, High School Science Course of Study</td>
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<tr>
<td>(a) To what extent necessary apparatus supplied</td>
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<td>(b) To what extent additional apparatus supplied</td>
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<td>(c) To what extent care is taken of apparatus</td>
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<td>(4) Necessary chemicals for Biology besides those used for General Science—page 263, High School Science Course of Study</td>
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<td>(a) To what extent necessary chemicals supplied</td>
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<td>(b) To what extent additional chemicals supplied</td>
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<td>(c) To what extent care is taken of chemicals</td>
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<tr>
<td>(5) Necessary apparatus for Chemistry—page 288, High School Science Course of Study—General and Industrial</td>
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<td>(a) To what extent necessary apparatus supplied</td>
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<td>(b) To what extent additional apparatus supplied</td>
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<td>(c) To what extent care is taken of apparatus</td>
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<td>(6) Necessary chemicals for Chemistry—pages 290-1, High School Science Course of Study</td>
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<td>(a) To what extent necessary chemicals supplied</td>
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<td>(b) To what extent additional chemicals supplied</td>
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<td>(c) To what extent care is taken of chemicals</td>
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<td>(7) Necessary apparatus for Physics—pages 306-7, High School Science Course of Study—General and Industrial</td>
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<td>(a) To what extent necessary apparatus supplied</td>
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<td>(b) To what extent additional apparatus supplied</td>
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<td>(c) To what extent care is taken of apparatus</td>
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<td>(8) Necessary material for Physiology</td>
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<tr>
<td>(a) To what extent necessary materials supplied</td>
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<td>(b) To what extent care is taken of materials</td>
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<tr>
<td>(9) Other sciences</td>
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<tr>
<td>(a) If other sciences are offered to what extent are necessary apparatus and materials supplied</td>
<td></td>
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<tr>
<td>(b) To what extent care is taken of apparatus and materials</td>
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</tbody>
</table>
B. SCHOOL LIBRARY

1. Adequacy
   a. Room large enough for students
   b. Room accessible to students
   c. Shelving
   d. Periodical racks
   e. Bulletin boards
   f. Storage space
   g. Furniture
   h. Accession record
   i. Classification
   j. Shelf list
   k. Catalogue
   l. Arrangement on shelves
   m. Charging system
   n. Discharging system
   o. Care of overdue books
   p. Inventory
   q. Withdrawing system

Does the school have a full-time librarian? Has she had library training? If not a full time librarian, does the school have a part-time librarian? Has she had library training? Is the library catalogued? How many live books in the library? How many books for literature? for history? for science? for social sciences? for fine arts? for useful arts? for conduct of life? for general reference? Is the library a balanced collection? How many new books have been added or planned to be added this school year? How much has been spent or is planned to be spent for books this school year? For how many periodicals does the school subscribe yearly? Does the school subscribe for a daily paper? Are periodicals from previous years kept in bound volumes?

Does the high school meet the requirements of Standard 2 as to:

A. Science Laboratories? If not, wherein is the Standard violated?

B. School Library? If not, wherein is the Standard violated?

Commendation, if any:

Recommendation, if any:
### STANDARD 3—RECORDS AND REPORTS

<table>
<thead>
<tr>
<th>Items</th>
<th>Rating by High School Supervisor</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Superior</td>
</tr>
</tbody>
</table>

#### A. RECORDS AND REPORTS

1. Housing
2. Adequacy
3. Kinds of records

##### a. Students'
   (1) Registration
   (2) Present enrollment
   (3) Permanent record
      - (a) Scholarship
      - (b) Ability, aptitude, interest, character
   (4) Report card sent to parents...
   (5) Attendance
   (6) Age-grade
   (7) Age-grade progress
   (8) Guidance
      - (a) Educational
      - (b) Vocational
   (9) Standardized tests
      - (a) Intelligence
      - (b) Achievement
      - (c) Aptitude

##### b. Teachers'
   (1) Transcripts of credits
   (2) Recommendations
   (3) Recent academic or professional credits

##### c. General
   (1) Previous years' enrollments
   (2) Schedule of recitations
   (3) Property records
   (4) Routine reports
   (5) Monthly reports
   (6) Yearly reports
   (7) Census of district
   (8) Census of county

##### d. Financial Reports
   (1) Budgets
   (2) Valuation of county
   (3) Valuation of district
   (4) Millage levied
   (5) County treasurer's monthly reports
   (6) Yearly expenditures
   (7) Yearly receipts
   (8) Bonds outstanding

##### e. Textbooks
   (1) Inventory
   (2) Yearly purchases

##### f. Supplies
   (1) Inventory
   (2) Yearly purchases

---

Does the high school meet the requirements of Standard 3?... If not, wherein is the Standard violated?
A. THE HIGH SCHOOL PRINCIPAL

1. Supervisory duties of high school principal. (The most important of his duties) The ability of the principal to:
   a. Formulate and direct a definite plan of classroom instruction.
   b. Keep record of work done by the teacher.
   c. Direct professional study among teachers for improvement of classroom efficiency.
   d. Conduct worthwhile faculty meetings for supervisory purposes.
   e. Conduct conferences with parents and teachers in regard to students' problems involving guidance, scholarship, difficulties or discipline.
   f. Carry on a vocational guidance program among the student body.
   g. Carry on a guidance program to build up a high type of citizenship.
   h. Carry on a guidance program to serve needs of the community.
   i. Carry on an intelligence, achievement, and aptitude testing program for educational guidance.
   j. Obtain work or help for students who are about to drop out of school.
   k. Plan follow-up work with students who are about to drop out of school.
   l. Formulate curricula to serve needs of the community.

2. Administrative duties of high school principal. (Second in importance to supervisory duties). The high school will be stronger if the principal shares his administrative duties with his teachers. The ability of the principal to:
   a. Control and manage all phases of school organization.
   b. Delegate authority to his vice principal, teachers, students, janitor, and office clerk if he has one.
   c. Enforce rules and regulations made by the board of trustees.
   d. Cooperate with the State Department of Public Instruction.
   e. Oversee the buildings, grounds, equipment, apparatus, and supplies.
   f. Prepare and submit reports for needed books and supplies.
<table>
<thead>
<tr>
<th>Items</th>
<th>Rating by High School Supervisor</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Superior</td>
</tr>
<tr>
<td>g. Organize a checking system for books and supplies</td>
<td></td>
</tr>
<tr>
<td>h. Organize school so that teachers are not disturbed during school hours</td>
<td></td>
</tr>
<tr>
<td>i. Plan students' programs and assignments to roll rooms</td>
<td></td>
</tr>
<tr>
<td>j. Oversee registration of students and changes in programs when needed</td>
<td></td>
</tr>
<tr>
<td>k. Oversee issuing of special excuses, checking of tardy and absence excuses</td>
<td></td>
</tr>
<tr>
<td>l. Obtain information when students are not in school</td>
<td></td>
</tr>
<tr>
<td>m. Organize daily attendance report so that it is available to all teachers</td>
<td></td>
</tr>
<tr>
<td>n. Organize the financial affairs of the student body</td>
<td></td>
</tr>
<tr>
<td>3. Attitude toward extra-curricular and extra classroom activities. Ability of the high school principal to direct extra-curricular and extra classroom activities that:</td>
<td></td>
</tr>
<tr>
<td>a. Contribute to the objectives of secondary education</td>
<td></td>
</tr>
<tr>
<td>b. Contribute to educational and vocational guidance</td>
<td></td>
</tr>
<tr>
<td>c. Benefit all of the student body and not a limited few</td>
<td></td>
</tr>
<tr>
<td>4. Attitude of cooperation. Ability of the high school principal to:</td>
<td></td>
</tr>
<tr>
<td>a. Cooperate with the city superintendent and county superintendent</td>
<td></td>
</tr>
<tr>
<td>b. Realize his responsibility to his city superintendent and county superintendent</td>
<td></td>
</tr>
<tr>
<td>c. Understand his teachers' problems</td>
<td></td>
</tr>
<tr>
<td>B. THE HIGH SCHOOL TEACHER OR SUPERVISOR</td>
<td></td>
</tr>
<tr>
<td>1. Classroom instruction. There should be material evidences that actual learning is taking place in the classroom rather than mere reciting of academic facts. Such material evidence may include maps, charts, pictures, graphs, completed projects and problems, experimentations, magazines, reference books, specimens, original stories, poems, friezes, bulletin boards, clippings and kindred materials.</td>
<td></td>
</tr>
<tr>
<td>a. Skill in teaching</td>
<td></td>
</tr>
<tr>
<td>(1) Large aims of course kept in mind</td>
<td></td>
</tr>
<tr>
<td>(2) Specific aims of course kept in mind</td>
<td></td>
</tr>
<tr>
<td>(3) Aim apparent in the procedure of recitation</td>
<td></td>
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<tr>
<td>b. Knowledge of his own and related fields</td>
<td></td>
</tr>
<tr>
<td>(1) Has knowledge of problems under discussion</td>
<td></td>
</tr>
<tr>
<td>(2) Has knowledge of subject taught</td>
<td></td>
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<tr>
<td>(3) Has general knowledge outside of the field taught in other related subjects and current events.</td>
<td></td>
</tr>
</tbody>
</table>
### Items

#### c. Selection of subject matter
1. Selects significant and valuable portions of subject matter for discussion.
2. Recognizes and emphasizes relative values of portions of the texts.
3. Uses materials outside of texts.
4. Gives exact references.
5. Has outside material readily available.
6. Gives evidence that library is used for the class work.
7. Uses with judgment and adeptness the different types of recitation such as:
   - Book study
   - Discussion
   - Lecture
   - Demonstration
   - Laboratory (Experimental)
   - Project and problem
   - Dramatic expression
   - Self-activity
   - Question and answer
   - Topic
   - Unit organization

#### d. Classroom management
1. Promptness in beginning and in closing recitations.
2. Time saved in handling routine.
3. General discipline of the room.
4. Spirit of workmanship prevailing in the room.
5. Provision for different types of ability, aptitudes and interests in class.
6. Provision for supervised and directed study.

#### e. Making assignment
1. General type unit method composed of related problems is used.
2. Problems are given a setting that is significant to the pupil.
3. Problem given is a significant assignment developed in class.
4. Pupils know assignment.
5. Pupils accept the responsibility for completion of the assignment.
6. Teacher shows ability to do more in making the assignment than to announce the number of next pages in the text.

#### f. Questions
1. Systematically plans questions and asks them spontaneously.
2. Leads students to ask questions.
3. Is facile in using questions asked by students.
4. Distributes questions and discussion well among the class.

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<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td></td>
<td>Superior</td>
</tr>
<tr>
<td>(5) Keeps the number of questions asked within good thinking on the part of the class</td>
<td></td>
</tr>
<tr>
<td>(6) Asks questions requiring summaries and organization.</td>
<td></td>
</tr>
<tr>
<td>g. Class participation in recitation</td>
<td></td>
</tr>
<tr>
<td>(1) Has all students of class participate in recitation</td>
<td></td>
</tr>
<tr>
<td>(2) Has all students take part in class discussion among themselves with teacher direction rather than question and answer type of procedure between students, time at a time, and the teacher</td>
<td></td>
</tr>
<tr>
<td>(3) Has student participation rather than teacher domination in recitation</td>
<td></td>
</tr>
<tr>
<td>h. Knowing how students learn</td>
<td></td>
</tr>
<tr>
<td>(1) Encourages self-activity on part of the students</td>
<td></td>
</tr>
<tr>
<td>(2) Secures recitations of good length from students</td>
<td></td>
</tr>
<tr>
<td>(3) Gets students to use major share of recitation time in worthwhile discussions</td>
<td></td>
</tr>
<tr>
<td>(4) Provides adequate motives.</td>
<td></td>
</tr>
<tr>
<td>(5) Proposes problems whose value the students recognize</td>
<td></td>
</tr>
<tr>
<td>(6) Isolates and clinches points to learned</td>
<td></td>
</tr>
<tr>
<td>(7) Recognizes individual differences in ability to learn and to do</td>
<td></td>
</tr>
<tr>
<td>i. Tests</td>
<td></td>
</tr>
<tr>
<td>(1) Makes good essay type examination questions</td>
<td></td>
</tr>
<tr>
<td>(2) Makes good informal type examination questions</td>
<td></td>
</tr>
<tr>
<td>(3) Gets and puts to good use results from standard tests</td>
<td></td>
</tr>
<tr>
<td>(4) Carries on a standard testing and measurement program and gets results therefrom</td>
<td></td>
</tr>
<tr>
<td>2. Cooperation of teacher</td>
<td></td>
</tr>
<tr>
<td>a. Takes supervision kindly</td>
<td></td>
</tr>
<tr>
<td>b. Cooperates with other teachers</td>
<td></td>
</tr>
<tr>
<td>c. Meets the objectives of the school</td>
<td></td>
</tr>
<tr>
<td>d. Uses democratic procedure in classroom</td>
<td></td>
</tr>
<tr>
<td>e. Has friendly attitude toward students</td>
<td></td>
</tr>
<tr>
<td>f. Conducts himself outside of school hours acceptably</td>
<td></td>
</tr>
<tr>
<td>g. Cooperates in community activities</td>
<td></td>
</tr>
</tbody>
</table>

C. HIGH SCHOOL STUDENTS

1. Morale of Student Body                                           |          |              |                    |                |
<p>| a. Loyalty                                                         |          |              |                    |                |
| b. Cooperation                                                    |          |              |                    |                |
| c. Respect for school authority                                   |          |              |                    |                |
| d. Regard for school property                                     |          |              |                    |                |
| e. Response in classroom                                          |          |              |                    |                |
| f. Attitude toward teachers                                       |          |              |                    |                |
| g. General level of scholarship                                   |          |              |                    |                |</p>
<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td></td>
<td>Superior</td>
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<tr>
<td>h. General tone of behavior</td>
<td></td>
</tr>
<tr>
<td>i. Neatness and care of dress and personal appearance</td>
<td></td>
</tr>
<tr>
<td>j. Courtesy and manners</td>
<td></td>
</tr>
</tbody>
</table>

Does the high school meet Standard 4 as to:

A. The High School Principal? If not, wherein is the Standard violated?

B. The High School Teachers? If not, wherein is the Standard violated?

C. Morale of Student Body? If not, wherein is the Standard violated?

Commendation, if any:

Recommendation, if any:

---

STANDARD 5—COOPERATION OF BOARD OF TRUSTEES AND COMMUNITY SPIRIT

<table>
<thead>
<tr>
<th>Items</th>
<th>Rating by High School Supervisor</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Superior</td>
</tr>
<tr>
<td>A. BOARD OF TRUSTEES OR COUNTY HIGH SCHOOL BOARD</td>
<td></td>
</tr>
<tr>
<td>1. Cooperation of Board of Trustees with city superintendent, principal, and county superintendent</td>
<td></td>
</tr>
<tr>
<td>2. Effort put forth to provide the best school possible</td>
<td></td>
</tr>
<tr>
<td>3. Effort put forth to provide for needs of the school</td>
<td></td>
</tr>
<tr>
<td>4. Attitude toward an equitable salary schedule for superintendent, principal, teachers and other school employees of the district</td>
<td></td>
</tr>
<tr>
<td>5. Method of employing superintendent</td>
<td></td>
</tr>
<tr>
<td>6. Method of employing principal</td>
<td></td>
</tr>
<tr>
<td>Items</td>
<td>Rating by High School Supervisor</td>
</tr>
<tr>
<td>---------------------------------------------------------------------</td>
<td>----------------------------------</td>
</tr>
<tr>
<td></td>
<td>Superior</td>
</tr>
<tr>
<td>7. Method of employing teachers.</td>
<td></td>
</tr>
<tr>
<td>8. Attitude toward tenure of superintendent, principal, and teachers.</td>
<td></td>
</tr>
<tr>
<td>9. Desire to follow school law, and regulations made by State Board of Education and Department of Public Instruction.</td>
<td></td>
</tr>
<tr>
<td>10. Desire to offer a curriculum that meets the needs of the community</td>
<td></td>
</tr>
<tr>
<td>11. Progressiveness</td>
<td></td>
</tr>
<tr>
<td>13. Attitude toward the desires of the community</td>
<td></td>
</tr>
<tr>
<td>14. Attitude towards good business practice and ability in school affairs</td>
<td></td>
</tr>
<tr>
<td>15. Ability to manage school finances to keep out of warrant indebtedness</td>
<td></td>
</tr>
</tbody>
</table>

**B. COMMUNITY SPIRIT**

1. Interest in school affairs.
2. Harmony in community as affects the school.
3. Attitude toward tenure of superintendent, principal, teachers, members of board of trustees, and other school employees or officers.
4. Attitude toward providing adequate school support.
5. Attitude toward adequate salary to keep a competent and efficient school faculty.
6. Attitude toward selection of teachers, superintendent, and principal.
7. Attitude toward a modern school system.
8. Cooperation with school and school authorities.

What is the lowest annual salary paid in the high school? The highest? The average for men? For women? What is the annual salary of the superintendent? The principal? What reductions, if any, have been made in the salary schedule during the past year?

Is the community and board of trustees in sympathy with the curriculum including the vocational subjects such as agriculture, manual training, household economics, music and commercial subjects? If not, state what appears to be the objection?

**Does the school meet Standard 5 as to:**

A. Board of trustees or county high school board? If not, wherein is the Standard violated?

B. Community spirit? If not, wherein is the Standard violated?
STANDARD 6—PREPARATION OF TEACHERS

<table>
<thead>
<tr>
<th>Items</th>
<th>Rating by High School Supervisor</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Superior</td>
</tr>
</tbody>
</table>

A. QUALIFICATIONS OF HIGH SCHOOL PRINCIPAL

1. Academic preparation
2. Professional preparation
3. Experience
4. Evidence of professional growth
   a. Recent attendance at university or college
   b. Travel
   c. Knowledge of up-to-date methods, procedures, and techniques gained by study of late publications of books on education or educational magazines

B. QUALIFICATIONS OF HIGH SCHOOL TEACHERS

1. Academic preparation
2. Professional preparation
3. Experience
4. Evidence of professional growth
   a. Recent attendance at university or college
   b. Travel
   c. Knowledge of up-to-date methods, procedures, and techniques gained by study of late publications of books on education or educational magazines

How many classes are taught by teachers who are not teaching in their major fields of preparation?.
Which classes are these?

How many classes are taught by teachers who are not teaching either in their major or minor fields of preparation?.
What classes are these?

How many teachers of academic subjects are there who are not graduates of fully accredited four-year colleges or universities?
Name them.
How many teachers of vocational subjects are there who do not hold secondary state certificates?

Name them ..............................................................................................................................................................................................................

Do all teachers, supervisors, and principals meet the certification requirements? If not, name those who do not.

**Does the high school meet the requirements of Standard 6 as to:**

A. Qualifications of high school principal? If not, wherein is the Standard violated?

B. Qualifications of teachers? If not, wherein is the Standard violated?

**Commendation, if any:**

**Recommendation, if any:**

**STANDARD 7—REQUIREMENTS FOR GRADUATION**

When did the school term begin? When did the school term close? 

Vacation dates? Semester examination dates? 

How many days of actual teaching did the school year include? What was the per cent of attendance? The average number of unexcused tardies per day? What was the minimum length of the recitation period exclusive of the time used in passing of classes? How many minutes per week did the academic period (without laboratory) include? How many minutes of recitation per week did the academic and vocational subjects with laboratory work include? How many minutes of recitation per week did the subjects with no outside preparation include? How many units are required for graduation? How many recommended? Did all seniors who graduated have the four units of credit required by the State Board of Education? What units of credit are required by the local board of trustees for graduation?

**Does the high school meet Standard 7?** If not, wherein is the Standard violated?
**STANDARD 8—THE TEACHING LOAD**

How many students enrolled in the high school? .......... Seniors .......... Juniors .......... Sophomores
Freshmen .......... How many teachers teaching full time? .......... Part time? .......... How much part time is given? .......... How many classes does the principal teach per day? .......... How much time per day does he give to supervision of elementary school work? .......... How many supervisors give full time to high school work? .......... How many supervisors give part time to high school work? .......... How much part time per day? .......... How many clerks give full time to high school work? .......... How many teachers teach four classes per day? .......... Five classes per day? .......... More than five? .......... How many classes with an enrollment of more than thirty (do not include music, glee club, band, orchestra, physical education)? .......... What classes are these? .......... How many classes with an enrollment of less than eight? .......... What classes are these? .......... What is the teacher-student ratio in this school? .......... How many teachers teach more than 150 student-periods per day? .......... Does the high school violate Standard 8? .......... If so, wherein is the Standard violated? .......... Commendation, if any:
Recommendation, if any:

**STANDARD 9—THE PUPIL LOAD**

How many students are carrying more than four unit courses yearly, exclusive of music, drawing, physical training, typewriting, and student activities? .......... Do all of these students rank in scholastic ability in the upper 25% of the student body? .......... Does the high school violate Standard 9? .......... If so, wherein is the Standard violated? ..........
STANDARD 10—EFFICIENCY OF THE ELEMENTARY SCHOOL

Does the elementary school meet the standards with a rating of 90% as set forth for a superior school for school premises, building and equipment? Do the pupils, teachers, principals, and superintendent rate well as to the requirements set forth in Standard 4 for high school students, teachers, and principals? Does the teacher in charge of the eighth grade have two years of normal training beyond the high school, carrying 96 quarter credits or an equivalent amount of college or university work including 16 semester hours in education? Does at least three-fourths of the entire teaching faculty of the elementary department of the system have the above qualifications? Are all teachers regularly certificated? How many days was school in session exclusive of all vacation and holidays? Was the length of term of the rural school located within the district equal to the term of the city school system? If not, explain.

Does the school meet Standard 10? If not, wherein is the Standard violated?

REGULATIONS

Does the high school meet the Regulations? If not, which Regulation is violated?

Commendation, if any:
## ENROLLMENT

<table>
<thead>
<tr>
<th>Number of students enrolled</th>
<th>Seniors</th>
<th>Juniors</th>
<th>Sophomores</th>
<th>Freshmen</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

**Average daily attendance**

**Remarks:**

---

## ACCREDITING

**Rating granted**

**Remarks:**

---

High School Supervisor.