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### Administrative Internship at LaGrove Unit School District

Jerry L. Ready

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ADMINISTRATIVE INTERNSHIP

AT LAGROVE UNIT SCHOOL DISTRICT

(TITLE)

BY

JERRY L. READY

B. S. in Ed. , Oakland City College  
M. S. in Ed. , Indiana State University

FIELD EXPERIENCE  
~~THESIS~~

SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS  
FOR THE DEGREE OF

SPECIALIST IN EDUCATION

IN THE GRADUATE SCHOOL, EASTERN ILLINOIS UNIVERSITY  
CHARLESTON, ILLINOIS

1970

YEAR

I HEREBY RECOMMEND THIS THESIS BE ACCEPTED AS FULFILLING  
THIS PART OF THE GRADUATE DEGREE CITED ABOVE

May 14, 1970  
DATE

\_\_\_\_\_  
ADVISER

May 14, 1970  
DATE

\_\_\_\_\_  
DEPARTMENT HEAD

## PREFACE

The Eastern Illinois Development and Service Unit, operating through a federal grant under Title III, ESEA, established and implemented the intern program discussed in this paper.

Eleven of the fifteen interns involved, worked in conjunction with Loyola University of Chicago and four worked in conjunction with Eastern Illinois University. These four were the first to complete the one year internship program at Eastern Illinois University.

The stated purpose of the program was to provide each intern an individualized internship in the field of educational administration and supervision. Each intern was assigned to a particular position, in accordance with his professional aspirations. He was then allowed to function in this position as he felt was necessary so that he might gain maximum benefit from the program. As a result, intern activities covered the major areas of school administration.

The rationale for the intern program is quite functional and it is hoped that the program will continue to be offered by the university. The proper place to train school administrators is in the workaday world of the school itself.

J.L.R.

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## CHAPTER I

### INTRODUCTION

I became interested in the internship offered by Eastern Illinois Development and Service Unit after reading an article in the Bulletin from the Department of Educational Administration at Eastern Illinois University. To me, learning by doing seemed the most logical method of becoming acquainted with the problems encountered in educational administration.

The article explained the rationale behind the internship and what might be accomplished by a person who was selected to participate in it.

On inquiring about the program, I became very interested in it and completed the necessary forms to place me in a position to be selected for it.

In June, 1969, I was informed I had been chosen as one of the interns and I would do my internship at the LaGrove High School in Farina, Illinois, under Mr. Jimmie Page, the district superintendent.

In conjunction with Mr. Page and Dr. Henderson, I began to plan my program. A series of meetings were held and the following results were accomplished.

I would serve in the high school as assistant principal. My primary responsibilities would concern the normal duties of a principal and I would be able to do various studies in the areas of self-evaluation or self-appraisal, computer scheduling, vocational programming, and junior college attendance. I also was asked to develop a physical education

program for the elementary school and implement it so it would be ready for the next academic year.

It was hoped that by assuming the duties of assistant principal, I would be able to observe first-hand the normal functions and operations of a unit school district. Careful perusal of school district records gave an indication of the assessed valuation of the district, the tax rate for education, the total area incorporated into the district, the number of students transported, the cost of transportation per mile traveled, the bonded indebtedness of the district, the amount of state aid furnished the district and other pertinent factors which I needed to be cognizant about in order to assume my responsibilities.

Some time was spent in becoming familiar with the district and its particular problems. It was decided the first project of major import would be a self-evaluation or a self-appraisal of the high school teachers. Quite some time was spent in constructing an instrument that seemed adequate for the task. This form was built and after approval by the superintendent, was given to the teachers to complete.

After the forms were completed and returned, a compilation was made of the results. Observations were made of the teachers in their classrooms to see if they were actually doing those things they claimed to be doing. Valuable insights were gained by the intern through this observational process. These will be discussed more fully in the chapter on evaluation procedures.

Moving from the evaluation project, an effort was made to develop a new vocational-technical program along guidelines set up by the State

of Illinois in June of 1969. Since school was already in session before forms were received to develop the program, it was felt that a comprehensive program need not be developed for this year. Therefore, only a token change was made at the local level but this will need to be rectified for the coming year, as the State guidelines require that a five year plan be designed and submitted for approval. This is being done as the year progresses.

In yet another area, a survey was conducted, seeking to determine students' feelings concerning the junior college movement and how they felt it would affect them personally. Five high schools in Fayette County were sampled using all students in grades nine through twelve. Results are discussed in a later chapter.

Computer scheduling was instituted for the first time at the high school and a considerable amount of time was given to this project. Seminars were conducted at Eastern Illinois Development and Service Unit, and these helped to alleviate many of the mistakes that are normally made in the implementation of scheduling by computer. The complete project moved much more smoothly than anyone had anticipated. This particular project fascinated me more perhaps than any other, and I spent much time striving to eliminate any errors that could readily be foreseen. I consider it one of the more important areas of my internship.

At the time I came to the LaGrove School District, there was no organized physical education program in the elementary school. One of my projects was to establish and implement a physical education program for grades one through eight. There was no equipment for a centralized

program. All equipment was claimed by this room or that as belonging to them alone. It was not to be shared with the other rooms.

Physical education in the elementary grades had been considered as a playtime for the students and no formal exercise period nor skills building program had been implemented. A handbook was completed and given to the elementary teachers for use in teaching physical education. It enumerated various activities to be done that will help strengthen certain areas of the body, develop motor controls, and allow the students to develop, physically, at their own rate.

Many aspects of educational administration were observed and practiced during my year with the LaGrove school system. I feel it has been a year well-spent and the experiences I have had will aid me in working as a school administrator in the near future.

I take this opportunity to extend my appreciation and thanks to all those involved in the program. I am especially grateful to Jimmie Page for his confidence and patience during my year with him. Dr. Shuff, my advisor, Dr. Henderson, my seminar director, Dr. Garland and Dr. Taylor, who served as directors of my intern experience, are all entitled to a vote of thanks for their words of advice and encouragement.



## CHAPTER II

### SELECTED ACTIVITIES ANALYSIS

For Month of September

#### Introduction:

I began my internship at the LaGrove High School in Farina, Illinois, on August 15, 1969. After some ten days of familiarization and pre-school activities, I began to develop my role as intern in the system.

The major emphasis for the year will be placed on developing a valid evaluation instrument, establishing a better registration and scheduling procedure, and attempting to institute an in-service training program for all teachers of the district.

#### Summary:

The past five weeks have been spent in adapting various evaluation forms into an instrument that can be used effectively here at LaGrove High School. It was established by both Mr. Page and myself that evaluation should involve the teacher in a comprehensive self-appraisal. Consequently, we endeavored to discover an evaluation form which required the teacher to render a self-evaluation. From this, we then adapted a second form to coincide with Form I to be used by the evaluator in the classroom as a rating form. The two forms are then compared by the teacher and the evaluator to discover any discrepancies that might exist.

#### Problems Encountered:

Perhaps the major problem encountered in our endeavor was securing copies of instruments and in finding valid information on evaluation.

Some of the publications pertinent to evaluation become so complicated in describing the procedures for administering them that only a large district, able to employ the services of full-time supervisory personnel, could make adequate use of them. An excellent example of this is "Flander's Interaction Analysis." To me, only a large school system can justify the use of this particular evaluation technique.

#### Insights Gained:

We found that evaluations differ greatly from school system to school system but the general information is sought in a majority of the instruments. There appears to be a trend away from evaluation by only the supervisor and toward the teacher evaluating himself. A conference is then arranged between the teacher and the supervisor to discuss the evaluation. This is as it should be.

There is a distinct difference in the evaluation procedures used in large school systems as opposed to small school systems. Small systems have neither the personnel nor the necessary time, away from other pressing duties, to do this.

#### Conclusions:

A large amount of time has been spent in constructing an evaluation instrument. I feel we have a workable form and that from it we can expect desirable results in the form of changed behavior on the part of our teachers.

See Appendix A.

WEEKLY LOG FOR WEEK ENDING FRIDAY 9/12/69  
(Communications) (date)

Name Jerry Ready

|   | INTENDED  |   | ACTUAL  |  | REACTIONS  |
|---|---|---|---|--|--|
|   | Procedures  | Purposes  | Procedures  | Accomplishments  |  |
| M<br>O<br>N<br>D<br>A<br>Y                | Begin to develop checklist of teacher evaluation instruments            | To compile a teacher evaluation instrument for use by the school administration | Searched library for professional literature related to teacher appraisal | Very few professional books in library   | Conferred with unit librarian concerning professional books. Seems none are available  |
| T<br>U<br>E<br>S<br>D<br>A<br>Y           | Per use "The Role of the Teacher in the Classroom" by Amidon & Flanders | To ascertain its suitability for use in our evaluation program                  | Read the booklet by Amidon and Flanders                                   | I am not certain that interaction analysis can be adapted to our program. May be valuable in writing our own program | Flander's approach to evaluation require a great deal of expertise in using his system |
| W<br>E<br>D<br>N<br>E<br>S<br>D<br>A<br>Y | EIDSU SEMINAR:  | Evaluation Techniques   |   |  |  |

| INTENDED                             |   | ACTUAL   |   | REACTIONS  |  |
|--------------------------------------|---|--|---|--|--|
| Procedures                           | Purposes  | Procedures   | Accomplishments   |  |  |
| T<br>H<br>U<br>R<br>S<br>D<br>A<br>Y | Read "How to Evaluate teachers and Teaching" by L. S. Vonder Werf | Trying to glean as much as possible from various authors to use in developing an evaluation instrument | Read all of the preceding booklet   | Made notes of various items that can be incorporated into an evaluation instrument       | Author covers a number of procedures used by various schools. The date of publication of booklet was 1958. Seems there should be newer material on this subject. |
|                                      | F<br>R<br>I<br>D<br>A<br>Y  | Write to a number of schools in the surrounding area to obtain a copy of their evaluation instrument   | Determine the scope and actual procedures used in various evaluation instruments in neighboring systems | No letters were written. All school letterheads have been used. New supply due in Monday | Began outline of tentative evaluation form. Will have to meet with Mr. Page to iron out a number of questionable items   |

Summary of most significant aspects of the week:

Development of an instrument to be used in teacher evaluation has been given priority. Appears that this will take some time.

Name Jerry Ready

|   | INTENDED<br>Procedures  | Purposes   | ACTUAL<br>Procedures   | Accomplishments   | REACTIONS  |
|---|---|--|--|---|--|
| M<br>O<br>N<br>D<br>A<br>Y                | Write letters to other schools to ask for a copy of their evaluation instrument | To be used in compiling an instrument for our program                                    | Selected eight districts having an enrollment of over 2,000 students to ask for their forms. | No letter written<br>Took Mrs. Bauer's class in Health              | Need to get letter written so we can begin to compile our instrument.<br>Too much time wasted on incidentals |
| T<br>U<br>E<br>S<br>D<br>A<br>Y           | Correspond with the eight school districts asking for evaluation copies.        | Selective process to be used in incorporating ideas from replies received into our model | Wrote letters to districts requesting copies of instrument                                   | Mailed letters on 9/16/69.<br>Should hear from most by next Monday. | Feel evaluation is important but am not sure that instruments are available that will meet our needs.        |
| W<br>E<br>D<br>N<br>E<br>S<br>D<br>A<br>Y | EIDSU SEMINAR:  | In-Service Evaluation  |  |   |  |

|                                      | INTENDED  |  | ACTUAL   |  | REACTIONS  |
|--------------------------------------|---|--|--|--|--|
|                                      | Procedures  | Purposes   | Procedures   | Accomplishments  |  |
| T<br>H<br>U<br>R<br>S<br>D<br>A<br>Y | Write to several schools outside the state to obtain copies of evaluation instruments | Compre these with copies receive from intrastate schools | Gleaned addresses from publications at EIU library to use in asking for evaluation instruments | Spent afternoon in conference with Mr. Page Covered a multitude of subjects First good talk we have had. | Feel that things are beginning to shape up and smooth out for the year. Rather lengthy talk helped to clarify role both for Mr. Page and myself. |
| F<br>R<br>I<br>D<br>A<br>Y           | Will write to New York, Delaware and Bloomington for copies of forms                  | Will use these to help develop evaluation form           | Was asked to teach Girls' P.E. classes while Mrs. Bauer went to doctor.                        | Taught P.E. classes  | Will write letters tonight so they will be on their way. Need to get evaluation form done so we can begin evaluation procedure.                  |

Summary of most significant aspects of the week:

WEEKLY LOG FOR WEEK ENDING FRIDAY 9/26/69  
(Communications) (date)

Name Jerry Ready

|   | INTENDED  |  | ACTUAL   |   | REACTIONS  |
|---|---|--|--|---|--|
|   | Procedures  | Purposes   | Procedures   | Accomplishments   |  |
| M<br>O<br>N<br>D<br>A<br>Y                | Help Mrs. Bauer set up area meeting of G.A.A.             | The G.A.A. has an annual event hosted by various schools in the area   | Organize committees, assign procedures and tasks for each group  | Everything set up and ready to go for the event<br>Over 100 girls invited to a chicken supper and athletic contest.     | I'm not sure this is a part of my role but feel the rapport established between sponsor and myself will aid me at a later time.                              |
| T<br>U<br>E<br>S<br>D<br>A<br>Y           | Study the program offered to the students in high school. | To become familiar with requirements for graduation by State and determine how schedule was set up for this year | Talked to Mr. Page concerning the present schedule and how he arrived at the class periods as they are now scheduled | I shall try to establish a schedule at a later date and then determine if it can be used to pre-register for next year. | There are a number of variables that enter into scheduling, and it is going to be necessary to consider many factors before a workable schedule can be made. |
| W<br>E<br>D<br>N<br>E<br>S<br>D<br>A<br>Y | EIDSU SEMINAR:  | Curriculum Study   |  |   |  |

|                                      | INTENDED<br>Procedures                      Purposes   | ACTUAL<br>Procedures                      Accomplishments   | REACTIONS  |
|--------------------------------------|--|---|--|
| T<br>H<br>U<br>R<br>S<br>D<br>A<br>Y | Read a booklet loaned me by Larry Weaver on "In-Service Education and Teacher Self-Evaluation" Seek areas of it that may be used for local evaluation form.          | Spent some time reading and selecting items that are pertinent to our particular situation. Will adapt these items for use.   | This is one of the better booklets I have encountered on evaluation of teachers. Will try to obtain a copy for my personal use if at all possible.                         |
| F<br>R<br>I<br>D<br>A<br>Y           | Try to confer with Mr. Page on the items to be used in the evaluation form. Make a rough copy to determine its usefulness and strive to eliminate unnecessary items. | Talked with Mr. Page and was told to go ahead with the forms as designed for the evaluation. Made masters and have mimeographed forms ready for teachers to complete next week. | I feel the instrument we have will be a good evaluation tool. Requires the teacher to think through his efforts and decide whether he is actually accomplishing his goals. |

Summary of most significant aspects of the week:

Still attempting to complete a usable instrument for teacher evaluation. Feel at this time that a self-evaluation form is a particularly important aspect to be considered. From it, one can assess what the individual feels he is accomplishing and a comparison can be made with the evaluator's report.



Name Jerry Ready

|   | INTENDED<br>Procedures | Purposes  | ACTUAL<br>Procedures | Accomplishments  | REACTIONS   |
|---|------------------------|---|----------------------|--|---|
| M<br>O<br>N<br>D<br>A<br>Y                |                        | Finish forms for evaluation of teachers. Need to have one form completed for use by evaluator. Will use two forms that are almost identical in wording except Form I will be check list that the evaluator will use when observing the classroom. |                      | Discussed the impact of professional negotiations with Mr. Page. He seems concerned with effect it may have district. He is very concerned over rumors that his teachers are going to demand P.N. agreement with the School Board. | Need to gather as much information as possible on P.N. agreements and the various roles played by teachers and the superintendent |
| T<br>U<br>E<br>S<br>D<br>A<br>Y           |                        | Distribute evaluation forms to all teachers in the high school. These are to be completed and returned as rapidly as possible but no later than next Monday.  | Miss Shelton absent. | Taught English classes that were to meet with Miss Shelton   | Will wait until Thursday afternoon to distribute forms to teachers. Should still be able to have them completed by Monday.        |
| W<br>E<br>D<br>N<br>E<br>S<br>D<br>A<br>Y |                        | EIDSU SEMINAR:  |                      | Curriculum models.   |   |

|          | INTENDED   |   | ACTUAL  |   | REACTIONS  |
|----------|--|---|---|---|--|
|          | Procedures   | Purposes  | Procedures  | Accomplishments   |  |
| THURSDAY | Read E.R.S. Circular #3 "Evaluating Teacher Performance"   | Trying to glean as much information as possible on teacher evaluation | Spent the time reading the aforementioned book.   | I found the contents to be well-organized and to contain several items that were of particular interest to me. I paraphrased a segment of the booklet to be used in conjunction with the evaluation forms we are going to distribute. A philosophy of evaluation. |  |
| FRIDAY   | Confer with Mr. Donaldson on Social Studies presentation at his request. Determine a better method of presenting Social Studies than by lecture. |   | Talked to Mr. Donaldson during his free periods and made arrangements to visit his class at a later date. Gave some teaching aids, ideas, and written materials I have used, for use in his class if he so desires. |   | I find that most classes here are being taught the same way they were taught when I was in high school. There has to be a better method. |

Summary of most significant aspects of the week:

## CHAPTER III

### SELECTED ACTIVITIES ANALYSIS

For Month of October

#### Introduction:

Administration and analysis of the self-evaluation instrument given to the teachers of LaGrove High School comprise my selected activities for the month of October.

#### Summary:

The self-evaluation form was given to all high school teachers for completion and return. From these returns a summary was compiled showing what the teachers felt they were doing in their classes and the goals they were striving to attain. Classrooms were visited in an effort to ascertain if the teachers were, in actuality, doing those things they felt they were doing as stated in the self-evaluation instrument. All teachers were told the evaluation was for their information. It would not be used in any manner to create a "threat" situation for them. A very short faculty meeting was held for the distribution of the forms. There was a minimum of questions and the teachers were asked to complete and return the forms as soon as practical. All forms were returned within the week.

#### Problems Encountered:

Perhaps the major problem encountered was the inappropriateness of the self-evaluation instrument. (Copy of same is in Appendix B) It produced none of the results expected by the intern. A crude tabulation

is in the appendix of this paper. The responses received were, in some cases, very verbose and contained information which could be readily refuted by mere examination of the teacher's class schedule.

Another problem concerned the lack of enthusiasm on the part of the administration in pursuing the evaluation idea. Since the system is so small, there seems to be no real need for formal evaluation as such. The administrator feels he can evaluate by spending a very short time in the classroom and that even this may not be necessary.

At the onset of the project a statement was made by the superintendent concerning a post-visitation conference. Teachers were told they would not be required to have a conference unless they felt the need for it.

Communications also seem to have been a problem. Since most teachers have only one preparation period, there is little time to socialize during the day. There should be an arrangement made whereby the teachers could confer with the administration and with other teachers on any problems that might arise.

#### Insights:

I feel I have gained some valuable insights into the process of evaluation. First, the name should be changed from self-evaluation to self-appraisal. This would immediately remove some of the threat which encompasses the teachers. It is necessary to involve the teachers in any kind of an appraisal process, from the formulation of the instrument to the completion of the project. This is the time when the teachers need

to be involved by communicating to them the reasons for appraisal and establishing a desire on their part to improve themselves.

Perhaps an in-service program could be set up and the teachers could use this time to develop and adopt an instrument that would be satisfactory to all concerned for an appraisal process.

Administrative support for the in-service program and the appraisal process will be a "must". Little can be accomplished unless the teachers feel that the administration is interested and concerned.

Conferences after classroom visitations will also be necessary. There will be little benefit derived from visitation if no use is made of the observation materials. There should be a cluster of three or four visitations to a particular classroom and then a conference should be held. This would allow the teaching act to be observed and commented on, rather than an observation of just the teacher, thereby partially eliminating the feeling that the teacher is being evaluated.

The statement of goals was rather vague in most instances. While the teachers could, in all probability, justify these goals to themselves, they would be rather hard put to convince others of their measurability.

#### Conclusions:

Teachers need to feel involved in any process that causes them to feel threatened. By involvement, a great amount of this can be alleviated. By enlisting their help in formulating an appraisal instrument and allowing them to contribute substantially to the project, cooperation will be much easier to achieve.

Evaluation is necessary if we are to implement and maintain an adequate educational system. The main concern of educators involved in the evaluation process should be to use the process as a means to help each teacher become better. This can be accomplished by conferring with the teacher, deciding together, areas that need improvement and then working together to attain this improvement. Only through cooperation and mutual understanding can an evaluation program be made to work. Teachers will change only if they feel there is a need to change. This need must be communicated to them in such a manner as to cause them to regard this change as desirable. Encouragement of teachers in mastering these needs for change must be constant and sincere.

See Appendix B.

Name Jerry Ready

WEEKLY LOG FOR WEEK ENDING FRIDAY 10/10/69  
(Communications) (date)

|   | INTENDED   |                    | ACTUAL   |                     | REACTIONS   |
|---|--|--------------------|--|---------------------|---|
|   | Procedures   | Purposes           | Procedures   | Accomplishments     |   |
| M<br>O<br>N<br>D<br>A<br>Y                | Work with Mr. Donaldson on Social Studies teaching methods. Hope to present various ideas that can be used to foster a change from strictly lecture method of subject presentation |                    | Asked by Mr. Haile to teach his afternoon classes. These include Driver's Education and P.E.   |                     | Cannot say that I accomplished a great deal today. Will talk with Mr. Donaldson tomorrow  |
| T<br>U<br>E<br>S<br>D<br>A<br>Y           | Talk with Mr. Donaldson concerning Social Studies. Present ideas that may be of benefit to him, in developing a "change of pace" in his teaching methods.                          |                    | Gave Mr. Donaldson some puzzles, debate items, booklets, and other items for presenting Social Studies to high school classes. Hope this will replace the lecture in his classes for at least one day per week |                     | I feel that Mr. Donaldson will use the materials to good advantage. Seems to be concerned about his teaching methods. Wants to involve the students more, but isn't sure how to do it |
| W<br>E<br>D<br>N<br>E<br>S<br>D<br>A<br>Y | EIDSU SEMINAR:   | DR. SHUFF'S OFFICE | Eastern Interns  | Group Discussion of | Problems  |

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| INTENDED<br>Procedures  | Purposes | ACTUAL<br>Procedures   | Accomplishments | REACTIONS   |
|---|----------|--|-----------------|---|
| Check copies of the evaluation form that have been completed and turned into the office. Try to determine the goals and methods as stated by those teachers who have completed the self-evaluation.                         |          | Read through two of the completed forms. Essentially, they contain little electrifying information. I begin to feel that there may be very little accomplished with the self-evaluation forms unless the teacher actually experiences a desire to improve himself. |                 | Quite disappointed with first two forms turned in. One teacher cannot spell simple seventh grade words. Grammar is very poor. Can only hope these are not indicative of the rest. |
| EASTERN SECTION INSTITUTE AT EASTERN ILLINOIS UNIVERSITY TODAY. ALL TEACHERS ARE TO ATTEND. HOW EFFECTIVE THESE INSTITUTES ARE FOR THE STAFF IS NOT KNOWN AT THIS TIME. HOWEVER, I HAVE MY DOUBTS AS TO USEFULNESS OF THEM. |          |  |                 |   |

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Summary of most significant aspects of the week:



WEEKLY LOG FOR WEEK ENDING FRIDAY 10/24/69  
 (Communications) (date)

Name Jerry Ready

|   | INTENDED   |                     | ACTUAL   |                 | REACTIONS   |
|---|--|---------------------|--|-----------------|---|
|   | Procedures   | Purposes            | Procedures   | Accomplishments |   |
| M<br>O<br>N<br>D<br>A<br>Y                | Visitation in Mr. Donaldson's classroom. Observation of teaching methods and materials used. |                     | Spent afternoon with Mr. Donaldson. Observed U.S. History and American Problems being taught. Lecture method used by instructor. |                 | Have reservations regarding use of lecture method for teaching at high school level, especially at the freshmen and the sophomore grades                                    |
| T<br>U<br>E<br>S<br>D<br>A<br>Y           | Visitation in Miss Shelton's classroom. Observation of teaching methods and materials used.  |                     | Spent afternoon in Miss Shelton's room. Observed English III and IV being taught.  |                 | Again I encountered the lecture method as a means of important knowledge. Very little participation on part of the students. Should be more involvement of them by teacher. |
| W<br>E<br>D<br>N<br>E<br>S<br>D<br>A<br>Y | EIDSU SEMINAR:   | STYLE OF LEADERSHIP | Dr. Heller   |                 |   |

|                                      | INTENDED<br>Procedures Purposes  | ACTUAL<br>Procedures Accomplishments   | REACTIONS  |
|--------------------------------------|--|--|--|
| T<br>H<br>U<br>R<br>S<br>D<br>A<br>Y | Visitation of classroom for observation and to determine if instructional aids are being used to strengthen lesson presentation.           | Spent afternoon in Mr. Donaldson's classroom again. Seniors were assembled here to listen to a presentation by F.B.I. agent concerning possible job opportunities after graduation.                          | Not much accomplished so far as evaluation is concerned but did obtain interesting information about F.B.I.                            |
| F<br>R<br>I<br>D<br>A<br>Y           | Visit classroom for observation and evaluation. Still seeking methods used and aids needed to properly present subject matter to students. | Dr. Henderson and Mr. Joley visited me and gave a program concerning computer scheduling that may be used by the school for a small fee per student. Seems a good idea. Will try to interest Mr. Page in it. | Will attend the seminar at EIDSU on computer scheduling. Feel we will be able to use it here and I need to understand what I am doing. |

Summary of most significant aspects of the week:

WEEKLY LOG FOR WEEK ENDING FRIDAY 10/31/69  
 (Communications) (date)

Name Jerry Ready

|   | INTENDED<br>Procedures Purposes                     | ACTUAL<br>Procedures Accomplishments   | REACTIONS   |
|---|---|--|---|
| M<br>O<br>N<br>D<br>A<br>Y                | Classroom visitations continued                     | Spent afternoon in English IV Class taught by Mrs. Page  | Mrs. Page had all the work outlined on the blackboard for her classes. She involved the students in the discussions and led them to make certain conclusions. |
| T<br>U<br>E<br>S<br>D<br>A<br>Y           | Continued classroom visitations                     | Spent afternoon at EIDSU conferring with Jim Hires and Fred Osburn on evaluation materials and methods, and how I might use the information I had collected. |   |
| W<br>E<br>D<br>N<br>E<br>S<br>D<br>A<br>Y | EIDSU SEMINAR:<br>Procedures For Instituting Change |  |   |

|                                      | INTENDED<br>Procedures                      Purposes | ACTUAL<br>Procedures                      Accomplishments  | REACTIONS  |
|--------------------------------------|--|--|--|
| T<br>H<br>U<br>R<br>S<br>D<br>A<br>Y | Continue Classroom Visitation                        | Visited Mr. Marten's classes in Agriculture. Shop is well-equipped. Boys seem to be enjoying their work. | Seems to be doing a good job. Room was well organized and bulletin boards were current.  |
| F<br>R<br>I<br>D<br>A<br>Y           | Continue classroom visitations                       | Visited Mr. Sarver in his Algebra classes. These seem to be taught in the traditional method.            | Not much change in methods used to teach Algebra. Still taught as it was when I was in school. Appears a newer approach could be used. |

Summary of most significant aspects of the week:

WEEKLY LOG FOR WEEK ENDING FRIDAY 11/7/69  
 (Communications) (date)

Name Jerry Ready

|   | INTENDED   |                    | ACTUAL   |                 | REACTIONS   |
|---|--|--------------------|--|-----------------|---|
|   | Procedures                                       | Purposes           | Procedures   | Accomplishments |   |
| M<br>O<br>N<br>D<br>A<br>Y                | Classroom visitation for purpose of observation  |                    | Spent the afternoon observing the Business classes. Typing I and II as well as Business Machines class.                    |                 | This is a subject area where definite goals can be established and it is relatively easy to determine when they have been reached.  |
| T<br>U<br>E<br>S<br>D<br>A<br>Y           | Classroom visitation for purpose of observation. |                    | Spent afternoon with librarian and examining material available for student use. Equipment for A-V use is in library also. |                 | For a small school the reference material seems to be very adequate. The person in charge seems to feel the library is there for the student and helps them make use of it. |
| W<br>E<br>D<br>N<br>E<br>S<br>D<br>A<br>Y | EIDSU SEMINAR:                                   | DR. SHUFF'S OFFICE | Eastern Intern Meeting, Problems Discussion  |                 |   |

|                                      | INTENDED   |          | ACTUAL   |                 | REACTIONS   |
|--------------------------------------|--|----------|--|-----------------|---|
|                                      | Procedures   | Purposes | Procedures   | Accomplishments |   |
| T<br>H<br>U<br>R<br>S<br>D<br>A<br>Y | Spent the day working on a general overview of the vocational-technical program. |          | Spent the afternoon reading a booklet published by the State on the new vocational-technical program and how the local institutions have to apply for operating funds. |                 | This is an area about which I know very little. I hope I can learn enough from this reading to be able to help set up the vocational-technical program for the next year. |
| F<br>R<br>I<br>D<br>A<br>Y           | Conferred with Dr. Garland   |          | Dr. Garland visited the school today. We had a rather fruitful discussion concerning what I hoped to achieve during my internship here.                                |                 | Dr. Garland intends to write Mr. Page, mentioning some of the areas into which I would like to delve during the remainder of the year.                                    |

Summary of most significant aspects of the week:

## CHAPTER IV

### SELECTED ACTIVITIES ANALYSIS

For Month of November

#### Introduction:

I have been involved in a number of projects during the month of November but due to various reasons only one has actually been culminated during this period. This concerns the writing of a new vocational-technical education program for the school district in which I am an intern. Therefore, this will be the topic used for my analysis.

The new program has the stated purposes of providing a program in response to the needs of individuals and state manpower demands. It provides the opportunity for those who carry out the programs of occupational preparation at local levels to tailor their programs to the needs of the people at the local level.

#### Summary:

A new vocational-technical program has been adopted by the State of Illinois as of June 24, 1969. Each school district within the state was required to write and submit a proposed program for approval by December 1, 1969. This program was to be used for one year. It will be necessary to make application for these program approvals each year. An overview of the vocational-technical program was also to be made, encompassing the ensuing five year period.

The new program requires a narrative delineating the stages envisioned for the vocational-technical program within the total school program.

Populations had to be identified and enumerated.

Letters were sent to businesses located inside a stipulated area adjacent to our school requesting a listing of occupational opportunities available.

Problems Encountered:

The most pressing problem was identification of the various populations as required by the State so we could begin to write the program. It was essential that we identify and enumerate those people who were considered economically or culturally disadvantaged, mentally or physically handicapped. By using information gained from Title I, ESEA, and other federal aid programs, a usable definition was obtained.

Another problem related to the course of study beginning at the primary level and continuing into adult education. Since most children are introduced to job descriptions in the primary grades, through the social studies, it was assumed this would suffice for the vocational-technical program at this level. In the elementary grades the same situation held true. However, at the junior high level there is a need for teaching occupations as such and a definite need exists for the student to become acquainted with areas of employment in which they have an interest. It then becomes necessary for an elementary counselor to begin working at this level, if a meaningful program is to be instituted. This will also require a secondary counselor at the high school level. The drawback in our situation lies in the fact that there is not a counselor available in our system at either level.



There was no available list of businesses for our area. A considerable amount of time was spent in pursuing the telephone directory to ferret out the names and addresses of area businesses we wished to contact.

A trip was made to Effingham to contact the Office of Economic Opportunity concerning the availability of pamphlets, bulletins, etc., that might be used for job descriptions or occupational choices for the students. We were told that these were not available from them. They instructed us to contact the State Unemployment Service to ascertain if they might have some type of job listing. This we did. We were informed by that office that they did not have any of the items we sought but that a publication from the U.S. Government Printing Office was available that listed jobs, training required, average salary, job outlook or demand, etc. This book has been ordered for our school.

#### Insights Gained:

There appears to be a definite need for a compilation of job opportunities for our local area. The availability, seasonal demand, pay, training required, and outlook all need to be indicated in a small brochure that can be presented to the students. Hopefully, this would help the student realize just how limited his job choices are in the local area.

Entirely too much emphasis has been placed on the writing of the program and too little on the actual implementation. The smaller schools are able to offer only a portion of the vocational-technical courses which will be available at the larger schools. While this, on the surface, seems to be a logical arrangement, it fails to account for the

smaller schools having a greater need for the training. We find our areas of chronic unemployment not located in the metropolitan areas but in the southern one-third of our state, in the predominately rural areas. Much of our vocational-technical training needs to be done here because of this high unemployment and the people living in these areas seldom leave in pursuit of a profitable occupation. In fact, studies have shown that people living in these rural areas of high unemployment and low job availability will become recipients of state and federal aid rather than relocate and take a job.

Ideally, area vocational schools would be the answer, but the number allowed to attend from each district in our area makes this a rather poor substitute for a program in our local school.

There has not been enough communication and cooperation between agencies involved in implementing this particular segment of federal aid. The OEO and the VEO should have worked together rather closely to provide a program that would not duplicate services. Perhaps this is too much to expect of bungling bureaucracy.

#### Conclusions:

Perhaps the major topic to be considered here is the actual results that will be forthcoming from the new vocational-technical program. So far as can be determined, almost any program submitted for this year will be approved. Therefore, little effect will be felt from the program this year. If a decided change is made next year, then the results could affect the smaller schools in an adverse manner. Too many demands by the

State, relating to the kinds of programs and the reimbursement factors allowed, could cause a decided hardship on them.

It would appear that only those schools with a large student population will be able to operate its vocational-technical program in such a manner as to receive reimbursement that will actually help defray the costs of the program. Again, these schools may not need the reimbursement as badly as the smaller schools.

There is also the concern that the high schools should not attempt to train students for a vocation. They should instead be given the rudiments of the various courses necessary to fit them for entry into a training program at a higher level and then be trained either at an area vocational school or by the company for whom they will be employed.

See Appendix C.

WEEKLY LOG FOR WEEK ENDING FRIDAY 11/14/69  
 (Communications) (date)

Name Jerry Ready

|   | INTENDED   |                          | ACTUAL   |                 | REACTIONS   |
|---|--|--------------------------|--|-----------------|---|
|   | Procedures   | Purposes                 | Procedures   | Accomplishments |   |
| M<br>O<br>N<br>D<br>A<br>Y                | Go to EIDSU to attend a seminar on computer scheduling |                          | Spent day in seminar on scheduling by computer. Appears to be feasible for our school. |                 | Appears as if this would be the logical method to use in scheduling students. |
| T<br>U<br>E<br>S<br>D<br>A<br>Y           | VETERAN'S DAY:   | NO SCHOOL                |  |                 |   |
| W<br>E<br>D<br>N<br>E<br>S<br>D<br>A<br>Y | EIDSU SEMINAR:   | SCHOOL MILLAGE CAMPAIGNS |  |                 |   |

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| INTENDED<br>Procedures<br>Purposes |  | ACTUAL<br>Procedures | Accomplishments | REACTIONS |
|------------------------------------|--|----------------------|-----------------|-----------|
|                                    | <p>Began assembling the necessary materials to be used in establishing a computer scheduling program for the LaGrove High School. Will file this material until a later date and then see if I can persuade the administration of the potential of this program.</p> |                      |                 |           |
|                                    | <p>Spent the day in examining courses offered, student rosters, time periods, and other relate items to determine how difficult it will be to institute scheduling by computer if it can be arranged with the administration and the school board.</p>               |                      |                 |           |

Summary of most significant aspects of the week:

WEEKLY LOG FOR WEEK ENDING FRIDAY 11/21/69  
 (Communications) (date)

Name Jerry Ready

|   | INTENDED<br>Procedures Purposes   | ACTUAL<br>Procedures Accomplishments | REACTIONS |
|---|---|--------------------------------------|-----------|
| M<br>O<br>N<br>D<br>A<br>Y                | Register for evening class for Winter Quarter at Eastern. Spent the day getting registered and taking care of related issues. Didn't realize registration could consume so much time. There should be someone who is both competent and capable placed in charge of it. |                                      |           |
| T<br>U<br>E<br>S<br>D<br>A<br>Y           | Attend scheduling seminar at EIDSU. Worked through the program and how certain situations in the schedule would have to be done if they are to correct when you use the computer to schedule classes.   |                                      |           |
| W<br>E<br>D<br>N<br>E<br>S<br>D<br>A<br>Y | EIDSU SEMINAR: MODELS FOR DISTRICT WIDE CURRICULUM STUDIES  |                                      |           |

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| INTENDED  |          | ACTUAL   |                 | REACTIONS   |
|---|----------|--|-----------------|---|
| Procedures  | Purposes | Procedures   | Accomplishments |   |
| Work on questionnaire for high school students in county concerning junior college. |          | Spent afternoon with Mr. Page trying to iron out difficulties in writing new vocational-technical program for the school   |                 | The philosophy, goal objectives of the vocational program seem to be hard to define to the satisfaction of OSPI. I'm not sure how effectively we were able to do this |
| Work on questionnaire for high school students about vocational program.            |          | Formulated letter to be sent to all area superintendents and area businesses. Seeking to determine type of occupations available in our area for students with only a high school education. |                 | Hope to contact at least 50 business in area to determine their needs so far as occupational positions available.   |

Summary of most significant aspects of the week:

WEEKLY LOG FOR WEEK ENDING FRIDAY 11/28/69  
 (Communications) (date)

Name Jerry Ready

|   | INTENDED<br>Procedures Purposes  | ACTUAL<br>Procedures Accomplishments   | REACTIONS  |
|---|--|--|--|
| M<br>O<br>N<br>D<br>A<br>Y                | Spent day at high school as Mr. Page is in Chicago for ISBA meeting. Visited classes and observed teachers | Spent all day teaching U.S. History and American Government Mr. Donaldson absent | Failed to make the classroom visitation I had planned. Explained to teachers concerned the reason for not being able to observe. |
| T<br>U<br>E<br>S<br>D<br>A<br>Y           | SEMINAR AT EIDSU ON COMPUTER SCHEDULING  |  |  |
| W<br>E<br>D<br>N<br>E<br>S<br>D<br>A<br>Y | EIDSU SEMINAR: CURRICULUM STUDY  |  |  |



|                                      |          | INTENDED   |          | ACTUAL     |                 | REACTIONS |  |
|--------------------------------------|----------|------------|----------|------------|-----------------|-----------|--|
|                                      |          | Procedures | Purposes | Procedures | Accomplishments |           |  |
| T<br>H<br>U<br>R<br>S<br>D<br>A<br>Y | VACATION |            |          |            |                 |           |  |
|                                      | VACATION |            |          |            |                 |           |  |

Summary of most significant aspects of the week:

WEEKLY LOG FOR WEEK ENDING FRIDAY 12/5/69  
(Communications) (date)

Name Jerry Ready

|   | INTENDED<br>Procedures | Purposes  | ACTUAL<br>Procedures                  | Accomplishments  | REACTIONS |
|---|------------------------|---|---------------------------------------|--|-----------|
| M<br>O<br>N<br>D<br>A<br>Y                |                        | Work on questionnaire to be sent to businesses located in our immediate area      |                                       | Have copies mimeographed for mailing so as heading has been entered. Should be ready to mail by tomorrow           |           |
| T<br>U<br>E<br>S<br>D<br>A<br>Y           |                        | Find names of small businesses in our area to whom we can send the questionnaires |                                       | Compiled list of names and addresses from telephone book to be used as mailing list for occupational questionnaire |           |
| W<br>E<br>D<br>N<br>E<br>S<br>D<br>A<br>Y |                        | EDSU SEMINAR:   | VISIT TO DECATUR LAKEVIEW HIGH SCHOOL | TO OBSERVE SCHEDULING  |           |

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| INTENDED<br>Procedures                      Purposes |   | ACTUAL<br>Procedures                      Accomplishments |  | REACTIONS   |
|--|---|---|--|---|
|  | Produce mailing list for occupational questionnaire |   | Taught Agriculture classes for Mr. Marten, who was ill   | Will mail all questionnaires tomorrow   |
|  | Mail questionnaires                                 |   | Mailed 47 letters containing occupational questionnaire to businesses in area with desire to secure information on available occupations in local area | Hope to compile a list of occupations available in local area for use by school |

Summary of most significant aspects of the week:

## CHAPTER V

### SELECTED ACTIVITIES ANALYSIS

For Month of January

#### Introduction:

My analysis covers a survey I conducted this past month. It concerns the junior college program and its relationship to the students within Fayette County. As a matter of record, there is no junior college located in Fayette County nor does the county belong to a junior college district. The proposal has been brought before the people and was defeated. It has not been reintroduced up to this time and from all indications it probably will not be in the foreseeable future. The primary reason for this, as indicated on the table showing the relative position of each district in tuition costs, number of students attending a junior college, etc., is the feeling by the districts that they can pay tuition and save a considerable amount of money. They fail to consider some of the benefits that accrue to a member of a junior college district.

#### Summary:

A questionnaire was designed in an attempt to elicit certain information from all high school students in Fayette County. It was given a trial run by 40 seniors at LaGrove High School to determine if any questions posed a threat to the students. After being assured that no difficulty seemed to be experienced, it was decided to administer it to all high school students in Fayette County during December, 1969.

All unit district superintendents were contacted, first by letter, then by telephone, and finally by a personal visit. Each superintendent gave whole-hearted support to the venture and as a result over 82 percent of all high school students completed and returned the questionnaire. Forms were collected during the third week in December and compilation began during the Christmas vacation. A total of 1,025 forms were tabulated out of a possible 1,244 student enrollment.

Results of this survey, along with a narrative are in the Appendix III.

#### Problems Encountered:

No major problems were encountered during this particular activity. Small problems appeared as the survey progressed but these were overcome without incident. One that caused consternation and that could not be overcome was the manner in which Question #4 in the survey was actually worded. It had been designed to determine how many students anticipated attending a junior college. However, the version that appeared on the form was so structured as to virtually eliminate any use of the information that was obtained.

Problems of administration, distribution, and collection were all solved in an effortless manner.

#### Insights Gained:

As stated in the narrative section of the survey, I feel the most important insight gained in this entire operation has been the fact that most high school students are not familiar with the junior college

program. The junior college program was established with the consideration that many students would not be able to attend a senior college or university, not because they lacked academic ability but simply because of the lack of space and facilities for them. Therefore they could attend a junior college, on a transfer program for two years, and then be admitted to the senior college of their choice if their grades were acceptable. This would alleviate the crowded conditions in the freshman and sophomore years at the larger institutions while still allowing the student to acquire the first two years of college training.

There also seems to be indicated, by information gleaned from the survey, a lack of confidence in the junior college program among the high school counselors in the area. What has brought this about is not known. Perhaps a personal experience had by an individual during his college career may be to blame or adverse comments concerning the transferability of course credits may have sparked these results.

#### Conclusions:

Most of the information concerning the survey is enclosed in the narrative or the tables. There is little reason to reemphasize them here. The prime consideration should now be the way in which this information can be used to help the students of this area.

There is a need for more information to be presented to the student at the lower levels in the high school. To wait until the person is a senior to appraise him of the alternatives available seems to be waiting entirely too long. Preparation should be started at the freshman level and be reenforced as the student moves up through the educational system.

Counselors need to be convinced of the desirability and worth of the junior college program. Until they are certain of its merits, there appears little likelihood that they will recommend it to their students.

See Appendix D.

WEEKLY LOG FOR WEEK ENDING FRIDAY 12/12/69  
 (Communications) (date)

Name Jerry Ready

|   | INTENDED   |  | ACTUAL                                |   | REACTIONS |
|---|------------|--|---------------------------------------|---|-----------|
|   | Procedures | Purposes   | Procedures                            | Accomplishments   |           |
| M<br>O<br>N<br>D<br>A<br>Y                |            | Talk to Mr. Kinkade at St. Elmo concerning questionnaire to be given to all high school students on junior college |                                       | Left questionnaires with Mr. Kinkade. He will endeavor to have them distributed and completed, ready for pick-up by Friday. |           |
| T<br>U<br>E<br>S<br>D<br>A<br>Y           |            | Take questionnaires to Ramsey and Brownstown to be given to all high school students.                              |                                       | Will pick up complete questionnaires on Friday.   |           |
| W<br>E<br>D<br>N<br>E<br>S<br>D<br>A<br>Y |            | EIDSU SEMINAR:   | EASTERN INTERNS AT DR. SHUFF'S OFFICE |   |           |



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| INTENDED<br>Procedures  | PURPOSES | ACTUAL<br>Procedures   | ACCOMPLISHMENTS | REACTIONS   |
|---|----------|--|-----------------|---|
| Take questionnaires to Mr. Blythe at Vandalia                       |          | Questionnaires to be completed and ready for pick-up on Thursday, December 18. |                 |   |
| Collect questionnaires from high schools in county except Vandalia. |          | Ramsey questionnaires not completed. Pick-up postponed to Monday.              |                 | I have had excellent cooperation from all high schools in the county. |

Summary of most significant aspects of the week:

Name Jerry Ready

WEEKLY LOG FOR WEEK ENDING FRIDAY 12/19/69  
(Communications) (date)

|   | INTENDED<br>Procedures Purposes   | ACTUAL<br>Procedures Accomplishments                               | REACTIONS |
|---|---|--|-----------|
| M<br>O<br>N<br>D<br>A<br>Y                | Begin compiling results of survey on expected junior college attendance by high school students of county | Spent a considerable amount of time tallying questionnaire returns |           |
| T<br>U<br>E<br>S<br>D<br>A<br>Y           | Work on questionnaires  | Compiling each school by class and by total school                 |           |
| W<br>E<br>D<br>N<br>E<br>S<br>D<br>A<br>Y | EIDSU SEMINAR:<br>POLITICS AND POWER  |  |           |

|                                      | INTENDED  |          | ACTUAL   |                 | REACTIONS |
|--------------------------------------|---|----------|--|-----------------|-----------|
|                                      | Procedures  | Purposes | Procedures   | Accomplishments |           |
| T<br>H<br>U<br>R<br>S<br>D<br>A<br>Y | Work on questionnaires  |          | Have all questionnaires tabulated except Vandalia  |                 |           |
| F<br>R<br>I<br>D<br>A<br>Y           | Devise form to show relationship of answers to various questions on survey form |          | Used form in an effort to indicate number and percentage of students who expected to do as stated on questionnaire |                 |           |

Summary of most significant aspects of the week:

Have all questionnaires from all county high schools. Excellent cooperation from each district. Hope to average 80% of county enrollment in my returns.

Name Jerry Ready

WEEKLY LOG FOR WEEK ENDING FRIDAY 1/9/70  
(Communications) (date)

|   | INTENDED<br>Procedures Purposes                     | ACTUAL<br>Procedures Accomplishments   | REACTIONS  |
|---|---|--|--|
| M<br>O<br>N<br>D<br>A<br>Y                | Work on computation in comparison of questionnaires | Spent some time on computing percentages for each school in relations to number of returns received and in relation to class size.   |  |
| T<br>U<br>E<br>S<br>D<br>A<br>Y           | Work on computation of replies on questionnaires    | Went with Mr. Page to pupil's home to inform parent that legal action was being taken because pupil has not been attending school. Student is in 5th grade and has attended only 4 or 5 days this year | Seems there has been lacity on part of someone in local system. This student should not have missed almost a semester before being confronted by States Attorney |
| W<br>E<br>D<br>N<br>E<br>S<br>D<br>A<br>Y | EIDSU SEMINAR: CITIZENS ADVISORY COMMITTEE          |  |  |

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| INTENDED<br>Procedures                      Purposes |               | ACTUAL<br>Procedures                      Accomplishments |  | REACTIONS |
|--|---------------|---|--|-----------|
| Work on questionnaires                               |               | Still trying to complete<br>questionnaire computation     |  |           |
| NO SCHOOL TODAY:                                     | DRIFTING SNOW |   |  |           |

Summary of most significant aspects of the week:

Name Jerry Ready

WEEKLY LOG FOR WEEK ENDING FRIDAY 1/17/70  
(Communications) (date)

|   | INTENDED<br>Procedures | Purposes                      | ACTUAL<br>Procedures | Accomplishments   | REACTIONS |
|---|------------------------|-------------------------------|----------------------|---|-----------|
| M<br>O<br>N<br>D<br>A<br>Y                |                        | Work on surveydquestionnaire  |                      | Mr. Page gone to Special Education meeting at Taylorville. Spent afternoon in office and in Study Hall.   |           |
| T<br>U<br>E<br>S<br>D<br>A<br>Y           |                        | Work on survey questionnaires |                      | Spent afternoon setting up a schedule showing how each class of students in high school compared on a county-wide basis concerning junior college hopes |           |
| W<br>E<br>D<br>N<br>E<br>S<br>D<br>A<br>Y |                        | EIDSU SEMINAR:                |                      | CITIZENS ADVISORY COUNCIL   |           |

| INTENDED  |          | ACTUAL   |                 | REACTIONS |
|---|----------|--|-----------------|-----------|
| Procedures  | Purposes | Procedures                                     | Accomplishments |           |
| Work on questionnaires  |          | Helped get ready for Homecoming tomorrow night |                 |           |
| Spent afternoon helping Juniors get stage and gym decorated for Homecoming tonight. Not sure that I contributed anything except just being there. |          |  |                 |           |

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Summary of most significant aspects of the week:

Name Jerry Ready

WEEKLY LOG FOR WEEK ENDING FRIDAY 1/23/70  
 (Communications) (date)

|   | INTENDED       |   | ACTUAL     |                 | REACTIONS |
|---|----------------|---|------------|-----------------|-----------|
|   | Procedures     | Purposes  | Procedures | Accomplishments |           |
| M<br>O<br>N<br>D<br>A<br>Y                |                | Ill with influenza. Called school and told Mr. Page I would not be in.                  |            |                 |           |
| T<br>U<br>E<br>S<br>D<br>A<br>Y           |                | Still not well enough to go back to school.<br>Hope to be able to return tomorrow.<br>1 |            |                 |           |
| W<br>E<br>D<br>N<br>E<br>S<br>D<br>A<br>Y | EIDSU SEMINAR: | EASTERN ILLINOIS  | ROUNDTABLE |                 |           |



|                                      | INTENDED                                 |          | ACTUAL  |                 | REACTIONS |
|--------------------------------------|--|----------|---|-----------------|-----------|
|                                      | Procedures                               | Purposes | Procedures  | Accomplishments |           |
| T<br>H<br>U<br>R<br>S<br>D<br>A<br>Y | Work on completing narrative for survey. |          | Mr. page attended meeting of superintendents at Vandalia. Filled in for him at the high school.   |                 |           |
| F<br>R<br>I<br>D<br>A<br>Y           | Work on completing narrative             |          | Taught math classes for Mr. Sarver. Algebra I was no problem - Trig., Algebra II are courses in which I have no background, so I let the students teach me. Worked out very well. |                 |           |

Summary of most significant aspects of the week:

Name Jerry Ready

WEEKLY LOG FOR WEEK ENDING FRIDAY 1/30/70  
(Communications) (date)

|   | INTENDED<br>Procedures Purposes    | ACTUAL<br>Procedures Accomplishments   | REACTIONS |
|---|------------------------------------|--|-----------|
| M<br>O<br>N<br>D<br>A<br>Y                | Work on College survey report      | Completed narrative for report and had it typed for duplication  |           |
| T<br>U<br>E<br>S<br>D<br>A<br>Y           | Begin to assemble the report       | Have all items duplicate and have assembled them into a booklet form for distribution to all high schools in the county. |           |
| W<br>E<br>D<br>N<br>E<br>S<br>D<br>A<br>Y | EIDSH SEMINAR: DR. SHUFF'S OFFICE; | problems discussion  |           |

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|  | INTENDED                          |          | ACTUAL  |                 | REACTIONS |
|--|-----------------------------------|----------|---|-----------------|-----------|
|  | Procedures                        | Purposes | Procedures  | Accomplishments |           |
|  | Begin work on computer scheduling |          | Grouped students and assigned each a unique four digit number to be used in establishing a schedule for computer use.   |                 |           |
|  | Work on student numbering         |          | Had class lists of students typed and each student assigned a number with an interval of five between each number. In this manner an incoming student can be added without disturbing the number order. |                 |           |

Summary of most significant aspects of the week:

## CHAPTER VI

### SELECTED ACTIVITIES ANALYSIS

For Month of February

#### Introduction:

My activity for the month of February consisted of establishing a scheduling program that could be run through a computer and the results used to place the pupil in the classes he had selected. The activity involved a great deal of time and required much attention to minor details, however, it was not extremely difficult.

#### Summary:

The names of all students in grades eight through eleven were arranged alphabetically by grade and each was assigned a unique four digit number. The first numeral of each denoted grade level, i.e. 1005 was a freshman; 2005 was a sophomore; etc. An interval of five was left between each number assigned to allow for any transfers into the school system.

All courses offered by the high school were grouped according to disciplines and each was assigned a unique three digit number. Sufficient intervals were left between particular disciplines so that new courses could be added within the block of numbers assigned to any one discipline.

Students were given mimeographed sheets showing the subjects that were required for a particular grade level, the electives available, as well as a sheet showing the number of required courses needed for graduation from the LaGrove High School. They were then asked to complete an

IBM sheet to be used by the computer center, showing the courses they had chosen. See Appendix E

Problems Encountered:

Problems, as such, presented no critical element in this activity. Most were of a very minor nature and were readily solved; some merely by issuing new instructions to the students. Perhaps the most important one was the transferring of student numbers to the IBM sheets. Too many mistakes were being made and since this particular item is critically important in the scheduling process, it was decided to do the numbering on the sheets in the office. Simple mistakes in required course numbers were detected by the girls who helped proof the sheets before they were delivered to the computer.

Students were instructed to decide what courses they wished to pursue for the coming academic year and then weigh their choices as it would be very difficult to change at a later time. Most of the pupils did a commendable job and only a few asked to change after the sheets were returned to the office.

Insights Gained:

There appears to be a bright future for computer use at the high school level. There are many areas that can be fitted to programs and thus simplify the amount of time and effort expended in these areas by people who can be doing more productive work in other areas. Among these areas would be scheduling, grade reporting, attendance, etc.

The school at LaGrove is too small to really use the scheduling program advantageously. There were only two courses that were offered for more than two periods in any one day. Consequently, the conflicting courses listed included all of the courses except these two. Had most of the courses been offered three or more times a day, each student would have had little difficulty in getting those courses he wanted. However, due to the limited offering and the small number available, students were forced to choose between courses. The schedule is so arranged as to prevent a senior from taking academic and vocational courses at the same time, i.e. during the senior year. This seems a shame since seniors have a choice of four electives. Some wished to take bookkeeping but could not because of a conflict with chemistry.

Conclusions:

The use of computers in the public school systems will gain impetus and in the foreseeable future many of the activities of the central office will be done by computers. Those people trained to program and "instruct" computers will be much in demand. Any person who is seeking a vocation would do well to consider this area.

Public schools, in order to manipulate the vast amount of paperwork that will be required in the future, must begin now to develop ways and means of meeting it and the logical method is by computer usage.

Administrators must become competent in the use of these machines and need to develop an understanding of the basic principles by which they operate. Time has become an important factor in the proper administration

of a school system and only through the use of computers can time be most efficiently used.

Name Jerry Ready

WEEKLY LOG FOR WEEK ENDING FRIDAY 2/6/70  
(Communications) (date)

|   | INTENDED<br>Procedures | Purposes | ACTUAL<br>Procedures | Accomplishments | REACTIONS |
|---|------------------------|----------|----------------------|-----------------|-----------|
| M<br>O<br>N<br>D<br>A<br>Y                |                        |          |                      |                 |           |
| T<br>U<br>E<br>S<br>D<br>A<br>Y           |                        |          |                      |                 |           |
| W<br>E<br>D<br>N<br>E<br>S<br>D<br>A<br>Y |                        |          |                      |                 |           |



|                                      | INTENDED   |          | ACTUAL     |                 | REACTIONS |
|--------------------------------------|------------|----------|------------|-----------------|-----------|
|                                      | Procedures | Purposes | Procedures | Accomplishments |           |
| T<br>H<br>U<br>R<br>S<br>D<br>A<br>Y |            |          |            |                 |           |
| F<br>R<br>I<br>D<br>A<br>Y           |            |          |            |                 |           |

Summary of most significant aspects of the week:

Name Jerry Ready

|   | INTENDED<br>Procedures Purposes               | ACTUAL<br>Procedures Accomplishments   | REACTIONS |
|---|---|--|-----------|
| M<br>O<br>N<br>D<br>A<br>Y                | Work on scheduling                            | Originate a list of courses and assign numbers to identify each course.  |           |
| T<br>U<br>E<br>S<br>D<br>A<br>Y           | STATE VISITATION WITH DR. TAYLOR              | Went with Dr. Taylor on a visit to two elementary schools at Mr. Zion, Ill. Was an extremely interesting day. I wonder if most of the smaller elementary schools in Illinois are not operated in much the same manner as these were. |           |
| W<br>E<br>D<br>N<br>E<br>S<br>D<br>A<br>Y | EIDSU SEMINAR: puzzles, games and simulations |  |           |

|                                      | INTENDED<br>Procedures                      Purposes | ACTUAL<br>Procedures                      Accomplishments | REACTIONS |
|--------------------------------------|--|---|-----------|
| T<br>H<br>U<br>R<br>S<br>D<br>A<br>Y | LINCOLN'S BIRTHDAY: NO SCHOOL                        |   |           |
| F<br>R<br>I<br>D<br>A<br>Y           | My wife in hospital at Vincennes.                    | Not at my school.   |           |

Summary of most significant aspects of the week:

Name Jerry Ready

WEEKLY LOG FOR WEEK ENDING FRIDAY 2/20/70  
(Communications) (date)

|   | INTENDED<br>Procedures                      Purposes | ACTUAL<br>Procedures                      Accomplishments  | REACTIONS |
|---|--|--|-----------|
| M<br>O<br>N<br>D<br>A<br>Y                | Work on scheduling program                           | Mr. Page gone to AASA meeting at Atlantic City. Worked in office. Didn't accomplish much.                            |           |
| T<br>U<br>E<br>S<br>D<br>A<br>Y           | Work in High School office                           | Spent time in helping to set up calendar for the next academic year. Holliday changes in 1971 caused some confusion. |           |
| W<br>E<br>D<br>N<br>E<br>S<br>D<br>A<br>Y | EIDSU SEMINAR: DR. SHUFF'S OFFICE;                   | Examined State visitation report on Charleston Community School District.  |           |

|                                      | INTENDED   |  | ACTUAL     |   | REACTIONS |
|--------------------------------------|------------|--|------------|---|-----------|
|                                      | Procedures | Purposes                                   | Procedures | Accomplishments   |           |
| T<br>H<br>U<br>R<br>S<br>D<br>A<br>Y |            | Work on scheduling program                 |            | Still compiling student roster and course list. Have been able to get Practical Math added in place of Algebra I and to get Biology made an elective. |           |
| F<br>R<br>I<br>D<br>A<br>Y           |            | No school; Furnace trouble at high school. |            |   |           |

Summary of most significant aspects of the week:

Name Jerry Ready

WEEKLY LOG FOR WEEK ENDING FRIDAY 2/28/70  
(Communications) (date)

|   | INTENDED<br>Procedures Purposes                        | ACTUAL<br>Procedures Accomplishments   | REACTIONS |
|---|--|--|-----------|
| M<br>O<br>N<br>D<br>A<br>Y                | Work on Scheduling program                             | List of required and elective courses given to students. They were told to decide on courses wanted for the next year. |           |
| T<br>U<br>E<br>S<br>D<br>A<br>Y           | Work on Scheduling program                             | Spent the day getting students registered for next year. Everything worked very well.                                  |           |
| W<br>E<br>D<br>N<br>E<br>S<br>D<br>A<br>Y | EIDSU SEMINAR: DR. BALDWIN; The School Superintendency |  |           |

|                                      | INTENDED                   |          | ACTUAL     |   | REACTIONS |
|--------------------------------------|----------------------------|----------|------------|---|-----------|
|                                      | Procedures                 | Purposes | Procedures | Accomplishments   |           |
| T<br>H<br>U<br>R<br>S<br>D<br>A<br>Y | Work on scheduling program |          |            | Spent a great amount of time checking IBM sheets for errors and making corrections as needed                                  |           |
| F<br>R<br>I<br>D<br>A<br>Y           | Work on scheduling program |          |            | Went to St. Peter and registered the parochial students who are in the high school district and who will attend it next year. |           |

Summary of most significant aspects of the week:

## CHAPTER VII

### SELECTED ACTIVITIES ANALYSIS

#### For Month of March

##### Introduction:

Over the past months I have been collecting and filing information and materials pertinent to physical education in the elementary schools. For my monthly selected activity, I have compiled a booklet to be used by teachers in the elementary grades for conducting classes in physical education for the coming academic year. This booklet will be distributed to each classroom and used as a guide for exercises and activities. A bibliography of games, exercises, and stunts was included as source materials for the teachers also.

##### Summary:

Much of the information contained in the booklet was abstracted from a state publication, Physical Education In The Elementary Schools, published in 1965. This booklet is part of the Illinois Curriculum Program, Subject Field Series, Bulletin C-Eight. I feel that most teachers are not familiar with the book and do not have a copy of it readily available to them. This was my primary reason for taking parts of it and structuring it so it pertained only to the grade levels a particular teacher teaches. In this way each teacher will be able to check the games and exercises that are appropriate for her students. A rather extensive bibliography, games, and exercise manuals are listed in the index of the book also.



Problems Encountered:

Most problems were minor in nature but some were annoying just the same. There was no equipment available for a centralized physical education program. Each classroom had a collection of utility balls, ball bats, softballs, and other play equipment but most of it was not suitable for continued use. It became no small task to convince the teachers that this equipment should be pooled and a central storage place designated for it. Most teachers seemed to feel that the equipment belonged to them personally. After finally convincing the teachers that I was not going to abscond with the equipment, I set up a storage area in the gym.

The next problem was devising a schedule that would allow me to meet each grade twice each week for 25 to 30 minutes each time. This was finally solved although there were two buildings located six miles apart and this distance had to be traveled to hold classes.

Purchase of new equipment was delayed by both financial and shipping problems. We still do not have adequate supplies and equipment but the statement has been made by the administration, that these will be available for the next year.

Insights Gained:

Physical education is one of the more neglected areas in the elementary schools. Too many teachers, especially in self-contained classrooms, fail to provide any physical education for their students. They justify this omission by stating that there are just too many things to be taught and since some subject area must suffer because of this, physical education is the logical area to be hit.

I feel this is the view of many teachers in our elementary schools today. When pupils are kept in a self-contained classroom for a prolonged period of time, with little or no physical activity, the entire learning process suffers. Children become lethargic; they fail to respond as they should, and much of the teaching done does not develop as it should. How simple it would be to take the students to the gym or an outside play area and spend 15 or 20 minutes in physical exercises or supervised activities. The students become rejuvenated; stimulated by the fresh air and exercise, and on returning to the classroom, they perform much better in their studies.

Most teachers fail to consider the physical education needs of their pupils in the elementary grades. We have been quick to institute programs at the secondary level but we have failed to do so where it is most needed at the elementary level.

I feel that a competent administrator within a district will strive to provide this activity for his students. This may cause consternation among his elementary teachers, most of whom will be women, but he can justify his decision by citing increased awareness on the part of the students after physical activities or exercise.

#### Conclusions:

All schools are required by law to institute and continue a program of physical education. Although no specific time allocation is given, a reasonable amount of time is required to be spent each day in physical activities. This particular part of the School Code is circumvented more than any other.

Teachers need to be made cognizant of the value of physical education, not only by the administrator, but by teacher training institutions, in their preparation of elementary teachers. Too often this is not done.

Building principals or superintendents need to allocate a specific amount of time for physical education in all grades and then check during the beginning of the school year to be certain these time allotments are being met.

A certain amount of the budget should be allocated for equipment to be used by all physical education classes. This equipment should be located in a central area where all grades may have access to it.

If the district can afford a physical education supervisor this would create an ideal situation. To this individual would fall the implementation of the program and all necessary materials and supplies could be procured by him. He could instruct some of the less able teachers in the methods and principles of physical education.

All in all, I feel that the physical education program in the LaGrove elementary school is off to a good start and with most of the problems solved now, it should become a very effective program for the coming year.

Name Jerry Ready

WEEKLY LOG FOR WEEK ENDING FRIDAY 3/6/70  
(Communications) (date)

|   | INTENDED<br>Procedures Purposes     | ACTUAL<br>Procedures Accomplishments   | REACTIONS |
|---|-------------------------------------|--|-----------|
| M<br>O<br>N<br>D<br>A<br>Y                | Work on scheduling program          | Met with students who had apparent conflicts to endeavor to resolve them.  |           |
| T<br>U<br>E<br>S<br>D<br>A<br>Y           | Work on scheduling program          | Checked on conflicts with students. Completed all IBM forms for use on the computer. Lists the courses chosen to each student.                             |           |
| W<br>E<br>D<br>N<br>E<br>S<br>D<br>A<br>Y | EIDSU SEMINAR:<br>NO SEMINAR TODAY; | Went to Eastern Illinois University to talk to Mr. Joley concerning scheduling and delivered the individual IBM sheets to be key-punched for the computer. |           |

|                                      | INTENDED                      |          | ACTUAL   |                 | REACTIONS |
|--------------------------------------|-------------------------------|----------|--|-----------------|-----------|
|                                      | Procedures                    | Purposes | Procedures   | Accomplishments |           |
| T<br>H<br>U<br>R<br>S<br>D<br>A<br>Y | Finish the scheduling program |          | Mr. Page at EIDSU. Worked in High School office. Taught English III 8th period for Miss Shelton  |                 |           |
| F<br>R<br>I<br>D<br>A<br>Y           | Completed scheduling program  |          | Gave all student numbers and course numbers to secretary to file for use next year.<br><br>Will pick up first run from computer on March 11. |                 |           |

Summary of most significant aspects of the week:

One of the most significant aspects of my internship has been the work I have done in relation to scheduling. I feel this should be a part of every internship.

Name Jerry Ready

WEEKLY LOG FOR WEEK ENDING FRIDAY 3/13/70  
(Communications) (date)

|   | INTENDED<br>Procedures Purposes   | ACTUAL<br>Procedures Accomplishments  | REACTIONS |
|---|---|---|-----------|
| M<br>O<br>N<br>D<br>A<br>Y                | Work on cumulative records of Juniors to check for any discrepancy in courses needed to graduate next year. | Taught English for Mrs. Page  |           |
| T<br>U<br>E<br>S<br>D<br>A<br>Y           | Work on cumulative records  | Checked all junior cumulative records. Six or seven are in trouble due to failing grades in courses offered first semester. Made a list of these and filed with new schedule for next year. |           |
| W<br>E<br>D<br>N<br>E<br>S<br>D<br>A<br>Y | EIDSU SEMINAR: Power and political pressures  |   |           |

|                                      | INTENDED<br>Procedures                      Purposes  | ACTUAL<br>Procedures                      Accomplishments | REACTIONS |
|--------------------------------------|---|---|-----------|
| T<br>H<br>U<br>R<br>S<br>D<br>A<br>Y | WENT TO UNIVERSITY OF IOWA TO CHECK ON AVAILABILITY OF ASSISTANTSHIPS FOR THE COMING ACADEMIC YEAR.                   |   |           |
| F<br>R<br>I<br>D<br>A<br>Y           | MET WITH DR. LANE, DR. RICHARDSON, DR. SPRINGER AND DR. CARLSON. SEEMS TO BE NO FINANCIAL AID AVAILABLE AT THIS TIME. |   |           |

Summary of most significant aspects of the week:

WEEKLY LOG FOR WEEK ENDING FRIDAY #3/20/70  
 (Communications) (date)

Name Jerry Ready

|   | INTENDED   |                       | ACTUAL   |                 | REACTIONS |
|---|--|-----------------------|--|-----------------|-----------|
|   | Procedures   | Purposes              | Procedures   | Accomplishments |           |
| M<br>O<br>N<br>D<br>A<br>Y                | Complete scheduling procedure.<br>Make chart for next year's schedule. |                       | Corrected errors in master schedule and rechecked student courses assigned               |                 |           |
| T<br>U<br>E<br>S<br>D<br>A<br>Y           | Draw chart for next year's schedule                                    |                       | Completed chart, rearranged two classes to cut down on number in study hall at one time. |                 |           |
| W<br>E<br>D<br>N<br>E<br>S<br>D<br>A<br>Y | EIDSU Seminar:   | Readings in Education |  |                 |           |



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| INTENDED:<br>Procedures                      Purposes |  | ACTUAL<br>Procedures                      Accomplishments                                   |  | REACTIONS |
|---|--|---|--|-----------|
| Completed all phases of scheduling                    |  | Drew up all loose ends in scheduling program. Everything should now be ready for next year. |  |           |
| NO SCHOOL TODAY.                                      |  |   |  |           |

Summary of most significant aspects of the week:

Name Jerry Ready

WEEKLY LOG FOR WEEK ENDING FRIDAY 5/27/70  
(Communications) (date)

|   | INTENDED   |   | ACTUAL     |                 | REACTIONS |
|---|------------|---|------------|-----------------|-----------|
|   | Procedures | Purposes  | Procedures | Accomplishments |           |
| M<br>O<br>N<br>D<br>A<br>Y                |            | Began work on physical education pamphlet for elementary school.                      |            |                 |           |
| T<br>U<br>E<br>S<br>D<br>A<br>Y           |            | Worked on physical education booklet to be used by elementary teachers for next year/ |            |                 |           |
| W<br>E<br>D<br>N<br>E<br>S<br>D<br>A<br>Y |            | EIDSU Seminar: Discussed power structure in education                                 |            |                 |           |

|                                      |  | INTENDED                   |          | ACTUAL     |                 | REACTIONS |  |
|--------------------------------------|--|----------------------------|----------|------------|-----------------|-----------|--|
|                                      |  | Procedures                 | Purposes | Procedures | Accomplishments |           |  |
| T<br>H<br>U<br>R<br>S<br>D<br>A<br>Y |  |                            |          |            |                 |           |  |
|                                      |  | NO SCHOOL: EASTER VACATION |          |            |                 |           |  |
| F<br>R<br>I<br>D<br>A<br>Y           |  |                            |          |            |                 |           |  |
|                                      |  | NO SCHOOL: EASTER VACATION |          |            |                 |           |  |

Summary of most significant aspects of the week:

Name Jerry Ready

WEEKLY LOG FOR WEEK ENDING FRIDAY 4/3/70  
(Communications) (date)

|   | INTENDED<br>Procedures Purposes                          | ACTUAL<br>Procedures Accomplishments   | REACTIONS |
|---|--|--|-----------|
| M<br>O<br>N<br>D<br>A<br>Y                | Work on Physical Education program for elementary school | Began compiling booklet for teachers in elementary school. To be used next year for Physical Education.  |           |
| T<br>U<br>E<br>S<br>D<br>A<br>Y           | Work on Physical Education program.                      | Spent some time in reading State requirements concerning Physical Education. Bulletin C-8 published by OSPI covers major aspects of physical education in the elementary school. |           |
| W<br>E<br>D<br>N<br>E<br>S<br>D<br>A<br>Y | EIDSU SEMINAR: Dr. Horvat; Professional negotiations     |  |           |

|                                      | INTENDED                           |          | ACTUAL     |  | REACTIONS |
|--------------------------------------|------------------------------------|----------|------------|--|-----------|
|                                      | Procedures                         | Purposes | Procedures | Accomplishments  |           |
| T<br>H<br>U<br>R<br>S<br>D<br>A<br>Y | Work on physical education program |          |            | Began to formulate the outline for booklet to be used in physical education for the elementary grades  |           |
| F<br>R<br>I<br>D<br>A<br>Y           | Work on physical education program |          |            | Have booklet outlined. Will divide it into sections so it may be used by each teacher without having to go through complete booklet to locate their grade level. |           |

Summary of most significant aspects of the week:

Name Jerry Ready

WEEKLY LOG FOR WEEK ENDING FRIDAY 4/10/70  
(Communications) (date)

|   | INTENDED<br>Procedures Purposes      | ACTUAL<br>Procedures Accomplishments | REACTIONS |
|---|--------------------------------------|--------------------------------------|-----------|
| M<br>O<br>N<br>D<br>A<br>Y                | NORTH CENTRAL ASSOCIATION MEETING AT | CHICAGO. ATTENDED FOR THREE DAYS.    |           |
| T<br>U<br>E<br>S<br>D<br>A<br>Y           | NORTH CENTRAL ASSOCIATION MEETING    |                                      |           |
| W<br>E<br>D<br>N<br>E<br>S<br>D<br>A<br>Y | NORTH CENTRAL ASSOCIATION MEETING    |                                      |           |

|                                      | INTENDED  |          | ACTUAL     |   | REACTIONS |
|--------------------------------------|---|----------|------------|---|-----------|
|                                      | Procedures  | Purposes | Procedures | Accomplishments   |           |
| T<br>H<br>U<br>R<br>S<br>D<br>A<br>Y | Work on P.E. booklet  |          |            | Make cover for booklet and staple all areas into separate sections. |           |
| F<br>R<br>I<br>D<br>A<br>Y           | Spent all day in West Richland School District interviewing with board members and teachers for position of superintendent.<br>Talked at length with screening committee and present superintendent.<br>Return on April 20, to meet with full board and get final decision on position. |          |            |   |           |

Summary of most significant aspects of the week:

## CHAPTER VIII

### EVALUATION

In retrospect, the internship has been a very valuable experience. Many areas of school administration have been explored and while no great competency is claimed by the intern in any of these areas, it is felt that mere exposure to some of the more significant ones will be of considerable value at a later time. Many of the situations encountered could not have been encountered by attending a graduate class in educational administration.

In the introduction to this paper, a general purpose for the internship was stated. Namely, this was to acquaint the intern with the administrative duties in the school and to work with the faculty in striving to improve the educational offering of the school.

With guidance and assistance from the district superintendent and the intern advisor, the following areas of administration and supervision were cited as being worthy of extensive study and research.

1. Evaluation instruments
2. Teacher self-evaluation
3. Vocational-technical program
4. Junior college county survey
5. Computer scheduling for the high school
6. Elementary physical education program

These were selected areas. The ordinary day to day administrative operation of the school was of paramount importance and occupied a large portion of the intern's time.



Daily logs were kept and these enabled the intern to recapitulate the happenings of previous weeks and select certain activities for analysis. These selected analyses became the foundation for the intern's paper. There is a great amount of merit in the keeping of a daily log even though it becomes a bothersome task at times.

A brief summary of the involvement of the intern in administrative affairs can be stated as follows:

1. Teacher conferences
2. Counseling students
3. Student discipline
4. Classroom visitation
5. Classroom teaching
6. Supervision of students
7. Teacher appraisal
8. Conferences with guidance personnel
9. Curricula revisions
10. Reports, local and state
11. Budget discussions
12. Supervision of elementary physical education program
13. Local and county educational meetings

Many valuable insights were gained by the intern during the internship. Among these would be:

1. Problems related to transportation
2. Importance of public relations
3. Financing problems

4. Teacher appraisal and tenure
5. Change-making by the administrator

A very important aspect of the internship has been the intern seminars that were held on campus each week. The topics discussed, the distinguished lecturers, and their presentations, the interaction within the intern group, their varied educational background, and the geographical areas represented, all contributed to making the seminars a decided success.

There are some areas that could be substantially improved within the program. A primary consideration should concern the cooperation of the district superintendent, the university coordinator and the intern in developing a program. Perhaps the major emphasis should be on a day to day or a week to week approach. The intern needs to feel he is a definite part of the administrative team and should be assigned specific duties and responsibilities along with commensurate authority for these responsibilities. Much time should be spent in the initial planning phase as this will eliminate difficulties at a later time.

The internship should be so structured as to provide maximum learning opportunities for the intern while at the same time fixing responsibilities that require certain decision making acts on his part.

The program should be provided to the intern in a written form, enumerating those experiences that are to be encountered and delineating the minimum number of visits to be expected from the university coordinator in charge of the intern's program.

The following list contains areas of involvement that this intern feels could be pursued with very advantageous results. Involve the intern in:

1. Board meetings
2. Budget considerations
3. Vocational-technical programs administration
4. Special education programs administration
5. Visitations at other county schools
6. County and state administrative meetings

In conclusion, the internship has been a rewarding and enlightening experience. Many facets of school administration have been observed first-hand that could not have been observed otherwise. To be there when the decisions are being made and acted upon makes a much more lasting impression than to just read about them after it is over.

APPENDIX A

One of the many ways to improve instruction is evaluation. Self-evaluation is a continuing process and there is little chance for improvement without it. Along, it does not give an objective picture of the instructional program. Neither does evaluation by an observer present a completely objective picture. Both are necessary to the improvement of instruction through evaluation.

It is obvious, then, that evaluation cannot be avoided. The problem is to do it effectively. Principals, as instructional leaders, must assume some responsibility for evaluation. But it is necessary that both teachers and principals be satisfied with the procedure, and that the procedure is effective in accomplishing its task. To accomplish its purpose, evaluation should be a continuous activity within each classroom, department, or building.

Evaluation selects the items which are important and should be evaluated. It chooses the best method to elicit information on chosen items. It is practical to administrate, so the mind of the observer is free from mechanical preoccupations. It should furnish a learning process in itself.

There have been attempts to categorize teachers. It seems more reasonable to try to analyze and evaluate the teaching process. The teacher must be an active participant in the process of evaluation. The need to leave room for invention and creativity on the part of the teacher and the observer is obvious. The fear of being evaluated, fear of ability to evaluate, and doubt of the ability of the observer to evaluate must also be considered.

It is believed that, since the purpose of this instrument is to improve instruction, it should fulfill this function within a period of dedicated experimentation. To accomplish the successful use of evaluation, the instrument must be sound as well as the concept behind it. Traditionally, evaluation has been confused with rating. This concept will die hard, so it will be necessary to counter it at each opportunity. Implicit in evaluation is the improvement of instruction with concomitant improvements in morale.

SELF-EVALUATION  
EVALUATION GUIDE FOR TEACHERS  
FORM II

61

Please reply to each of the following questions with a short concise statement.

1. APPLICATION OF CURRENT DEVELOPMENTS

- a. Through what sources do you keep abreast of current trends in your area?
- b. Give examples of two or three latest developments in your field.
- c. How are you using this information with your classes? Discuss.

2. Classroom Control

- a. Some schools encourage students to participate in setting standards for students' behavior. Do you consider this policy generally feasible with your students? Elaborate.

3. Classroom Routines

- a. In care of school equipment, what procedures and precautions are necessary?
- b. Such routines as roll call, dismissal, and distribution of materials are time-consuming. Do you usually follow some specific plan? Explain.

4. Encouragement of Student Initiative

- a. Students have a multitude of ideas; how do you cope with this diversity in opinion among the groups?
- b. Would you permit students to make decisions (within reason) regarding class activities? Give examples.

5. Instructional Materials
  - a. Do you collect enrichment materials for your classes?  
Give examples.
6. Instructional Objectives
  - a. How do you adapt instructional objectives to needs of individual students?
7. Motivation for Learning
  - a. Describe some motivational techniques which you have found most successful.
  - b. By what means do you capitalize upon student interests?
8. Organization of Learning Activities
  - a. In your opinion, what constitutes good organization for classroom instruction?
9. Provision for Cluster Group Abilities
  - a. Is there a fast-learner, average, or slow learner group in your classes?
  - b. Is it practical to give small-group or individual attention to children with special problems in your classes?  
Explain.
10. Provision for Individual Differences
  - a. Describe two of your top students and two of your slow learners.
  - b. Have you the materials and flexibility of program to adapt to various ability-level classes? Explain.
11. Subject Matter Preparation for Teaching
  - a. What is your subject matter background in this field?
  - b. Is this your major field?

- c. In which other fields are you also strong?
  - d. How extensive is your experience in this field?
12. Student Participation in Learning Program
- a. Are students generally capable of contributing to the instructional program?
  - b. Is the experimental approach practical for most of your students? Discuss.
13. Student Self-Evaluation
- a. Can students usually evaluate their own progress realistically?
  - b. Is it feasible to include student's ideas regarding grading procedures?
14. Teacher Evaluation of Student Progress
- a. In addition to standardized tests, how do you measure and evaluate each student's learning progress?
15. Teacher-Student Rapport
- a. In student contacts, do the conversations usually center around subject matter or do you frequently discuss matters of student's interests?
16. Teaching Techniques
- a. Describe several teaching techniques which you use that are particularly effective.
17. Goals of Each Subject Area
- a. Briefly state the goals of the courses you teach.
  - b. What is the criteria used in evaluation to determine if these goals have been attained?



APPENDIX B

1. A. Replies were generally what would be expected for a particular subject area. Periodicals, journals, newsletters, meetings, etc.  
B. All teachers completed this question giving examples.  
C. Three discussions stated positive ways the material could be used. Four gave rather vague statements and two failed to answer the question.
2. Seven felt students could set standards. One stated they could not and one was undecided.
3. This question was used to elicit information on planning and use of time. All emphasized care for school property and had their own plan for the accomplishment of the items listed.
4. A. One considered the question too vague to answer. One failed to answer the question. Seven stated they allowed students to express opinions within the group so long as they were relevant to the discussion.  
B. One failed to answer the question. Two stated the decisions made by students would be very limited. One felt the decisions would be minor and five felt the students could and should help make decisions.
5. A. Seven listed "yes" and included free materials, magazines, newspapers, etc. Two listed "no".
6. A. Three stated they made little attempt to meet the needs of individual students. Six felt they were trying to meet individual needs as best they could under the circumstances.

7. A. All teachers responded in some manner to this item. Answers ranged from very simple games to rather complicated procedures for increasing motivation.
- B. All teachers responded on this item also, listing ways used to capture student interests.
8. A. Very simply stated, all teachers felt good organization was "teacher preparedness".
9. A. All teachers except one answered in the affirmative and I feel, for him, the question was misinterpreted.
- B. The use of the word "practical" caused concern among the teachers. All felt it was a practical idea but most felt it was not possible, due to scheduling and class load.
10. A. All teachers with one exception completed this item.
- B. Six felt they did not have the materials appropriate for flexibility at various ability levels; two felt they taught to the average of the class and therefore did not need to be flexible. One failed to answer the question.
11. A. All are qualified to teach in the areas where they are assigned.
- B. Major field in all cases.
- C. A variety of fields were represented.
- D. This varied from a high of twenty three years to a low of just over one year.
12. A. Eight felt the students were capable and one stated, flatly, they were not.
13. A. All teachers felt the students could evaluate their progress realistically.
- B. Seven felt it was feasible while two stated it was not.

14. A. Perhaps the word "standardized" caused a misinterpretation of the question. All teachers, with one exception, stated they used class quizzes, reports, group discussions, projects, etc., as materials for evaluation.
15. A. Eight of the nine felt they discussed student interests rather than subject matter. One stated that only subject matter and school activities were discussed as she did not consider herself a "buddy".
16. A. Discussion was cited by six as the most used method. Lecture was given by two and one used a variety of techniques to insure effectiveness.
17. A. Goals were stated in rather ambiguous terms. Only one actually stated specific goals that could be ascertained. Only one gave criteria that could be objectively evaluated. Most goals were not behavior oriented. I feel quite sure the teachers thoroughly understand what they are striving to teach the students and can recognize when the students reach a level of proficiency the teacher feels is desirable but they cannot translate this feeling into written symbols.

APPENDIX C

## SECTION C

I. A. The main objective of the LaGrove Community Unit Vocational Technical Program is to provide more comprehensive training for our students that will help develop marketable skills and prepare them for employment upon completion of their formal training.

A second objective of this program is through internal public relations and orientation to give occupational training a place of dignity in our total curriculum.

B. Our philosophy is that each student should receive vocational-technical guidance and orientation which acquaints him with the possibilities and importance of this training. We should then strive to provide classroom, laboratory, and on the job training in as many areas as possible through available resources to meet student needs.

C. Our immediate goal is to implement as many of the following ideas as feasible.

1. The initial information and orientation phase of the occupational preparation program shall begin on the elementary level. This program will endeavor to provide these students with a realistic picture of the different occupations in the work world. The primary objective of this program will be to familiarize students with the opportunities in our vicinity. Time will be devoted to most occupations of interest to the group. This will be accomplished through

occupational units that are wider in scope and depth at each higher grade level. The teacher, principal, and counselor will provide leadership and help in attaining the objectives as stated in section I A-C.

2. The Junior High School program will involve a more sophisticated study of the vocational and technical choices which are available. Time will be devoted to the advantages and disadvantages of those occupations which are of most interest. The training requirements and job descriptions will be briefly discussed. Laboratory and/or work kits will be used to acquaint students with the work world. Time will be devoted to the advantages and disadvantages of those occupations which are of most interest to the class. Our counselor will work with the students. Special attention and guidance will be given those eighth graders to help them in course selection when they register for high school.

3. Our high school program will be geared specifically toward orientation and occupational preparation. The preparation will be primarily in business and agriculture related occupations. The program will not be so narrow in scope as to eliminate any student from the labor market because of out-dated training. It is the aim of the program to prepare students for the labor market and/or post-high school vocational and technical education. Our vocational preparation and general studies program will support and compliment one another.

The elementary level orientation will deal mainly with

the different vocations and some discussion of each. Filmstrips, transparencies and film will be used.

The Junior High level will deal more with details of vocational selection, ie., the why and how, pros and cons, of different areas.

The high school program will allow the student to choose an area and become better acquainted with the details involved in the occupation; begin developing skills in laboratory experience and also utilize the work-study approach.

We will offer adult courses in the evenings to keep interested persons abreast of changing ideas and to teach skills which are needed to maintain present occupations or gain knowledge for advancement in a particular occupational area.

- II. The target groups included in our plan are (1) disadvantaged (cultural and economic), (2) handicapped (non-readers), elementary, and secondary. The groups will receive special counseling to aid them in selecting an occupational area to prepare them for a job. Special emphasis will be placed on the importance of acquiring a marketable skill. Individual help will be given to those non-readers and under achievers. The importance and worth of the individual will be stressed. Every effort will be made to encourage them in the target area to learn a skill since these are usually the main constituents of the unemployed.

The major target areas are high general unemployment and low population density. The target areas show a need for training.

We are in a rural low density area. There are very few jobs available.



Our objectives will meet community needs by informing and preparing students in the following manner.

- A. Development of occupational information units for grades K-12.
- B. Providing related field trips.
- C. Provision of counseling in grades 7-12.
- D. Provision of on the job training when possible.
- E. All teachers will be encouraged to emphasize vocational and college oriented areas equally.
- F. Working closely with Okaw Area Vocational School and developing courses to prepare our students who plan to attend Junior and Senior level courses at the Area Center.

The target groups and areas are disadvantaged, handicapped, and high general unemployment. The criteria used to establish these areas are:

1. The figures and information received from the Fayette County Superintendent of Schools and reported to OSRI in April 29, 1969. These figures include 1960 census with income of less than \$2,000, 1969 ADC count and foster children.
2. Students who fall in lower 10% on standardized tests.
3. The charts in the Vocational-Technical Bulletin #216 from OSPI.
4. Those families who qualify for free or reduced lunches and textbooks.

Those students who are non-readers or very slow will receive special tutoring from the classroom instructor and scheduled into

a supervised study period supervised by a vocational instructor so additional help will be available.

The numbers in each target group are:

1. Handicapped (non-readers)----- 4
2. Disadvantaged (cultural and economic)---21

We are sending nine students to the Okaw Vocational Center in Vandalia. We are a member of this co-operative center.

We are applying for the following weighted plus factors.

1. Relative ability to pay - our per capita assessed valuation is \$26,581, therefore our plus factor is .6X.
2. Our Elementary Occupational Information Program is our initial program, therefore the factor of .3X is used.
3. We are providing additional help for the handicapped. This factor is .3X.

We are applying for Home Economics approval under special contract. The classes are providing information and laboratory experience in food preparation, sewing, child care, proper diet, managing the family funds, and personal cleanliness.

These areas are basic to the needs of girls who will be getting married and beginning a family soon after high school. Of course, the home should be doing some of these things but realistically speaking many of our girls will not receive this training unless our school provides it.

We will offer three courses in traditional Home Economics and one course in Family Living.

There is a growing need for the consumer to be made aware of the pros and cons involved in

Budgeting, Insurance  
Credit, Housing  
Interest, and Taxation.

This need in our community plus the emphasis on consumer rights by our government seems to be sufficient justification for the area of Consumer Education by Contract.

III. A survey has been conducted of our local employers to determine the job possibilities, qualifications and training required for the work. We will use the results to help establish training and informational goals which can be met either in our local program or through the area center.

We have contacted the Employment Office in Effingham and the OEO for information, pamphlets and skills and training needs in our area. This will aid in giving our program a wider scope.

Also, information is furnished our district from the Area Vocational Center in Vandalia pertaining to job opportunities.

IV. At the present time we have an advisory council serving the Agriculture Occupations Area.

A council to cover all occupational areas is to be formed before this year is completed.

V. d Our evaluation will be threefold.

1. The instructors will constantly evaluate the program throughout the year. An annual evaluation will be used also.

2. The students will help evaluate the program. A follow up on the students will be used to gather information for an expanded evaluation.

3. The advisory council will be asked to help in the evaluation.

We feel this will give us a fairly comprehensive look at our program. We hope to develop, change and add to the evaluation as we develop the evaluation process and instruments.

VI. We plan to improve the quality of our program by adding courses that expand our programs in Agriculture and Business. Courses that are more relevant to the times will be added.

We are planning on the addition of some occupational courses in the Home Economics area.

We are participating in the cooperative agreement now and anticipate expansion in this area.

December 4, 1969

At the present time, LaGrove High School is trying to compile a listing of occupations that are available in our area. This list would include any position in a business that could be assumed by a student who has just graduated from high school as well as jobs that could be held part-time by a student still attending high school.

It would be greatly appreciated if you would list the opportunities available in your business on the enclosed form.

These positions may now be filled by someone. We are concerned only in the fact that they do exist.

Examples of various types of positions that may be available are as follows:

|          |           |              |
|----------|-----------|--------------|
| Clerk    | Repairman | Setup Man    |
| Waitress | Parts Man | Truck Driver |
| Salesman | Mechanic  | Delivery Man |

This list covers only a small number of positions that may be listed.

Your time and effort is gratefully acknowledged and our thanks is extended.

Sincerely,

Jimmie D. Page, Superintendent

## ST. PETER

Bernhardt Drygoods Store  
Bochtler Drugs Sundries and Gifts  
Borcholt Lumber Co.  
Fabric Shop  
First State Bank of St. Peter  
Hotz Funeral Home and Furniture Store  
Kings Garage  
Lee Oil Co.  
Magnus Hardware  
Maske and Ehrat  
O'Dell's Market  
Rebbe Garage  
Rex Const. Co.  
Rothe Chevrolet and Equip. Co.  
Rothe Hardware  
Rubin Trucking Service  
Rubins Grocery  
Runge's Reedmobile  
St. Peter Equip. Co.  
Schnake, Inc.  
Standard Oil Co.  
Torbeck's Body Shop

## FARINA

Allen's Radio & TV  
Blomberg's Ready-Mix  
Brown's Produce  
D-X Merle's Service  
Egyptian Nursery  
Farina Cleaners  
Farina Locker Service  
Farina Lumber Co., Inc.  
Farina News  
Farina Sundries  
Farina Tractor Service  
Farina Western Store  
Ging, Inc.  
Howell Motor Company  
IGA Foodliner  
Kline's Service  
Lacey's Place  
Michel Fertilizer  
Pat's Beauty Shop  
Shamrock Nursery  
Standard Oil Company  
State Bank  
Shell Service Station (Smith's)  
Stonecipher's Furniture Store  
Stonecipher's Funeral Home





APPENDIX D

December 2, 1969

Dear Sir:

I am now an intern at LaGrove High School working as an administrative assistant from Eastern Illinois Development and Service Unit. I am conducting a survey of Fayette County on the feasibility of membership in a junior college district.

I have a very short questionnaire I would like to have administered to all high school students in the county. It should take no more than ten minutes to complete and seek to determine the number of students who are going on to some form of higher education.

I would appreciate the opportunity of meeting and talking with you concerning this research project. I will contact you soon by telephone to ascertain a suitable time in the near future for this meeting.

I am looking forward to the opportunity of meeting you.

Sincerely yours,

Jerry L. Ready

Mr. Howard T. Jackson, Superintendent  
Brownstown Community Schools  
District #201  
Brownstown, Illinois 62418

Mr. G. V. Blythe, Superintendent  
Vandalia Community Schools  
District #203  
Vandalia, Illinois 62471

Mr. Walter K. Holliday, Superintendent  
Ramsey Community Schools  
District #204  
Ramsey, Illinois 62080

Mr. James E. Smith, Superintendent  
St. Elmo Community Schools  
District #202  
St. Elmo, Illinois 62458

ADMINISTRATION

PRESENT TUITION COSTS FOR STUDENTS ENROLLED IN A PUBLIC JUNIOR COLLEGE?

\_\_\_\_\_

ESTIMATED COST OF MEMBERSHIP IN A JUNIOR COLLEGE DISTRICT?

\_\_\_\_\_

NUMBER OF STUDENTS PRESENTLY ENROLLED IN PUBLIC JUNIOR COLLEGE FOR WHOM YOU PAY TUITION?

\_\_\_\_\_

NUMBER OF ADULTS PRESENTLY ATTENDING JUNIOR COLLEGE FOR WHOM YOU PAY TUITION?

\_\_\_\_\_

DISTANCE TO NEAREST PUBLIC JUNIOR COLLEGE FROM YOUR SCHOOL?

\_\_\_\_\_

NUMBER OF STUDENTS PRESENTLY ENROLLED IN HIGH SCHOOL BY GRADE LEVEL?

\_\_\_\_\_

9 \_\_\_\_\_ 10 \_\_\_\_\_ 11 \_\_\_\_\_ 12 \_\_\_\_\_

A SURVEY OF THE HIGH SCHOOL POPULATION  
OF FAYETTE COUNTY REGARDING COLLEGE  
ATTENDANCE AND THE TYPE OF  
COLLEGE PREFERRED

\*\*\*\*\*

by

Jerry Ready

EIDSU Intern

LaGrove High School

January 21, 1970

## Introduction

This study was made in an effort to determine what percent of the high school students in Fayette County intend to attend college. An effort was made to ascertain the type of college; i.e. junior, senior, or vocational; the student wants to attend.

The narrative which follows represents the conclusions drawn by the researcher from the information obtained, however, each individual may develop his own conclusions as best suits his needs.

Grateful acknowledgement is extended to all district superintendents and their staffs for the effort that made the survey a success.

All high schools in the county were surveyed and the attached tables and graphs present the findings. A total of 1,025 questionnaires were returned and tabulated. This represents an 82.4% sampling of the 1,244 students.

The graphs are intended to help assimilate, at a glance, the relative situation in each district in relation to the question asked. There are tables which show the total enrollment of each district, the number of replies received, and the percentage of the replies that were positive, negative, or undecided. They also show the relationship between grade levels in the various districts, as well as a comprehensive county total.

A comparison of each district in relation to assessed valuation, number of tuition students, present tuition cost to the district, and other pertinent information is also given.

## NARRATIVE

## Question #1

AT THE PRESENT TIME DO YOU PLAN TO ATTEND COLLEGE?

From the replies to this question, it would appear that approximately the same percentage (45%) of students intend to go to college over the next four years. It also seems that the freshmen and sophomores have not decided definitely that they will not go as have some of the juniors and seniors. Approximately one-third of the ninth and tenth grades are undecided as opposed to one-fifth of the eleventh and twelfth grades. This may indicate a decision has been reached by members of the two upper grades and they have set their sights accordingly.

## Question #2

HAVE YOU BEEN ENCOURAGED TO ATTEND A COLLEGE?

The answers to this question indicate that approximately two-thirds of the students in each grade level has been encouraged, in some manner, to seek some form of education beyond the high school level. This becomes more apparent as the student progresses through his high school career.

## Question #3

ARE YOU FAMILIAR WITH THE JUNIOR COLLEGE PROGRAM?

This question was devised to check student knowledge of the junior college program. Surprisingly, it indicates that very little is known about the program by many of the students at all grade levels. It appears that either the junior colleges or the counseling staff in the high school should make an attempt to acquaint the students with the offerings of the junior college. This should include a survey of the programs offered and should be instituted at the ninth grade level.

There needs to be a program launched to combat the adverse propaganda that is rampant concerning the junior college; i.e. the nontransferability of course credits, courses "too easy" in comparison to senior colleges and universities, etc.

Question #4

DO YOU PLAN TO ATTEND A JUNIOR COLLEGE OR A SENIOR COLLEGE?

This question was ambiguous and although the results were tabulated, they are not indicative of any trend. The question should have read: Do you plan to attend a junior college?

Question #5

WOULD YOU ATTEND A JUNIOR COLLEGE IN YOUR AREA IF IT WERE AVAILABLE?

This question sought to determine how the location of a junior college in the area would affect the attendance of those students surveyed. Here again, it appears there is a lack of decision on the part of ninth and tenth and to a limited extent on eleventh graders also. Seniors, however, seem to have established a definite mindset on the question and 44% state they would not go to a junior college if it were available. Perhaps this supports the theory that junior colleges need to advertise their programs and sell the idea to the students. As yet, it seems that too little is being done in this area. High school counselors need to be "converted" to the junior college program. Until they are, there is little chance for unlimited success and it will receive only those students who fail to gain admittance to one of the senior colleges. This is tragic since it limits the junior college program.

Question #6

WOULD THE COST OF GOING TO COLLEGE KEEP YOU FROM BEING ABLE TO ATTEND?

This was an attempt to survey the students' ideas about college costs. The results indicate that few students were seriously concerned about the costs. A majority felt that costs would not keep them from attending college.



Question #7

85

WOULD YOU GO TO A JUNIOR COLLEGE IF TUITION WAS FREE?

On this particular question, the percentage decreased from 56% to 39% as the scale moved from ninth through twelfth grade. This again may indicate either a feeling on the part of seniors to avoid the junior college or signify a previous commitment to a senior college.

Question #8

DO YOU INTEND TO TRANSFER FROM A JUNIOR COLLEGE TO A SENIOR COLLEGE?

As is understandable at this point in time, the ninth and tenth grades are quite undecided, while the eleventh and twelfth are rather positive in their replies.

Question #9

DO YOU INTEND TO TAKE A VOCATIONAL COURSE IN JUNIOR COLLEGE?

More than 60% of all students answered negatively to this question. Seventeen percent or less answered in the affirmative. This may indicate a need for presenting the vocational program in a different prospective than has been done heretofore. As our world becomes more complex, our daily lives are influenced by many aspects of science and technology, it would seem appropriate if more competent people were channeled into a vocational-technical program so that our colleges will be able to meet the demand that will be made for these individuals at a later date.

Question #10

DO YOU INTEND TO GO TO A SPECIALIZED SCHOOL?

This question was also ambiguous and overlapping. However, 25% of the students answered it affirmatively.

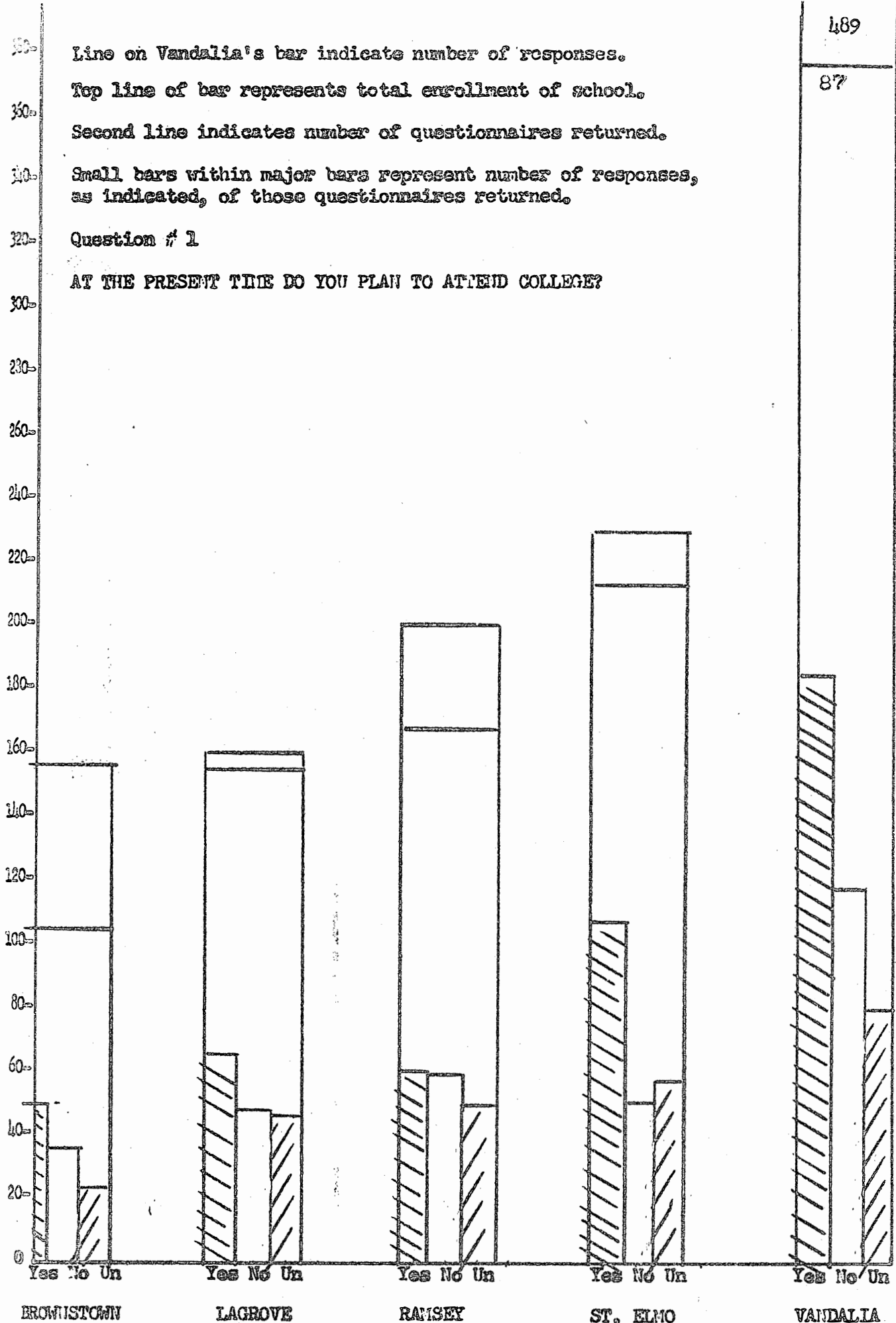
| DISTRICT                         | ASSESSED VALUATION | NO. OF STUDENTS IN JR. COLLEGE | NO. OF ADULTS IN JR. COLLEGE | PRESSENT TUITION COST TO DISTRICT | ESTIMATED COST OF MEMBERSHIP IN JR. COLLEGE DISTRICT | DISTANCE FROM A JR. COLLEGE IN MILES |
|----------------------------------|--------------------|--------------------------------|------------------------------|-----------------------------------|--|--------------------------------------|
| FRONTSTOWN:<br>ENROLLMENT<br>157 | \$9,293,204        | 8                              | 3                            | \$7,800                           | \$17,453   | 45                                   |
| LACROVE:<br>ENROLLMENT<br>162    | \$10,837,598       | 12                             | 6                            | \$3,260                           | \$20,353   | 40                                   |
| RAMSEY:<br>ENROLLMENT<br>203     | \$10,617,522       | 21                             | 1                            | \$11,000                          | \$19,939   | 47                                   |
| ST. ELMO:<br>ENROLLMENT<br>233   | \$22,550,228       | 40                             | 13                           | \$12,000                          | \$39,438   | 47                                   |
| VAIDALIA:<br>ENROLLMENT<br>489   | \$37,149,295       | 38                             | 3                            | \$15,000                          | \$69,768   | 35                                   |

\*This estimate is the result of using a multiplier of .1878 times the district assessed valuation. This is the rate used by Lake Land Junior College for the year, 1968.

Line on Vandalia's bar indicate number of responses.  
 Top line of bar represents total enrollment of school.  
 Second line indicates number of questionnaires returned.  
 Small bars within major bars represent number of responses, as indicated, of those questionnaires returned.

Question # 1

AT THE PRESENT TIME DO YOU PLAN TO ATTEND COLLEGE?



Line on Vandalia's bar indicates number of responses.

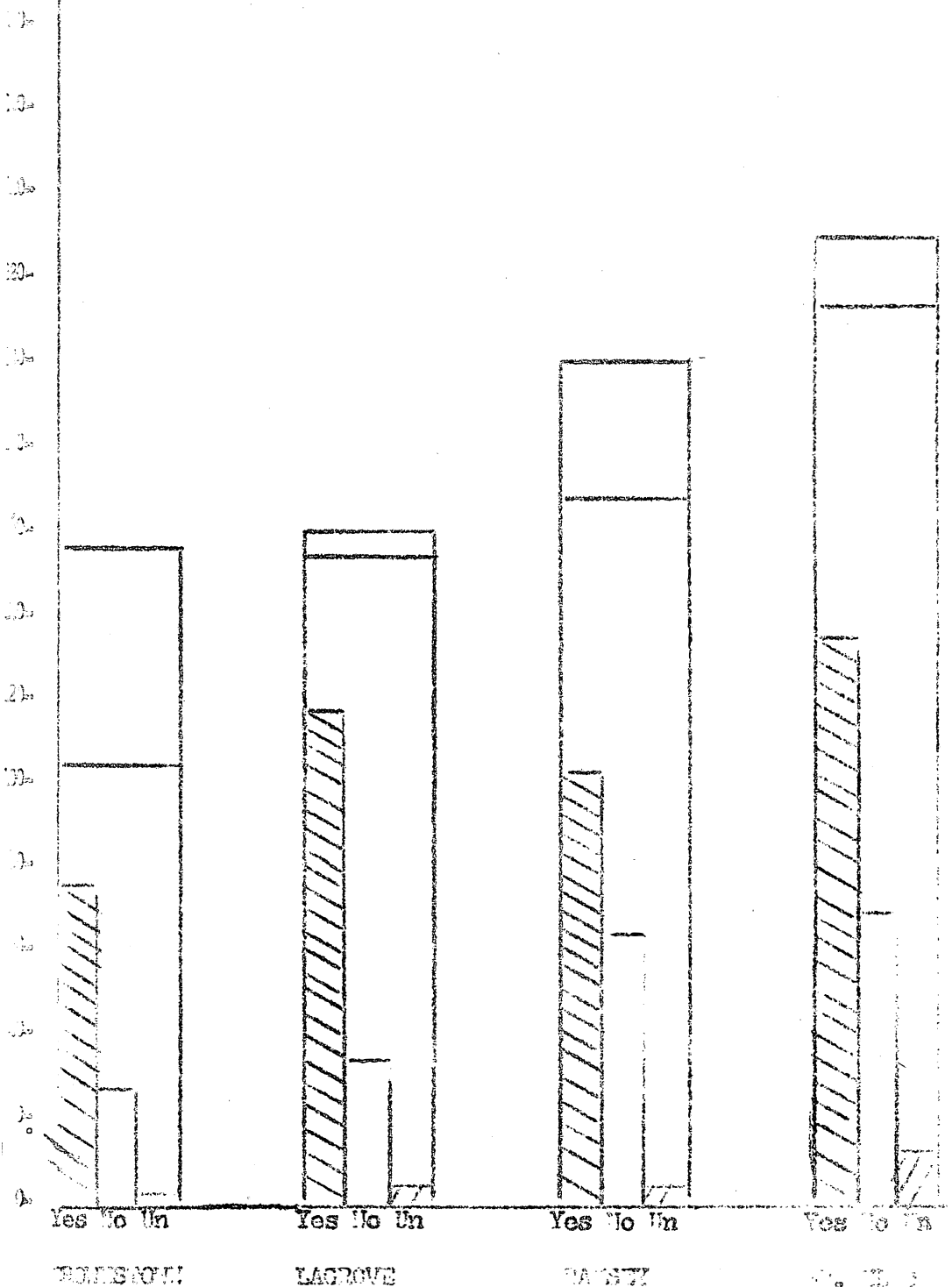
Top line of bar represents total enrollment of school.

Second line indicates number of questionnaires returned.

Small bars within major bars represent number of responses, as indicated, of those questionnaires returned.

Question # 2

HAVE YOU BEEN ENCOURAGED TO ATTEND A COLLEGE?  
(JUNIOR, SENIOR, OR VOCATIONAL)



Top line of bar represents total enrollment of school

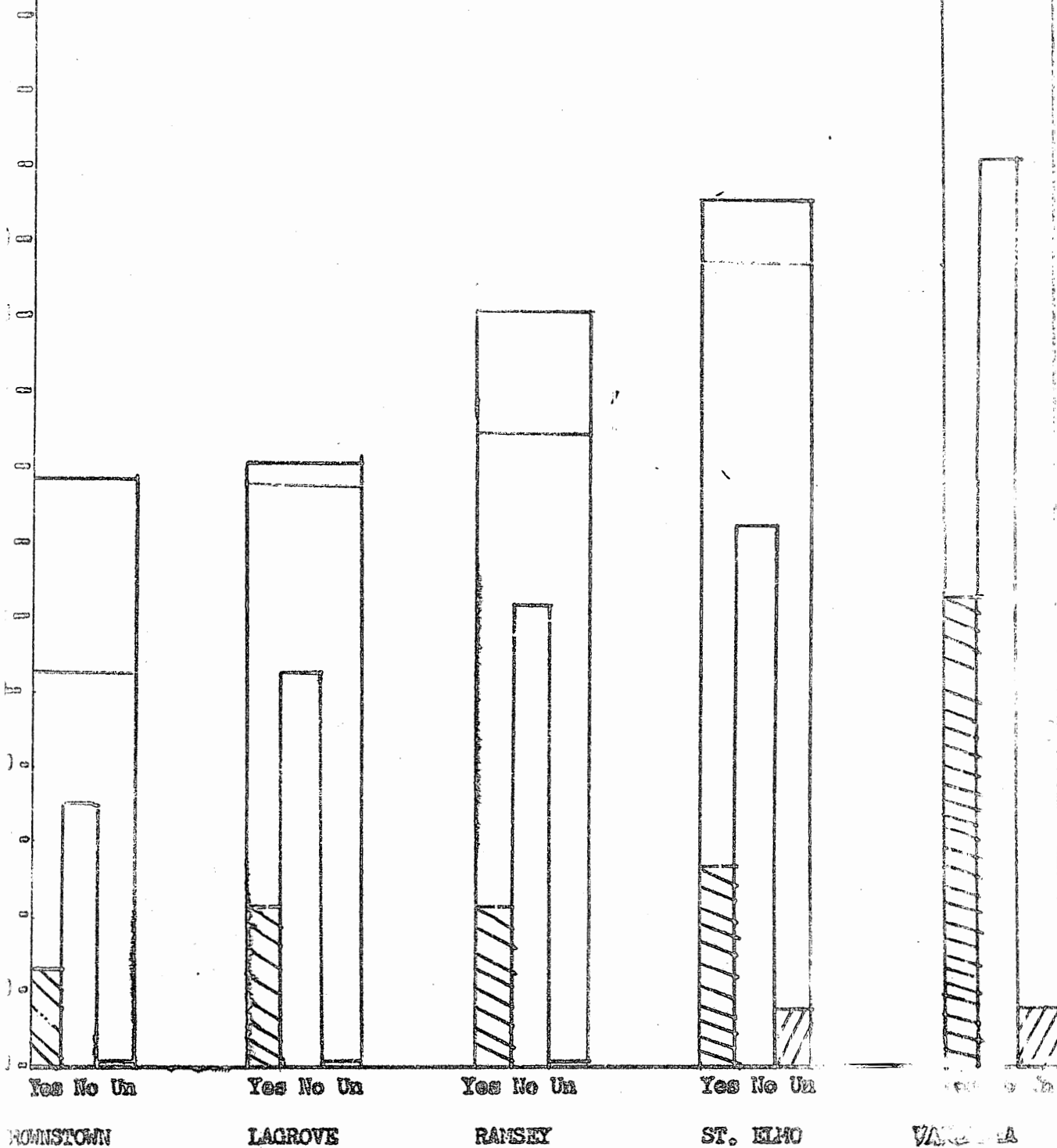
Second line indicates number of questionnaires returned

Small bars within major bars represent number of responses, as indicated, of those questionnaires returned

Line on Vandalia's bar indicates number of responses as the total enrollment is 489 as shown

Question # 3

ARE YOU FAMILIAR WITH THE JUNIOR COLLEGE PROGRAM?



Top line of bar represents total enrollment of school.

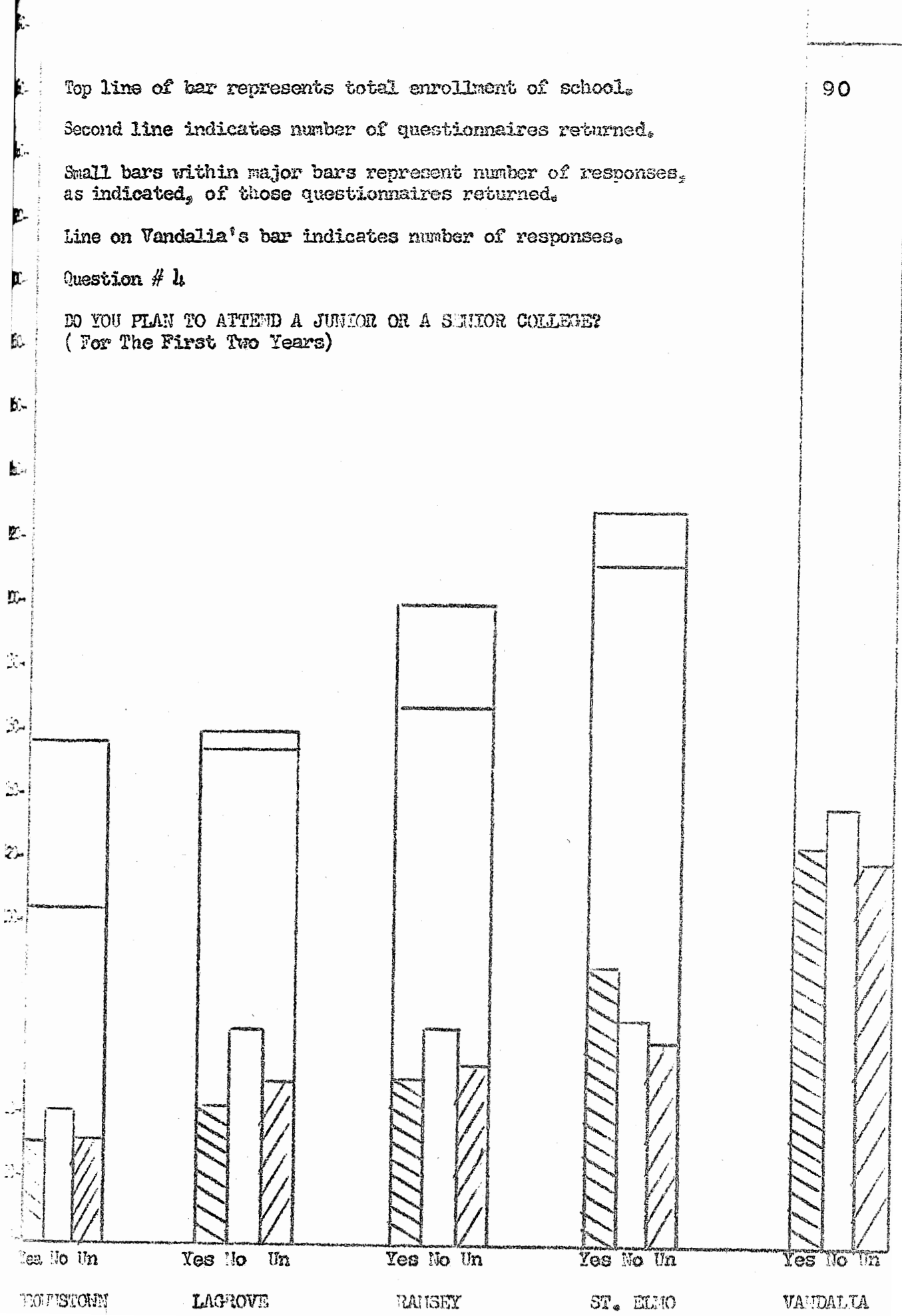
Second line indicates number of questionnaires returned.

Small bars within major bars represent number of responses, as indicated, of those questionnaires returned.

Line on Vandalia's bar indicates number of responses.

Question # 4

DO YOU PLAN TO ATTEND A JUNIOR OR A SENIOR COLLEGE?  
( For The First Two Years)



Top line of bar represents total enrollment of school.

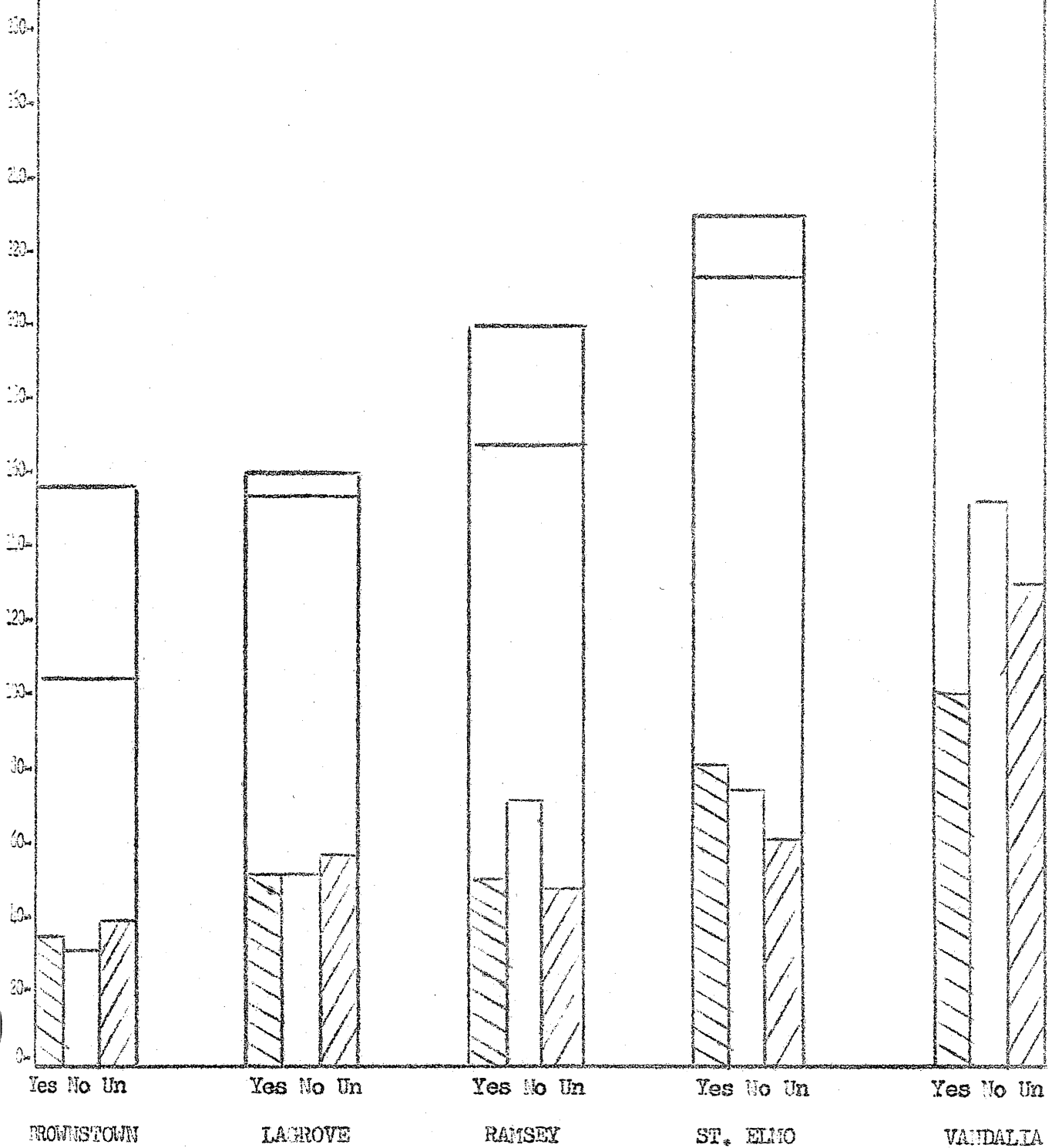
Second line indicates number of questionnaires returned.

Small bars within major bars represent number of responses, as indicated, of those questionnaires returned.

Line on Vandalia's bar indicates number of responses.

Question # 5

WOULD YOU ATTEND A JUNIOR COLLEGE IN YOUR AREA IF IT WERE AVAILABLE?



Top line of bar represents total enrollment of school.

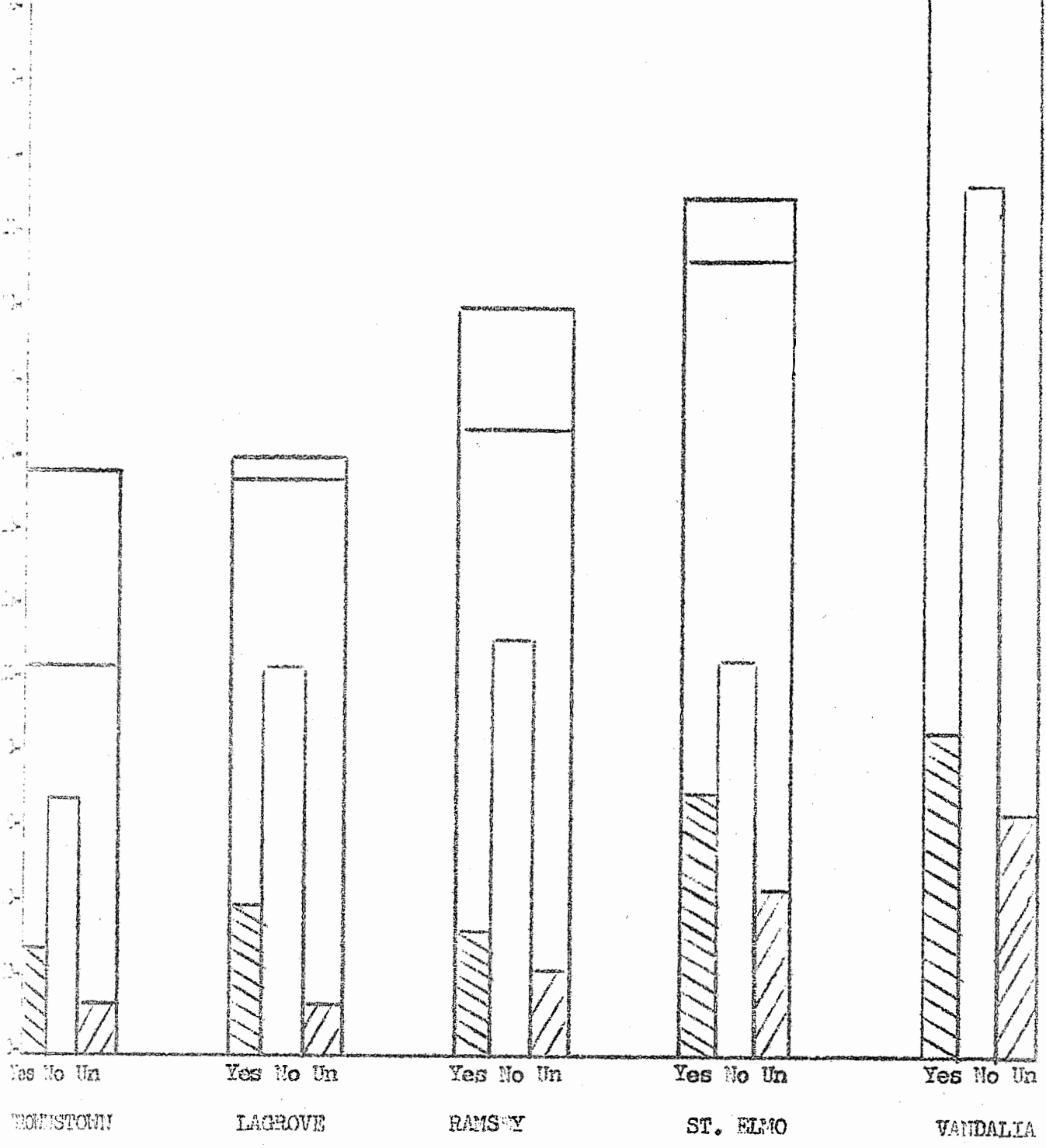
Second line indicates number of questionnaires returned.

Small bars within major bars represent number of responses, as indicated, of those questionnaires returned.

Line on Vandalia's bar indicates number of responses.

Question # 6

WOULD THE COST OF GOING TO COLLEGE KEEP YOU FROM BEING ABLE TO ATTEND?





Top line of bar represents total enrollment of school

Second line indicates number of questionnaires returned

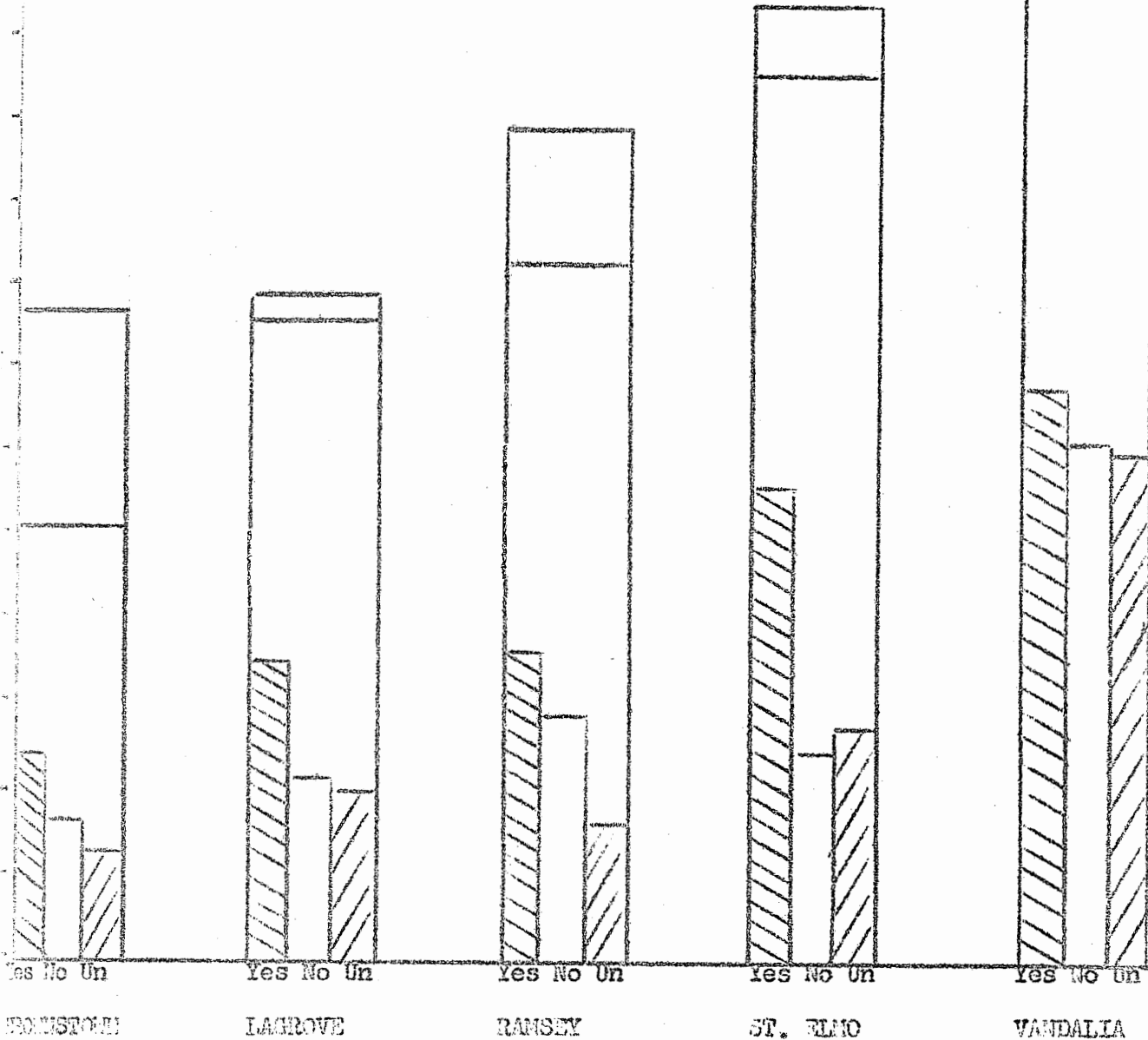
Small bars within major bars represent number of responses, as indicated, of those questionnaires returned

Line on Vandalia's bar indicates number of responses

Question # 7

WOULD YOU GO TO A JUNIOR COLLEGE IF TUITION WAS FREE?

93



Top line of bar represents total enrollment of school

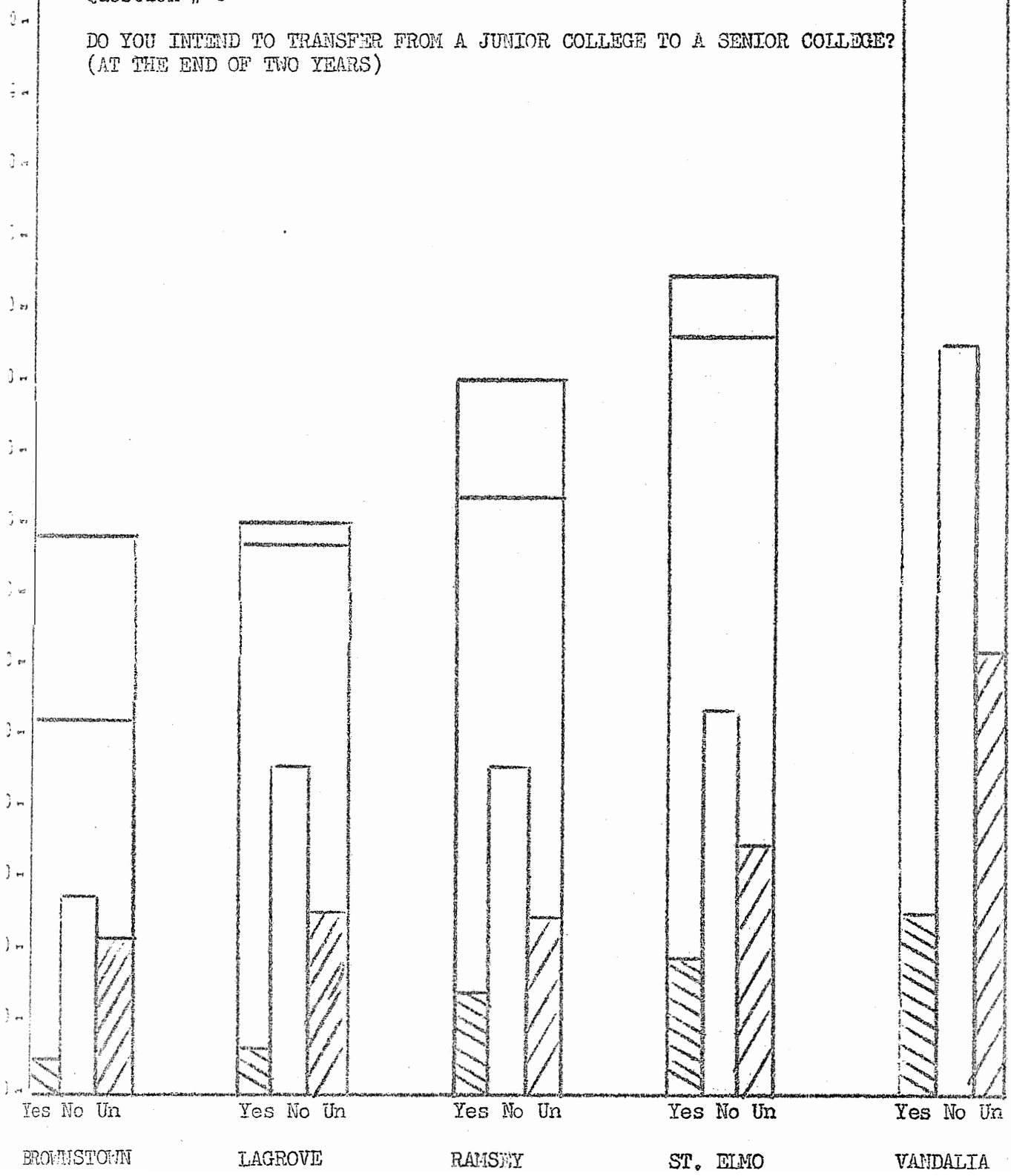
Second line indicates number of questionnaires returned

Small bars within major bars represent number of responses, as indicated, of those questionnaires returned

Line of Vandalia's bar indicates number of responses

Question # 8

DO YOU INTEND TO TRANSFER FROM A JUNIOR COLLEGE TO A SENIOR COLLEGE?  
(AT THE END OF TWO YEARS)



Top line of bar represents total enrollment of school

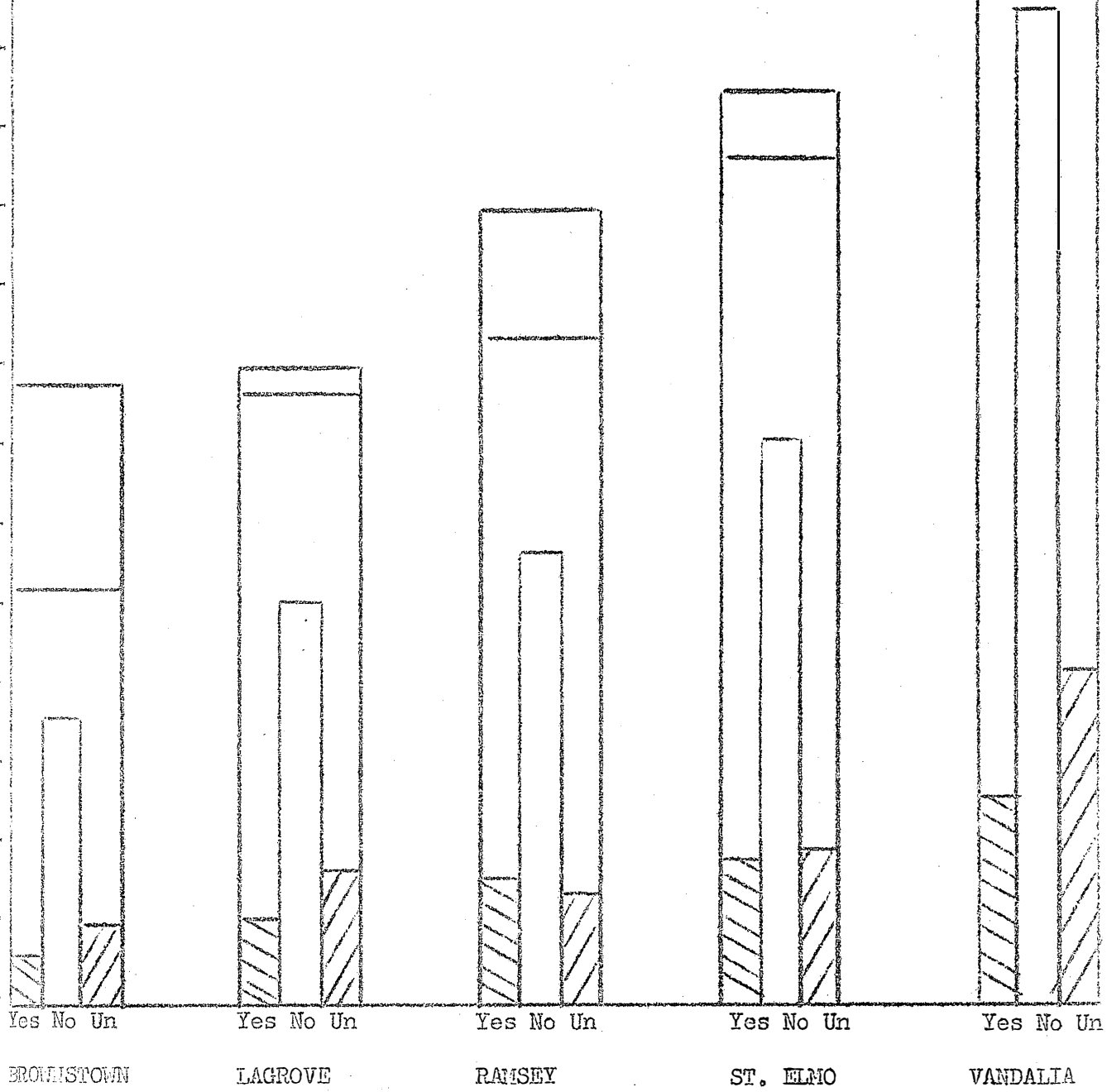
Second line indicates number of questionnaires returned

Small bars within major bars represent number of responses, as indicated, of those questionnaires returned

Line on Vandalia's bar indicates number of responses

Question # 9

DO YOU INTEND TO TAKE A VOCATIONAL COURSE IN JUNIOR COLLEGE?



Top line of bar represents total enrollment of school

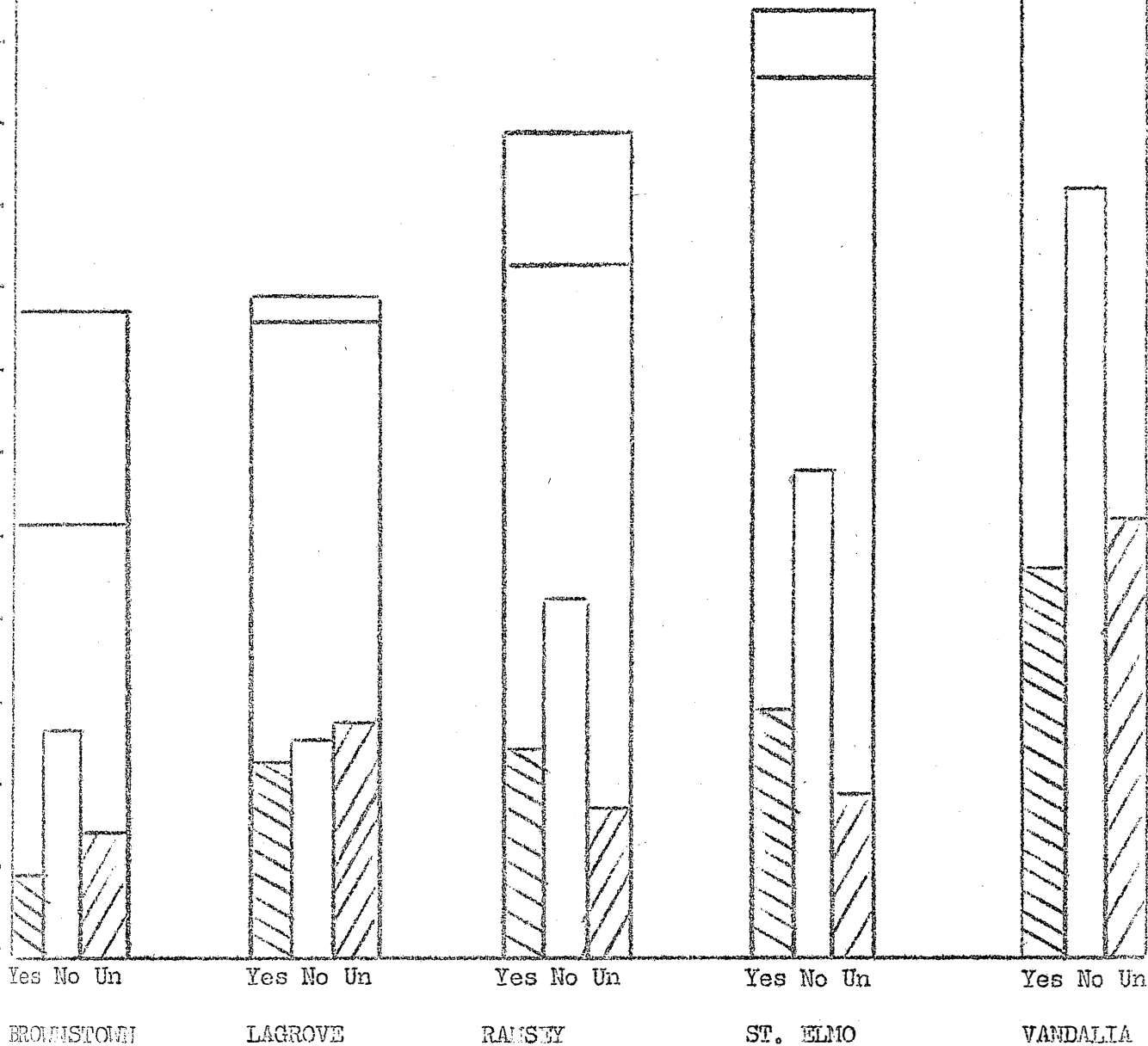
Second line indicates number of questionnaires returned

Small bars within major bars represent number of responses, as indicated, of those questionnaires returned

Line on Vandalia's bar indicates number of responses

Question # 10

DO YOU INTEND TO GO TO A SPECIALIZED SCHOOL?



|                                       |   |                                       |    |    |   |    |    |   |     |    |   |     |    |  |     |     |
|---------------------------------------|---|---------------------------------------|----|----|---|----|----|---|-----|----|---|-----|----|--|-----|-----|
| WHEATSTONE<br>TOTAL ENROLLMENT<br>157 | N | 9                                     | 4  | 5  | 13                                      | 10 | 5  | 15                                      | 9   | 8  | 12                                      | 12  | 3  | 49                                       | 35  | 21  |
|                                       | % | 50                                    | 22 | 28 | 46                                      | 36 | 18 | 47                                      | 28  | 25 | 44                                      | 44  | 12 | 47                                       | 33  | 20  |
|                                       |   | 18 of 48 returned<br>37% of the class |    |    | 28 of 38 returned<br>74% of the class   |    |    | 27 of 38 returned<br>82% of the class   |     |    | 27 of 30 returned<br>90% of the class   |     |    | 105 of 157 returned<br>67% of the school |     |     |
| LACROVE<br>TOTAL ENROLLMENT<br>162    | N | 14                                    | 6  | 13 | 18                                      | 10 | 19 | 17                                      | 13  | 6  | 15                                      | 17  | 6  | 64                                       | 46  | 44  |
|                                       | % | 42                                    | 18 | 40 | 38                                      | 21 | 41 | 47                                      | 36  | 17 | 40                                      | 44  | 16 | 41                                       | 30  | 29  |
|                                       |   | 33 of 36 returned<br>92% of the class |    |    | 47 of 48 returned<br>98% of the class   |    |    | 36 of 38 returned<br>95% of the class   |     |    | 38 of 41 returned<br>93% of the class   |     |    | 154 of 162 returned<br>95% of the school |     |     |
| RAMSEY<br>TOTAL ENROLLMENT<br>203     | N | 18                                    | 8  | 14 | 9                                       | 11 | 14 | 14                                      | 20  | 11 | 19                                      | 20  | 10 | 60                                       | 59  | 49  |
|                                       | % | 45                                    | 20 | 35 | 27                                      | 32 | 41 | 31                                      | 44  | 25 | 39                                      | 41  | 20 | 36                                       | 35  | 29  |
|                                       |   | 40 of 50 returned<br>80% of the class |    |    | 34 of 40 returned<br>85% of the class   |    |    | 45 of 56 returned<br>80% of the class   |     |    | 9 of 34 returned<br>26% of the class    |     |    | 168 of 203 returned<br>83% of the school |     |     |
| SHEMO<br>TOTAL ENROLLMENT<br>233      | N | 28                                    | 14 | 16 | 32                                      | 7  | 14 | 21                                      | 16  | 9  | 27                                      | 14  | 18 | 108                                      | 51  | 57  |
|                                       | % | 48                                    | 24 | 28 | 60                                      | 13 | 27 | 45                                      | 35  | 20 | 46                                      | 24  | 30 | 50                                       | 24  | 26  |
|                                       |   | 58 of 59 returned<br>98% of the class |    |    | 53 of 57 returned<br>93% of the class   |    |    | 46 of 55 returned<br>84% of the class   |     |    | 59 of 62 returned<br>95% of the class   |     |    | 216 of 233 returned<br>93% of the school |     |     |
| VANDALLA<br>TOTAL ENROLLMENT<br>489   | N | NO SAMPLING<br>TAKEN                  |    |    | 71                                      | 34 | 36 | 56                                      | 43  | 26 | 58                                      | 41  | 17 | 185                                      | 118 | 79  |
|                                       | % |                                       |    |    | 50                                      | 24 | 26 | 44                                      | 34  | 22 | 50                                      | 35  | 15 | 49                                       | 31  | 20  |
|                                       |   |                                       |    |    | 141 of 162 returned<br>87% of the class |    |    | 125 of 163 returned<br>77% of the class |     |    | 116 of 164 returned<br>71% of the class |     |    | 382 of 489 returned<br>78% of the school |     |     |
| COUNTRY TOTAL                         | N | 69                                    | 32 | 48 | 143                                     | 72 | 88 | 123                                     | 101 | 60 | 131                                     | 104 | 54 | 466                                      | 309 | 250 |
|                                       | % | 46                                    | 22 | 32 | 47                                      | 24 | 29 | 43                                      | 36  | 21 | 45                                      | 36  | 19 | 45                                       | 31  | 24  |

1 AT THE PRESENT TIME DO YOU PLAN TO ATTEND COLLEGE

|                                      |                                       | Q1                   |   |     | Q2                                      |     |   | Q3  |  |     | Q4  |    |     | Q5  |     |     |
|--------------------------------------|---------------------------------------|----------------------|---|-----|---|-----|---|-----|--|-----|-----|----|-----|-----|-----|-----|
|                                      |                                       | YES                  | NO                                      | UND | YES                                     | NO  | UND                                     | YES | NO                                       | UND | YES | NO | UND | YES | NO  | UND |
| BROWSTOWN<br>TOTAL ENROLLMENT<br>157 | N                                     | 10                   | 8                                       | 0   | 22                                      | 6   | 0                                       | 21  | 10                                       | 1   | 23  | 4  | 0   | 76  | 28  | 1   |
|                                      | %                                     | 55                   | 45                                      | 0   | 78                                      | 22  | 0                                       | 66  | 30                                       | 3   | 85  | 15 | 0   | 72  | 26  | 2   |
|                                      | 18 of 48 returned<br>37% of the class |                      | 28 of 38 returned<br>74% of the class   |     | 25 of 39 returned<br>64% of the class   |     | 27 of 30 returned<br>90% of the class   |     | 105 of 157 returned<br>67% of the school |     |     |    |     |     |     |     |
| LAGROVE<br>TOTAL ENROLLMENT<br>162   | N                                     | 24                   | 9                                       | 0   | 30                                      | 15  | 2                                       | 33  | 2  | 1   | 30  | 8  | 0   | 117 | 34  | 3   |
|                                      | %                                     | 73                   | 27                                      | 0   | 64                                      | 32  | 4                                       | 91  | 6  | 3   | 80  | 20 | 0   | 76  | 22  | 2   |
|                                      | 33 of 36 returned<br>92% of the class |                      | 47 of 48 returned<br>98% of the class   |     | 36 of 38 returned<br>95% of the class   |     | 38 of 41 returned<br>93% of the class   |     | 154 of 162 returned<br>95% of the school |     |     |    |     |     |     |     |
| RAMSEY<br>TOTAL ENROLLMENT<br>203    | N                                     | 23                   | 17                                      | 0   | 20                                      | 13  | 1                                       | 28  | 15                                       | 2   | 31  | 18 | 0   | 102 | 63  | 3   |
|                                      | %                                     | 58                   | 42                                      | 0   | 59                                      | 38  | 3                                       | 62  | 33                                       | 5   | 63  | 47 | 0   | 60  | 38  | 2   |
|                                      | 40 of 50 returned<br>80% of the class |                      | 34 of 40 returned<br>85% of the class   |     | 45 of 56 returned<br>80% of the class   |     | 9 of 31 returned<br>29% of the class    |     | 168 of 203 returned<br>83% of the school |     |     |    |     |     |     |     |
| SE ELMO<br>TOTAL ENROLLMENT<br>451   | N                                     | 37                   | 18                                      | 3   | 29                                      | 23  | 1                                       | 28  | 17                                       | 1   | 42  | 10 | 7   | 136 | 68  | 12  |
|                                      | %                                     | 62                   | 31                                      | 7   | 54                                      | 43  | 3                                       | 61  | 37                                       | 2   | 71  | 17 | 12  | 63  | 31  | 6   |
|                                      | 58 of 59 returned<br>98% of the class |                      | 53 of 57 returned<br>93% of the class   |     | 46 of 55 returned<br>84% of the class   |     | 59 of 62 returned<br>95% of the class   |     | 216 of 233 returned<br>93% of the school |     |     |    |     |     |     |     |
| VANDALIA<br>TOTAL ENROLLMENT<br>489  | N                                     | NO SAMPLING<br>TAKEN |   |     | 85                                      | 53  | 3                                       | 97  | 27                                       | 1   | 100 | 15 | 1   | 282 | 95  | 5   |
|                                      | %                                     |                      |   |     | 61                                      | 37  | 2                                       | 77  | 21                                       | 2   | 85  | 12 | 2   | 73  | 24  | 3   |
|                                      |                                       |                      | 141 of 162 returned<br>87% of the class |     | 125 of 163 returned<br>76% of the class |     | 116 of 164 returned<br>71% of the class |     | 302 of 489 returned<br>62% of the school |     |     |    |     |     |     |     |
| GRAND TOTAL                          | N                                     | 94                   | 52                                      | 3   | 186                                     | 110 | 7                                       | 207 | 71                                       | 6   | 226 | 55 | 8   | 713 | 288 | 24  |
|                                      | %                                     | 63                   | 35                                      | 2   | 61                                      | 36  | 3                                       | 73  | 25                                       | 2   | 78  | 19 | 3   | 69  | 28  | 3   |

2 HAVE YOU BEEN ENCOURAGED TO ATTEND A COLLEGE?

|                                       |   |                                       |     |   |   |     |    |   |     |    |   |     |    |  |     |    |
|---------------------------------------|---|---------------------------------------|-----|---|---|-----|----|---|-----|----|---|-----|----|--|-----|----|
| BROWSTOWN<br>TOTAL ENROLLMENT<br>157  | N | 0                                     | 18  | 0 | 6                                       | 22  | 0  | 8                                       | 21  | 3  | 11                                      | 16  | 0  | 25                                       | 77  | 3  |
|                                       | % | 0                                     | 100 | 0 | 22                                      | 78  | 0  | 25                                      | 65  | 10 | 41                                      | 59  | 0  | 24                                       | 73  | 3  |
|                                       |   | 18 of 18 returned<br>37% of the class |     |   | 28 of 38 returned<br>74% of the class   |     |    | 27 of 37 returned<br>87% of the class   |     |    | 27 of 30 returned<br>90% of the class   |     |    | 105 of 157 returned<br>67% of the school |     |    |
| LAGROVE<br>TOTAL ENROLLMENT<br>162    | N | 5                                     | 28  | 0 | 2                                       | 44  | 1  | 15                                      | 21  | 0  | 22                                      | 14  | 2  | 44                                       | 107 | 3  |
|                                       | % | 15                                    | 85  | 0 | 4                                       | 94  | 2  | 42                                      | 58  | 0  | 58                                      | 37  | 5  | 28                                       | 70  | 2  |
|                                       |   | 33 of 36 returned<br>92% of the class |     |   | 47 of 48 returned<br>98% of the class   |     |    | 36 of 38 returned<br>95% of the class   |     |    | 38 of 41 returned<br>93% of the class   |     |    | 154 of 162 returned<br>95% of the school |     |    |
| RAMSEY<br>TOTAL ENROLLMENT<br>203     | N | 3                                     | 37  | 0 | 8                                       | 25  | 1  | 10                                      | 34  | 1  | 21                                      | 28  | 0  | 42                                       | 124 | 2  |
|                                       | % | 7                                     | 93  | 0 | 23                                      | 73  | 4  | 22                                      | 75  | 3  | 43                                      | 57  | 0  | 25                                       | 74  | 1  |
|                                       |   | 40 of 50 returned<br>80% of the class |     |   | 34 of 40 returned<br>85% of the class   |     |    | 45 of 56 returned<br>80% of the class   |     |    | 29 of 54 returned<br>54% of the class   |     |    | 168 of 203 returned<br>83% of the school |     |    |
| SUNBELMONT<br>TOTAL ENROLLMENT<br>233 | N | 7                                     | 47  | 4 | 6                                       | 44  | 3  | 14                                      | 29  | 3  | 28                                      | 25  | 6  | 55                                       | 145 | 16 |
|                                       | % | 12                                    | 81  | 7 | 11                                      | 83  | 6  | 30                                      | 63  | 7  | 47                                      | 43  | 10 | 25                                       | 67  | 8  |
|                                       |   | 58 of 59 returned<br>98% of the class |     |   | 53 of 57 returned<br>93% of the class   |     |    | 46 of 55 returned<br>73% of the class   |     |    | 59 of 62 returned<br>95% of the class   |     |    | 216 of 233 returned<br>92% of the school |     |    |
| VANDALIA<br>TOTAL ENROLLMENT<br>489   | N | NO SAMPLING<br>TAKEN                  |     |   | 33                                      | 99  | 9  | 37                                      | 82  | 6  | 56                                      | 59  | 1  | 126                                      | 240 | 16 |
|                                       | % |                                       |     |   | 23                                      | 70  | 7  | 30                                      | 65  | 5  | 48                                      | 51  | 1  | 33                                       | 65  | 2  |
|                                       |   |                                       |     |   | 141 of 162 returned<br>87% of the class |     |    | 125 of 163 returned<br>76% of the class |     |    | 116 of 164 returned<br>71% of the class |     |    | 382 of 489 returned<br>78% of the school |     |    |
| CUMULATIVE TOTAL                      | N | 15                                    | 130 | 4 | 55                                      | 234 | 14 | 84                                      | 187 | 13 | 138                                     | 142 | 9  | 292                                      | 693 | 40 |
|                                       | % | 10                                    | 87  | 3 | 18                                      | 77  | 5  | 29                                      | 65  | 6  | 47                                      | 49  | 4  | 28                                       | 67  | 5  |

3 ARE YOU FAMILIAR WITH THE JUNIOR COLLEGE MOVEMENT?

|   |   |                                       |    |    |   |    |     |   |     |    |   |     |  |     |     |     |
|---|---|---------------------------------------|----|----|---|----|-----|---|-----|----|---|-----|--|-----|-----|-----|
| BROWSTOWN<br>TOTAL ENROLLMENT<br>157                | N | 2                                     | 7  | 9  | 8                                       | 12 | 8   | 12                                      | 8   | 12 | 10                                      | 13  | 4  | 32  | 40  | 33  |
|   | % | 11                                    | 39 | 50 | 29                                      | 42 | 29  | 38                                      | 24  | 38 | 37                                      | 48  | 15                                       | 30  | 38  | 32  |
|   |   | 18 of 48 returned<br>37% of the class |    |    | 28 of 38 returned<br>74% of the class   |    |     | 25 of 35 returned<br>85% of the class   |     |    | 27 of 30 returned<br>90% of the class   |     | 105 of 157 returned<br>67% of the school |     |     |     |
| LAGROVE<br>TOTAL ENROLLMENT<br>162                  | N | 5                                     | 11 | 17 | 13                                      | 13 | 21  | 13                                      | 18  | 5  | 10                                      | 23  | 5  | 41  | 65  | 48  |
|   | % | 1.6                                   | 33 | 51 | 28                                      | 28 | 44  | 36                                      | 50  | 14 | 26                                      | 60  | 14                                       | 27  | 42  | 31  |
|   |   | 33 of 36 returned<br>92% of the class |    |    | 47 of 48 returned<br>98% of the class   |    |     | 36 of 38 returned<br>95% of the class   |     |    | 38 of 41 returned<br>93% of the class   |     | 154 of 162 returned<br>95% of the school |     |     |     |
| RAMSEY<br>TOTAL ENROLLMENT<br>203                   | N | 13                                    | 8  | 19 | 8                                       | 10 | 16  | 11                                      | 23  | 11 | 15                                      | 24  | 10                                       | 47  | 65  | 56  |
|   | % | 33                                    | 20 | 47 | 24                                      | 29 | 47  | 24                                      | 52  | 24 | 30                                      | 49  | 21                                       | 28  | 39  | 33  |
|   |   | 40 of 50 returned<br>80% of the class |    |    | 34 of 40 returned<br>85% of the class   |    |     | 45 of 56 returned<br>80% of the class   |     |    | 9 of 54 returned<br>17% of the class    |     | 168 of 203 returned<br>83% of the school |     |     |     |
| SSELMO<br>TOTAL ENROLLMENT<br><del>254</del><br>233 | N | 22                                    | 16 | 20 | 22                                      | 22 | 9   | 17                                      | 16  | 13 | 25                                      | 14  | 20                                       | 86  | 68  | 62  |
|   | % | 38                                    | 28 | 34 | 41                                      | 41 | 18  | 37                                      | 35  | 28 | 43                                      | 23  | 34                                       | 40  | 31  | 29  |
|   |   | 50 of 59 returned<br>98% of the class |    |    | 53 of 57 returned<br>93% of the class   |    |     | 46 of 55 returned<br>73% of the class   |     |    | 59 of 62 returned<br>95% of the class   |     | 216 of 233 returned<br>92% of the school |     |     |     |
| VANDALIA<br>TOTAL ENROLLMENT<br>489                 | N | NO SAMPLING<br>TAKEN                  |    |    | 37                                      | 39 | 65  | 42                                      | 52  | 31 | 45                                      | 47  | 24                                       | 124 | 138 | 120 |
|   | % |                                       |    |    | 26                                      | 28 | 46  | 34                                      | 41  | 25 | 39                                      | 41  | 20                                       | 33  | 36  | 31  |
|   |   |                                       |    |    | 141 of 162 returned<br>87% of the class |    |     | 125 of 163 returned<br>76% of the class |     |    | 116 of 164 returned<br>71% of the class |     | 382 of 489 returned<br>78% of the school |     |     |     |
| COUNTY TOTAL  | N | 42                                    | 42 | 65 | 88                                      | 96 | 119 | 95                                      | 117 | 72 | 105                                     | 121 | 63                                       | 330 | 376 | 319 |
|   | % | 28                                    | 28 | 44 | 29                                      | 31 | 40  | 37                                      | 41  | 22 | 39                                      | 42  | 19                                       | 32  | 37  | 31  |

4 DO YOU PLAN TO ATTEND A JUNIOR COLLEGE OR A SENIOR COLLEGE?  
(For the first two years)



|   |   |                                       |    |    |   |     |    |   |     |    |   |     |                                       |     |     |     |
|---|---|---------------------------------------|----|----|---|-----|----|---|-----|----|---|-----|---------------------------------------|-----|-----|-----|
| IRONSTOWN<br>TOTAL ENROLLMENT<br>157                  | N | 10                                    | 2  | 6  | 10                                      | 7   | 11 | 8                                       | 11  | 13 | 7                                       | 11  | 9                                     | 35  | 31  | 39  |
|   | % | 55                                    | 12 | 33 | 36                                      | 25  | 39 | 25                                      | 35  | 40 | 26                                      | 41  | 33                                    | 33  | 30  | 37  |
|   |   | 18 of 48 returned<br>37% of the class |    |    | 28 of 38 returned<br>74% of the class   |     |    | 25 of 37 returned<br>68% of the class   |     |    | 27 of 30 returned<br>90% of the class   |     | 105 of 157 returned<br>67% of the sch |     |     |     |
| LAGROVE<br>TOTAL ENROLLMENT<br>162                    | N | 10                                    | 6  | 17 | 19                                      | 12  | 16 | 11                                      | 13  | 12 | 9                                       | 18  | 11                                    | 49  | 49  | 56  |
|   | % | 30                                    | 19 | 51 | 40                                      | 24  | 36 | 31                                      | 36  | 33 | 24                                      | 47  | 29                                    | 32  | 32  | 36  |
|   |   | 33 of 36 returned<br>92% of the class |    |    | 47 of 48 returned<br>98% of the class   |     |    | 36 of 38 returned<br>95% of the class   |     |    | 38 of 41 returned<br>93% of the class   |     | 154 of 162 returned<br>95% of the sch |     |     |     |
| RAINSKY<br>TOTAL ENROLLMENT<br>203                    | N | 10                                    | 10 | 20 | 19                                      | 9   | 6  | 12                                      | 20  | 13 | 9                                       | 32  | 8                                     | 50  | 71  | 47  |
|   | % | 25                                    | 25 | 50 | 56                                      | 26  | 18 | 26                                      | 44  | 30 | 18                                      | 65  | 17                                    | 30  | 41  | 29  |
|   |   | 40 of 50 returned<br>80% of the class |    |    | 34 of 40 returned<br>85% of the class   |     |    | 45 of 56 returned<br>80% of the class   |     |    | 9 of 51 returned<br>18% of the class    |     | 168 of 203 returned<br>83% of the sch |     |     |     |
| SE KLING<br>TOTAL ENROLLMENT<br><del>233</del><br>233 | N | 22                                    | 17 | 19 | 17                                      | 25  | 11 | 18                                      | 16  | 12 | 24                                      | 17  | 18                                    | 81  | 75  | 60  |
|   | % | 38                                    | 30 | 32 | 32                                      | 47  | 21 | 43                                      | 34  | 23 | 40                                      | 29  | 31                                    | 37  | 35  | 28  |
|   |   | 58 of 59 returned<br>98% of the class |    |    | 53 of 57 returned<br>93% of the class   |     |    | 46 of 55 returned<br>84% of the class   |     |    | 59 of 62 returned<br>95% of the class   |     | 216 of 233 returned<br>93% of the sch |     |     |     |
| VANDALIA<br>TOTAL ENROLLMENT<br>489                   | N | NO SAMPLING<br>TAKEN                  |    |    | 33                                      | 54  | 54 | 37                                      | 48  | 40 | 30                                      | 52  | 34                                    | 100 | 154 | 128 |
|   | % |                                       |    |    | 24                                      | 38  | 38 | 30                                      | 38  | 32 | 26                                      | 45  | 29                                    | 27  | 40  | 33  |
|   |   |                                       |    |    | 141 of 162 returned<br>87% of the class |     |    | 125 of 163 returned<br>76% of the class |     |    | 116 of 164 returned<br>71% of the class |     | 362 of 489 returned<br>74% of the sch |     |     |     |
| CUMULATIVE TOTAL                                      | N | 52                                    | 35 | 62 | 98                                      | 107 | 98 | 86                                      | 108 | 90 | 79                                      | 130 | 80                                    | 315 | 380 | 330 |
|   | % | 35                                    | 23 | 42 | 32                                      | 36  | 32 | 30                                      | 38  | 32 | 28                                      | 44  | 28                                    | 30  | 37  | 33  |

5 WOULD YOU ATTEND A JUNIOR COLLEGE IN YOUR AREA IF IT WERE AVAILABLE?

|  |   |                                       |    |    |   |     |    |   |     |    |   |     |    |  |     |     |
|--|---|---------------------------------------|----|----|---|-----|----|---|-----|----|---|-----|----|--|-----|-----|
| BROWNSTOWN<br>SCHOOL ENROLLMENT<br>157 | N | 5                                     | 12 | 1  | 6                                       | 117 | 5  | 5                                       | 22  | 5  | 11                                      | 15  | 1  | 27                                       | 66  | 12  |
|  | % | 28                                    | 66 | 6  | 22                                      | 60  | 18 | 16                                      | 68  | 16 | 41                                      | 55  | 4  | 26                                       | 63  | 11  |
|  |   | 18 of 48 returned<br>37% of the class |    |    | 28 of 38 returned<br>74% of the class   |     |    | 2 of 32 returned<br>6% of the class     |     |    | 27 of 30 returned<br>90% of the class   |     |    | 105 of 157 returned<br>67% of the school |     |     |
| LAGROVE<br>TOTAL ENROLLMENT<br>162     | N | 12                                    | 20 | 1  | 8                                       | 35  | 4  | 11                                      | 21  | 4  | 7                                       | 28  | 3  | 28                                       | 104 | 12  |
|  | % | 36                                    | 60 | 4  | 17                                      | 74  | 9  | 31                                      | 58  | 11 | 18                                      | 73  | 9  | 25                                       | 67  | 8   |
|  |   | 33 of 36 returned<br>92% of the class |    |    | 47 of 48 returned<br>98% of the class   |     |    | 36 of 38 returned<br>95% of the class   |     |    | 38 of 41 returned<br>93% of the class   |     |    | 154 of 162 returned<br>95% of the school |     |     |
| RAISEY<br>TOTAL ENROLLMENT<br>203      | N | 6                                     | 23 | 11 | 7                                       | 25  | 2  | 14                                      | 29  | 2  | 7                                       | 35  | 7  | 34                                       | 112 | 22  |
|  | % | 14                                    | 58 | 28 | 20                                      | 73  | 7  | 31                                      | 64  | 5  | 14                                      | 72  | 14 | 20                                       | 66  | 14  |
|  |   | 40 of 50 returned<br>80% of the class |    |    | 34 of 40 returned<br>85% of the class   |     |    | 45 of 56 returned<br>80% of the class   |     |    | 9 of 51 returned<br>18% of the class    |     |    | 168 of 203 returned<br>83% of the school |     |     |
| SSELMING<br>TOTAL ENROLLMENT<br>233    | N | 24                                    | 23 | 11 | 18                                      | 23  | 12 | 15                                      | 24  | 7  | 12                                      | 35  | 12 | 69                                       | 105 | 42  |
|  | % | 41                                    | 40 | 19 | 34                                      | 43  | 23 | 32                                      | 52  | 16 | 20                                      | 60  | 20 | 32                                       | 46  | 22  |
|  |   | 58 of 59 returned<br>98% of the class |    |    | 53 of 57 returned<br>93% of the class   |     |    | 46 of 55 returned<br>84% of the class   |     |    | 59 of 62 returned<br>95% of the class   |     |    | 216 of 233 returned<br>93% of the school |     |     |
| VANDALIA<br>TOTAL ENROLLMENT<br>489    | N | NO SAMPLING<br>TAKEN                  |    |    | 33                                      | 85  | 23 | 31                                      | 74  | 20 | 21                                      | 75  | 20 | 85                                       | 234 | 63  |
|  | % |                                       |    |    | 23                                      | 60  | 17 | 25                                      | 59  | 16 | 18                                      | 65  | 17 | 22                                       | 61  | 17  |
|  |   |                                       |    |    | 141 of 162 returned<br>87% of the class |     |    | 125 of 163 returned<br>76% of the class |     |    | 116 of 164 returned<br>71% of the class |     |    | 382 of 489 returned<br>78% of the school |     |     |
| COUNTY TOTAL                           | N | 47                                    | 78 | 24 | 72                                      | 185 | 46 | 76                                      | 170 | 38 | 58                                      | 188 | 43 | 253                                      | 621 | 151 |
|  | % | 31                                    | 52 | 17 | 24                                      | 61  | 15 | 27                                      | 60  | 13 | 20                                      | 65  | 15 | 24                                       | 60  | 16  |

6 WOULD THE COST OF GOING TO COLLEGE KEEP YOU FROM BEING ABLE TO ATTEND?

|                                       |   | YES   | NO | IND | TOTAL                                   | 1954 | 1955 | 1956                                    | 1957 | 1958 | 1959                                    | 1960 | 1961 | 1962                                     | 1963 | 1964 |
|---------------------------------------|---|---|----|-----|---|------|------|---|------|------|---|------|------|--|------|------|
| BROWNSTOWN<br>TOTAL ENROLLMENT<br>157 | N | 14  | 1  | 3   | 11                                      | 8    | 9    | 11                                      | 10   | 11   | 11                                      | 15   | 47   | 47                                       | 24   | 24   |
|                                       | % | 77  | 6  | 17  | 39                                      | 29   | 32   | 35                                      | 30   | 35   | 41                                      | 55   | 4    | 44                                       | 32   | 24   |
|                                       |   | 18 of 48 returned<br>37% of the class                 |    |     | 28 of 38 returned<br>74% of the class   |      |      | 29 of 38 returned<br>87% of the class   |      |      | 27 of 30 returned<br>90% of the class   |      |      | 105 of 157 returned<br>67% of the school |      |      |
| LAGROVE<br>TOTAL ENROLLMENT<br>162    | N | 18  | 2  | 13  | 25                                      | 10   | 12   | 19                                      | 10   | 7    | 12                                      | 19   | 7    | 74                                       | 41   | 39   |
|                                       | % | 54  | 7  | 39  | 52                                      | 23   | 25   | 52                                      | 28   | 20   | 31                                      | 50   | 19   | 48                                       | 27   | 25   |
|                                       |   | 33 of 36 returned<br>92% of the class                 |    |     | 47 of 48 returned<br>98% of the class   |      |      | 36 of 38 returned<br>95% of the class   |      |      | 38 of 41 returned<br>93% of the class   |      |      | 154 of 162 returned<br>95% of the school |      |      |
| RAMSEY<br>TOTAL ENROLLMENT<br>203     | N | 19  | 10 | 11  | 20                                      | 8    | 6    | 20                                      | 14   | 11   | 17                                      | 27   | 5    | 76                                       | 59   | 33   |
|                                       | % | 47  | 25 | 28  | 59                                      | 24   | 17   | 44                                      | 32   | 24   | 35                                      | 55   | 10   | 39                                       | 35   | 26   |
|                                       |   | 40 of 50 returned<br>80% of the class                 |    |     | 34 of 40 returned<br>85% of the class   |      |      | 45 of 56 returned<br>80% of the class   |      |      | 9 of 54 returned<br>17% of the class    |      |      | 168 of 203 returned<br>83% of the school |      |      |
| SEMINO<br>TOTAL ENROLLMENT<br>233     | N | 33  | 11 | 14  | 26                                      | 10   | 17   | 25                                      | 10   | 11   | 31                                      | 15   | 13   | 115                                      | 46   | 55   |
|                                       | % | 58  | 18 | 24  | 49                                      | 19   | 32   | 54                                      | 22   | 24   | 53                                      | 25   | 22   | 53                                       | 23   | 25   |
|                                       |   | 58 of 59 returned<br>98% of the class                 |    |     | 53 of 57 returned<br>93% of the class   |      |      | 46 of 55 returned<br>73% of the class   |      |      | 59 of 62 returned<br>95% of the class   |      |      | 216 of 233 returned<br>92% of the school |      |      |
| VANDALIA<br>TOTAL ENROLLMENT<br>489   | N | NO SAMPLING<br>TAKEN                                  |    |     | 50                                      | 43   | 48   | 45                                      | 46   | 34   | 43                                      | 34   | 39   | 138                                      | 123  | 121  |
|                                       | % |   |    |     | 35                                      | 31   | 34   | 36                                      | 37   | 27   | 37                                      | 30   | 33   | 36                                       | 32   | 32   |
|                                       |   |   |    |     | 141 of 162 returned<br>87% of the class |      |      | 125 of 163 returned<br>76% of the class |      |      | 116 of 164 returned<br>71% of the class |      |      | 382 of 489 returned<br>78% of the school |      |      |
| COUNTY TOTAL                          | N | 84  | 24 | 41  | 132                                     | 79   | 92   | 120                                     | 90   | 74   | 114                                     | 110  | 65   | 450                                      | 303  | 272  |
|                                       | % | 56  | 16 | 28  | 43                                      | 26   | 31   | 42                                      | 31   | 27   | 39                                      | 38   | 23   | 45                                       | 29   | 26   |
|                                       | ■ | WOULD YOU GO TO A JUNIOR COLLEGE IF TUITION WAS FREE? |    |     |   |      |      |   |      |      |   |      |      |  |      |      |

|                                      |   | YES                                   | NO | LEAD | YES                                     | NO  | YES | NO                                      | YES | NO | YES                                     | NO  | YES | NO                                       | YES | NO  |
|--------------------------------------|---|---------------------------------------|----|------|---|-----|-----|---|-----|----|---|-----|-----|--|-----|-----|
| BROWSTOWN<br>TOTAL ENROLLMENT<br>157 | N | 0                                     | 7  | 11   | 5                                       | 12  | 11  | 1                                       | 17  | 14 | 2                                       | 20  | 5   | 8  | 56  | 41  |
|                                      | % | 0                                     | 39 | 61   | 18                                      | 42  | 40  | 4                                       | 53  | 43 | 8                                       | 74  | 18  | 8  | 53  | 39  |
|                                      |   | 18 of 48 returned<br>37% of the class |    |      | 28 of 38 returned<br>74% of the class   |     |     | 27 of 37 returned<br>73% of the class   |     |    | 27 of 30 returned<br>90% of the class   |     |     | 105 of 157 returned<br>67% of the school |     |     |
| LACROVE<br>TOTAL ENROLLMENT<br>162   | N | 7                                     | 9  | 17   | 4                                       | 26  | 17  | 1                                       | 24  | 11 | 1                                       | 32  | 5   | 13                                       | 91  | 50  |
|                                      | % | 22                                    | 27 | 51   | 8                                       | 55  | 36  | 3                                       | 66  | 31 | 2                                       | 84  | 14  | 9  | 59  | 32  |
|                                      |   | 33 of 36 returned<br>92% of the class |    |      | 47 of 48 returned<br>98% of the class   |     |     | 36 of 38 returned<br>95% of the class   |     |    | 38 of 41 returned<br>93% of the class   |     |     | 154 of 162 returned<br>95% of the school |     |     |
| RAMSEY<br>TOTAL ENROLLMENT<br>203    | N | 8                                     | 15 | 17   | 5                                       | 16  | 13  | 9                                       | 24  | 12 | 6                                       | 36  | 7   | 28                                       | 91  | 49  |
|                                      | % | 20                                    | 37 | 43   | 15                                      | 47  | 38  | 21                                      | 53  | 26 | 13                                      | 73  | 14  | 17                                       | 54  | 29  |
|                                      |   | 40 of 50 returned<br>80% of the class |    |      | 34 of 40 returned<br>85% of the class   |     |     | 45 of 56 returned<br>80% of the class   |     |    | 9 of 54 returned<br>16% of the class    |     |     | 168 of 203 returned<br>83% of the school |     |     |
| SEBINGO<br>TOTAL ENROLLMENT<br>233   | N | 13                                    | 24 | 21   | 10                                      | 26  | 17  | 11                                      | 25  | 10 | 5                                       | 32  | 22  | 39                                       | 107 | 70  |
|                                      | % | 21                                    | 41 | 38   | 19                                      | 49  | 32  | 24                                      | 54  | 22 | 9                                       | 54  | 37  | 18                                       | 49  | 32  |
|                                      |   | 58 of 59 returned<br>98% of the class |    |      | 53 of 57 returned<br>93% of the class   |     |     | 46 of 55 returned<br>84% of the class   |     |    | 59 of 62 returned<br>95% of the class   |     |     | 216 of 233 returned<br>93% of the school |     |     |
| VANDALIA<br>TOTAL ENROLLMENT<br>489  | N | NO SAMPLING<br>TAKEN                  |    |      | 23                                      | 56  | 62  | 12                                      | 72  | 41 | 14                                      | 82  | 20  | 49                                       | 210 | 123 |
|                                      | % |                                       |    |      | 17                                      | 39  | 44  | 10                                      | 57  | 33 | 13                                      | 70  | 17  | 13                                       | 55  | 32  |
|                                      |   |                                       |    |      | 141 of 162 returned<br>87% of the class |     |     | 125 of 163 returned<br>76% of the class |     |    | 116 of 164 returned<br>71% of the class |     |     | 382 of 489 returned<br>78% of the school |     |     |
| COUNTY TOTAL                         | N | 28                                    | 55 | 66   | 47                                      | 136 | 120 | 34                                      | 162 | 88 | 28                                      | 202 | 59  | 137                                      | 555 | 333 |
|                                      | % | 19                                    | 37 | 44   | 15                                      | 44  | 41  | 12                                      | 57  | 31 | 10                                      | 70  | 20  | 13                                       | 54  | 33  |

8 DO YOU INTEND TO TRANSFER FROM A JUNIOR COLLEGE TO A SENIOR COLLEGE?

|                                       |   |                                       |    |    |   |                                       |    |   |                                       |    |   |                                       |  |  |     |     |
|---------------------------------------|---|---------------------------------------|----|----|---|---------------------------------------|----|---|---------------------------------------|----|---|---------------------------------------|--|--|-----|-----|
| BROWNSTOWN<br>TOTAL ENROLLMENT<br>157 | N | 1                                     | 13 | 4  | 5                                       | 16                                    | 7  | 5                                       | 21                                    | 6  | 2                                       | 23                                    | 2  | 13                                       | 73  | 19  |
|                                       | % | 6                                     | 72 | 22 | 18                                      | 57                                    | 25 | 16                                      | 65                                    | 19 | 8                                       | 84                                    | 8  | 13                                       | 69  | 18  |
|                                       |   | 18 of 48 returned<br>37% of the class |    |    |   | 28 of 38 returned<br>74% of the class |    |   | 27 of 34 returned<br>82% of the class |    |   | 27 of 30 returned<br>90% of the class |  | 105 of 157 returned<br>67% of the school |     |     |
| LACROVE<br>TOTAL ENROLLMENT<br>162    | N | 5                                     | 20 | 8  | 10                                      | 27                                    | 10 | 2                                       | 25                                    | 9  | 3                                       | 29                                    | 6  | 20                                       | 101 | 33  |
|                                       | % | 15                                    | 60 | 25 | 21                                      | 58                                    | 21 | 6                                       | 69                                    | 25 | 9                                       | 76                                    | 15                                       | 14                                       | 65  | 21  |
|                                       |   | 33 of 36 returned<br>92% of the class |    |    |   | 47 of 48 returned<br>98% of the class |    |   | 36 of 38 returned<br>95% of the class |    |   | 38 of 41 returned<br>93% of the class |  | 154 of 162 returned<br>95% of the school |     |     |
| RANSEY<br>TOTAL ENROLLMENT<br>203     | N | 7                                     | 22 | 11 | 5                                       | 24                                    | 5  | 12                                      | 26                                    | 7  | 6                                       | 41                                    | 2  | 30                                       | 113 | 25  |
|                                       | % | 17                                    | 55 | 28 | 15                                      | 70                                    | 15 | 26                                      | 58                                    | 16 | 13                                      | 83                                    | 4  | 18                                       | 67  | 15  |
|                                       |   | 40 of 50 returned<br>80% of the class |    |    |   | 34 of 40 returned<br>85% of the class |    |   | 45 of 56 returned<br>80% of the class |    |   | 9 of 54 returned<br>13% of the class  |  | 168 of 203 returned<br>83% of the school |     |     |
| SSE BLINO<br>TOTAL ENROLLMENT<br>239  | N | 13                                    | 35 | 10 | 4                                       | 38                                    | 4  | 9                                       | 31                                    | 6  | 11                                      | 37                                    | 11                                       | 37                                       | 141 | 38  |
|                                       | % | 21                                    | 60 | 19 | 8                                       | 71                                    | 21 | 19                                      | 67                                    | 14 | 19                                      | 62                                    | 19                                       | 17                                       | 65  | 18  |
|                                       |   | 58 of 59 returned<br>98% of the class |    |    |   | 53 of 57 returned<br>93% of the class |    |   | 46 of 55 returned<br>73% of the class |    |   | 59 of 62 returned<br>95% of the class |  | 216 of 239 returned<br>92% of the school |     |     |
| VAUDALIA<br>TOTAL ENROLLMENT<br>189   | N | NO SAMPLING<br>TAKEN                  |    |    | 22                                      | 81                                    | 38 | 15                                      | 85                                    | 25 | 16                                      | 82                                    | 18                                       | 53                                       | 248 | 81  |
|                                       | % |                                       |    |    | 13                                      | 57                                    | 27 | 11                                      | 69                                    | 20 | 14                                      | 70                                    | 16                                       | 15                                       | 64  | 21  |
|                                       |   |                                       |    |    | 141 of 162 returned<br>87% of the class |                                       |    | 125 of 163 returned<br>76% of the class |                                       |    | 116 of 164 returned<br>71% of the class |                                       | 382 of 489 returned<br>78% of the school |  |     |     |
| COURTESY TOTAL                        | N | 26                                    | 90 | 33 | 46                                      | 186                                   | 71 | 43                                      | 188                                   | 53 | 38                                      | 212                                   | 39                                       | 153                                      | 676 | 196 |
|                                       | % | 17                                    | 60 | 23 | 15                                      | 61                                    | 24 | 15                                      | 66                                    | 19 | 13                                      | 73                                    | 14                                       | 15                                       | 66  | 19  |

9 DO YOU INTEND TO TAKE A VOCATIONAL COURSE IN JUNIOR COLLEGE?

|   |   | YES                                   | NO | IND | YES                                     | NO  | IND | YES                                     | NO  | IND | YES                                     | NO  | IND | YES                                      | NO  | IND |
|---|---|---------------------------------------|----|-----|---|-----|-----|---|-----|-----|---|-----|-----|--|-----|-----|
| BROWNSTOWN<br>TOTAL ENROLLMENT<br>157           | N | 3                                     | 7  | 8   | 4                                       | 17  | 7   | 4                                       | 18  | 10  | 8                                       | 15  | 4   | 19                                       | 57  | 29  |
|   | % | 16                                    | 39 | 45  | 15                                      | 60  | 25  | 14                                      | 56  | 30  | 30                                      | 55  | 15  | 18                                       | 54  | 28  |
|   |   | 18 of 48 returned<br>37% of the class |    |     | 28 of 38 returned<br>74% of the class   |     |     | 27 of 37 returned<br>87% of the class   |     |     | 27 of 30 returned<br>90% of the class   |     |     | 105 of 157 returned<br>67% of the school |     |     |
| LACROVE<br>TOTAL ENROLLMENT<br>162              | N | 11                                    | 7  | 15  | 9                                       | 17  | 21  | 14                                      | 10  | 12  | 11                                      | 19  | 8   | 45                                       | 53  | 56  |
|   | % | 33                                    | 22 | 45  | 20                                      | 36  | 44  | 39                                      | 28  | 33  | 29                                      | 50  | 20  | 30                                       | 34  | 36  |
|   |   | 33 of 36 returned<br>92% of the class |    |     | 47 of 48 returned<br>98% of the class   |     |     | 36 of 38 returned<br>95% of the class   |     |     | 38 of 41 returned<br>93% of the class   |     |     | 154 of 162 returned<br>95% of the school |     |     |
| RAMSEY<br>TOTAL ENROLLMENT<br>203               | N | 13                                    | 15 | 12  | 9                                       | 17  | 27  | 15                                      | 20  | 10  | 10                                      | 32  | 7   | 47                                       | 84  | 37  |
|   | % | 33                                    | 37 | 30  | 27                                      | 49  | 24  | 33                                      | 44  | 23  | 20                                      | 65  | 15  | 28                                       | 54  | 18  |
|   |   | 40 of 50 returned<br>80% of the class |    |     | 34 of 40 returned<br>85% of the class   |     |     | 45 of 56 returned<br>80% of the class   |     |     | 9 of 54 returned<br>17% of the class    |     |     | 168 of 203 returned<br>83% of the school |     |     |
| SUNBROOK<br>TOTAL ENROLLMENT<br>233             | N | 23                                    | 23 | 12  | 12                                      | 35  | 6   | 8                                       | 29  | 9   | 17                                      | 31  | 11  | 60                                       | 118 | 38  |
|   | % | 40                                    | 40 | 20  | 23                                      | 66  | 11  | 17                                      | 63  | 20  | 29                                      | 53  | 18  | 28                                       | 54  | 18  |
|   |   | 58 of 59 returned<br>98% of the class |    |     | 53 of 57 returned<br>93% of the class   |     |     | 46 of 55 returned<br>73% of the class   |     |     | 59 of 62 returned<br>95% of the class   |     |     | 216 of 233 returned<br>92% of the school |     |     |
| VANDALIA<br>TOTAL ENROLLMENT<br>189             | N | NO SAMPLING<br>TAKEN                  |    |     | 35                                      | 58  | 48  | 31                                      | 58  | 36  | 27                                      | 68  | 21  | 93                                       | 184 | 105 |
|   | % |                                       |    |     | 25                                      | 41  | 34  | 25                                      | 46  | 29  | 23                                      | 58  | 19  | 25                                       | 48  | 27  |
|   |   |                                       |    |     | 141 of 162 returned<br>87% of the class |     |     | 125 of 163 returned<br>76% of the class |     |     | 116 of 164 returned<br>71% of the class |     |     | 362 of 489 returned<br>74% of the school |     |     |
| SCHOOL TOTAL                                    | N | 50                                    | 52 | 47  | 69                                      | 144 | 90  | 72                                      | 135 | 77  | 73                                      | 165 | 51  | 264                                      | 496 | 265 |
|   | % | 33                                    | 35 | 32  | 23                                      | 47  | 30  | 25                                      | 47  | 28  | 25                                      | 57  | 18  | 26                                       | 48  | 26  |
| 10 DO YOU INTEND TO GO TO A SPECIALIZED SCHOOL? |   |                                       |    |     |   |     |     |   |     |     |   |     |     |  |     |     |

## STUDENT QUESTIONNAIRE

|   | GRADE LEVEL |    | Circle one |    |  |
|---|-------------|----|------------|----|--|
|   | 9           | 10 | 11         | 12 |  |
| AT THE PRESENT TIME DO YOU PLAN TO ATTEND COLLEGE?  | YES         | NO | UNDECIDED  |    |  |
| HAVE YOU BEEN ENCOURAGED TO ATTEND A COLLEGE? (JUNIOR, SENIOR COLLEGE OR A VOCATIONAL SCHOOL)   | YES         | NO | UNDECIDED  |    |  |
| ARE YOU FAMILIAR WITH THE JUNIOR COLLEGE PROGRAM?   | YES         | NO | UNDECIDED  |    |  |
| DO YOU PLAN TO ATTEND A JUNIOR COLLEGE OR A SENIOR COLLEGE? (FOR THE FIRST TWO YEARS)   | YES         | NO | UNDECIDED  |    |  |
| WOULD YOU ATTEND A JUNIOR COLLEGE IN YOUR AREA IF IT WERE AVAILABLE?  | YES         | NO | UNDECIDED  |    |  |
| WOULD THE COST OF GOING TO COLLEGE KEEP YOU FROM BEING ABLE TO ATTEND?  | YES         | NO | UNDECIDED  |    |  |
| WOULD YOU GO TO A JUNIOR COLLEGE IF TUITION WAS FREE?   | YES         | NO | UNDECIDED  |    |  |
| DO YOU INTEND TO TRANSFER FROM A JUNIOR COLLEGE TO A SENIOR COLLEGE OR UNIVERSITY? (AT THE END OF TWO YEARS)                                      | YES         | NO | UNDECIDED  |    |  |
| DO YOU INTEND TO TAKE A VOCATIONAL COURSE IN JUNIOR COLLEGE? (ELECTRONICS, AUTO MECHANICS, ETC.)  | YES         | NO | UNDECIDED  |    |  |
| DO YOU INTEND TO GO TO A SPECIALIZED SCHOOL? (BUSINESS SCHOOL ELECTRONIC SCHOOL: WHERE LITTLE STRESS IS PLACED ON GENERAL EDUCATION REQUIREMENTS) | YES         | NO | UNDECIDED  |    |  |

APPENDIX E



| COURSE TITLE   | COURSE NUMBERS | ASSIGNED<br>COURSE NO. |
|----------------|----------------|------------------------|
| PHYS. ED. I    |                | 001                    |
| PHYS. ED. II   |                | 002                    |
| PHYS. ED. III  |                | 003                    |
| PHYS. ED. IV   |                | 004                    |
| AGRI. I        |                | 051                    |
| AGRI. II       |                | 052                    |
| AGRI. III      |                | 053                    |
| FARM MECHANICS |                | 054                    |
| HOME EC. I     |                | 101                    |
| HOME EC. II    |                | 102                    |
| FAMILY LIVING  |                | 103                    |
| CONSUMER ED.   |                | 104                    |
| DRIVER ED.     |                | 105                    |
| ENGLISH I      |                | 151                    |
| ENGLISH II     |                | 152                    |
| ENGLISH III    |                | 153                    |
| ENGLISH IV     |                | 154                    |
| COLLEGE PREP.  |                | 155                    |
| SPEECH         |                | 156                    |
| FRENCH I       |                | 161                    |
| FRENCH II      |                | 162                    |
| WORLD HIST.    |                | 201                    |
| AMERICAN HIST. |                | 202                    |
| AMERICAN PROB. |                | 203                    |

## COURSE NUMBERS

| COURSE TITLE | ASSIGNED<br>COURSE NO. |
|--------------|------------------------|
| GENERAL SCI. | 250                    |
| BIOLOGY      | 251                    |
| CHEMISTRY    | 252                    |
| ALGEBRA I    | 301                    |
| ALGEBRA II   | 302                    |
| GEOMETRY     | 303                    |
| TRIGONOMETRY | 304                    |
| TYPING I     | 351                    |
| TYPING II    | 352                    |
| BOOKKEEPING  | 353                    |
| OFFICE MACH. | 354                    |
| SHORTHAND I  | 361                    |
| SHORTHAND II | 362                    |

## JUNIOR REQUIRED:

- X   ENGLISH III  
  X   AMERICAN HISTORY  
  X   PHYSICAL EDUC.

## JUNIOR ELECTIVES:

- AGRICULTURE III  
       FARM MECHANICS  
       HOME EC. II  
       FAMILY LIVING  
       SPEECH  
       FRENCH I  
       FRENCH II  
       WORLD HISTORY  
       BIOLOGY  
       CHEMISTRY  
       GEOMETRY  
       TYPING I  
       TYPING II  
       OFFICE MACHINES  
       SHORTHAND I  
       SHORTHAND II  
       BOOKKEEPING

CHOOSE TWO OF THE ELECTIVES TO COMPLETE YOUR COURSES. CONSIDER YOUR  
 CHOISE OF COURSES TO COINCIDE WITH WHAT YOU INTEND TO DO AFTER  
 GRADUATION.

NAME \_\_\_\_\_ GRADE \_\_\_\_\_ DATE \_\_\_\_\_

SENIOR REQUIRED:

  X   PHYSICAL EDUCATION

SENIOR ELECTIVES

- AGRI. III
- FARM MECHANICS
- FAMILY LIVING
- ENGLISH IV
- COLLEGE PREP.
- SPEECH
- FRENCH II
- FRENCH II
- WORLD HIST.
- AMERICAN PROB.
- BIOLOGY
- CHEMISTRY
- ALGEBRA I
- ALGEBRA II
- GEOMETRY
- TRIGONOMETRY
- TYPING I
- TYPING II
- BOOKKEEPING
- OFFICE MACH.
- SHORTHAND I
- SHORTHAND II

CHOOSE THE ELECTIVES YOU NEED TO COMPLETE YOUR COURSE WORK. IF YOU HAVE TAKEN ONLY U.S. HISTORY, YOU MUST TAKE EITHER AMERICAN PROBLEMS OR WORLD HISTORY.

NAME \_\_\_\_\_ GRADE \_\_\_\_\_ DATE \_\_\_\_\_

## FRESHMEN REQUIRED:

ENGLISH I  
 GENERAL SCIENCE  
 ALGEBRA I  
 GENERAL MATH  
 PHYSICAL ED.

## FRESHMEN ELECTIVES:

AGRICULTURE I  
 HOME EC. I  
 WORLD HISTORY  
 FRENCH I

CHOOSE EITHER GENERAL MATH OR ALGEBRA I, NOT BOTH. CHOOSE ONE OF THE ELECTIVES LISTED ABOVE ON THE RIGHT SIDE. PLACE AN X IN THE BLANK AT THE SIDE OF THE COURSE YOU WANT.

NAME \_\_\_\_\_ GRADE LEVEL \_\_\_\_\_ DATE \_\_\_\_\_

## SOPHOMORE REQUIRED:

ENGLISH II  
 DRIVERS EDUC.  
 CONSUMER EDUC.  
 PHYSICAL EDUC.

## SOPHOMORE ELECTIVES:

AGRICULTURE I  
 AGRICULTURE II  
 FARM MECHANICS  
 HOME EC. I  
 HOME EC. II  
 FRENCH I  
 WORLD HISTORY  
 BIOLOGY  
 ALGEBRA II  
 GEOMETRY  
 TYPING I

DRIVERS EDUCATION AND CONSUMERS EDUCATION WILL BE TAKEN FOR ONE SEMESTER EACH, THEREFORE YOU SHOULD CHOOSE TWO OTHER ELECTIVE COURSES FOR THE YEAR.

NAME \_\_\_\_\_ GRADE \_\_\_\_\_ DATE \_\_\_\_\_

|                      |      |
|----------------------|------|
| Ambuehl, Patty       | 1005 |
| Borchelt, Kevin      | 1010 |
| Busse, Kenton        | 1015 |
| Butts, Cathy         | 1020 |
| Byers, Tommy         | 1025 |
| Crandall, Marcia     | 1030 |
| Dippold, Rick        | 1035 |
| Dippold, Steve       | 1040 |
| Elkins, Jame         | 1045 |
| Engel, Susan         | 1050 |
| Garrett, Terry       | 1055 |
| Gesell, Cheryl       | 1060 |
| Grandt, Kim          | 1065 |
| Graumenz, Connie     | 1070 |
| Harpster, Ann        | 1075 |
| Hoehne, Steve        | 1080 |
| Hohlt, James         | 1085 |
| Hollinghead, Bob     | 1090 |
| Hollingshead, Dreama | 1100 |
| Hollingshead, Mark   | 1105 |
| Hoover, Greg         | 1110 |
| Hasper, Christie     | 1115 |
| King, Brad           | 1120 |
| Kruenegel, Steven    | 1125 |
| Lask, Fred           | 1130 |
| Lotz, Dean           | 1135 |

|                  |      |
|------------------|------|
| McArtor, Karen   | 1140 |
| McArtor, Tom     | 1145 |
| McManaway, Doris | 1150 |
| Magnus, Glenda   | 1155 |
| Magnus, Lynn     | 1160 |
| Marble, Jerry    | 1165 |
| Maske, Jimmy     | 1170 |
| Meyer, Cherilyn  | 1175 |
| Norman, David    | 1180 |
| Owen, Brenda     | 1185 |
| Peck, Lisa       | 1190 |
| Porter, Terry    | 1195 |
| Quandt, Beverly  | 1200 |
| Reiss, Judy      | 1205 |
| Rinkel, Jane     | 1210 |
| Rollinger, Ulli  | 1215 |
| Rothy, Kathy     | 1220 |
| Rubin, Joan      | 1225 |
| Rubin, Sandra    | 1230 |
| Rubin, Steve     | 1235 |
| Schnake, David   | 1240 |
| Schnarre, Joyce  | 1245 |
| Sigrist, Carol   | 1250 |
| Simmons, Carolyn | 1255 |
| Simmons, Lila    | 1260 |
| Smith, Shirley   | 1265 |

|                 |      |
|-----------------|------|
| Stock, Danny    | 1270 |
| Stock, Phil     | 1275 |
| Vogel, Patricia | 1280 |
| Wacholz, Regina | 1285 |
| Wasmuth, Pam    | 1290 |
| Wollin, Rhonda  | 1295 |
| Yates, Randy    | 1300 |
| Wodtka, James   | 1305 |



|                       |      |
|-----------------------|------|
| Alwardt, Marilyn      | 2005 |
| Anderson, Connie S.   | 2010 |
| Bergmann, Debbie A.   | 2015 |
| Bushue, Duane A.      | 2020 |
| Depoister, Rhonda M.  | 2025 |
| Engel, Charles R.     | 2030 |
| Hartmann, Glen H.     | 2035 |
| Hites, Larry R.       | 2040 |
| Hollinshead, Jeanette | 2045 |
| Kaiser, David L.      | 2050 |
| Kruengel, James C.    | 2055 |
| Lee, Jerry D.         | 2060 |
| Lotz, Steve           | 2065 |
| Mason, Cheryl         | 2070 |
| McManaway, Lois L.    | 2075 |
| Meyer, Nancy Lynn     | 2080 |
| Niehaus, Micheal      | 2085 |
| Reiss, Randy L.       | 2090 |
| Rinkel, Douglas       | 2095 |
| Rothe, Jody L.        | 2100 |
| Rubin, Angela M.      | 2105 |
| Sasse, Ellen M.       | 2110 |
| Schnake, Kathryn      | 2115 |
| Schroeder, Ellen      | 2120 |
| Smith, Jeraldine      | 2125 |
| Soldner, Sharon L.    | 2130 |

|                       |      |
|-----------------------|------|
| Stipp, Richard        | 2135 |
| Tipsword, Debra D.    | 2140 |
| VanScyoc, Keith E.    | 2145 |
| Vogel, Terry L.       | 2150 |
| Wasmuth, Patty A.     | 2155 |
| Woolridge, Kenneth W. | 2160 |
| Woolridge, Sue E.     | 2165 |

|                       |      |
|-----------------------|------|
| Allen, Jim            | 3005 |
| Ambuehl, Sharon M.    | 3010 |
| Boecklen, Cathy A.    | 3015 |
| Borchelt, Debbie L.   | 3020 |
| Bushue, Larry         | 3025 |
| Campbell, Micheal S.  | 3035 |
| Cox, Micheal J.       | 3040 |
| Davis, Harold Wayne   | 3045 |
| Dippold, Allen        | 3050 |
| Dippold, Janet M.     | 3055 |
| Drewes, Greg          | 3060 |
| Dorr, Melody Y.       | 3065 |
| Garrett, Twila        | 3070 |
| Grandt, Reggie        | 3075 |
| Guerrenttaz, Jimmy L. | 3080 |
| Hoehne, Larry W.      | 3085 |
| Hollmann, Jim         | 3090 |
| Jahraus, Gayla        | 3095 |
| Jasper, Steve U.      | 3100 |
| Jenne, Elaine         | 3105 |
| Kramer, Vincent       | 3110 |
| Lange, Patsy          | 3115 |
| Loy, Cheryl Ann       | 3120 |
| Manuel, Howard        | 3125 |
| Maske, Jerry L.       | 3130 |

|                    |      |
|--------------------|------|
| Mason, Eddie       | 3135 |
| McArtor, Ronnie    | 3140 |
| Mulvaney, Mark     | 3145 |
| Owen, Bobby        | 3150 |
| Pontious, Mitzi    | 3155 |
| Reiss, Leland      | 3160 |
| Schnarre, Janet M. | 3165 |
| Sigrist, Rick      | 3170 |
| Smith, Bob         | 3175 |
| Spencer, David     | 3180 |
| Stipp, Nancy       | 3185 |
| Stock, Cheryl      | 3190 |
| Stock, Marilyn     | 3195 |
| Stork, David       | 3200 |
| Stork, Keith       | 3205 |
| Stork, Kevin W.    | 3210 |
| Wachholz, Randy    | 3215 |
| Weber, John M.     | 3220 |
| Whitt, Edna E. 2   | 3225 |
| Wollin, Rosemary   | 3230 |
| Woolridge, Richard | 3235 |
| Yates, Victor B.   | 3240 |

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|------------------------|------|
| Allen, Jane E.         | 4005 |
| Ambuehl, Janice K.     | 4010 |
| Davis, Rhonda C.       | 4015 |
| Dippold, Gary N.       | 4020 |
| Dippold, Linda         | 4025 |
| Drewes, Kathy A.       | 4030 |
| Duecher, Donald D.     | 4035 |
| Ehart, Mary Lynn       | 4040 |
| Green, Paula Mae       | 4045 |
| Heustis, Neta Jane     | 4050 |
| Hoehne, Arthur D.      | 4055 |
| Hollinshead, David R.  | 4060 |
| Hollinshead, Thelma A. | 4065 |
| Hollmann, Roland E.    | 4070 |
| Hubbard, Mary J.       | 4075 |
| Jenne, Curtis W.       | 4080 |
| Kline, Debra J.        | 4085 |
| Lacey, William S.      | 4090 |
| Liggett, Lois A.       | 4095 |
| Lotz, Judy             | 4100 |
| Marble, Myrna Jean     | 4105 |
| Markow, Judith I.      | 4110 |
| McArtor, Micheal J.    | 4115 |
| Meyer, Randy Lee       | 4120 |
| Oertwig, Donald L.     | 4125 |
| Owen, Sharon L.        | 4130 |

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|----------------------|------|
| Roedl, Judy M.       | 4135 |
| Rubin, Nancy R.      | 4140 |
| Runge, Melvin E.     | 4145 |
| Scheer, Beverly K.   | 4150 |
| Schneider, Densel W. | 4155 |
| Stine, Regina A.     | 4160 |
| Stock, Catherine     | 4165 |
| Stock, Kenneth E.    | 4170 |
| Strullmyer, Brenda   | 4175 |
| VanSant, Edward D.   | 4180 |
| Woolridge, Joseph    | 4185 |
| Wollin, Daniel D.    | 4190 |



APPENDIX F



## PHYSICAL EDUCATION PROGRAM

LAGROVE ELEMENTARY SCHOOL

FARINA, ILLINOIS

## PHILOSOPHY

Physical education is a planned program of instruction in many significant movement activities selected and taught according to the needs and interests of children. It has the same general goal as any course of study in education: the optimum development of each individual so that he may lead an enriched and abundant life. Through physical education, an individual is given the opportunity to develop the vigor and vitality that underlie most functions so essential to the enrichment of life.

Activity is essential to growth. Through purposeful activity, the child gains in flexibility and strength, improves in endurance, and perfects movement. Desirable changes in bones, connective tissue, fat and musculature occur as he grows into a strong and alert child.

Good mental health is directly related to the individual's ability and willingness to play. The healthy personality takes his play seriously, while the inability or unwillingness to play may reveal an insecure or disordered personality.

The urge to play comes to most children naturally. They need and seek help in learning to play well a variety of games and to use their bodies advantageously in challenging movement situations. Motor abilities develop from general movement to more specific movement and from development of large muscles to the development of finer muscles.

Physical education provides structured situations for desirable social learnings. Children who attain a high level of proficiency in motor skills tend more frequently to be well adjusted in school and personal relationships. In a democratic society all individuals need to develop a sense of group conscienceness and cooperative living. Uniquely sports and games involve both cooperation and competition and are based on rules of conduct which can help the participants develop desirable standards of behavior.

When teachers see children's play as a means of modifying behavior and structure situations where each child becomes a functioning member of a group, anxieties are reduced and tensions are released in wholesome and socially accepted ways.

Activities that make up the physical education program contribute to growth and learning if they are suited to the characteristics and needs of today's children as individuals and members of groups.

## THE CHILD AND PHYSICAL EDUCATION

The five-, six-, and seven-year-old child grows approximately two to three inches in height and increases in weight from three to four pounds annually. Boys and girls are relatively the same in their rate of growth, and basic motor skills develop rapidly. Muscle development is uneven with the large muscles in the trunk, legs, and arms more developed than the smaller muscles in the hands and fingers. Hand-eye coordination develops slowly through this period. The child is interested chiefly in the activity and not the records made nor the results of the activity. He handles large objects more proficiently than small ones. He is learning to be social but prefers activity in small groups where his individual activity is more important than the group activity and where he can get more turns.

In the eight and nine year old, the growth in height and weight is slow and steady; muscular coordination is relatively good. The average child shows more maturity than does the six and seven year old; the girls are more mature than the boys. Friendship groups are small and transient in nature; but the concept of friend and group loyalty is developing rapidly. He is very interested in rhythmic activities. His self-confidence increases proportionately to his feelings that he is successful in performing play activities.

The ten and eleven year olds are usually long-legged and rangy. Growth of muscles, bones, heart, and lungs continues to be steady for most children. Many girls achieve a height and weight advantage over the boys. In general muscular development and motor coordinations are good and endurance is high. Boys have more skill in ball-handling activities unless previous opportunities for skill development have been continuous and equal. Motor skill is a primary factor in social acceptance;

team loyalty and team success means more to the child than individual achievement. Competitive team games calling for group cooperation are an important part of the curriculum. Boys and girls enjoy playing together; opportunities for competition between mixed teams and between teams made up of members of the same sex can be equally satisfying in all but contact sports.

The twelve through fourteen year olds represent a period of rapid, uneven growth. There is a rapid increase in heart size. There is a decided lack of coordination and awkwardness. The child tires easily although he is very reluctant to admit it. He has less energy for lessons due to the rapid physical growth. He can become restless, moody, lazy, over-critical, changeable, uncooperative, rebellious, boisterous, and aggressive in turn. He has a desire to excel in athletics and physical skills. He wants to try many new experiences.

These children need to develop a sense of belonging, an acceptance by their peer group, and a realization that they are understood by their teachers. Increased opportunities for independence are also sought.

## DEVELOPMENTAL EXERCISES AND ACTIVITIES

It is recommended that all pupils spend at least fifteen minutes per day participating in sustained conditioning exercises and developmental activities designed to build vigor, strength, flexibility, endurance, and balance. In the remaining time available, a variety of activities should be provided. All physical education activities should be analyzed for their contribution to physical fitness. Special emphasis should be placed on the improvement of the individual child.

Objective valid tests of physical achievement should be used to determine pupil status, measure progress, and motivate pupils to achieve increasingly higher levels of physical fitness.

Three simple tests may be used to measure strength, flexibility, and agility.

These are--

1. Pullups (arm and shoulder strength)
2. Situps (flexibility and abdominal strength)
3. Squat thrusts (agility)

The only equipment needed is a chinning bar and a stopwatch, plus record forms.

#### Pullups

To pass: Boys, ages 10-13--1 pullup

Boys, ages 14-15--2 pullups

Boys, ages 16-17--3 pullups

Girls, ages 10-17--8 modified pullups

#### Situps

To pass: Boys, Ages 10-17--14 situps

Girls, ages 10-17--10 situps

Squat thrust

To pass: Boys, ages 10-17--4 squat thrusts in ten seconds

Girls, ages 10-17-3 squat thrusts in ten seconds

A description of these exercises may be found in the appendix of this booklet.

PHYSICAL EDUCATION  
(Locomotion)\*

Kdgn-1&2 Skills and Experiences

Walk:

- in different directions (backward, forward, circles)
- changing pace from slowly to rapidly, with good posture.

Run:

- rapidly, changing direction without losing speed or falling.
- a 30 yard dash in 6 seconds or less.
- dodging a tagger and without being caught.
- continuously for 1 minute.

Jump:

- down from a 2-3 foot height without falling when landing.
- in place.
- over a knee-high hurdle.
- a standing broad jump a distance of 36 to 42 inches.
- a running broad jump of 6 feet or more.
- a vertical jump (jump and reach) a height of 5-8 inches.

Hop:

- a distance of 50 feet without stopping or falling.
- changing feet after 5 steps.

Leap and Run:

- over a series of 6 objects 12 inches high.

## Gallop:

- changing the lead foot without interrupting the gallop.

## Skip:

- forward, turning around.
- alone and with a partner.

## Grades 3-4

## Walk:

- with good posture.
- varying movement of the legs.
- changing pattern of steps.

## Run:

- making quick stops and starts.
- without colliding or being caught.
- changing direction without falling or losing speed.
- continuously for 3 minutes.
- a 40 yard dash in 715 seconds or less.

## Hop:

- rapidly and continuously in place 25 times on each foot.
- forward with speed 25 times on each foot.
- changing directions (forward, backward, and sideways).

## Jump:

- vertically, rhythmically and continuously in place 25 times.
- with a partner (in circles, side by side, alternately up and down.
- varying the body action.
- down from a 3-4 foot height landing with knees bent and body relaxed.

--a vertical jump (jump and reach) a height of 10 inches or more.

a high jump of 30 to 39 inches.

a standing broad jump of 48 inches or more.

a running broad jump of 8 feet or more.

Hop and Jump:

--changing directions in a specific manner.

Leap and Jump:

--over a series of 4 objects (hurdles) 24 inches high.

Gallop and Skip:

--changing from one to the other smoothly as direction is changed.

Grades 5-6

Walk:

--maintaining correct posture.

Run:

--a 50 yard dash (boys 8.1 seconds; girls 8.6 seconds or less.)

--a 30 foot shuttle run (boys 12.1 seconds; girls 12.2 seconds.)

--a 600 yard walk-run (boys 2 minutes 3 seconds; girls 3 minutes  
1 second or less.)

--a 50 yard shuttle relay.

Jump:

--a standing broad jump (boys 60 inches; girls 56 inches or more.)

--a running broad jump (boys 9 feet; girls 8 feet or more.)

--a running high jump (boys 39 inches; girls 36 inches or more.)

Hop, Step and Jump:

--a distance of 15 feet or more.



PHYSICAL EDUCATION  
(Object Handling)\*

Kdgn.-1-2

Roll or Bowl a Ball

- To hit a target 8 to 10 feet away.
- With sufficient force to rebound from a wall 10 to 15 feet and back to child who rolled it--10 or more times in succession.

Catch-a Ball

- Rolled by a partner standing 10-15 feet away--15-20 times in succession.

Bounce a Ball

- 25 times without a miss, using the left, right and alternating
- while walking and running.
- in time to an external rhythm.

Bounce and Catch a Ball

- to self 25 times in success on without a miss.
- to a partner 5-10 feet away- 20 or more times without a miss.

Throw and Catch a Ball

- thrown vertically in the air about 10 feet - 7 to 10 times without a miss.
- thrown by a partner over a 4-5 foot high net, making 10 throws and 10 catches in succession.
- with a partner standing 10-15 feet away, completing 15-20 throws and catches them without a miss.

Throw a Ball

- to hit a target 10-15 feet away.
- to hit consistently a moving person 8-10 feet away.
- with a single overarm throw a distance of 20-30 feet.

Kick a Ball

- to travel a distance of 40 feet or more.

## Jump a Long Rope

- jumping with both feet and on alternate feet 10 times each.
- running in front door and back door and jumping several times before running out.

## Jump a Short Rope

- jumping a variety of foot patterns 10 times each.
- turning rope forward and backward while jumping.
- in time to external rhythm.

## Hoop Jump

- in and out of hoops placed on the floor in various ways.  
(frog hop, crow hop)

## Throw

- balls and beanbags through hoops held in a variety of positions.

## Run

- roll a hoop a distance of 25 feet for speed.
- roll hoop, run around it, keep it rolling, run through it.

## Rotate

- hoop on arm, legs and waist at least 10 times.

PHYSICAL EDUCATION  
(Object Handling)

Grades 3-4

Balls

Throw and Catch

- (Child catches the ball he throws 8-10 times in succession)
- a ball thrown vertically 10 feet or more into the air using a soccer ball or volleyball.
- volleyball thrown over a 6 foot high net and running under net to catch and return throw.
- ball thrown against wall using softball and standing 10 feet from wall, throw 7 feet or higher and catch fly or rebound.
- tennis or sponge ball and standing 15 feet from the wall catch the rebound on the fly or first bounce.

Throw and Catch With a Partner

- each child makes 8-10 throws and catches in succession.
- softball strikes (partner stands in 24 inch squares 25-30 feet apart).
- overhand softball throws (partners stand in 24 inch squares 35-40 feet apart)

High Throws

- partner may stand on opposite sides of a 6 foot high net softballs (stand 20-40 feet apart)
- volleyballs or soccerballs (stand 10-20 feet apart)

Throws for Accuracy

- target 36x30 inch rectangle or 36 inches in diameter circle.
- 8 hits in 10 throws.
- softballs thrown overhand from a distance of 30-35 feet.
- softballs pitched underhand from a distance of 25 feet.
- soccer balls thrown a distance of 15-20 feet.

### Throw for Distance

- softballs thrown overarm (girls 40 feet; boys 85 feet or more) completing 10 throws in succession.
- soccer balls thrown with a shoulder throw a distance of 20-30 feet.

### Dribble

- a distance of 40-50 feet without losing control of ball using basketball dribble.

### Kick for Distance

- making 5 good kicks in succession.
- a soccer place kick and hitting the ground beyond a line drawn 15-25 feet from the kicker.
- a football kick and hitting the ground beyond a line drawn 20-30 feet from the kicker.

### Kick for Accuracy

- passing a soccer ball with the side of the foot to roll through a goal; 5 feet wide and 10 feet away from the kicker, 10 times in succession.
- place kicking a soccer ball through a goal 8-10 feet wide and 15 feet away from the kicker 8 out of 10 trials.

### Strike

- a volleyball to hit a wall 30 feet away 10 times in succession without a miss.
- a volleyball to clear a 6 foot high net 15-20 feet away, 8 out of 10 trials.

### Bat

- a softball from a batting tee making 6 out of 10 solid hits
- a well-pitched ball batting 5 out of 10 pitches.

### Ropes

#### Jump a Long Rope

- turning rope forward and backward

--varying speed of the rope and jumping without a miss.

--jumping to external rhythm.

#### Jump a Short Rope

--varying rhythm of jump.

--counting number of jumps in 30 seconds.

--with another child.

#### Hoops

--use as a jump rope

--as a target for games

--to jump over and run through while hoop is moving.

#### Grades 5-6

#### Soccer Equipment

##### Place Kick

--a stationary ball to travel through a goal 10 feet wide and 36 feet away--7 out of 10 trials.

##### Pass

--a rolling ball to a moving partner 20 feet away using both the right and left foot--5 times in succession without a miss.

##### Dribble

--around a series of four obstacles 10 feet apart and return to starting line without losing control of the ball. (Total distance 50 feet each way.)

##### Punt

--a distance of 40 feet 3 or more times in succession.

##### Block or Trap

--8 out of 10 balls rolled from a distance of 15 feet, using the feet, knees, and thighs.

##### Run

--to meet an approaching dribbler and gain possession of the ball 5 out of 10 trials.

## Football Equipment

## Pass

- a distance of 25 feet--8 out of 10 times in succession.
- through a stationary target (suspended tire) 15 feet away--5 out of 10 trials.
- to hit a moving target 15 feet away--6 out of 10 trials.

## Catch

- a football thrown a distance of 15 feet while running--6 out of 10 trials.
- a punted ball on the fly or first bounce--7 out of 10 trials.
- a rolling or bouncing ball--8 out of 10 times.

## Kick

- a football 5 times in succession
- a punt and hit the ground beyond a line 40 feet away.
- a place kick and hitting the ground beyond a line 30 feet away.

## Center

- a football to hit the hands of a receiver standing 10 feet away--8 out of 10 trials.

## Run

- taking a handoff in the stomach a distance of 30 yards around and through a series of obstacles, keeping the body between the ball hand and the obstacles.

## Basketball Equipment

## Throw

- a distance of 30-40 feet using the basketball pass--5 times in succession.
- to hit a target (30x36") and 15-20 feet away--8 out of 10 trials.
- to hit a moving target 15 feet away using the chest, bounce and baseball passes each 5 times in succession without a miss.

### Throw and Catch

--with a partner standing 15 feet away and completing (boys 35, girls 25) chest passes in 1 minute.

### Shoot

--free throws (boys 4, girls 3 or more) in 10 trials.

--lay-up shots (boys 25, girls 15 or more in 2 minutes)

### Volleyball Equipment

#### Serve

--a ball with sufficient force to clear a net 30 feet away--6 out of 10 trials.

#### Volley

--a ball that has been tossed by a partner, standing on the same side across the net--7 out of 10 trials.

--with a partner standing across the net--8 times in succession without a miss.

--continuously to strike a wall 2 feet away and to clear a marker on the wall 6 feet high--8-10 times in succession without a miss.

### Softball Equipment

#### Throw

--for distance (boys 100-135; girls 55-80 or more)

#### Throw and Catch

--with a partner standing 60 feet away, completing 20 throws and catches without a miss.

--with a partner in contact with a base 50 feet away making 10 throws and 10 catches without losing contact with the base on the catch.

#### Pitch

--underhand to hit a 36"x30" target (2 feet from the ground and 30 feet away)--5 or more out of 10 trials.

## Catch

--high fly balls thrown or batted from a distance of 35 feet--  
7 out of 10 trials or more.

--fast ground balls that have been thrown or batted from a  
distance of 35 feet--8 out of 10 trials.

## Bat

--at least 5 out of 10 well-pitched balls out of the infield.

\*Illinois Curriculum Program  
Subject Field Series  
Bulletin C-8