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## The Procedures Used for the Evaluation of the Wilson Memorial High School

Robert Austin McChesney  
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THE PROCEDURES USED FOR THE EVALUATION  
" OF THE  
WILSON MEMORIAL HIGH SCHOOL

Submitted in Partial Fulfillment  
of the Requirements  
of the  
College of William and Mary  
for the Degree  
Master of Education

by  
Robert A. McChesney  
1951

## ACKNOWLEDGEMENTS

The writer would like to acknowledge the efforts of those who made this report possible.

The faculty of Wilson Memorial High School first recognized the need for a study of the pupils and community. The results directed them to recommend the evaluation of the total school program by the use of the Evaluative Criteria.

Mr. Kenneth H. Cleeton of the Department of Education of the College of William and Mary, who was Chairman of the Visiting Committee, encouraged the writer to make this report. He has also given a great deal of time and has made valuable suggestions.

The Advisory Committee which assisted the principal in making plans for the evaluation included the following: H. K. Cassell, Superintendent Augusta County Schools, Claude E. DeHaven, Assistant Principal, Joel R. Davis, Guidance Director, George A. Swartz, Faculty Chairman, and Mrs. Mildred Sublette, Faculty Member.

Acknowledgement is also expressed to Miss Vivian Zimbro and Miss Louise Diehl, the High School Secretaries, for their interest and capable services rendered the writer in typing these materials.

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## CHAPTER I

### INTRODUCTION

Purpose. The purpose of this project is to describe and explain the procedures employed in applying the "Evaluative Criteria, 1940 Edition, Cooperative Study of Secondary Schools Standards, Washington, D. C.," to the Wilson Memorial High School, Fishersville, Virginia.

Justification of the project. The author's primary interest in this project was to provide a basis for gauging the direction which future activities should take in the development of the Wilson Memorial High School. Walter C. Eells, Coordinator of the Cooperative Study, states:

It is not nearly so important where we stand as the direction in which we are going. A poor school which is steadily improving may be more worthy of accreditation than a much better school which is steadily deteriorating. The basis and methods of accreditation should be such as to require interest and participation in the process on the part of the entire professional staff of the school. The basis of accreditation cannot be limited to statistical blanks--it should not be satisfied with being good; it should strive constantly to become better.<sup>1</sup>

The author also believed that from such a project as this other educators who may anticipate a responsibility in

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<sup>1</sup> American Council on Education, Reprinted from The Educational Record Supplement for January, 1938, pp. 7, 8, 10, 11 and 12.

the application of "Evaluative Criteria" to a school might find helpful information regarding procedures that are necessary for a school to evaluate itself.

Sources of data. The data herein presented have been collected from the following sources:

- (1) The minutes of the Wilson Memorial High School faculty meetings
- (2) Local school records
- (3) The author's notes as principal
- (4) The Evaluative Criteria
- (5) The Visiting Committee's report
- (6) Pamphlets, periodicals, and literature in books as listed in the bibliography.

Method. The author collected, analyzed and classified the data after the evaluation had been made. An effort has been made to classify the material used according to the units indicated by the table of contents for the "Evaluative Criteria." This project endeavored to present the procedures used by the Wilson Memorial High School to carry out a program of self-evaluation and has made no attempt to judge these procedures. Also, an effort has been made to review the activities of all staff members including the principal.

Setting of the Study. Early in 1947, through the combined efforts of the Augusta County School Board, the State of Virginia, and the U. S. War Assets Administration, an agreement was reached to organize the abandoned Woodrow Wilson Army General Hospital as the Woodrow Wilson Education Center.

The deed from the War Assets Administration states the Administration "does hereby sell, transfer, assign and deliver unto the County School Board of Augusta County, Virginia, Vendee, the following chattels."<sup>2</sup>

The tract of land deeded to the state and county included 383 acres, buildings, and equipment. Today this Educational Center embraces three individual Educational Institutions: The Wilson Memorial High School, the Woodrow Wilson Regional Technical School, and the Woodrow Wilson Rehabilitation Center.

The state owned and operated area includes the Rehabilitation Center and the Regional Consultation Service Center.

The buildings and land allotted to Augusta County serve the following:

1. Wilson Memorial High School

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<sup>2</sup> See Appendix A, Provisions of Deed.



2. Augusta County Regional Technical School
3. Augusta County School Board Office
4. Augusta County School Library
5. Augusta County School Maintenance Department
6. Augusta County School Garage
7. Swimming pool and recreational facilities which serve the entire county
8. Living quarters for personnel
9. Community cannery
10. U. S. Naval Reserve Center

Augusta County is a large area of approximately 1,006 square miles. Because roads and practical means of transportation were not available it was necessary for Augusta County to maintain a number of small high schools to care for its school population. Early in 1947, there were 10 small secondary-elementary combination schools in the county, but with the acquiring of the former army hospital for a large high school, four of these schools were released for the use of the ever increasing elementary school population and the secondary school components were brought together to form the Wilson Memorial High School.

The Wilson Memorial High School, which serves more than half of the 50,000 people of the county, is located west of Fishersville on Route 250 in Augusta County four miles east of Staunton and six miles west of Waynesboro.

The process of consolidation met very little resistance from patrons and students. Wilson Memorial High School "didn't just happen." As early as 1941, a school building survey was made which recommended:

In view of the above discussion and with the objectives described in mind, the Committee recommends that the School Authorities of Augusta County adopt a program of consolidation to be effected as soon as local conditions and finances permit. The Committee feels that this long-range program of consolidation and reorganization of high school work should be developed in general in the following order:

First Step: That the high schools in the Northeast section of the county, including Weyers Cave, Mt. Sidney, New Hope, a portion of Beverley Manor and a portion of Fishersville be consolidated into a central high school located at some convenient and suitable point not farther than 4 miles from Staunton.<sup>3</sup>

This high school was a result of years of planning on the part of far-seeing educational administrators and parents who were interested in having the best kind of education possible for the children of Augusta County.

The south-eastern section of Augusta County was, at one time, populated by people whose activities were best described as agricultural in nature. However, a recent canvas of pupil cumulative records revealed that industrial plant and small business employees now constitute the largest group of people served by the schools in this area. The Wilson Memorial High School population is predominately

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<sup>3</sup> The School Building Needs of Augusta County, Virginia, March, 1941. A report of the committee appointed by the State Superintendent of Public Instruction to survey the school buildings and recommend a long-range building program to the school officials of Augusta County.

Protestant, with a small minority of Roman Catholic faith. There are very few children of foreign-born parentage in this community. The two cities geographically within the boundaries of Augusta County, namely Staunton and Waynesboro, are not served by the Augusta County Schools, as each of those cities has its own school system.

In 1947, the enrollment of the new Wilson Memorial High School was nine hundred sixty-eight pupils with a faculty of forty-one members. The next session showed an increase of forty-two pupils and six faculty members. In the spring of 1949, the Augusta County School Board decided to bring to Wilson Memorial High School one more small high school pupil group which swelled the total enrollment to one thousand, two hundred twenty-nine and necessitated a faculty of forty-nine members.

The Augusta County School Board has interpreted the results of the consolidation of the five schools to have been sufficiently satisfying to the community which it serves. This interpretation along with the recommendation of the State Board of Education and the two County wide survey committees have led the Augusta County School Board to formulate plans to construct in the near future a large school which will serve the needs of the pupils of the West portion of the County. The Survey Committee, appointed in 1949, had this to say about Wilson Memorial High School:

The committee was favorably impressed with the splendid work that has been done in converting buildings originally constructed for use as a hospital into a modern high school plant. The Wilson Memorial buildings will effectively serve the densely populated area around it for a relatively long time. The site is excellent and the grounds are quite desirable for school uses. There is a limit, however, on the number of pupils who can be properly housed at Wilson Memorial. Some of the available buildings do not lend themselves to conversion for high school purposes. Perhaps the enrollment at Wilson Memorial should never greatly exceed twelve to fifteen hundred pupils unless other buildings are constructed or relatively expensive conversions of available buildings are effected.<sup>4</sup>

Extensive planning went into the problem of transporting some pupils from as far as thirty miles. However, seventy-five per cent of the student body lives within a ten mile radius of the school. There are twenty-seven busses which come directly into Wilson each day and depart at the close of school for the outlying areas.<sup>5</sup> A large number of children arrive home earlier and leave later than they did formerly, because fewer pupils wait for second busses and more through busses are serving the area. However, because pupils are transferred to other busses at the elementary schools, Wilson Memorial has been concerned with

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<sup>4</sup> The School Building Needs of Augusta County, Virginia, January, 1949. A report of the committee appointed by the State Superintendent of Public Instruction to survey the school buildings and recommend a long-range building program to the school officials of Augusta County.

<sup>5</sup> See Appendix A. Pictures.  
Pupils leaving school

the transportation of its pupils on forty-six busses.

The process of converting the hospital wards into classrooms was accomplished with comparative ease and minimum expense. Each one story ward was partitioned into three well-lighted, well-ventilated classrooms. Each room has two entrances which allows the students freedom in changing classes and eliminates fire hazards. All buildings are connected by covered corridors, making it possible to walk anywhere in the school plant under cover.<sup>6</sup>

To care for the welfare of the students and to keep the buildings clean and in repair, a staff is provided consisting of the following: fourteen lunchroom workers, six janitors and three library helpers. This does not include the services of electricians, plumbers, and carpenters, who are available on call from the Augusta County Maintenance Department.

The plan of presentation. This study has begun with a brief description of the Wilson Memorial High School, its history, and the community which it serves.

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<sup>6</sup> Ibid., Pictures.

One section of the plant

A class room

The library

Senior cafeteria

High School tennis courts and one building

Chapter II has presented the procedures used in the organization of Wilson Memorial High School for the application of the "Evaluative Criteria."

Chapter III has included a report of the actual procedures employed to implement the program of Self-Evaluation as well as a summary of the activities of the Visiting Committee and the report of the Self-Evaluation Program of Wilson Memorial High School.

Chapter IV has a summary of the author's conclusions in regard to the Evaluation Procedures used by the Wilson Memorial High School.

## CHAPTER II

### THE PLAN OF ORGANIZATION OF THE WILSON MEMORIAL HIGH SCHOOL FOR THE APPLICATION OF "THE EVALUATIVE CRITERIA, 1940 EDITION"

The program of self-evaluation was introduced. The 1947-48 school term, the first in the history of Wilson Memorial High School, had been completed and Staff Members who returned for the 1948-49 term expressed the opinion that careful evaluation should be made of the school's educational program. Although the opinion of the necessity of self-evaluation was held by many faculty members there was a lack of agreement as to the most practical procedure for such an evaluation. With such an attitude on the part of faculty members, the Principal called upon a member of the faculty who had experienced the application of the "Evaluative Criteria, 1940 Edition" to a school to outline briefly the procedures involved. As that brief outline of activity seemed to generate an interest among the faculty members, the Principal called upon the Division Superintendent for assistance. The Superintendent and his Supervisory Staff by addressing the faculty meeting brought more clearly into focus an overall picture of the process of self-evaluation through the use of the "Evaluative Criteria, 1940 Edition." The Division Superintendent further aided

the contemplated plan of self-evaluation by asking and receiving of the local School Board the necessary financial assistance and official approval of such a plan.

The State Department of Education was approached relative to this program of evaluation by the Principal and Division Superintendent and they were met with a fine spirit of cooperation. Specifically, the State Department of Education, through the area High School Counsellor attached to the Staff of Madison College, Harrisonburg, Virginia, provided another means of making clearer for the faculty just what the application of the "Evaluative Criteria" would mean in the way of work and results. Further, the State Department of Education, through the Office of the Division of Secondary Education, assured the Division Superintendent and Principal the fullest measure of cooperation in arranging for a "Visiting Committee."

The faculty also received a greater insight into the meaning of the "Evaluative Criteria" by reading such materials as "The Ohio Plan of Using the Evaluative Criteria,"<sup>1</sup> "Evaluating Secondary Education"<sup>2</sup> and "An Analysis of the

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<sup>1</sup> D. H. Eikenberry and C. C. Byers, The Ohio Plan of Using the Evaluative Criteria (Columbus, Ohio: F. J. Heer Printing Co., 1941), 225 pp.

<sup>2</sup> Paul E. Elicker (ed.), "Evaluating Secondary Education," The Bulletin of the National Association of Secondary School Principals, XXVI (April, 1942), 5-146.



Reactions of members of Visiting Committees Using the Evaluative Criteria of the Co-operative Study of Secondary School Standards,"<sup>3</sup> and "An Analysis of the Reactions of Schools Evaluated by the Evaluative Criteria of the Co-operative Study of Secondary School Standards."<sup>4</sup>

This problem of self-evaluation had appeared to the faculty in the September, 1948, pre-school conference as a phantom; yet it cast real shadows on the discussions of plans for the 1948-49 school term. However, in October, 1948, this phantom had been captured, identified, and accepted by the faculty as a definite problem. By late November, 1948, the school staff members were in agreement that the most practical tool with which to attack the problem of evaluation was the 1940 edition of the "Evaluative Criteria of the Co-operative Study of Secondary School Standards." In this manner the "Evaluative Criteria" were to serve two purposes. First, they were to help the school staff solve one of its problems. Second, this program of evaluation was to make it possible for the school to carry out a

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<sup>3</sup> Carl G. F. Franzen, "An Analysis of the Reactions of Members of Visiting Committees Using the Evaluative Criteria of the Co-operative Study of Secondary School Standards," The Bulletin of the National Association of Secondary School Principals, XXXII (April, 1948) 8-22.

<sup>4</sup> Paul E. Elicker (ed.), "An Analysis of the Reactions of Schools Evaluated by the Evaluative Criteria of the Co-operative Study of Secondary School Standards," The Bulletin of the National Association of Secondary School Principals, XXXII (April, 1948), 23-47.

recommendation of the Virginia State Board of Education, stated as follows:

"Evaluative Criteria. Use of the Evaluative Criteria produced by the Co-operative Study of Secondary School Standards as one means of improving the high school is recommended. As soon as practicable all of the accredited secondary schools of Virginia should make use of this valuable instrument. At least a year should be consumed by the staff of the school in using the Evaluative Criteria as a means of self-evaluation.

"At the conclusion of the self-evaluation an outside committee should evaluate the school for the purpose of validating the self-evaluation by the staff. For information as to securing the necessary forms and committee write to the Supervisor of Secondary Education, State Department of Education, Richmond, Virginia."<sup>5</sup>

To implement the application of the "Evaluative Criteria," to the problem of self-evaluation, the Advisory Committee of the Wilson Memorial High School was organized in December, 1948.

The Advisory Committee. The Advisory Committee's function was to make all general plans and direct the entire evaluation program. In order to meet its responsibilities the Committee had a representative of all groups involved in the evaluation process. Therefore, its membership included the Division Superintendent, The Principal, the Assistant Principal, the Guidance Director, the Faculty

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<sup>5</sup> Bulletin, Virginia State Board of Education, Manual of Administration for High Schools of Virginia, Vol. XXV, No. 2, 1942, p. 103.

Chairman, and one other classroom teacher. These members were appointed by the Faculty Chairman and the Committee's actions were to be subject to the approval of the entire faculty. The Principal, by unanimous consent of the Committee membership, acted as Chairman of the Advisory Committee.

The Advisory Committee's first task was the procurement of the necessary materials.<sup>6</sup> The materials were secured and properly distributed to the members of the faculty for study. From this distribution of materials, the Advisory Committee's next task evolved. The next task was that of making every possible arrangement to insure that each faculty member had an understanding of the part he was to play in the evaluation process.

In order to assure each faculty member of an opportunity to read over the various sections of the "Evaluative Criteria," a schedule of circulation for the material was developed. While this program of circulating the materials was carried out, the members of the Advisory Committee summarized and led discussions of the entire faculty relative to each section of the "Evaluative Criteria."

Next, the Advisory Committee appointed each of the

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<sup>6</sup> See Appendix B, Materials needed for an Evaluation.

committees necessary to apply the "Criteria" to the school's program of education. As the program of evaluation progressed the Advisory Committee, also, assumed the responsibility for coordinating the efforts of the various evaluating committees.

Finally, it became the Advisory Committee's duty to make the necessary arrangements incident to the Visiting Committee's activities and to make the school's summary of the evaluation process.

The Sections referred to after each committee correspond to the Sections of the Evaluative Criteria. The report of the Visiting Committee was organized in the same manner. See Appendix C for this report.

The Philosophy and Objectives Committee (Section B).  
The Philosophy and Objectives Committee had to complete successfully the task of identifying "the viewpoint of the school concerning various aspects of educational philosophy, in terms of statements, with which your school is in closest agreement as a matter of fundamental belief, regardless of actual practice."<sup>7</sup> Also, the Philosophy and Objectives Committee had to be able to summarize the ideas which it

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<sup>7</sup> Evaluative Criteria, 1940 Edition, "Co-operative Study of Secondary School Standards," (The Collegiate Press, Menasha, Wisc., 1939), p. 8

believed to be representative of the faculty's philosophy into a "General Statement of the School's Philosophy." The committee also was charged with the responsibility of developing a "statement of the specific objectives of your school, or a statement of what you in your school are trying to do."<sup>8</sup> This task was completed by the Philosophy and Objectives Committee as indicated in the Philosophy and Objectives of Wilson Memorial High School.<sup>9</sup>

The Pupil Population and School Community Committee. (Section C). This committee was responsible for identifying, "the distinctive characteristics and needs of the people of the school community, particularly those of the children."<sup>10</sup> This committee had to make the identifications from an interpretation of the school's records, community surveys and personal experience within the community. Staff members personally well acquainted with the school's community were appointed to this committee.<sup>11</sup>

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<sup>8</sup> Ibid., p. 15.

<sup>9</sup> See Appendix B, Philosophy of Wilson Memorial High School and Objectives of Wilson Memorial High School.

<sup>10</sup> Evaluative Criteria, 1940 Edition, "Statement of Guiding Principles," (The Collegiate Press, Menasha, Wis., 1939), p. 18

<sup>11</sup> See Appendix C, Section C, The Report of the Visiting Committee for the Evaluation of Wilson Memorial High School, Fishersville, Virginia, March 29, 1950.

The Curriculum and Courses of Study Committee (Section D). It was the task of this committee to evaluate the school's curriculum in terms of the school's philosophy and the school community. For that reason Staff members appointed to this committee had to familiarize themselves with the work of the Philosophy and Objectives Committee as well as the work of the Pupil Population and School Community Committee.

The Pupil Activity Program Committee (Section E). This committee included in its membership a majority of staff members who were closely associated with the school's pupil activity program because it was to be their task to identify the activities in which pupils participated outside of their regular classroom activities.

The Library Service Committee (Section F). The members of this committee had to outline by means of the "Evaluative Criteria" the service which the library rendered the school's educational program.

The Guidance Service Committee (Section G). The Guidance Service Committee had to seek for evidences of the guidance function throughout the entire school program. This committee also had to identify the school's philosophy of guidance and note the procedures used by the school to implement the school's philosophy of guidance.

Instruction (Section H). The Advisory Committee recommended that the statistical summary demanded by this section be completed by the Principal.

The Outcomes of the Educational Program Committee (Section I). This committee became involved in the difficult task of interpreting pupil behavior in terms of the school's educational program and had to represent this interpretation statistically.

School Staff Committee (Section J). The Advisory Committee recommended that the Principal complete this summary.

School Plant Committee (Section K). This committee was charged with the evaluation of the school's physical equipment with particular emphasis placed upon health and safety factors. For this reason the Assistant Principal, whose regular duties included the major responsibility for the School Plant, was appointed Chairman, and two members of the Health and Physical Educational Staff were appointed to this committee.

School Administration Committee (Section L). The Advisory Committee assumed the responsibility for the completion of this section.

Data for Individual Staff Members (Section M). The faculty agreed that each member of the staff should complete the "M Blank" which asked for personal qualification information. It was, further, agreed that the "M Blanks" should be given to the Principal, who canvassed the "M Blanks" for completeness and accuracy. The Principal agreed with the staff members that only the statistical summaries from the "M Blanks" would be revealed to persons other than the Principal and members of the Visiting Committee.

Summary Forms Committee (Section X). A committee of two was appointed by the Advisory Committee to complete the Summary Forms. One member was commissioned to make the statistical computations and the other member of the committee was to make the proper representation on the "Thermometer Scales."<sup>12</sup>

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<sup>12</sup> Educational Temperatures, 1940 Edition, Co-operative Study of Secondary School Standards, (744 Jackson Place, Washington, D. C., 1939.)



## CHAPTER III

### THE PROCEDURES USED IN APPLYING THE 1940 EDITION OF THE EVALUATIVE CRITERIA TO THE WILSON MEMORIAL HIGH SCHOOL

The First Step. The actual application of the Evaluative Criteria, 1940 Edition, to the Wilson Memorial High School began with the organization of the Advisory Committee which was responsible for the general direction of the program of evaluation. The membership of the Advisory Committee has been explained in Chapter II, page thirteen of this report. Each Advisory Committee member had accepted the responsibility for the evaluation and was ready to proceed. In December, 1948, the faculty of Wilson Memorial High School approved of the organization of the Advisory Committee with the understanding that the Principal would act as Chairman of the committee.

The time schedule. The faculty agreed with the Advisory Committee's recommendations regarding the time schedule which the staff should endeavor to maintain. This time schedule called for a program of study of the materials included in the Evaluative Criteria and the process of their application to be carried out during the remainder of the 1948-49 school session. After these months of study, the

staff was to be prepared to apply the Criteria to the school during the fall of the 1949-50 school session. This actual application of the Evaluative Criteria was to be completed in sufficient time to permit a "Visiting Committee" to make an impartial evaluation of the school in February or March of 1950. The Staff members were in complete agreement that in one sense this self-evaluation was to be incidental to the operation of the school program in that too much time was not to be required of teachers by frequent faculty meetings in addition to the individual and committee work required by this evaluation program. It was for these reasons that the Staff decided that one whole session and a part of another session would be used for the self-evaluation.

From January, 1949, throughout the remainder of the 1948-49 session the alternate Tuesday afternoon faculty meetings, for which programs the Administration was responsible, were devoted to assisting the entire Staff to better understand the materials of the Evaluative Criteria and their application.

Data for individual staff members. Thus, with the basic organization completed, the Advisory Committee began its work. The Advisory Committee decided that, in order to help each Staff member more clearly understand his

individual responsibility in this program of evaluation, a good point of departure in the study of these materials of the Evaluative Criteria would be the "Data for Individual Staff Members (Section M)", hereafter referred to as "M Blanks". So it was that at the first faculty meeting in February, 1949, the "M Blanks" were distributed, one copy to each staff member. This "M Blank" required that the Staff member evaluate himself in such areas as Preparation, Personal Qualifications, Instructional Qualifications, Improvement in Service, Teacher Load, Classroom Activities, Use of Community and Environment, Textbook and Other Instructional Materials, and Methods of Appraisal. The Staff members were not expected to complete this "M Blank" at the meeting in which they were distributed, but were given a brief summary of the information that would be required in completing each section of this form by a member of the Advisory Committee who had familiarized himself with this form. After this summary there were questions relative to interpretations that must be made of some of the questions raised by the "M Blank." These interpretations were made by the faculty in a democratic manner and each Staff member was then obligated to make the interpretation which conformed to the opinion of the majority. The "M Blanks" were not completed at that time but the Staff members were to be prepared to complete them in the fall of 1949.

Selection of Committee Members. The next task which faced the group was that of dividing the group into committees for work on the various sections of the Evaluative Criteria. The second faculty meeting in February, 1949, and the first faculty meeting in March, 1949, were devoted to that task. At these two meetings, brief summaries of the various sections of the Evaluative Criteria were presented to the faculty by members of the Advisory Committee. A "ditto" copy of each of those summaries was given to each Staff member, in addition to the oral presentation which was made to the group. Each teacher, at the first faculty meeting in March, 1949, was requested to make a first, second, and third choice of committees on which they would be interested to act as members. The Advisory Committee also had a list of the members of the regular Faculty Committees which were organized at the beginning of each school session to conduct the regular school activities.

On the basis of the teachers' expressed preferences and the regular Faculty Committee organization, the Advisory Committee proceeded to make appointments to the "Evaluative Criteria Section Committees." (From this point on reference to "Committee" will be understood to indicate "Evaluative Criteria Section Committee" unless otherwise indicated.) In most cases there was congruity between the Staff member's regular school activity and the

activity of the committee for which he was chosen, e.g., the librarian was selected for service on the Library Service Committee and the Guidance Director was selected for service on the Guidance Service Committee.

In order that truly representative committees might be organized for each section of the Evaluative Criteria, the Advisory Committee found it advisable that some Staff members be appointed for service with more than one committee.

General committee procedure. The second faculty meeting in March, 1949, was devoted to announcing committee appointments and reaching an agreement as to general committee procedures. The faculty approved several recommendations of the Advisory Committee relative to the procedure which each committee was to follow.

A summary of those accepted committee procedures follows:

1. Each committee member was to read and study their section of the Evaluative Criteria, including the "Instructions" and statement of "Guiding Principles."
2. The check list items and evaluations were to be properly marked by the committee.
3. The committee appraisals were to be presented to the faculty for criticism and possible revision.

Specific committee procedure. Herewith is an example of a committee's procedure. As was the case in other instances, the Wilson Memorial High School Organization included a Guidance Committee whose normal functions were similar to the Evaluative Guidance Service Committee which was appointed by the Advisory Committee to appraise the Guidance Services of the school in the light of the Evaluative Criteria.

In order that the reader may better understand the activity of the "Evaluative Guidance Service Committee," the author will present the background and general philosophy of the school's "Guidance Committee" which also served as the basis for the activities of the "Evaluative Guidance Service Committee." It was the specific responsibility of the school's Guidance Committee to coordinate, evaluate and expand the Guidance Services of the school. In the activities necessary to fulfill those responsibilities, the Guidance Committee, as were all other school committees, was to correlate the activities with the school's Philosophy of Education and Objectives, the pupils' needs, the character of the community which the school served. This Guidance Committee was also obligated to function in the light of a theory of guidance which was predicated upon the belief that a successful Guidance Program was not a rigid system of operation superimposed upon a school. Rather, a

successful Guidance Program must permeate every fiber of the complex pattern of a school's life and in so doing add strength to the educational program for all the pupils of the school. This attitude on the part of the Guidance Committee of Wilson Memorial High School was found to coincide with that expressed in "How to Evaluate a Secondary School."

Guidance, as applied to the Secondary School, should be thought of as an organized service designed to give systematic aid to pupils in making adjustments to various types of problems which they must meet--educational, vocational, health, moral, social, civic, and personal. It should endeavor to help the pupil to know himself as an individual and as a member of society; to enable him to correct certain of his shortcomings that interfere with progress; to know about vocations and professions so that he may intelligently choose and prepare, in whole or in part, for a life career; and to assist him in the constant discovery and development of abiding creative and recreational interests.<sup>1</sup>

With the foregoing in the minds of all the faculty members, an "Evaluative Guidance Service Committee" was organized and met in April, 1949. This committee was composed of two school "Guidance Committee" members, three other faculty members, and the Guidance Director. The Guidance Director, after expressing a reluctance to serve because of a probable bias in favor of the school's Guidance Program, was called upon to serve as chairman by the committee members.

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<sup>1</sup> How to Evaluate a Secondary School, 1940 Edition, Chapter II, "Guiding Principles of Secondary Education, Guidance Service," pp. 11-12.

The first step the committee chose to take was to have each committee member familiarize himself with "Section G--Guidance Service" of the Evaluative Criteria. This step conformed to the recommendation of "How to Evaluate a Secondary School."

An understanding of the content of this manual and of the Evaluative Criteria is of first importance.<sup>2</sup>

This program of familiarization with the material was done by giving a copy of Section G--"Guidance Service" to each of two committee members. These members were to read and study the material for three days. After the third day the material was given to another committee member. A schedule was written for the rotation of the material and followed as closely as possible. At the end of two weeks each committee member was familiar with the materials to be used.

The Evaluative Guidance Committee held regularly scheduled meetings each week. These meetings were called for 3:30 P. M. in a school room that had been reserved for that purpose. Those meetings, in general, conformed to the following pattern:

1. The Chairman read the general instructions for the

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<sup>2</sup> Ibid., Chapter VI, "Instructions and Suggestions for Schools, Self-Evaluation," p. 36.



particular Roman numerated section of the Evaluative Criteria to be studied.

2. The first item of the check-list was read.
3. There was a general discussion of the item read.
4. The committee members signified a readiness to make an appraisal of the item under discussion either by a definite request or a lack of discussion, and the Chairman polled the committee members.
5. The item of the check-list was marked (/), (-), (0), or N. The symbol that conformed to the opinion of the majority of the members was entered in the appropriate blank.
6. There was opportunity given for the committee to hear again the opinion of the minority and any change in marking that the members deemed advisable was made.

After the check-list was completed the committee turned its attention to the "Evaluations" found at the end of each Roman numerated section. The procedure for dealing with these items was the same as that used for the check-lists except that the symbols used were "5, 4, 3, 2, 1, or N" instead of "/", -, 0, or N."

The procedures used seemed to the committee members to be in conformity with the suggestion of "How to Evaluate a Secondary School."

Evaluation should be in large part a cooperative undertaking; it should be a democratic procedure."<sup>3</sup>

It was while marking the "Evaluations" items that the committee members expressed their greatest feeling of inadequacy to convert their opinions into the "Evaluative Criteria" symbols. The committee, after discussion and reference to library sources such as noted in this committee's bibliography,<sup>4</sup> was fairly well satisfied with the estimates of value. The committee found further satisfaction in the recommendation of "How to Evaluate a Secondary School" which states:

It is recommended that schools recognize that most evaluations are a matter of judgement, that therefore, they are not infallible or necessarily final, but that they should be accepted as careful and sincere estimates based on available or observable evidence.<sup>5</sup>

A procedure variation was necessary to complete Section VII, "Special Characteristics of the Guidance Service." To complete Section VII, each committee member filled in the outline. The writings of the members was then pooled and edited by the whole committee. A generalization representing the opinion of the majority with a definite effort

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<sup>3</sup> Ibid., Chapter VI, "Instructions and Suggestions for Schools, Self-Evaluation, Staff Participation," p. 37.

<sup>4</sup> See Appendix B, Materials Reviewed by the Guidance Committee.

<sup>5</sup> How to Evaluate a Secondary School, 1940 Edition, Chapter IX, "Summary of Recommended Procedures, Procedures for the Use of Evaluative Criteria," p. 67.

to incorporate the feeling of the minority opinion was developed and entered as the committee opinion.

The committee's complete report was presented to the faculty for approval. In presenting the committee report, the Chairman read the evaluations at the end of each Roman numbered Section. In cases where the evaluations did not seem to be truly representative of the Section, the reader had been instructed by the committee to read the preceding check-list as well as the evaluations. Also, in cases where the faculty members were of the opinion that the committee's evaluations were too high or too low the entire Section on which the evaluations were based were read. Opportunity was given to committee members to defend their evaluations. Finally, in every instance in which the faculty majority's opinion differed from the committee's opinion, the report of self-evaluation was revised to conform to the opinion of the majority of the faculty.

In the fall of 1949, the "Evaluation Guidance Service Committee" used the same procedure as has been described. However, as the evaluations were made in the fall of 1949, decisions were made independently of those that had been made in April, 1949. It was discovered by the committee in the fall of 1949 that some of its evaluations were higher than those evaluations which had been made in April, 1949. The committee justified those higher evaluations by calling

attention to concrete evidence of improvement in the Guidance Service that had been made during the later part of the 1948-49 school term and the early part of the 1949-50 school term. That discovery gave added emphasis to the recommendation of "How to Evaluate a Secondary School."

It is recommended that the school staff recognize fully that improvement on the part of the staff and school is the primary function of school evaluation and that such improvement should be a continuous process.<sup>6</sup>

Planning for the Visiting Committee. After each committee had given its final report, as described on page 24 of this report the next task for the faculty was to complete plans for the Visiting Committee.

In the fall of 1948 the faculty had reached an agreement to request the State Department of Education to designate a Visiting Committee to evaluate the school in the spring of 1950. The number of days needed for the Visiting Committee to make this evaluation was left with the Supervisor of Secondary Education of the State Department of Education.

Since the faculty had a very definite feeling that it would take from 12 to 15 members 3 to 4 days to complete the job of evaluation satisfactorily, it recommended that

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<sup>6</sup> Ibid., Chapter IX, "Summary of Recommended Procedures, Procedures for the Use of Evaluative Criteria," p. 67.

the Committee come on Monday and spend the remainder of the week. The Division Supervisor of Secondary Education felt it necessary to shorten the period of time that the Committee would spend because it would have been very difficult for the committee members to be absent from their regular posts for such a lengthy period.

The membership of the Visiting Committee was of great concern to the faculty because it was their opinion that the character of the Committee was of vital importance to the total evaluation. The faculty was convinced that it would be unwise to have members on the Committee who would have been subject to the effects of community rivalry and therefore, requested that no committee member be selected from the local school Division nor from the two nearby city Divisions. A prolonged discussion of the qualifications most desirable in the committee members, finally, resulted in the faculty's decision that the recommendations for Visiting Committee members be left in the hands of the Advisory Committee. Those recommendations were made to the Supervisor of Secondary Education of the State Department of Education.

The Advisory Committee then discussed at length the membership of the Visiting Committee and concluded that a successful evaluation demanded leadership and a well balanced committee. Much of the success of the Visiting

Committee's evaluation depends upon the general chairman. He has the responsibilities of leading the entire group to a similar point of view, and making plans for the final report. This person should have outstanding ability in organization and administration and be capable of working sympathetically with all local school people as well as the Visiting Committee members. He should also be sanely progressive in his educational views but willing to respect the opinions of others. The Advisory Committee recommended a person who had such qualifications and after an invitation had been extended to him by the Supervisor of Secondary Education he accepted. This person was asked well in advance of the other members. The Advisory Committee then considered carefully other members to be recommended for the Visiting Committee. It was necessary to have a proper balance between administrators, supervisors, teachers and specialists. It seemed more important to secure this proper balance in the Visiting Committee, even though some inexperienced members were included, than it was to secure a committee over-balanced with administrators in order to get only those who were trained and experienced in the use of the Criteria. The Advisory Committee recommended to the State Department of Education seven of the fourteen members, who ultimately served on this committee.

The faculty continued to work on "M" forms and the

committees worked on individual sections. The final reports were given in open faculty meetings as described in the guidance procedure.

The Advisory Committee was notified in December that the Visiting Committee would be available for this school on March 27, 28, and 29, 1950.

In January the Advisory Committee with the aid of the faculty members made a final check on all Evaluative materials, and began to make detailed plans for the Visiting Committee. The faculty realized that the committee would be under pressure for their three days of evaluations and that all criteria sections should be filled in accurately, completely, and neatly, before they arrived. The Advisory Committee made every effort to fill in completely the last page in each area, entitled "Special Characteristics."

On March first the principal received a letter from the State Department of Education, giving the name, address, school and position of each prospective Visiting Committee member.<sup>7</sup> It was observed that a well-balanced committee had been selected and one which had representatives from many fields of education. This letter also stated that

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<sup>7</sup> See Appendix B, Membership of the Visiting Committee.

several members which were recommended had found it impossible to serve but they had suggested other people to participate on the committee. The principal immediately wrote each prospective member a letter<sup>8</sup> and sent a copy to the chairman and the Supervisor of Secondary Education.

The Advisory Committee also tried to follow the suggestions which had been sent the principal early in the fall by the State Department of Education.<sup>9</sup> Room reservations were made in advance for all members, as well as provisions for meals. A competent secretary, who could take dictation, was a proficient typist and familiar with the adding machine was employed by the School Board. Two private rooms were set up with the necessary equipment.

During late February and early March final arrangements for the Visiting Committee were made; self-evaluation was again checked for completeness; and the evaluative materials for the Visiting Committee were made ready.

The home economic teachers, with student aid, volunteered to prepare and serve a buffet supper on Sunday evening between 5:30 P. M. and 6:30 P. M. in the home economics department to all members of the Visiting Committee, President of the Parent-Teacher Association, Chairman of the

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<sup>8</sup> See Appendix B, Letter of Confirmation.

<sup>9</sup> See Appendix B, Suggestions to Principals of Schools to be Evaluated, 1949.



School Board, and all members of the Advisory Committee. This get-together was in the nature of an informal reception, with time for all to get acquainted and oriented to the new situation. Two faculty members saw that the visiting friends had suitable rooms and made other adjustments which were necessary for a comfortable stay. The preparations were then considered to be complete.

At 7:30 P. M. Sunday evening the Visiting Committee met with the Advisory Committee in the faculty room. The principal expressed his appreciation to each member of the Visiting Committee for giving their time to this evaluation. The principal also gave a brief statement concerning the work of the Wilson Memorial High School in carrying out its own evaluation, including such points as: How the project started, how the school was organized, time spent on the project, and some reactions to the self-evaluation. The assistant principal presented, briefly, information concerning pupil population and school community. This was followed by a discussion of the philosophy and objectives as found in the "B" form of the Evaluative Criteria.

The principal gave to the chairman of the Visiting Committee copies of "C" form, "B" form, "X" form, with local evaluation results, and all other forms of the Evaluative Criteria. Other pertinent information, concerning

the school, was given to the chairman with the statistical data. The school secretary, in advance, dittoed important materials so that each member of the Visiting Committee could have a copy of the following: The school's philosophy, the school's objectives, the schedule of activities, and the daily schedule. A faculty member drew a map of the high school area, with specific directions, which was printed, and a copy was sent to each member of the Visiting Committee in advance.<sup>10</sup> This was to aid the committee in getting oriented to this new school situation.

A folder was set up with a copy of the above information, along with other pertinent materials: Two typed cards 3" x 5" with the teacher's class room schedule on one side and the teacher's school activities, other than those in formal class rooms, on the other side, were given to the chairman for his committee work.<sup>11</sup>

After these materials had been discussed and the chairman was ready to organize the Visiting Committee the Advisory Committee left with the understanding that they would be ready for conferences at any time.

On Monday morning at 8:20 A. M. the faculty met with the Visiting Committee for the first time. The principal introduced the chairman and welcomed the other

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<sup>10</sup> See Appendix B, An Outline Map of the High School Area.

<sup>11</sup> See Appendix B, Sample Schedule Card.

members. The chairman did a magnificent job in getting the faculty and Visiting Committee at ease. The faculty was a little nervous that morning but soon got acquainted with the committee members, and the evaluation moved on smoothly. The Advisory Committee and faculty members tried to be available for afternoon meetings or private conferences while the committee was working.

The student body was told for the first time Monday morning, over the inter-communication system, that the school was having some visitors for the next three days, with the purpose of making some suggestions as to ways in which the school could be improved. They were given the assurance that the suggestions given by the visitors would be discussed with them in the Student Council and home room, as soon as possible, after the committee reported.

The Evaluative Criteria emphasized the need for active participation of the student body in the conduct of the school, and its various activities, including a part in the development of subject matter and learning situations. There had been very little said to the student body about the self-evaluation and the Visiting Committee because the Student Council had discussed it and expressed the opinion that it would be better not to say anything to the students until the day the visitors arrived and then conduct the school as normally as possible during the

evaluation. The Student Council expressed the opinion that it would be helpful for the students and teachers to discuss the findings after the Visiting Committee had made its report. The Student Council consists of the officers elected by the student body, the president of each class and an elected delegate from each home room and club. The purpose of the Student Council is to voice the opinion of their fellow students and to aid in solving the school problems in a democratic manner. The program committee of the Student Council planned a regular meeting for all students in the auditorium while the Visiting Committee was here. This program included a devotional period, business, selections by the band and choral groups, short dramatic selections, club activities, student talks and announcements. The students emphasized at this meeting a need for changes in the election of student council members, which required a change in the constitution. This was a typical business meeting and one which demonstrated the progress of our activities program. The Visiting Committee states:

The committee commends Wilson Memorial High School for the number and variety of activities in the Pupil Activity Program of the school. By means of this program pupils may develop in ways that may not generally be possible through classroom activities. These experiences may provide opportunities for leadership training and participation in organized group work which may carry over into out-of-school and adult life. The experiences likewise may make a large contribution to the preparation of pupils for effective citizenship in the community.

The quality of experiences developed in the activity program is of paramount importance and is evidenced in the attitudes and relationships of pupils, by increased sharing by the pupils themselves in the responsibilities of planning and carrying out the activities of the program, and by the well-rounded development of each individual participating in these experiences. The committee wishes to recognize outstanding attainment of these results in the activities observed.<sup>12</sup>

For the past two years the Parent-Teachers Association had sponsored an "Open House" in the late spring. This year the P. T. A. thought that it was advisable to invite the parents and friends to visit while the Visiting Committee was present. In this way the Committee members would have an opportunity to talk with the patrons and get their reactions to the total school program. The patrons were not told that members of a Visiting Committee would be circulating among them, but of course some patrons knew that a committee was visiting the school for these three days and their visit was discussed in the Parent-Teacher Association and the Student Council. An invitation to attend the "Open House" was sent to each patron of the school.<sup>13</sup>

Report of the committee. The Visiting Committee worked diligently for three days observing the students

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<sup>12</sup> See Appendix C, Section E, Report of Visiting Committee on Evaluation, Wilson Memorial High School, Fishersville, Virginia, March 29, 1950.

<sup>13</sup> See Appendix B, Invitation to Open House.

and school staff at work. They appeared to be making an earnest effort to get a total picture of the school. At noon Wednesday the chairman stated the committee would be ready to report at 3:30 that afternoon. That was the time which had been anticipated from the beginning of the evaluation. The general chairman and the committee chairman had summarized the entire evaluation in a series of recommendations and suggestions which the Visiting Committee presented to the school people. This report was given orally to the entire Faculty, Superintendent, Chairman of the School Board, President of the Parent-Teachers Association and President of the Student Council. Following the report the meeting was open for discussion and many participated, particularly the faculty members because they had begun to realize that the Visiting Committee was a group of professional people who had come to the school to assist them to see their own problems more clearly, and themselves to profit from the opportunity of studying concrete situations. With this point of view in mind, the major purpose of this report was to bring to the attention of the school, promising practices upon which the school should build. Deficiencies must of course be pointed out, but the major emphasis should be upon the future development of practices that were judged by the committee to be desirable.

Use of the report. The Advisory Committee agreed that this report should be mimeographed and used only for future study. All persons concerned realized that the nature and extent of the publicity given to the results of evaluation were delicate matters, and it was easy to see that there were dangers involved in a situation of that kind. The press of course wanted the findings, but the chairman of the Visiting Committee informed the reporters that instructions from the State Department of Education state that, "No publicity should be made about the evaluation of the school. Any statement to the press, if given out at all, should be supplied by the superintendent of schools. No statement to the press should be given by the committee concerning the findings of the evaluation."<sup>14</sup>

This explanation of course was not an answer to the request. The Superintendent explained the situation and stated that some phases of the report would be given to the public at a later date. They seemed to understand the purpose of the survey and made no other attempt to get the report.

Faculty recommendations. It was assumed, that the initiative for a continuation of a study as this should be

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<sup>14</sup> Bulletin , Virginia State Board of Education, Richmond, Virginia, 1949, Suggestions to Visiting Committee Members.

taken by the faculty, but that the overall plans for such continuation should include the parents, the administrators, the faculty, the supervisory staff, and the pupils. In this light, the faculty, the day following the Visiting Committee's report, took the first step by making the following recommendations:

1. "That the procedure of this evaluation should be written and such information be recorded as will help the school in preparing for another complete evaluation within four or five years.
2. "That each faculty committee on sections of the Criteria have an opportunity to continue its study, and that new members be added as changes in the faculty demand it.
3. "That each of the concerned groups define the overall school program and the problems of each subject matter area on which further study seems to be required.
4. "That the plans of each of the Criteria Section groups be submitted to the general faculty for further explanation with the goal to include these sectional plans in a total program for the improvement of the entire school.
5. "That sufficient sections of the Visiting Committee's report be mimeographed for distribution to each home room and class room, and that an appropriate number of periods be used for pupil-teacher study of this report.
6. "That through the Parent-Teacher Association and



other interested community agencies, community members be given an opportunity to continue the study of the Visiting Committee's report."

Summary. With the presentation of the Visiting Committee's report the actual application of the Evaluative Criteria might have been considered complete. However, the faculty decided that a summarization of the activities of the previous months would be beneficial for all the participants.

First, there was ready agreement among faculty members that, to quote forty-four of the forty-nine staff members, "The greatest value of this survey to us has been the work done in getting ready for the evaluation."

Second, the staff expressed the thought that each participant had made a definite contribution in the analysis of the School's Educational Program and that there was much gained by the staff members as they became more closely connected with school problems outside of their particular field of emphasis.

Third, the Administration and Faculty also commented upon the fact that as they had used the procedures of self-evaluation to identify problems which had seemingly no solution there had been revealed new means with which to attempt to reach solutions.

Fourth, the use of the term, "Our evaluation", by the staff, in referring to the program of evaluation was evidence that the "democratic procedures" used had not only been successful in completing the evaluation but had also strengthened the spirit of cooperation which would be an asset in attacking the problems that had been identified.

Fifth, it was the consensus of the faculty that the process of evaluation might have moved more rapidly if the participants in the evaluation program had more readily understood the material contained in "How to Evaluate a Secondary School." This handicap seemed to stem from the fact that a rather comprehensive understanding of the Evaluative Criteria materials is a necessary prerequisite to understand the manual, "How to Evaluate a Secondary School." It was, in part, because of this very feeling on the part of the Wilson Memorial High School faculty that this project was undertaken in the hope that some future group embarking on a program of self-evaluation might find help from this work.

## CHAPTER IV

### CONCLUSIONS

The author has made every effort in the preceding chapters to describe and explain the procedures employed in applying the Evaluative Criteria to the Wilson Memorial High School. From study, experience, and observation, the writer is of the opinion that the data revealed in this project is convincing evidence that the procedure used in evaluating the Wilson Memorial High School provides a basis for gauging the direction which future activities should take, and offers good suggestions for other educators who might anticipate a responsibility in the application of the Evaluative Criteria.

As the writer experienced the process of self-evaluation and prepared the material for this manuscript he became conscious of specific conclusions which are hereafter enumerated:

1. The greatest value of the self-survey was the work done in preparation for the evaluation.
2. The writer concluded that a principal who is willing to spend the time on the evaluative process will have broadened the outlook of the school's staff.
3. The teachers and administrators evidenced a great deal of interest in the total school program as a result of

their experience with the procedures of self-evaluation.

4. The author feels that there is a need for increased emphasis in the training courses for teachers and administrators relative to the purposes and procedures of self-evaluation, with emphasis upon the positive results to be attained instead of the critical viewpoint.

5. The procedure stimulated interest in the in-service training program through interdepartmental committee activities and professional meetings of the faculty.

6. Experience leads the writer to believe that few schools could use the Evaluative Criteria as they are intended to be used without being motivated and challenged to greater professional endeavor in attacking the problems involved in improving the program of secondary education.

7. The evidence cited in the project indicated that democratic action was the process used, and teachers participated in the meetings by serving in various capacities.

8. Preliminary meetings are necessary to acquaint staff members with the use of the materials, in order to prevent fear, nervousness, and a has-to-be-done attitude.

9. Experience in using "How to Evaluate a Secondary School" has provided material which has been very valuable in studying Wilson Memorial High School, but the writer believes that this project may clarify the procedure for those who have had limited experience in applying the Evaluative Criteria to a school.

10. The procedure called for the active cooperation and participation of every member of the staff in making a careful self-survey of the local program of secondary education projected against the educational needs of the community.

11. The school profitted from its constant self-evaluation in terms of its own philosophy and objectives.

12. The self-survey directed the attention of patrons and administrators to the needs, interests, and capacities of the students.

13. The Visiting Committee members did not have enough time at the school to evaluate the total school program as completely as might have been desired.

14. The viewpoint of the staff was objective and professional in the highest sense. As one of the faculty members stated, "Unless there was a high quality of professionalism, the whole program of evaluation could have been ruined by a few individuals indiscreetly commenting upon the evaluation process. The staff had to be constantly on guard to avoid making remarks to other people who had not been involved, particularly concerning criticisms of participant's observations relative to the study."

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APPENDIX A .

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Provisions for Deed

THIS DEED made this 25 day of July 1946, between the United States of America, acting by and through War Assets Administrator under and pursuant to Executive Order 9689 dated January 31, 1946 (11 F. R. 1965) and pursuant to the powers and authority contained in the provisions of Surplus Property Act of 1944 (58 Stat. 765) and WAA Regulation 1, as amended, party of the first part, and the County School Board of Augusta County, State of Virginia, party of the second part.

BILL OF SALE: FOR AND IN CONSIDERATION of the Covenants, restrictions, conditions and reservations hereinafter contained and other good and valuable consideration, receipt of which is hereby acknowledged, THE UNITED STATES OF AMERICA, acting by and through War Assets Administrator under and pursuant to Executive Order 9689 dated January 31, 1946 (11 F. R. 1265) and pursuant to the powers and authority contained in the provisions of the Surplus Property Act of 1944 (58 Stat. 765) and WAA Regulation 1, as amended, VENDOR, does hereby sell, transfer, assign and deliver unto the COUNTY SCHOOL BOARD OF AUGUSTA COUNTY, VIRGINIA, VENDEE, the following chattels:

All the personal property, machinery and equipment listed in the schedule of property, marked "Exhibit A" consisting of 63 pages and identified by the signature of G. A. Harper acting for and in behalf of the Vendee, which schedule is attached hereto and is hereby made a part hereof as though fully set forth herein; said chattels now being in the buildings and on the premises constituting a part of the Woodrow Wilson General Hospital located near Staunton, in the County of Augusta, State of Virginia.<sup>1</sup>

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<sup>1</sup> War Assets Administration, Deed Book Special, July, 1947. Augusta County Court House, Staunton, Virginia.



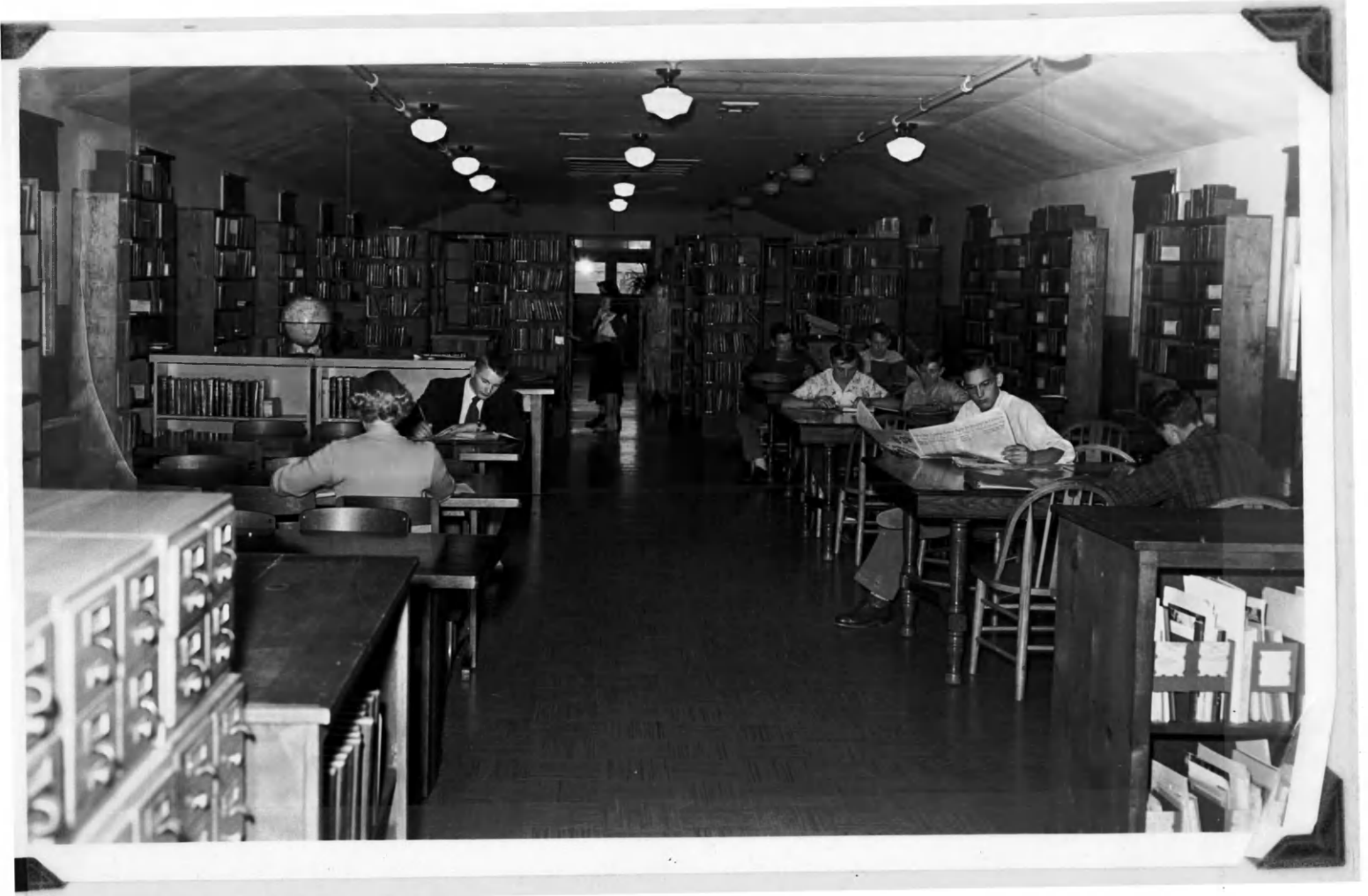
PUPILS LEAVING SCHOOL



ONE SECTION OF THE PLANT



A CLASS ROOM



THE LIBRARY



**SENIOR CAFETERIA**





HIGH SCHOOL TENNIS COURTS AND ONE BUILDING

APPENDIX B:

MATERIALS FOR ORGANIZATION AND PROCEDURE

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## Materials Needed for an Evaluation

No. of Copies	Name of Publication	Price Per copy	Total Cost
2	Evaluation of Secondary Schools: General Report . . . . .	\$3.50	\$7.00
2	Evaluation of Secondary Schools: Supplementary Reprints . . . . .	1.50	3.00
6	How to Evaluate a Secondary School (1940 Edition) Cloth bound . . . . .	1.25	7.50
2	Evaluative Criteria and Educational Temperatures. Combined Edition. (This may be used for a complete permanent record of a school's Evaluation.) . . . . .	1.50	3.00
4	Evaluative Criteria (1940 Edition) Separate pamphlets. Unbound (To be used in making committee reports and final school reports . . . . .	.60	2.40
2	Educational Temperatures (1940 Edition) Wall charts, 17" x 22" . . . . .	2.00	4.00
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4	Section C. Pupil Population and School Community . . . . .	.05	.20
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12	4 Section E. Pupil Activity Program . . . . .	.05	.60
8	4 Section F. Library Service . . . . .	.05	.40
12	6 Section G. Guidance Service . . . . .	.05	.60
4	2 Section H. Instruction . . . . .	.05	.20
14	6 Section I. Outcomes of the Edu- cation Program . . . . .	.05	.70
8	4 Section J. School Staff . . . . .	.05	.40
8	4 Section K. School Plant . . . . .	.05	.40
8	4 Section L. School Administration . . . . .	.05	.40
60	20 Section M. Data for Individual Staff Members . . . . .	.05	1.20
Total Cost of Materials . . . . .			<u>\$35.60</u>

(NOTE: These materials should be ordered from the Coopera-  
tive Study of Secondary School Standards, 744 Jack-  
son Place, Washington, D. C.)

STATE BOARD OF EDUCATION  
Richmond 16  
Virginia  
March 14, 1950

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Wilson Memorial High School Evaluation Committee:

You are invited to accept membership on the Visiting Committee to evaluate Wilson Memorial High School, Fishersville, Virginia (in Augusta County), March 27, 28, and 29, by the use of the Evaluative Criteria. I fervently trust that each of you will give this appointment serious consideration.

An organizational meeting is usually held on the evening preceding the start of the evaluation, so that committee assignments can be made and other details worked out. This meeting will be held in the principal's office or a place selected by him on Sunday evening, March 26 at 7:30 P. M. I feel sure you will hear from the principal, Mr. R. A. McChesney, in a few days in regard to this and other matters. Mr. McChesney will make arrangements for the lodging of the committee while at Fishersville.

The State Department of Education reimburses each member for expenses incurred during the evaluation, such as meals, tips, lodging, and travel. Enclosed herein are three vouchers for filing expenses. On completion of the evaluation, please return two signed copies to this office. List each day's expenses separately; be sure to include the name of the hotel at which you stayed. (If there is any difficulty in regard to these vouchers, I feel sure Mrs. Hopper or Mr. Kidd will be able to assist in explaining the proper way to fill them out.) The State cannot reimburse for tax on living accommodations or travel. If you travel by train or bus, be sure to use the tax exemption certificates enclosed. (The State allows five cents per mile for travel by private car.) Members of the committee who are connected with the State Department of Education may include evaluation expenses on their monthly reports. Also enclosed, simply for your information and convenience, is a memo, entitled, "Suggestions to Visiting Committee Members."

The Committee consists of the following members:

Regular Members:

Mr. Kenneth H. Cleeton, Chairman, Wm. & Mary College  
Mr. Steven Conger, Wm. and Mary College

Mr. Joel T. Kidd, H. S. Counselor, Madison College  
Mr. W. S. Pence, Director of Instruction, Harrisonburg  
Mr. A. O. Hutton, Director of Instruction, Charlottesville  
Mr. Boyd J. Glick, Prin., Bridgewater High School  
Mr. George D. Grove, Prin., Strasburg High School  
Mr. James S. Duff, Prin., Warren County High School  
Mr. Henry H. L. Smith, Prin., Bealeton High School  
Mr. G. M. Hodge, Prin., Valley High School

Associate Members:

Mrs. Helen Hopper, Assistant Supervisor of Home  
Economics  
Mrs. Helen Todd, Librarian, Amherst High School  
Dr. Stephen J. Turille, Business Education Dept.,  
Madison College  
Mr. W. R. Legge, Area Supervisor of Agricultural  
Education

WILSON MEMORIAL HIGH SCHOOL  
Fishersville, Virginia

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March 2, 1950

Gentlemen:

I received a letter from Mr. Z. T. Kyle, Supervisor of Secondary Education, stating that you have been asked to serve on a committee to evaluate Wilson Memorial High School March 27, 28 and 29, 1950. I sincerely trust that you will be able to serve, and I am sure that our school will benefit from your presence.

Reservations for lodging have been made for members of the committee at the Woodrow Wilson Rehabilitation Center. You will receive all of your meals at the high school. If you prefer staying in Staunton or Waynesboro, please notify me as soon as possible.

You are requested to meet with the other members of the committee, the superintendent and myself at the Wilson Memorial High School office Sunday, March 26 at 7:30 P. M. On your arrival, please come to the Home Economics Department. A map is enclosed for your convenience. There will also be a buffet supper served Sunday from 5:30 to 6:30.

We are looking forward to this evaluation and appreciate the time which you are giving us. We know that you will make a worthwhile contribution to our efforts to improve our school.

Sincerely yours,

R. A. McChesney,  
Principal

COMMONWEALTH OF VIRGINIA  
STATE BOARD OF EDUCATION  
Richmond 16

TO PRINCIPALS OF SCHOOLS TO BE EVALUATED:

We should like to request that you make the following preparations before the arrival of the visiting committee:

1. Have available the following:
  - a. All forms of the Evaluative Criteria, B-L inclusive, the X form, and thermometers properly filled in. All check lists in all forms should be completed, and all required evaluations made.
  - b. All "M" blanks filled in completely for each member of the staff including the principal and the librarian.
  - c. Cards containing the teaching schedule of the teachers, one card for each teacher.
  - d. Several copies of the philosophy and objectives of the school.
  - e. Copies of all school publications including the school newspaper and magazine.
  - f. All course of study and curriculum materials.
2. Provisions should be made for a student assembly during the time of the evaluation so that the Committee may have an opportunity to visit the assembly. Provisions should also be arranged for the Committee members to confer with the student council and other significant student organizations.
3. A special room should be set aside for the Committee to be used by it during the period of evaluation. There should be available for the Committee, a secretary who can take dictation and who can handle a typewriter and an adding machine.
4. Provision should be made to house the members of the Committee in a centrally located hotel.
5. Arrangements should be made for a meeting of the principal and superintendent with the Committee on the evening preceding the evaluation. This meeting should be scheduled at the hotel or at the school.

6. Provisions should be made for a meeting of the faculty, superintendent, and school board members with the Committee at the conclusion of the evaluation. At this meeting, the Chairman of the Committee with the assistance of the Committee members will present the findings of the evaluation, a formal written report.



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in Preparation for the School Evaluation

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- United States Office of Education, The Individual Inventory in Guidance Programs in Secondary Schools. Bulletin No. 215.

## PHILOSOPHY OF WILSON MEMORIAL HIGH SCHOOL 1950

This is the result of two years study by the entire faculty under the leadership of the Philosophy Committee.

1. We believe that the education should develop in the child:
  - a. Reverence for all things sacred and divine and respect for the religious convictions of others.
  - b. Respect for authority and for democratic procedure.
  - c. High standards of conduct and workmanship.
  - d. Habits of concentration, inquiry, creative expression, self-cultivation, and tolerance.
  - e. Respect for personality and for the social amenities.
  - f. Appreciation of the beautiful.
  - g. Provision for the use of leisure time and appreciation of the value of recreation.
2. We believe that the teacher should strive to know the pupil; his interests, abilities, aptitudes and problems, and use this knowledge as a basis for the selection of teaching materials. The fundamental skills should be mastered, but for a broader education that prepares the student to make adjustments to changing conditions, we should employ the problem method which involves meeting family and community needs.
3. We believe that the school should welcome suggestions from and opportunities to cooperate with community agencies in the interest of a better educational program.
4. We believe that an orientation program should be planned to provide not only information about the school but also cooperative efforts toward understanding and eliminating conditions which make adjustment difficult.
5. We believe that promotions should be based upon the progress made by the individual in the acquisition of knowledge, skills, attitudes, appreciations, keeping in mind the ability of the individual. In determining the level of achievement to be expected of an individual pupil, it is important that his personality traits be closely observed, that his home environment be known and that there be close cooperation between the home and school.
6. We believe that the periodic physical examinations should be given to all children and the school should exert all possible influence to see that corrections of defects are made. The child's training should develop in him correct health habits, good eating habits, a knowledge of nutrition, also habits of personal cleanliness, and an appreciation of sanitation and attractive surroundings.

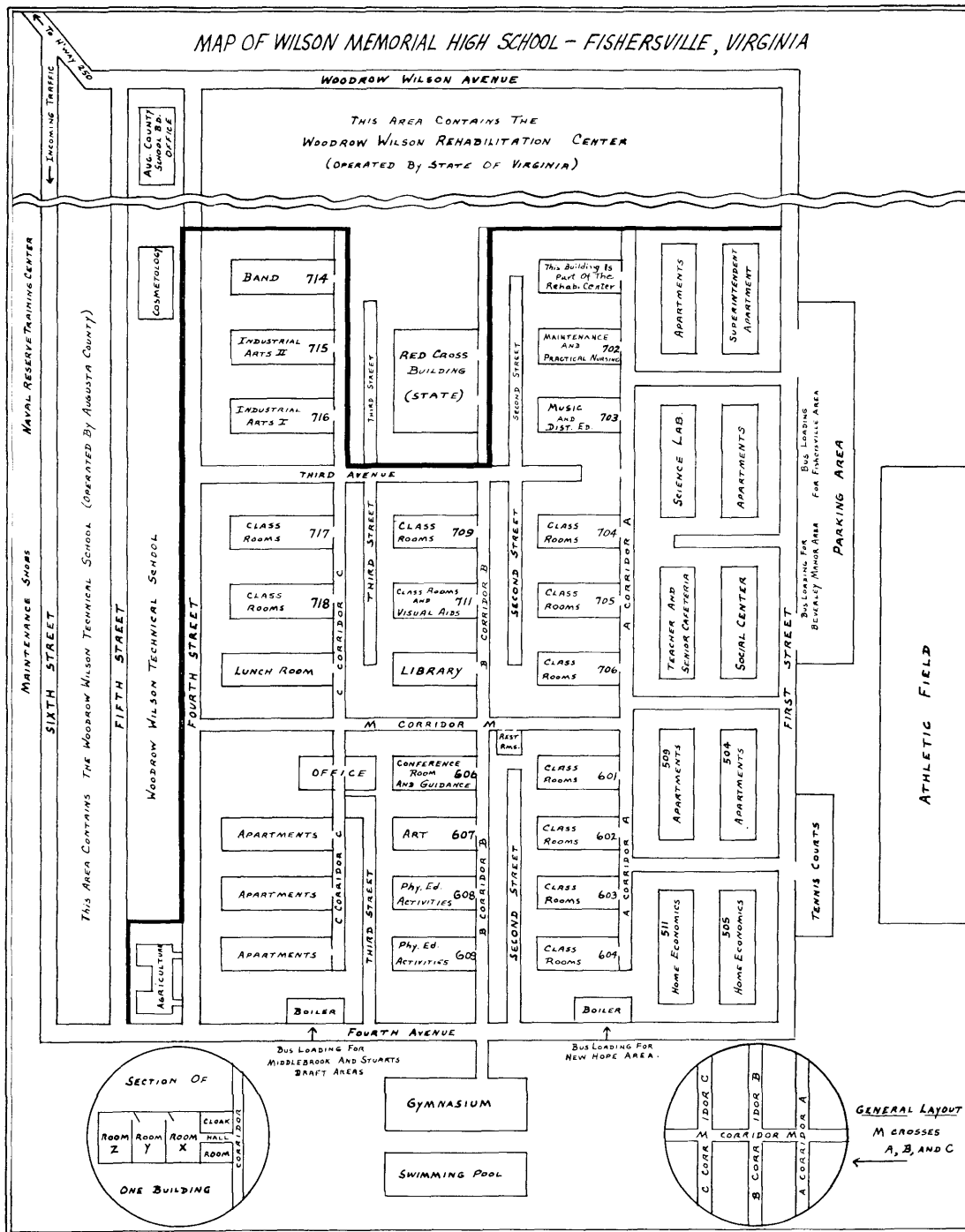
WILSON MEMORIAL HIGH SCHOOL  
1949-50  
OBJECTIVES

1. To continue to improve the present school plant to better meet the requirements of the comprehensive high school.
2. To continue to develop toward the ideal comprehensive high school.
3. To continue our efforts in improving our transportation system.
4. To continue to add equipment where needed.
5. To continue modification of the curriculum to better meet the needs of the pupils and community.
6. To provide more careful screening of pupils desiring certain elective subjects.
7. To provide adequate time and opportunity for each child to counsel with trained personnel, and opportunity for every teacher to do necessary counseling.
8. To continue to develop a beneficial twelve months recreational program.
9. To be available for aid to our community centers in developing adult educational programs.
10. To seek to attain the following goals with reference to teacher employment and teacher loads:
  - a. To decrease the teacher load in some academic courses by employing additional teachers.
  - b. To make opportunities available whereby teachers may be employed for ten or even twelve months if they so desire.
11. To sponsor clinics and establish an infirmary with a full time nurse.
12. To continue our efforts in the beautification of our school.
13. To provide opportunities whereby the resources of our community may be visited, studied, and used by a greater number of pupils.

14. We favor a twelve-year program of public education, but we are not sure as to where the extra year should be placed. We are, therefore, studying this problem with the intention of adding one year to our present program in the near future.

Some of the specific improvements (See Nos. 1 and 4) in mind at present are more chairs for the gym, bleachers for the athletic field, centralized toilets, men's lounge, and more visual aids equipment.

MAP OF WILSON MEMORIAL HIGH SCHOOL - FISHERSVILLE, VIRGINIA



AN OUTLINE MAP OF THE HIGH SCHOOL AREA

This map is available to all visitors.

A card of this type was made for each teacher and given to the visiting committee.

SCHEDULE CARD	
March 27, 28, 29	
Name <u>Mrs. Mildred Sublette</u>	Homeroom <u>B 607</u>
Activity Pd. <u>Homeroom &amp; Committee</u>	Class <u>Senior</u>
9:45 - 10:40 - Guidance	
10:40 - 11:35 - Journalism	
11:35 - 12:10 - Lunch	(Classes held in
12:10 - 1:05 - Art	B 607)
1:05 - 2:00 - Art	
2:00 - 2:55 - Art	
	(Over)

Front

Activity Period <u>Annual Work</u>
<u>After School</u>
Monday: Guidance Meeting
Tuesday: Teachers' Meeting
Wednesday: Open

Back

Regular activity program for the three days of visitation.

## WILSON MEMORIAL HIGH SCHOOL

Fishersville, Virginia

March 14, 1950

Dear Patron:

The Wilson Memorial P. T. A. is sponsoring an "Open House" for patrons and interested friends on the night of March 28 from 7:30 to 9:30. We would suggest that as far as possible, only one child accompany his parents, with the exception of band, choral club members, guides or other students who have been requested, by a teacher, to attend. Any person interested in seeing the Wilson Memorial High School, other than parents, is cordially invited to visit the school. This also applies to friends from Staunton and Waynesboro.

If you need a guide, please report to the High School Social Center upon your arrival. You can come when you wish and leave at any time within the hours mentioned above. The entire school will be open and we hope that you will have an opportunity to talk with your youngster's teachers and at the same time see the total school program.

The High School Choral Group will sing some selections at 8:15 and at 9:15 in the music room. The Band will play at 8:45 in the gymnasium. Light refreshments will be served without charge in the large cafeteria from 8:30 to 9:30.

Please make every effort to attend "Open House" and see your school.

Sincerely yours,

"Open House Committee"

APPENDIX C:

THE REPORT OF THE VISITING  
COMMITTEE FOR THE EVALUATION OF  
NILSON MEMORIAL HIGH SCHOOL

Fishersville, Virginia  
March 29, 1950



## PUPIL POPULATION AND SCHOOL COMMUNITY (SECTION C)

The committee congratulates the staff of the Wilson Memorial High School on its efforts to interpret the relationship between the pupils and the school community. The emphasis on the revision of the curriculum in terms of the pupil needs is very commendable.

That it is possible to revamp the curriculum in terms of pupil needs is a credit to the Board of Education and the community, and reveals the fact that the people of the community support and are aware of the extensive need for education of today's children if they are to be responsible and contributing members of their society. This fact in turn reveals the awareness of the school administration and faculty of the importance of keeping the people of the community well informed as to the function and purposes of the school in the community.

The Committee interprets Form C of the Evaluative Criteria with suggestions in the following statements:

1. In the light of statistics for the first three years of this school's existence, it is desirable that the community and the school make long range plans for the expansion of school facilities. Further, it is desirable that these long range plans be made in terms of maximums of needed expansion, but they should be kept elastic enough to provide for easy changes in terms of community needs.
2. The school should be commended for the general stability of its pupils and its holding power of pupils. The fact that a low per cent of the pupils dropped out of school last year because of scholastic or discipline problems further illustrates the awareness of the administration and staff of individual pupil differences and individual pupil problems. That there are more than twice as many eighth grade students as compared to twelfth grade students suggests the fact that far too many pupils may be dropping out of school before completing their education. The Committee recommends that a comprehensive effort be made by the guidance department to make a thorough follow-up study of all students who graduate or drop out of the school. It is very possible that such a study would point the way to curriculum revision.
3. Though the percentage of pupils taking a post graduate course is very small, there seems to be an indication of a need for the vertical extension of the curriculum through the twelfth grade or an indication that it is impossible for at least a few students to get all the elective experiences from the school curriculum that

they would deem necessary to their individual development. This suggests that it be made possible for the individual pupils to make a more varied selection of elective courses.

4. It is the belief of the Committee that the community is an average or slightly above average community except in one area. There is a definite above average healthy attitude toward education. The fact that a good thirty per cent of the graduating pupils wish to attend college is good, but this percentage is about average for a community of this status. About seven per cent are planning to enter the agricultural field. The Committee also feels that this is about average. The Committee interprets these figures to mean that the students in general have a normal attitude toward the future which indicates a healthy frame of mind in the students and reflects to the credit of the guidance program.

5. The Community is well above average in its financial resources, but nevertheless, the Committee wishes again to commend the people of the community on its extremely healthy attitude toward education. The Committee feels that the community should be very proud of its efforts to provide itself with other agencies as well as the school for community growth.

In conclusion, the Committee would like to say that while the efforts of the community to provide the pupils of the community with a better than average school and school program are to be commended, it should not become self-satisfied. This community and the school personnel have an almost unparalleled opportunity to lead the way in the development of an educational program.

Throughout this report the committee has tried to let the community and school staff know that it is aware of the problems inherent in the nature of the school plant but we feel that its advantages outweigh its disadvantages. We will feel this way until it is proved otherwise, and the Committee feels that this question can only be answered by time and a continuous, comprehensive evaluation of the school and the school program.

#### CURRICULUM AND COURSES OF STUDY (SECTION D)

There seems to be a real concern on the part of the school to make the curriculum and course of study appropriate to the needs of the pupils and the community. The Committee wants to commend the staff for this interest and to recommend that further study of the needs of the pupil population and the nature of the changing community be made before courses are added to or changes made in the existing offering.

The curriculum and courses of study have been given a superior rating. This implies that the offering is adequate for the pupils and the community. We commend the staff and the administration for making this broad program of offerings available to the pupils.

The Committee would like to make the following suggestions for the continued improvement of the curriculum and the course of study:

1. That a study be made of the health and physical education program for the purpose of extending and broadening health instruction and the development of a program of corrective and remedial work in physical education.

2. The Committee feels that the present number of offerings should not be increased but that changes should be made within the framework of the offering already in existence.

3. It seems that some consideration should be given to the possibility of increasing the enrollment in physics. We believe that in a school of this size at least 30 or 40 pupils should be interested in physics instead of a present enrollment of eleven.

4. We note that there are 336 girls enrolled in home economics and only 65 of these girls belong to the F. H. A. We are of the opinion that it would be highly desirable to have 65-70 percent of the girls enrolled in home economics to be active participating members of the F. H. A.

5. We recommend that a short course of from 4 to 6 weeks in library science be included in the curriculum for a minimum of 25 pupils. The Committee believes that this will serve at least two purposes: first, to serve the need of interested pupils, and second, to prepare students as assistants in the library.

6. Due to the fact that there are only twelve boys in vocal music, it is the opinion of the Committee that much attention and guidance should be given to encourage boys to select vocal music as a subject.

7. The Committee wishes to commend the administration and staff on its plan for moving into a five year high school program. It is suggested that careful, extensive, and scientific planning be done in connection with this problem. A school with the broad offering found here should consider a program that would assist in orientating and guiding pupils into the areas and subjects commensurate with their needs, interests, and abilities.

8. That a study be made to determine the educational needs of the adult population of the area served by the school. Also, any services provided should be made available to the adults in their local communities.

## PUPIL ACTIVITY PROGRAM (SECTION E)

The Committee commends Wilson Memorial High School for the number and variety of activities in the Pupil Activity Program of the school. By means of this program pupils may develop in ways that may not generally be possible through classroom activities. These experiences may provide opportunities for leadership training and participation in organized group work which may carry over into out-of-school and adult life. The experiences likewise may make a large contribution to the preparation of pupils for effective citizenship in the community.

The quality of experiences developed in the activity program is of paramount importance and is evidenced in the attitudes and relationships of pupils, by increased sharing by the pupils themselves in the responsibilities of planning and carrying out the activities of the program, and by the well rounded development of each individual participating in these experiences. The Committee wishes to recognize outstanding attainment of these results in the activities observed. It especially commends the school upon the percentage of boys who are engaged in athletic activities and it feels also that there is a desirable inclination to stress intra-school athletics in preference to inter-school athletics.

It appears that approximately two-thirds of the pupils of the High School are participating in the activities of the program. While it is recognized that participation by a larger number of pupils is desirable, the Committee feels that, with a continuation of the high quality of individual activities and constructive measures to meet the needs of pupils, there will be an increased number of pupils participating.

On the whole, the Committee feels that in the field of student activities, when the newness of the school is considered, that a highly commendable work is being done. It recognizes that there are certain weaknesses in the program such as inadequacy of time allotted to activities and the large number of students who are not reached by the activity program. It also appears that those activities which derive out of classroom activities are those which are most effective, and it would seem that further stimulation is needed for those activities which are not so linked with classroom procedures.

The Committee feels that the faculty, students, and administration are conscious of these limitations and that they will take measures to correct them as soon as they conveniently can.

## LIBRARY SECTION (SECTION F)

The Evaluation Committee feels that the library is not only a collection of books, but should be considered the center of the educational life of the school. It is felt by the Committee that the library and its facilities should be made as readily and easily accessible as is possible considering the unusual nature of the school plant.

The Committee was impressed by the good organization of the library, its well rounded book collection, wide variety of magazines, and fine reference section. The combination of the county and high school collections permits of a much larger file of printed material.

The librarians are efficient and conscientious and there is a pleasant pupil-librarian relationship. The school is to be commended on employing a librarian on a twelve-month basis.

Following are the recommendations, the Committee wishes to make:

1. An additional card catalog should be added to allow for expansion as the present catalog is already crowded and there are many more cards on hand to be filed.

2. In order to permit the present high school librarian to give full time to library work for which he is specially trained, it is suggested that the audio-visual aid equipment be assigned to some other department; i.e., industrial arts or agriculture. Student assistants could take over loan desk responsibilities and details. This would give the trained librarians more time to work with the faculty and to give the state recommended library instruction to the students. Due to the lack of time and broad scope of the material to be covered, the library experience of necessity must be closely integrated with class work at every possible opportunity.

3. An opportunity to give pupils vocational, educational, and recreational experience in serving in the library is not being fully utilized. Although the regular curriculum cannot be slighted, students where available should be given an opportunity to serve.

4. More reading room space should be provided so that more students might use the library at one time, rather than having to stagger class usage as it is now done. Where expansion is provided for, the Committee feels that space for several conference rooms be provided.

5. The darkness of the library might be lessened by repainting in lighter colors. In the selection of new furniture, lighter colored woods could be considered.

6. Because of the wide dispersment of the classrooms, the library is not readily accessible. This results in the students not making full use of facilities. Therefore, it is suggested that supplementary collections be located at convenient points throughout the school.

In conclusion, the Committee wishes to state again that while it feels the library is fairly well used by some members of the staff of Wilson Memorial High School, it also feels that the library is by no means being used to its fullest advantage in facilitating the process of instruction. It suggested that the staff re-examine their individual subject matter areas in order to find where they could further utilize this fine service.

#### GUIDANCE SERVICE (SECTION G)

Guidance, as applied to the secondary school, should be thought of as an organized service designed to give systematic aid to all pupils in making adjustments to various types of problems which they must meet - educational, vocational, health, moral, social, civic, and personal. It should endeavor to help the pupil to know himself, as an individual and as a member of society; to enable him to correct certain shortcomings which interfere with progress; to know about vocations so that he may intelligently choose and prepare, in whole or in part, for a life career; and to assist him in the constant discovery and development of abiding creative and recreational interests.

The Committee wishes to commend the Guidance Staff and entire faculty of Wilson Memorial High School for the efforts made to carry out the above philosophy.

It is noted that the Guidance Staff is well qualified and that eleven teachers have been assigned some time for guidance activities.

The nature of the buildings at Wilson Memorial has made it possible to remodel and adapt the space to meet the expanding needs of the guidance activities. Four small rooms are available for individual counseling. There is an office for the guidance director, a small conference room with vocational and educational files, a record room and a room for the storing of tests.

If individual counseling is to be effective, it must be based upon adequate objective data concerning the individual, such as: teacher observation, home visitation, standardized tests, teacher made tests and samples of pupil work. It is noted that provision is being made for a cumulative record folder for each pupil and that these folders are being filed in the record room. These records are available for use by the counselors and also by the home room teachers.

The Committee considers that standardized achievement

tests, mental ability tests, aptitude tests, and interest tests are helpful tools for revealing the nature of individual differences and identifying individual problems. Some tests in these various fields are being used at Wilson Memorial; however, it is suggested that attention be given by the Guidance Staff to the development of a more comprehensive testing program and that the results of these tests be used by all faculty members in planning their programs of instruction.

It is also noted that some special cases for individual testing are being referred to the Woodrow Wilson Regional Consultation Service which is conveniently located.

Each teacher has a 45 minute home room period with her home room pupils each Friday. This should give an opportunity for every pupil to be known well by at least one teacher. The Committee suggests that each home room teacher make a special effort to understand these pupils and refer to the guidance service any pupil who needs help which she cannot give. The counselors work with individual pupils who have special problems and with pupils who need to make important decisions. There seems to be no organized plan for making certain that every pupil receives the help which he needs through the guidance service. The Committee feels that continued study and planning should be carried on in order to extend this service to all pupils.

#### INSTRUCTION (SECTION H)

The evaluation of the instruction in the Wilson Memorial High School compares favorably in the offering of academic and vocational subjects and in the quality of instruction as well with that of the average high school in the Southern Association of Secondary Schools and Colleges. These evaluations are indicated graphically on page 13 of the "Educational Temperatures" which were arrived at through the observations and conclusions of the members of the Evaluation Committee.

The "esprit de corps" of teachers, pupils, administrators, and all concerned is most outstanding. The members of the Committee felt at all times a very high quality of human relations in their contacts here. The pupil-pupil, pupil-teacher, teacher-administrator and teacher-parent relationships merit a superior rating.

Though the Committee at times observed formal methods of instruction being used in certain areas, there is a general feeling that the recognition of the individual and his needs is much in evidence and that this approach is progressing favorably with the pupil occupying a very

important role in the actual classroom situation. The teachers, in recording the evaluation of their instruction on the H blanks of the evaluative criteria, have reported that they need to know more about the pupils they instruct. The Evaluation Committee concurs in this thought and wishes to encourage present efforts to study pupils and to fit the program to their needs.

Many thought provoking activities were carried out even in certain traditional subjects while there were other instances where learning by rote was in evidence. The quality of instruction can be greatly improved by the continuation and extension of the now existing cooperative planning where each pupil participates and is respected in selecting problems, developing purposes, formulating plans and in selecting ways of reaching desired goals. The assembly program furnished excellent evidence of this principle in operation.

The Committee was happy to find that, in several instances, school activities were growing out of and contributing to classroom work. Here is a rich field for teaching leadership and for developing in the individual a sense of personal worth and belonging.

The Committee feels that the textual materials used are good and that the rental plan in use lends itself favorably to provide enriched and varied materials. The low rental fee relieves the parent of financial burden in these days of high living costs.

The use of film strips, charts and maps, models, globes, records and other audio-visual materials shows progress in the right direction in a modern school program. The use of the bulletin boards and other types of exhibits and displays as observed by the Committee members has great value in the teaching learning process. The Committee recommends an extension in the use of these effective devices.

It is reported that standard achievement and mental maturity tests have been administered. Special study should be given to a comprehensive testing program and use of its results. This will greatly assist teachers in their present interest and desire to learn more about the pupils they instruct.

While the Committee is mindful of the superior quality of instruction observed in many classrooms, there is still room for improvement, and it wishes to give the following suggestions as possible means for improvement of instruction:

1. That Wilson Memorial High School enlarge its comprehensive in service training program in which there will be further cooperative study of the purposes in education, a restatement of school philosophy, and a listing of the definite problems to be considered for an immediate and long-time improvement program.



2. That there be increased effort toward challenging the best pupils and also meeting the needs of the weakest.
3. That there be more interdepartmental planning in the use of materials, selection of activities, and in developing pupil purposes in various courses. It is the considered opinion of the Committee that each teacher should be encouraged to study the pupils' interests, potentialities, and become familiar with opportunities offered by the activities in such related fields as biology, home economics, and physical education. Teachers of such related subjects should encourage pupils to participate in activities that will offer broader opportunity for their growth and development.
4. That there be an increased use of community and environmental materials. The Committee commends highly the development of such resource material as the bulletin on Augusta County government prepared by the Wilson Memorial High School library staff.

#### OUTCOMES OF THE EDUCATIONAL PROGRAM (SECTION I)

The administration is to be commended highly for its efforts in providing the material needs for the development of an adequate educational program. The Committee recognizes that the outcomes of Wilson Memorial High School compare favorably with the outcomes of other educational programs found in schools of like size and facilities.

The members of the Visiting Committee wish to point toward procedures which will aid in the attainment of even more desirable outcomes. The most significant evaluation of outcomes can be observed in what is happening to the children. Thus, the staff of any school should select and use all means possible to collect objective evidence that pupils are progressing satisfactorily toward the attainment of such desirable outcomes as: knowledge, worthwhile skills, attitudes, tastes, appreciations, health and ability to think and to live well with oneself and his fellowman.

The Committee believes that the teacher should be continually mindful of the importance of the influence of any activity on the behavior of the pupil. Thus teachers should find and use the most effective devices for measuring pupil status and progress through the observance of such objective evidence as dated samples of work kept in individual folders and the use of observational records and a follow-up study of graduates and drop-outs. The Committee is of the opinion that the evaluation of educational outcomes by the teachers is weighted toward the usual subject matter tests and that the instruction is frequently carried out in the traditional way.

The Committee saw evidence that teachers in Wilson Memorial High School were helping boys and girls to know and

to care for and to do something about the democratic way of life. Children were learning democracy by living it. Some of the most revealing evidence of desirable outcome was noted in the excellent pupil behavior observed in corridors, in the auditorium, and on the busses.

The small percentage of drop-outs and of pupil failure as indicated on current records speaks well for the holding power of Wilson Memorial High School. The Committee wishes to encourage continued effort toward the adjustment of courses within the framework of the present offering and the adaptation of instructional procedures to the end that each pupil will receive maximum benefit.

The Committee commends the school for its in-service teacher training program. It believes that this program should be enlarged to promote maximum growth with teachers.

The Committee suggests that the staff give serious consideration to ways by which pupils will assume even greater responsibility for the success of the school program. This can be greatly facilitated through the extension of the counseling program and through efforts toward increasing the percentage of pupil participation in an activity program of the school which grows out of and contributes to the regular classroom work, and through more extensive and voluntary use of the library.

#### SCHOOL STAFF (SECTION J)

In other sections of this report, comments have been made concerning the need for in-training service and related problems. The Committee calls attention to the favorable rating of the Staff members in personal and instructional qualifications. The Committee was favorably impressed also with the cordial relationship that appeared to exist between teachers and administrative officers, among the teachers themselves, and between teachers and pupils. This fine relationship implies that a favorable foundation has been made for the positive direction of pupils in their learning activities without the inhibition which might be produced by fears or misunderstandings. Attention is called to low ratings on academic and professional training and length of service at Woodrow Wilson Memorial High School.

The problem of inadequate academic and professional training of teachers may go back to the employment of personnel who have not been prepared for teaching. This may be due to the teacher shortage. Efforts are being made to train teachers while on the job. Some teachers are utilizing opportunities in extension and summer school classes. These are commendable efforts. The Committee believes that every possible encouragement should be given to those

teachers, who have not met the standard for academic and professional requirements, in their efforts to raise their qualifications. The conditions causing the low ratings are due in a large part to the rating scales and criteria that determine the rating. A rather large portion of teachers have been in this system for only a short time. This is accounted for in a large measure because of the fact that the school has been in operation for only a short period of time.

However, it is felt that this condition will improve as the school advances in age and permanency. The development of a school program and the efficiency of teachers require the teaching personnel be retained over a relatively long period of time. It is recognized that teacher turnover in this school is very low for which the school is to be commended.

In the election of each staff member consideration should be given to thorough preparation for his particular task and of possession of such personal traits as are requisite to effective teaching and to understanding pupils. Diversity of preparation is desirable for a well-rounded staff.

The Committee feels that in a school of this size there seems to be a need for a full time dietitian. This would relieve the Home Economics teacher who is now serving as part time dietitian for full time service in Home Economics. It is believed that if adult classes are established or organized in Home Economics and the load equally distributed among the Home Economics teachers, that there would not be sufficient time for a Home Economics teacher to serve in the capacity of supervising the cafeteria.

#### SCHOOL PLANT (SECTION K)

The evaluation of Wilson Memorial High School plant was unique in that a hospital plant is being converted into a school plant. We needed to keep this fact in mind and we were indeed impressed to see how such an undertaking was progressing.

The school site covers an area of 189 acres. The location is near the geographic center of the county and is free from objectionable buildings and conditions. There is a minimum of local noise in the environs of the buildings. The campus area is developed and fully used in an efficient manner. The Committee believes that the school site is adequate for both present and future needs.

We feel that the administration, faculty and pupils should be commended for the following:

1. Especially for the adaptation they have effected in the use of the buildings and grounds to an educational program.

2. This school has one unusual advantage over most public high schools in that adequate living facilities are provided for teachers at a nominal cost.

3. The pupils especially should be commended for the careful and thoughtful manner in which they use the equipment and the plant.

4. Despite the handicaps encountered in the toilet facilities, they are clean and sanitary. This reflects on pupils, janitors, teachers and administrators.

5. Shop facilities for maintenance and repair work for busses and buildings are superior.

6. The heating plants are adequate and probably superior to most high schools. They are flexible and should be able to carry much more than their present output.

7. The Committee is of the opinion that the cafeterias are very superior in management, equipment and service rendered.

The following are recommendations that we hope the school board, faculty and administration, as well as people in the community, will give further and careful consideration:

1. We believe that adequate auditorium facilities are needed and therefore recommend a study of the problem in relation to educational purposes, long term plans for development, etc.

2. It is believed that were centralized toilets provided at strategic points probably much congestion in the corridors would be eliminated and some of the toilets now being used could be converted for teachers' rest rooms and locker rooms.

3. The gymnasium and classrooms are very inadequate as regards lockers and showers for teacher and pupil use. The dressing room facilities of the gym do not near meet the needs of the number of pupils served.

4. The manual arts shops appear to be in need of storage space for materials to be used as well as for the projects being worked on. This probably could be corrected by an addition between the shop buildings.

5. Many classrooms and the library need improved light and ventilation. Maybe the shops could provide a simple board type ventilator for the windows, thereby eliminating most draft. We also recommend that the window panes of the gymnasium be painted with a transparent paint in order to cut out direct sunlight.

6. The library in order to more adequately meet the needs of the school should have additional reading room space.

7. It is further recommended that a fireproof vault be provided for the office of the principal.

8. A study of the grounds both from an aesthetic and functional standpoint should be continued.

9. In a few classrooms some armchairs were in use. These seemed to be unsuitable due to the fact that they were too low.

10. A continuous study and appraisal should be made of toilet facilities, such as soap and towel dispensers, waste containers, wash basins and window screens.

11. A program for continuous study of the prevention of traffic hazards is highly recommended. We believe that walks connecting all bus loading zones to the building should be provided.

12. It seems to the Committee that on days when there is inclement weather, that "y" and "z" classrooms are rather inaccessible to pupils who may be tardy. Pupil entrance after the bell disturbs classes which are in session. We have no solution to offer for this problem, but we suggest that further attention and study be made.

13. If additional dormitory rooms are converted to classroom use, we suggest that an investigation be made of the possibilities for leaving conference rooms between the classrooms. We believe that conference room space adjacent to some classrooms is needed.

14. The School Board and administration should make a continuous and careful study of the maintenance and capital outlay costs of the plant.

15. In view of a possible decentralization of certain library materials, the Committee feels that bookshelves and facilities for storing library materials should be provided in classrooms.

16. The Committee is of the opinion that there is need in a school of this size for a well equipped laboratory for General Science, such as you now have for Chemistry.

#### SCHOOL ADMINISTRATION (SECTION L)

The Committee desires to preface its report on administration with a statement in commendation of the efforts and achievements of the administration in the organization of Wilson Memorial High School. The task of converting such a plant and property as that conveyed to the school board by the U. S. Government and the organizing and developing a consolidated school into such an effective unit as here witnessed by the Committee, and all this within the short span of three years, evidences beyond words the quality and foresight of administration represented in this particular school and the school system of which it is a part.

The task of adapting such a property to school purposes was without precedent in this section of the country. The

results achieved in the development of the school into a smooth running and effective unit is considered most commendable.

Evidences of the high quality and efficiency of the administrative personnel are manifest on all hands. Such basic principles in a sound philosophy of administration as delegation of power, division of function and the placing of responsibility with those to whom authority has been delegated, appear to be carried out in high degree.

There was no evidence of conflict among individuals or groups representing administration. On the other hand, there is evidence that a fine spirit of team work and a high degree of confidence has been present.

Among the evidences pointing toward effective administration which the Committee noted are:

1. A highly workable relationship exists among all parties represented in the administration.
2. Good use has been made of the special interests and abilities of the staff as a whole in the general organization and operation of the school.
3. In the general planning, sufficient time for conferences and meetings of committees, the faculty and subject area fields appears to be adequately provided for.
4. Democratic principles have been followed throughout in the overall planning of the school. No semblance to dictation or imposition in organization or practice is in evidence.
5. The budgeting, handling and disbursement of the school funds are well centralized and supervised.

On the other hand, some inadequacies and needs were observed which merit consideration. Among these are:

1. Need for additional secretarial assistance. The volume of office work and routine details in a school of 1200 pupils call for two full time secretaries.
2. There is definite need for the safeguarding and protecting of the monies and records of the school. The bonding of those responsible for the handling of the funds should be provided. There is need for a fireproof room or storage for the school records. A vault for the safeguarding of the large amount of school funds handled by the school would be most desirable.
3. As a matter of expediency in the area of finance and economy, the Committee recommends that a careful study of the operational and maintenance costs of the plant be made. This recommendation is made in light of the construction and arrangement of the buildings. Such information will be of value in the development of the long range plans of the school system.

