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The Role of the High School Principal in the North Central Evaluation

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The Role of the High School Principal in the

North Central Evaluation

(TITLE)

BY

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THESIS

SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR THE DEGREE OF

Specialist in Education

IN THE GRADUATE SCHOOL, EASTERN ILLINOIS UNIVERSITY
CHARLESTON, ILLINOIS

1968
YEAR

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

DATE

1968

DATE

ADVISER

L. M. Hamand, Dean

DEPARTMENT HEAD

THE ROLE OF THE HIGH SCHOOL PRINCIPAL
IN THE NORTH CENTRAL EVALUATION

William Butkovich

Education 601 - 602
The Field Experience in Administration
Dr. Curtis Garner

Eastern Illinois University
Charleston, Illinois
Spring, 1968

314070

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TIME-TABLE FOR EVALUATIVE CRITERIA
TUSCOLA HIGH SCHOOL

August, 1967

- Contact NCA District Director and discuss preliminary plans.
- Order Evaluative Criteria materials.
- Appoint Steering Committee within the school.
- Select the chairman of the visiting committee in consultation with the District Director. Invite him to serve.
- Ralph Davis, Principal, Urbana High School, will talk with the Steering Committee and the entire faculty about the purposes of the North Central Association; purposes of the Evaluative Criteria.

September

- Dr. Curtis Garner, Eastern Illinois University, talked to the committee and faculty concerning:
 - Procedure to follow, time-table, release time from the Board of Education, selection of steering committee.
 - Plan tentative time-table for work.
 - Organize working committees within the school.
 - Have "Philosophy and Objectives" and "School and Community", Sections B and C, committees work on and complete their sections, if possible, by October 27.

October

- Finalize organization of working committees.
- Finalize time-table for self-study.
- Select date, March 11-12-13-14, for visiting committee in consultation with committee chairman and District Director.
- Present the complete work of the "Philosophy and Objectives" and "School and Community" committees to the entire faculty.
- Committees begin work on self-study.

November - January

- Committees work on self-study.
- Select visiting committee members in consultation with committee chairman and District Director. Invite these people to serve on the committee.
- Make preliminary plans for visiting committees.

TIME-TABLE FOR EVALUATIVE CRITERIA
TUSCOLA HIGH SCHOOL
Page 2

February, 1968

- Complete self-study.
- Finalize plans for visiting committee.
- Send out materials to visiting committee members two weeks before visit.

March

- Visiting committee at school, March 11-12-13-14, 1968.

April

- Receive visiting committee report.
- Make plans for implementation of recommendations from report.

CHAPTER I

THE ROLE OF THE TUSCOLA HIGH SCHOOL PRINCIPAL IN THE NORTH CENTRAL EVALUATION

A meeting of all schools in our district which are to be evaluated this year was held at Eastern Illinois University on February 20, 1967. No one from our unit attended, no materials were ordered, and no one advised the teachers of their duties concerning evaluation.

In August, after I assumed the position of principal, I contacted Mr. John Kemp, University of Illinois, concerning the evaluation of Tuscola High School for the 1967-1968 school year. I arranged a meeting in Mr. Kemp's office. Mr. Taylor, our Superintendent, and Mr. Binnion, our Guidance Director, attended with me. Mr. Kemp advised us as to the materials we would need and the people who we should contact for chairmen and those who would assist us in our organizational set up.

Later I contacted Dr. Curtis Garner, Eastern Illinois University, who is our District Representative. From this discussion, we decided to call Mr. Don Trotter, Principal, Gibson City, to see if he would act as chairman and he very graciously accepted.

We decided to have a committee of 11 to 13 members, but when finally completed, the committee was composed of a chairman and 14 other members. Other items decided upon at this meeting were to have Mr. Ralph Davis, Principal, Urbana High School, give a talk to our faculty concerning the problems and methods of North Central evaluation. At a later date,

Dr. Garner gave a talk which aided us in formulating a planning committee and in setting up guidelines for sub-committees.

In giving their talks to our faculty, they told them to give an honest opinion of our present program as it appears to them now; how they would like it to be in three years and in five years. They also stressed that the evaluation committee would not merely look at the program only to criticize, but to evaluate, to offer suggestions, and to point out strong and weak points as they saw them.

The following steering committee set our program in motion:

Mrs. Nellie Miles - Mathematics
Mrs. Kay Kleiss - Science
Mr. Dan Simone - Foreign Language
Miss Dorothy Weaver - English

They selected the following committees:

PHILOSOPHY AND OBJECTIVES - FORM B

Mrs. Brown, Chairman	Mr. Maloney
Mrs. Engdahl	Miss Weaver
Mrs. Loman	Mrs. Iles
Mrs. Boyer	Mrs. Kleiss
Mr. Kidwell	Mr. Trimble
Mrs. Vandall	Mrs. Rupnow
Mrs. Hall	Mr. Collier
Mrs. Anderson	

SCHOOL AND COMMUNITY - FORM C

Mr. Miller, Chairman	Mr. Burress
Mr. Simone	Mrs. Cox
Mrs. Tucker	Mrs. Patrick
Mrs. Lipp	Mrs. Snider
Mrs. Miles	Mr. Kisinger
Mrs. Wax	Mr. Murray
Mr. Binnion	Mr. Rowe

The committees for the afternoon session were:

PROGRAM OF STUDIES - FORM D

Mrs. Miles, Chairman	Mrs. Engdahl
Miss Weaver	Mrs. Loman
Mrs. Patrick	Mrs. Snider
Mrs. Boyer	Mrs. Wax
Mrs. Kleiss	Mrs. Tucker
Mr. Simone	Mrs. Vandall
Mr. Binnion	

STUDENT PROGRAM ACTIVITIES - FORM E

Mrs. Hall	Mr. Murray
Mrs. Cox	Mr. Burress

INSTRUCTIONAL MATERIALS SERVICE - FORM F
Library and Audio-Visual

Mrs. Brown	Mrs. Iles	Mrs. Helm
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GUIDANCE SERVICES - FORM G

Mr. Binnion	Mr. Butkovich
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HEALTH SERVICES - FORM H

Mrs. Oye

SCHOOL PLANT - FORM I

Mr. Maloney, Chairman	Mr. Murray
Mr. Miller	Mrs. Iles
Mr. Rowe	Mrs. Rupnow
Mr. Kisinger	Mrs. Lipp
Mrs. Cox	

SCHOOL STAFF AND ADMINISTRATION - FORM J

Mrs. Hall, Chairman	Mr. Burress
Mr. Collier	Mr. Trimble
Mrs. Brown	Mr. Kidwell
Mrs. Anderson	

The following time schedule of work was followed:

September 20 - October 6...Each member was required to complete the section dealing with individual staff. This section deals with the staff member's preparation, teaching activities, and teaching load.

September 25 - While discussing the time element with Mr. Jack Williams, Unit Superintendent, he suggested talking to the Board of Education about the possibility of using institute dates to work on our evaluation. The Board was in agreement if we could obtain permission from the County Superintendent of Schools.

September 27, 28 - October 2, 3...I made an appointment with Mr. W. A. Bozarth to discuss the possibility of using an institute day to work on evaluation. After considerable discussion, it was decided that we could have the day provided the teachers signed a letter of intent to work on evaluation at the high school during the time of the institute. The following days I completed the aforementioned assignments. On October 3, permission came granting us use of the institute day. These letters are included in the Appendix.

October 7 - 22...The committees were to work on sections B, C, D, E, F, G, H, I, and J. These committees were selected so that each would have teachers on them who were in the district for over 10 years, from 3 to 7 years, and beginning teachers. From this we hoped to have people on every committee who knew the community and its customs and at the same time hoped that the newer staff members would bring in new ideas and customs.

November 27 - January 26...Staff members worked on all individual sections dealing with the program of studies. They worked mainly in their own areas and also assisted each other in related fields.

Early dismissal of classes on October 20 and December 7 was granted by the Board of Education to work on our evaluation.

On October 4, I called Mr. Trotter, our Chairman, and Dr. Garner and asked them to meet with us; both agreed to attend our meeting at Tuscola High School. The main purpose of this meeting was to select tentative members of our evaluating committee. I was advised by Mr. Trotter and

Dr. Garner to call these members and talk to them personally. In the following weeks, all the phone calls and letters were written; we had confirmations from all committee members.

On November 15, Chairman Trotter met with me and discussed our progress. He was well pleased that the committee was selected and made the following suggestions:

1. Send duplicate postcards to all members asking if they intend to commute or wish motel reservations; also time schedules.
2. Set up payment procedure forms for travel and other expenses incurred.
3. Select students as corridor monitors to aid committee members in finding classrooms.
4. Provide table space, typewriters, and typists to assist the committee.
5. Set up work room where they will not be disturbed; also have coffee and rolls available.
6. After Christmas, a list of all initial committee assignments were sent to the members.

VISITATION COMMITTEE

Mr. Don Trotter Gibson City High School Gibson City, Illinois Phone: 217-784-4292	Chairman
Dr. Curtis Garner Eastern Illinois University Charleston, Illinois Phone: 217-581-2826	Region 4 Consultant
Mr. George Merrimac Office of Public Instruction Springfield, Illinois Phone: 217-345-7897 or 217-525-6910	Region 4 Consultant
Miss Hazel Anderson Illinois State University Normal, Illinois Phone: 309-438-8463	Library, Audio Visual
Mr. Jerry Branham Lakeland College Mattoon, Illinois Phone: 217-235-1241	Mathematics, Industrial Arts
Mr. Stanley Douglas Paxton High School Paxton, Illinois Phone: 217-379-2741	Guidance
Mr. Orville Floyd Office of Public Instruction Springfield, Illinois Phone: 217-525-4871	Industrial Arts, Agriculture, Home Economics
Mr. John Hickey Colchester High School Colchester, Illinois Phone: 309-776-3180	Science, Health, Driver Education, Physical Education

VISITATION COMMITTEE

Mr. Donald Jones MacArthur High School Decatur, Illinois Phone: 217-428-8658	Social Studies
Mr. Norman Kerans Oakland High School Oakland, Illinois Phone: 217-346-3561	School Plant, Social Studies
Mr. Gordon McKenzie Watseka High School Watseka, Illinois Phone: 815-432-2486	Health, Physical Education
Miss Sue Patrick Guilford High School Rockford, Illinois Phone: 815-877-6031	Art, Music, Foreign Language
Professor Arthur L. Johnson University of Illinois Urbana, Illinois Phone: 217-333-1580	Music
Mr. Glen Fisher Monticello High School Monticello, Illinois Phone: 217-762-2118	Student Activities, Guidance
Mr. Donald Pyle Mattoon High School Mattoon, Illinois Phone: 217-234-6415	Business Education
Miss Helen Stapp 920 North Hazel Danville, Illinois Phone: 217-446-5666	English, Student Activities
Mr. G. E. Wheeler Bloomington High School Bloomington, Illinois Phone: 309-967-6106	Staff and Administration

CHAPTER II

SCHEDULES AND RELATED WORKING ARRANGEMENTS

March 11, 12, 13, 14, 1968

Members of the committee will meet at Tuscola High School, 500 South Prairie Street, Tuscola, Illinois, at 2:00 p.m., Monday, March 11, 1968. At that time, we will assemble in the conference room, located in the office area, and plan further the areas they will evaluate. After this preparation is completed, they will meet with the entire student body to explain their purpose at school and impress upon the students to try to react as much as possible in the manner they do ordinarily.

That evening the committee, Board of Education, Steering Committee and Administration will dine together and discuss the evaluation. At this time, the Board members may ask questions concerning evaluations and other aspects of school which interest them.

Tuesday, March 12, and Wednesday, March 13, the entire two days will be spent on evaluation. Thursday A. M. may be spent typing and completing their reports. We will have three typists to assist committee members if they so desire. The reports will be turned in to the Chairman, Mr. Trotter. As he accepts them, the members will be free to leave. Mr. Trotter will then take these home with him and have our book completed and back to us in three weeks.

We have estimated the cost of the evaluation to be between \$800 and \$1000.

Tuscola High School
Tuscola, Illinois
February 28, 1968

Dear Committee Member:

The North Central Evaluation will get under way on March 11, 1968, at 2:00 p.m. with a get-acquainted meeting and will continue through and should be finished by noon, Thursday, March 14.

If any of you have failed to report to me as to whether or not you need reservations made, would you please do so so these can be made.

Enclosed is the evaluation of the major area that you will be working in. Please bring the evaluation sheets with you. The final committee will be organized at the get-acquainted meeting.

Will see you on March 11.

Sincerely,

William Butkovich
Principal

MG
Enclosure

NORTH CENTRAL VISITATION

TUSCOLA HIGH SCHOOL
March 11, 12, 13, 14, 1968

TENTATIVE SCHEDULE

Monday, March 11

- 2:00 p.m. Arrival - get acquainted.
- 3:00 p.m. Introduction to student body.
- 3:30 p.m. Coffee with faculty and administration
- 4:00 p.m. Organization of committee and planning of visitation.
Report of steering committee of Tuscola High School self evaluation.
- 6:30 p.m. Dinner for board members, administration and committee at Tuscola.

Tuesday, March 12

- 8:15 a.m. - 3:40 p.m. Visitation of classes.
Teachers will be happy to meet with visitors during their conference periods.

Wednesday, March 13

- 8:15 a.m. - 3:40 p.m. Visitation of classes.

Thursday, March 14

- 8:15 a.m. Finish visitation and write reports.
- 12:00 Noon Meet with teachers and/or students as necessary in finishing reports.

COMMITTEE ASSIGNMENTS

Committee assignments may be changed by mutual agreement.
The committee chairman will comment on B and C as part
of the introduction to the final report.

Chairman of North Central Evaluation Team	Don Trotter
D - Program of Studies	G. E. Wheeler, Chairman
J - School Staff and Administration	Stan Douglas
D-1 - Agriculture	Orval Floyd, Chairman
D-10 - Home Economics	Jerry Branham
D-11 - Industrial Arts	
D-2 - Art	Arthur Johnson, Chairman
D-13 - Music	Sue Patrick
D-3 - Business Education	Donald Pyle, Chairman
	Norman Kerans
G - Guidance	Stanley Douglas, Chairman
D-5 - Distributive Education	Glen Fisher
D-9 - Health Education	Gordon McKenzie, Chairman
D-14 - P. E. for Boys	Arthur Johnson
D-15 - P. E. for Girls	
D-7 - English	Helen Stapp, Chairman
	Don Jones
D-8 - Foreign Language	Sue Patrick, Chairman
	Hazel Anderson
D-12 - Mathematics	Jerry Branham, Chairman
	George E. Wheeler
D-17 - Science; Driver Education	John Hickey, Chairman
	Gordon McKenzie
D-18 - Social Studies	Donald Jones, Chairman
	Helen Stapp

COMMITTEE ASSIGNMENTS

E - Student Activity Program
H - Health Service

Glen Fisher, Chairman
John Hickey

F - Library and Audio-Visual

Hazel Anderson, Chairman
Orville Floyd

I - School Plant

Norman Kerans, Chairman
Don Pyle

CHAPTER III

SUMMARY OF VISITING COMMITTEES' EVALUATION AND OBSERVATION

The North Central's visiting committees² report to the administration was, in general, that we are doing a good job, and that many ideas come from the staff. It is apparent that we are eager to improve our educational facilities and curriculum. The line of communication between administration, staff, and students is well defined and free of encumbrances.

The committee recommended that administration and staff study the recommendations in the report to evaluate and list those deemed necessary to further improve the educational offerings to the students of Tuscola High School. It was further recommended that a priority list be approved on a long range program as some items on the list will be quite costly.

Statements of commendations and recommendations are as follows:

- (1) The program of studies is in excess of the minimum requirements and the subjects offered are consistent with the stated objectives.
- (2) There are a large number of parents who have had college experience. Colleges are nearby with over fifty per cent of our students attending a four year college. The curriculum is geared toward the college bound student. The community is agricultural, but in the past few years some industry has been moving into the area.

Due to the limitations of the curriculum being college bound orientated, we are striving to broaden the curriculum toward the vocational areas. We plan in the next year to broaden our Business Education and Interrelated areas, Agricultural Occupations, and Home Economics.

We are planning to add new staff members in the areas of Girls' Physical Education, Social Studies, Music, Art, and Business Education. Some of these will be added in the school year 1968-1969 with the remainder added in 1969-1970. Some other changes that are being considered are in the areas of flexible scheduling, individual study, elimination of supervised study halls, coordination of grades six through 12, and encouraging more teachers to visit other schools to study their programs.

We have worked out the area of class scheduling and this will be of great aid to us in scheduling teachers in the same subject areas to the same planning periods. We hope, in the future, to be able to do more of this; and as we grow, we may be able to have some form of humanities scheduled on the same basis.

A P P E N D I X

W. A. BOZARTH

COUNTY SUPERINTENDENT OF SCHOOLS
DOUGLAS COUNTY

TUSCOLA, ILLINOIS

61953

October 2, 1967

To: Board of Education, Dist. 301
Acting Superintendent of Schools
High School Principal
High School Faculty,

This is to certify that I approve the North Central Association Self-Evaluation Study Day, for the Tuscola High School Faculty, to be held on Friday, October 13, 1967, from 8:30 a.m. to 3:00 p. m., as an Institute Day in lieu of the IEA Institute Day to be held at Charleston on the same day.

Approval of this institute has been granted in accordance with the written request as signed by the 31 teachers of the Tuscola High School. Request was filed in the County Superintendent's office on Monday afternoon, October 2, 1967.

This Institute Day had the unanimous approval of the Tuscola Board of Education. Request was made by letter, signed by Willis Jolley, President, and filed in the County Superintendent's Office on September 29, 1967.

Yours very truly,

W. A. Bozarth
County Supt. of Schools

WA/e

October 2, 1967

Mr. W. A. Bazarth:

We, the undersigned, would like and agree to use October 13th, 1967, I.E.A. Institute Day, as a day to work on our self-evaluation study of the North Central Association. The working day will be from 8:30 A.M. to 3:00 P.M.

Principal

Report
of
North Central Visitation
to
Tuscola High School
March 11, 12, 13, 14, 1968

By
Committee

G. E. Wheeler

Orval Floyd

Art Johnson

Donald Pyle

Stanley Douglas

Gordon McKenzie

Hazel Anderson

Helen Stapp

Sue Patrick

Jerry Branham

John Hickey

Donald Jones

Glen Fisher

Norman Kerans

Donald O. Trotter, Chairman

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Student Activity Program	Page 10
Instructional Materials	Page 14
Guidance.	Page 19
School Plant	Page 21
School Staff & Administration	Page 26
Agriculture	Page 31
Art	Page 32
Business Education	Page 34
Interrelated Cooperative Education	Page 37
Driver Education.	Page 38
English.	Page 40
Foreign Languages.	Page 45
Health Education.	Page 49
Home Economics	Page 51
Industrial Arts	Page 53
Mathematics	Page 54
Music	Page 56
Physical Education	Page 59
Science.	Page 63
Social Studies	Page 66

SCHEDULE

Monday, March 11, 1968

2:00 p.m.	Arrival - get acquainted
3:00 p.m.	Meet with student body
3:30 p.m.	Meet with faculty and administration
	Report of steering committee of Tuscola High School self evaluation
	Section B
	Section C
4:30 p.m.	Committee meets and makes final plans for visitation
6:30 p.m.	Dinner with Board of Education, Administration and steering committee

Tuesday, March 12

8:15 - 3:40	Visitation
3:50 p.m.	Committee meets
6:00 p.m.	Dinner - Work on reports

Wednesday, March 13

8:00 a.m.	Committee meets for progress report and discussion of plans for the day
8:15 - 3:40	Visitation and work on reports
	Committees work in subject matter areas
	Meet with teachers and/or students as necessary in making evaluations
4:00 p.m.	Committee meets on subject matter areas
	Work on reports
6:00 p.m.	Dinner - Discussion of reports
	Work on reports

Thursday, March 14

8:00 a.m.	Completion of sub-committee reports
9:45 a.m.	All written reports to chairman
10:00 a.m.	Oral report by committee to administrators
	This meeting will last not more than 45 minutes and finish the visitation

COMMITTEE ASSIGNMENTS

Committee assignments may be changed by mutual agreement. The committee chairman will comment on B and C as part of the introduction to the final report.

D- Program of Studies	Ch- G. E. Wheeler - Stan Douglas
J- School Staff and Administration	
D-1 Agriculture	Ch- Orval Floyd - Jerry Branham
D-10 Home Ec	
D-11 Industrial Arts	
D-2 Art	Ch- Art Johnson - Sue Patrick
D-13 Music	
D-3 Business Education	Ch- Donald Pyle - Norman Kerans
G- Guidance	Ch- Stanley Douglas - Glen Fisher
D-5 Distributive Education	
D-9 Health Education	Ch- Gordon McKenzie - Art Johnson
D-14 P E for Boys	
D-15 P E for Girls	
D-7 English	Ch- Helen Stapp - Don Jones
D-8 Foreign Language	Ch- Sue Patrick - Hazel Anderson
D-12 Mathematics	Ch- Jerry Branham - Geo. E. Wheeler
D-17 Science--Dr. Ed.	Ch- John Hickey - Gordon McKenzie
D-18 Social Studies	Ch- Donald Jones - Helen Stapp
E- Student Activity Program	Ch- Glen Fisher - John Hickey
H- Health Service	
F- Library and Audio-Visual	Ch- Hazel Anderson - Orval Floyd
I- School Plant	Ch- Norman Kerans - Don Pyle

NORTH CENTRAL VISITATION
TUSCOLA HIGH SCHOOL MARCH 11, 12, 13, 14, 1968
COMMITTEE ASSIGNMENTS
CHAIRMAN-DONALD O. TROTTER, GIBSON CITY, ILLINOIS
AREAS OF STUDY

General Areas

- B. Philosophy and Objectives
- C. School and Community
- D. Program of Studies
- E. Student Activity Program
- F. Instructional Materials
Library and Audio-Visual
- G. Guidance Services
- I. School Plant
- J. School Staff and Administration

Departmental Areas

- D-1 Agriculture
- D-3 Business Education
- D-5 Distributive Education
- D-6 Driver Education
- D-7 English
- D-8 Foreign Language
- D-9 Health Education
- D-10 Home Economics
- D-11 Industrial Arts
- D-12 Mathematics
- D-13 Music
- D-14 Physical Education for Boys
- D-15 Physical Education for Girls
- D-17 Science
- D-18 Social Studies

Letter and letter number refer to sections of Evaluation Criteria

INTRODUCTION

Following is the report of a North Central Association committee visitation to Tuscola High School in Douglas County, Illinois. This high school is a part of Community Unit District No. 301. This district furnished education for students in grades Kindergarten through twelve. It is a district of 96.5 square miles including the City of Tuscola with a population of 4000.

The enrollment in grades 9-12, with which this report is concerned, is 437. The assessed valuation of the school district is \$53,245,630.00. This gives an assessed valuation per student in the unit of \$33,151.00.

This is an agricultural community. However, many of the inhabitants of Tuscola are employed in the various industrial plants in the area. It seems that the community is of average socio-economic make-up without the wide range from extreme poverty to obvious wealth that might be found in more urban areas. The mental ability scores indicate the group is somewhat above average. Scores on recent achievement tests bear this out. Information shows approximately 38% of the Tuscola High School seniors plan to go on to a four year college, 11% to a junior college, and 19% to other post secondary school. There is one National Merit Scholarship winner this year.

The visit of the committee to the Tuscola High School was the culmination of a year's work on the part of the staff of this school. During the year the staff has been divided into evaluation committees with a steering committee guiding and coordinating their efforts. The National Study of School Evaluation was used as a criteria and had been completed in very good order.

The committee expresses its appreciation to Mr. Butkovich, the High School Principal, to Mr. Williams, the Superintendent, to the Board of Education, to the steering committee, to the staff, and to the student body for the many courtesies extended throughout the visit. It was apparent that the staff and administration of this school were eager to continue improvement and that they were looking to the evaluation committee for recommendations which would help in this endeavor. The rapport between students, teachers, and administration seems to be very good.

It is the intent of the committee in the following paper to give a candid and frank appraisal of the program being offered in this high school with equal emphasis being given to the strengths and weaknesses. The most recent report shows that Tuscola High School enjoys full accreditation by the North Central Association. The committee recommends that the Administration and the staff of this school study the recommendations made in this report along with their own evaluations as listed in the evaluative criteria and that through this study they make a list

of those things deemed necessary to further improve the educational offerings to the boys and girls of Tuscola High School. It is further recommended that this list be studied and that a priority be established for these improvements, and that the recommendations along with the priority be presented to the Board of Education to become a part of a long range program. It is realized that the recommendations contained in this report will, in many instances, be quite costly and that it will take time for them to be put in effect.

At this point it seems appropriate for the chairman to recognize the outstanding committee which visited this high school. The high quality of the people involved was evident in the professional way which they approached this visitation and the evaluations. The employing school districts of committee members are to be commended for allowing released time for this visit.

The written philosophy and objectives were studied by the committee, and as the visit progressed, it was apparent that there was a genuine effort being made in the school program to achieve the objectives as they were stated. It is recommended that a copy of these be made available to all teachers, students, and parents. It is the feeling of the committee that any philosophy or set of objectives needs continual appraisal and upgrading. As any school attempts to do this, it is felt advisable to involve not only members of the teaching staff, but various lay groups as well as the administrative staff.

PROGRAM OF STUDIES

General Statement

The program of studies is in excess of the minimum requirements of the North Central Association.

The subject offerings are consistent with the stated objectives of the school.

Although class enrollments are small in several classes, the subject is offered to give students the background they will need for further education or for a vocation. Since a comparatively high percentage of parents have had a college experience and colleges are nearby, over 50 per cent of the graduates attend college. The subject offerings are intended to prepare students for college. Likewise, the community is in an agricultural area, and a strong program of agriculture is offered to students to pursue agricultural vocations.

Students are required to earn three units in English, two units in Social Studies, one unit in Science, one unit in Mathematics, and one unit in Physical Education. The two courses required in Social Studies are American History and American Problems.

Commendations

1. A serious effort has been made to provide course offerings for a wide range of student interest and needs.
2. The school is to be commended for recognizing that not all student needs are being met with present offerings, and that a more flexible program would be desirable.
3. The program of studies meets well the needs of the college-bound student and the student desiring agricultural training.
4. Teachers are giving attention to maintaining and strengthening basic skills.
5. The school district is providing for students needing special education by participating in an area special education program.
6. Textbooks are kept up-to-date by a policy of adopting new revisions as they are published. Faculty committees assist in selecting textbooks.
7. In general, instruction is good when judged from a traditional viewpoint.

Recommendations

1. Develop a plan for the systematic and periodic study of the curriculum.
2. Organize to provide for more individualized instruction. Encourage teachers to visit schools which have embarked on programs of individualized instruction and to experiment

with ideas for individualizing obtained from college courses, workshops, and visitations.

3. Offer as soon as practicable the courses identified by the committee as needed additions, assuming identification is based upon valid evidence. A high priority should be placed on the addition of Health Education.

4. Provide for staff members to work together to achieve coordination of instruction within a department and among grades, including grades six through eight.

5. Review testing program of school system and provide tests which will help with curricular and instructional decisions. A good system of evaluation is important to the planning and implementation of a program of individual instruction.

6. Participate in an area vocational school if such becomes available.

STUDENT ACTIVITY PROGRAM

The Student Activity Program is that part of an Educational Program commonly called extra-curricular or co-curricular. The Tuscola High School has an activity schedule which includes student government, music, athletics, publications, drama and speech, physical activities, clubs and assemblies. Those activities (particular clubs) which serve a functional purpose have been given designated school time. Other clubs will meet on their own time before or after school. Club activity is on a voluntary basis, and it would be difficult to judge what percentage of the student body does participate since many students join as many as six or seven organizations. Approximate percentage of boys in athletics are as follows: Football, 30%; Basketball, 15%; and Track, 35%; of girls in G.A.A., 30%. There are no intramural programs for boys, (Music activities will be covered elsewhere).

Through the student activity program students have the opportunity to obtain experiences in working together on problems of mutual interest outside the regular curriculum.

Each class is organized and meets more or less regularly to discuss class concerns. Each class is assigned three faculty sponsors and each sponsor follows the class through four years.

The Student Council consists of twenty-two members. The four officers are elected by the entire student body. The membership is elected two from each class and one from each club. The Student Council takes an active part in all school activities, and assists the faculty and administration in developing school policy with reference to student conduct. The Council is affiliated on the Okaw Valley, district, state, and national levels in leadership programs.

The school publications consist of The Tuscolian produced annually by a small staff of selected students and a school paper, Old Gold and Black Echoes prepared by the Press Club.

Drama and speech activities are limited to the Debate Club and speech contests.

The Projectionist Club served the utilitarian purpose of showing films in providing experienced operators for these and other Visual Aids equipment .

Career-orientated clubs include the Future Teachers of America, Future Farmers of America, and Future Homemakers of America.

The T-Club is made up of letter winners and in support of the athletic teams there is a well organized Pep Club, The Tribe, made up entirely of girls. The cheerleaders naturally work closely with this group.

School assemblies include quite a variety of activities and are intended to meet a wide variety of needs and interests. For the most part they are presented by students and student organizations.

COMMENDATIONS

The Student Activity Program is an integral part of the total program, is supplementary to it and informally educative.

A formidable variety of club offerings is offered plus student government, athletics, music, and assemblies.

The interests, needs and desires of the students are given just consideration in the formulation of the general objectives of the program. Membership is on a voluntary basis.

The sponsoring teachers seemingly are well-chosen showing either a strong interest in the sponsored activity and/or a willingness to cooperate.

Those activities which are to serve a functional purpose have been given designated school time.

Students are provided an opportunity for leadership experiences, the chance to use their own initiative, and to assume responsibilities.

Once an activity loses its purpose for being, it is then discontinued.

Monies earned are deposited to individual accounts. In general money making projects seem to be secondary in importance.

Activities seem to be mostly service orientated--little social. More business than recreation.

RECOMMENDATIONS

The student council is apparently well organized and serves a definite purpose but categorically "Seniors tend to run things". The student council could be made more representative if a method of election would be followed wherein more underclassmen were selected. The present ratio of 15 seniors to 7 in all other classes seems to be out of line.

There seems to be some additional responsibilities that could be delegated to the student council, one of these could be the jurisdiction over clubs in an attempt to suggest some commonalties. A starting point would be a meaningful constitution for each club.

Appointment of an assembly committee composed of faculty and student council members under the supervision of the student council might insure continuity, quality, and effectiveness of programs.

Strong consideration should be given to a well-rounded year around boys intramural program.

The 20 minute activity period does not permit sufficient time for clubs to function adequately on school time. Perhaps a longer time scheduled at the end of the day would be possible. Some organizations need to meet weekly, some as needed and some could continue on the monthly schedule.

Those organizations which have affiliation with a state seemingly work quite democratically. Some organizations seem to be quite heavily spncsor dominated. Students should be given the opportunity to lead what is theirs.

The sponsors of the school publications need both a free period daily plus ample permanent work space for these.

There seems to be some concern as to what determines whether a club is functional or not. A study could be made by a joint faculty-student committee. In addition such a group could determine whether new clubs should be organized or in turn some of the current ones discontinued. Mentio~~n~~ was made of interest in such areas as dramatics, literary, library, French and Science.

A study should be made to determine the feasibility of extra pay for extra curricular activities.

INSTRUCTIONAL MATERIALS SERVICES

Library and Audio-Visual

OBSERVATIONS

The library is a pleasant and inviting place in which there is freedom of use of materials throughout the school day, open from 8:00 a.m. until school buses leave in the afternoon. The greatest attendance of students in the library occurs during the time that students are scheduled to the adjacent study hall. No permit slips are required of students coming from the study hall to the library. Classroom teachers also bring classes to the library.

At present there is seating for 28 students in groups at tables and chairs. There is space for expanding both seating and book shelving.

Housed in the library is a collection of 5,170 volumes, 4,055 titles, of books, 58 subscriptions to magazines, 5 newspapers, a limited number of pamphlets in the workroom, and 39 disc recordings which are used by English teachers. Back issues of 25 magazines for four years are also kept in the workroom. Housed in the Home Economics classroom is a small collection of books and magazines, and in the biology classroom, a rather extensive collection of natural science books, on permanent loan from the library. Housed in other classrooms are paperbacks and some hard-backed books, reference books, maps, globes, filmstrips, slides, models, disc and tape recordings, pictures, charts, single-concept 8mm. films, and two rock collections. These latter materials are not recorded in the library or audio-visual department. Transparencies are made by individual teachers and filed in the classroom. Films are scheduled a year in advance by the audio-visual director and rented.

There are six film projectors, four overhead projectors, two opaque projectors, two filmstrip-slide projectors, one 8mm. film projector, and two screens stationed in the biology classroom which are loaned to classroom teachers. Two overhead projectors are permanently placed in classrooms on second floor, and nine screens in classrooms. Some classrooms can be darkened for use of film and opaque projectors; others must schedule the projection room adjacent to the office. Film projectors used on second floor are carried up by students who serve as AV assistants. Four movie cameras are housed in the athletic department.

The librarian has 16 hours of library science education which meets requirements of State Department of Public Instruction. She has a full schedule of teaching (three classes of Latin) in the forenoon, and spends the afternoon in the library--15 hours per week. There is one full-time clerical assistant assigned to the library. The audio-visual director has two and two-thirds hours of AV education. She teaches four classes of biology and spends seven and one-half hours per week with AV materials. Student assistants help with clerical details of administering the program. A large number of students are trained as projectionists, and are available at most times when a teacher wishes a projectionist.

Total expenditures on instructional materials exclusive of equipment purchases and repairs was \$4,177.57 for 1967-68. This is an average of \$9.72 per student. Of this sum \$2,386.54 was spent for books or \$5.55 per student.

The materials collection has both weaknesses and strengths, as reflected in reports from the subject areas.

COMMENDATIONS

The librarian has a friendly and inviting personality and is capable of working with the many teachers and students to whom she is responsible for providing library service. She has leadership potential which could be used to advantage in such a general service area. The provision of a full-time clerical assistant with some library science education is most advantageous. The lack of restrictions on the use of materials should encourage extensive use of a variety of materials in classrooms, in the library, and for home-loan. Expansion of seating space and the materials collection could be accomplished quite easily. The "behind-the-scenes" work seems to be well organized, with records kept up to date and no backlog of books to be cataloged.

RECOMMENDATIONS

It is recommended that the librarian be freed of classroom teaching to take over the responsibility of the audio-visual department so that all instructional materials may be centralized under the direction of one person. The full-time services of a professional librarian and clerical assistant are needed to provide guidance to students in independent study, to work with teachers in planning for units of study and instruction in the use of materials, and to help teachers coordinate instruction in the various subject areas so that students may draw relationships between American history and American literature, between Latin and world history, etc. The librarian will take the initiative in acquainting teachers with selection aids and new materials and will provide a representative collection of materials as well as receiving suggestions from teachers. The collection of materials needs to be up-dated and rounded out to include recent developments in world affairs, geography, technological science and

in a number of other areas as indicated in the subject area reports. It also needs to be expanded to encompass a wider span of reading abilities. Materials which are out-dated and badly worn should be discarded. Audio-visual materials need to be expanded extensively and need to be indexed in the card catalog and made more generally available to all classrooms. Classroom collections can be used more effectively when borrowed from the library and exchanged at the time a new unit of instruction is introduced. Classroom collections which are independent of the library entail the expense of unnecessary duplication, are restricted in use, and are generally not adequately recorded.

Audio-visual equipment needs to be expanded. Federal aid funds are available for the purchase of both equipment and non-print materials as well as printed materials. Audio-visual materials can be used most efficiently in the classroom, and consideration should be given to providing each classroom with wall screens and darkening facilities. A part of the present viewing room could logically be converted into a storage space for AV equipment which is now stored in the biology classroom. The remainder of the room could be used for previewing of projected materials and the production of transparencies, charts, and the many other teacher-made materials. Storing a part of the equipment on second floor would make it more readily available to classrooms on that floor.

Much of the clerical detail of ordering and distributing AV materials could be taken over by the clerical assistant in the library. This clerical assistant should be retained full time, since clerical duties will increase concurrently with the added responsibilities of the professional librarian.

Employment of the professional librarian for a ten-month year is a forward step and should be continued.

The instructional materials budget needs to be carefully planned and based on an estimate of needs made prior to fixing the annual school budget. It should be broken down into specific expenditures, such as, Books and Reference Materials, Magazine and Newspaper Subscriptions, Film Rentals, AV materials, Purchase and Repair of Equipment, Supplies, Rebinding, and others. The budget should be consistently revised upward and follow a continuous pattern. It should be possible to place orders at least three times a year with some small purchase between order periods when necessary.

Expansion of the library collection will entail some re-arrangement of furniture and materials in the library as well as the purchase of more shelving and pamphlet file. With independent study and increased use of materials, more seating space will need to be provided. Consideration should be given to the purchase of a few carrels or small individual tables so that students may work independently.

The workroom is efficiently planned, but more closed storage space could be provided for supplies. There is insufficient space for back issues of magazines in this room. The possibility of using a six-foot high closed storage cabinet on the north wall of the library might be investigated.

The librarian could realize much professional growth from joining the state and national organizations of school librarians and attending their meetings as well as from visiting outstanding school libraries in this state and in neighboring states.

Student assistants could learn a great deal about the variety of materials in the library, their organization and use, as well as learning to take responsibility for service to others.

GUIDANCE SERVICES

The Guidance Department consists of one full time counselor. The Counselor has outstanding professional qualifications. The counselor's personality permits an atmosphere of good feeling to exist between him and his students. It is felt that the guidance services offered to the students are well received. It is also believed that there is excellent rapport between the Counselor and the rest of the faculty which indicates that the Counselor has done a good job in explaining his department's function within the over-all structure of the school's philosophy and objectives.

COMMENDATIONS

1. Counselor has his own office.
2. The records of the students are well organized and kept up-to-date.
3. The materials in the Guidance Office are up to date and are displayed quite well.
4. The cumulative records are kept in a place accessible to the staff
5. The counselor is friendly and seems to have good rapport with students and faculty members.
6. Seventy-five percent of graduates go on for further training- this could indicate that the counselor is doing a good job in stressing the importance of personal advancement.

RECOMMENDATIONS

1. It is strongly urged that an additional counselor be added for at least part time work in the high school. The ratio of counselor-students is now one to four hundred and thirty.

With another counselor for one-half duty in the high school and one-half in the Junior High School, the counselor-student ratio would be such that all students could be interviewed at least once a year. Also, there could be a co-ordinated guidance program from the 6th grade through the 12th grade.

2. There is a need for another filing cabinet in the Guidance office.
3. Clerical help should be provided, full time, for the counselor so he can devote more time to his counseling and guidance duties.
4. Discipline should not be a duty for the Counselor. Students should not have a fear of the guidance office. They might connect the counselor with the Principal in this respect.
5. More studies should be made -- especially follow-up studies on graduates.
6. More aptitude testing could be done in the 8th and 9th grades. This could be another tool used by the counselor in advising students in their educational program.

SCHOOL PLANT

The Tuscola High School plant houses all students in grades nine through twelve in the district. The original building was erected and first occupied in 1957. Four additional rooms were added in 1961 and their addition was such as not to detract from the original structure.

The building site, consisting of ten acres, appears to be well chosen to serve the student body and the location is such to allow for future expansion. Due to the fact that a severe snow storm descended on the area during the first day of the evaluation, it was very difficult to adequately evaluate the grounds around the school building. The grounds, however, appeared to be well maintained.

Rooms within the building appeared to allow for high quality education without overcrowding the four hundred thirty five students or the staff. The staff at Tuscola High School does an excellent job of maintaining attractive learning areas.

COMMENDATIONS

1. Location appears adequate for expansion.
2. Generally, building and grounds are well maintained.
3. Building shows signs of careful planning and sound construction.
4. Classrooms are large and well maintained.
5. Classroom furniture appears to be of good quality and maintained in good condition.
6. The staff does an outstanding job in maintaining attractive learning areas.

RECOMMENDATIONS

1. An annual schedule for repainting should be formulated to insure maintaining the interior of the building in an attractive fashion.
2. The adequacy of the heating plant should be examined to insure proper heating of the building on cold windy days.
3. Boys' locker rooms are in dire need of some type of ventilation to insure good sanitation and odor-free facilities. Girls' locker areas also need better ventilation, but to a lesser degree.
4. Lighting in many classrooms throughout the building needs to be improved immediately. Lighting in the shop areas is so inadequate that it creates a dangerous learning facility.
5. Chalkboards throughout the building should be altered so as to reduce glare for the students. Also some classrooms need more chalkboards and more bulletin boards.
6. The size of the cafeteria would seem to be a limiting factor for future expansion of the student body. Consideration to alteration and/or expansion should be given prior to much increase in enrollment.
7. Efforts should be made to reduce the dust problem in the shop
8. areas. A dust-reducing system would be beneficial to the health of the students in the woodworking areas.
8. The current location of the stage in the cafeteria area appears to be of questionable value. If major alteration

of that area is undertaken, consideration of moving the stage should be taken under advisement.

9. The adequacy of having two and one-half custodians is questionable in light of the fact that several routine maintenance chores were neglected. Areas in need of attention were rest rooms (particularly the boys' rest room by the shops and back of the kitchen) which did not have operational soap dispensers, towel dispensers and some ceiling panels were either bent or out of place. Routine maintenance would also help to eliminate such problems as condensation or leaking along the north windows in the physical science laboratory, noisy heating units in the physical science laboratory and in an English room. Some dust and cobwebs were to be found in classroom areas.
10. Additional shelving should be provided some classrooms and is needed to get bottles off floor in science storage room. Either portable or permanent shelving should be provided around the cafeteria area to reduce the danger of having books in the hallways and particularly on the stairs that lead to the balcony of the gymnasium.
11. A long range study should be undertaken to determine means by which traffic can be detoured around the gymnasium. The constant flow of students through the gymnasium is a distraction for the physical education classes and could also pose a safety problem for all students.
12. Plans should be made to repair the concrete steps leading to the balcony of the gymnasium before they chip off enough

to pose a pedestrian problem particularly on the west end of the gymnasium.

13. The feasibility of installing additional handrails on the stairs leading to the second floor should be pursued.
14. Cooperation should be sought from the proper agencies to help in building sidewalks leading from this building in a north and south direction. With the construction of another school across the street this would seem to increase the danger of students walking in the streets.
15. The school district should encourage the proper agency to either eliminate or effectively hide the junk yard located north of the school. This would greatly enhance the esthetic value of the school.
16. A fan should be installed in the chemistry laboratory room to remove odors and dangerous gasses.
17. Some of the furniture in the teachers' lounge should be replaced or repaired. Also an exhaust fan in the teachers' lounge would help to reduce the annoyance of smoke to non-smokers.
18. The general appearance of student lockers could be enhanced by minor repairs and by the replacement of built-in locks as they wear out or are removed.
19. The numbering of rooms is somewhat confusing in that the room numbers do not follow in sequence on each floor.
20. The music area needs more storage room in order to provide a more attractive learning situation.
21. Expanded physical education areas, both inside and outside, would be desirable.

22. Window shades should be provided for rooms 13, 14, 15 and 16.
The drapes in these rooms are excellent for darkening, but they shut off the effective circulation of air during hot days.
23. A wash basin would be desirable for the business education room particularly when working with duplicating machines.

SCHOOL STAFF AND ADMINISTRATION

GENERAL STATEMENT

The school staff of Tuscola Community Unit High School consists of twenty-four full-time teachers, four part-time teachers, a full-time principal, a full-time guidance counselor, two secretaries, two full-time custodians, one part-time custodian, five cafeteria workers, and a part-time nurse.

The superintendent of schools for the school district is presently serving in the dual role of superintendent and principal of the grade school. He was appointed acting superintendent in September 1967 and superintendent in January 1968. The principal of the high school is in his second year of tenure after being a member of the faculty for several years.

It is unfortunate that the self-study and N. C. A. evaluation fell at the time when changes were taking place in administrative personnel. The teachers who served on the evaluation committee are to be commended for the work completed in the face of reorganization.

There is evidence that the new administrators are forward-looking and competent. The task ahead is one of developing a cooperative working team.

A written statement of Board of Education policies has existed and is now undergoing revision.

A faculty handbook for all teachers of the school district was published in 1967. The handbook states clearly the responsibility of staff members, and contains information on a wide range of topics of importance to teachers.

There are many reasons to believe that Tuscola Community High School should realize a period of constructive change and an improved educational program under the new administration.

COMMENDATIONS

1. All staff members are qualified and assigned in accordance with the policies and criteria of the North Central Association. Some of the teachers have excellent backgrounds of experience and professional education.
2. Twenty-one of the staff are members of the Illinois Education Association.
3. Seventeen of the staff are members of state or national professional organizations in their field of teaching.
4. The salary schedule is competitive. The schedule for the 1968-69 school year was adopted in December 1967, so as to aid early recruitment of teachers.
5. The principal is involved in the selection of staff members.
6. The school district provides for staff members full payment of expenses incurred as a result of attendance at professional meetings. Teachers are actively encouraged to attend meetings.
7. Teaching load in most cases is favorable.
8. There is an atmosphere of friendliness and mutual respect among staff members.
9. In general, the organization and management of the school is good.
10. Textbooks and workbooks are supplied to students on a nominal rental fee basis with subsidy by the Board of Education.
11. The cafeteria is well managed and students are served with a minimum of confusion.

12. The administration and Board of Education have worked diligently with the community to interpret school needs and objectives. The community is to be commended for providing a recent building addition to the high school and a new intermediate school building which is under construction.

RECOMMENDATIONS

1. With the change of administrative personnel, steps should be taken to assure that communication is established between staff members and the Board of Education through the principal and superintendent.
2. Attempt to reduce turnover in staff by identifying factors which contribute to the condition.
3. The administration is urged to work with the faculty through faculty meetings and workshops to improve communications within the high school and between high school and intermediate school faculty, especially in regard to curriculum and instruction. Some form of departmental organization would seem to be desirable.
4. Begin development of a professional library which would include good examples of courses of study, teaching materials, etc. from other school systems.
5. The salary schedule could be improved to reward better the teacher with additional professional education and to provide an incentive to do further study.
6. Consider provision for leave for further study, personal business day, school visiting day for teachers.

7. Adjust salaries of non-instructional personnel to assure good building maintenance, good food services, and good secretarial services.
8. Increase health services at high school. Effective soon, it is advised that the school nurse be at the high school every day at a given time even if only for a comparatively short time. The objective is to demonstrate to students the importance of personal habits.
9. Action should be taken to assure that students, when in the building, are at all times under the supervision of a teacher.
10. Consider establishment of two-way communication between Board of Education and teachers through budget procedures. It is recommended that teacher requests for textbooks, materials and equipment be returned to teachers with notation of items approved. Teachers then schedule purchases. This plan is particularly important for library purchases.
11. To the extent possible, avoid scheduling freshmen and seniors into the same classes.
12. Continue the program of increasing the number of audio-visual and other instructional aids.
13. Consider use of federal programs (ESEA and NDEA) to supplement funds to provide teaching materials and equipment, to obtain consultative help for various departments, and to expand adult education program.

14. Provide time for teachers to develop instructional materials needed in quantity for individualized instruction. Teachers can accomplish much during a one or two week summer workshop.
15. If the administration provides the time and the means for teachers to work cooperatively to solve school problems, it is recommended teachers be prepared to accept the professional responsibility of engaging in the process.
16. Additional staff be provided (a) to relieve principal of duties of athletic director, (b) to reduce student to counselor ratio, and (c) to provide clerical help for pupil services (guidance and health).

AGRICULTURE

The facilities that the Tuscola Community has provided for the training in Agriculture Occupations is excellent. There is a spacious classroom - laboratory area, teacher office-conference room, agriculture mechanics and storage areas. The curriculum involves training for both farm and off farm occupations. The combined enrollment is 38 boys in three classes. The curriculum appears to be compatible with the recently defined school objectives and philosophy.

The staff member has had years of experience and is well trained in his profession. Besides holding a masters degree, he has attended recent workshops in order to keep his teaching current.

COMMENDATIONS

1. The facilities are outstanding in space and arrangement.
2. Training is given in production and off farm occupations.
3. The first step in updating the departments library has been taken.
4. The new teacher has a wholesome rapport with students and staff.
5. A challenging program of activities is giving direction to the FFA Chapter.
6. An adult education program is offered.

RECOMMENDATIONS

1. Continue to replenish the library and shop tools.
2. Continue to expand the FFA leadership and recognition activities.
3. Check the lighting to see if it is adequate.
4. Reevaluate the course outline for community adaptation and file copy with school.
5. Expand the Agriculture Occupation program and separate this group into class of its own.

ART

The Art staff is a one teacher, part day, department offering three subjects: Elective Art I, II, and III, meeting one (1) period, five (5) days per week respectively. The balance of this teacher's day is taken up with Girls Physical Education classes. There is a total of 47 students enrolled in the three classes with 27 students in the Art I class.

COMMENDATIONS

The instructor is well qualified and performing well in his area. Evidence of quality teaching was apparent in the student displays posted around the room and in other class rooms in the building. The students all were at work in a relaxed atmosphere, conducive to thought and imagination, yet under excellent control at all times. These characteristics merit special mention:

1. Students in all classes were actively engaged in accomplishing a directed objective. It was meaningful with a definite goal in mind and in consonance with the expressed philosophy and objectives of the school.
2. Students were encouraged to be innovative, to use imagination and to be creative in design.
3. Materials were generally easily accessible.
4. It seemed apparent that there were adequate reference materials and books in the classroom area.

RECOMMENDATIONS

1. There seemed to be a rather wide range of student ability and grade levels apparent in the Art II and III class sections giving rise to the possibility of the need for more and better guidance

and counselling in the freshman year of school. Suggest that thought be given to some better grouping for scheduling purposes.

2. Suggest that consideration be given to expanding the art curriculum to include parts of and/or all of such course offerings as:
 - a. Design - to include possibly one (1) semester of commercial art and one (1) semester of interior decorating and/or clothing or dress designing.
 - b. Painting - to include possibly one (1) semester of water coloring and/or one (1) semester of oil coloring. (This might include some chalk drawing.) (These courses would depend upon student demand. One could possibly take the place of the present Art III class if scheduling became a problem and could be offered on an alternate year basis).
 - c. Art Appreciation - to include history, gallery visitations, artists and contemporary art.
3. There is a dire need for more adequate storage space for individual students to leave materials and have personal art supplies and equipment available. There is not sufficient space to provide this needed storage in the present room.
4. One (1) additional sink and wash space with water supply could be utilized in the present room.
5. The kiln-oven is out of order and needs immediate repair for any pottery work.

BUSINESS EDUCATION

There are six (6) course offerings in the curriculum of the Business Department. They include one year of Typing, Shorthand, Office Practice Bookkeeping, General Business, and Distributive Education.

There are 208 students enrolled in the six courses.

The staff of the business department is composed of three instructors. Two teach full-time and one teaches one-half day.

All classes, with the exception of General Business, are taught in or near the business education rooms.

COMMENDATIONS

1. One staff member has a masters degree, one has work beyond the bachelors.
2. There seems to be a good spirit of cooperation within the department and good rapport between the staff and the students.
3. All staff members belong to two or more professional organizations.
4. The staff and administration seem to be forward-looking and enthusiastic about improving the quality and range of curriculum as well as the physical facilities and equipment.
5. The over-all general facilities are good. The space provided is adequate. The rooms are clean and cheerful. Bulletin boards are fully utilized.
6. The instructional materials available are of good quality.
7. The teacher-pupil ratio is excellent.

RECOMMENDATIONS

1. More office machines, duplicating equipment, and dictating-transcribing equipment would greatly broaden the scope of the Office Practice class. Present equipment includes one ten-key adding machine, one printing calculator, one dictaphone, and one mimeograph (in need of repairs).
 2. Although physical facilities are generally good, wiring in the Office Practice room is inadequate if more office machines are obtained.
 3. A survey of local business and industry would dictate kind and number of machines needed to satisfy requirements of the community.
 4. The present store room in room 7 could be used as a duplicating room.
 5. The present language lab could be utilized by the shorthand classes to provide for the individual differences of students.
 6. A rotation plan (suggested 3 year plan) is recommended for typewriters.
 7. The curriculum and student needs should be evaluated and the addition of such courses as Personal Typing, Advanced Typing, Steno (or Advanced Shorthand) should be considered. This may require more instructors.
- NOTE: The members of the department and administration are to be complimented for having started work in the curriculum area.
8. Additional reference books would be beneficial to the Office Practice class and Consumer Education (if taught by business department).
 9. Additional chalkboard would be beneficial for shorthand class.

10. Storage space is adequate but filing cabinets are needed in each business room.
11. Lighting in typing room and bookkeeping room is inadequate.
12. One room should be assigned for General Business but if this is not possible, portable chalkboards should be provided for those rooms which do not have permanent chalkboards.

INTERRELATED COOPERATIVE EDUCATION

The program has been in existence for only two years. The progress shown has been very encouraging, especially since the instructor works only one-half time. The instructor is well qualified and has good ideas about the improvement of his program. There are nine (9) students involved at the present time.

COMMENDATIONS

1. The methods of evaluation are very good. The instructor visits the business places and evaluates the students in the classroom.
2. The program is well organized
3. The instructor has shown personal interest in his students.

RECOMMENDATIONS

1. This evaluator wished to recommend that an advisory committee composed of business men be organized to help implement further success in the program.
2. The instructor should be relieved of teaching duties so he can devote full time to his program.

DRIVER EDUCATION

The program is meeting the requirements as set forth by law. Each student is receiving the necessary hours in the classroom phase and all students in recent years that have graduated have also completed the driving phase of the program. The classroom phase is offered to all sophomores and to any freshmen who are old enough to qualify for the course. This phase of the course is taught to all students enrolled at the beginning of the school year. One teacher is devoting full-time to the teaching of driver education.

The teacher is well prepared and has several years experience. He appears to be enthusiastic and interested in his work. Depth perception and visual acuity equipment are available. There are no models or mock ups available. This present school year there was no regular classroom which could be utilized. This, of course, prevents the teacher and/or students from developing bulletin boards and doing certain types of projects.

The driving phase is usually done with two students in the car with the instructor. Occasionally three students will be in the car at the same time. Usually each student will drive 25 or 30 minutes during a class period. Most of the driving is done during the school day. However, all students are unable to finish the driving phase during the regular school year. These students finish their driving during the summer months.

It is recommended that the administration consider scheduling the classroom phase as any other class would be scheduled. This would be better if classes could be scheduled throughout the school year as opposed to having all students complete the course in the fall. The

practice of taking students out of physical education as is now being done should be discouraged.

A more permanent assignment as to a classroom appears to be necessary. The present situation is not conducive to a sound teaching and learning atmosphere.

More classroom equipment is necessary for adequate teaching. Models and mock ups are teaching aids which are badly needed.

Consideration should be given to the spending of some time in night-time driving.

In the classroom, filing cabinet space should be available as well as storage space for models and other teaching materials.

ENGLISH

There are five English teachers in Tuscola High School. Each teacher has five classes except the speech teacher, who has four classes and a study hall. The first three years of English are required, and senior English is elective. Speech may be elected in either junior or senior year. Class size varies from 27 in freshman English to 9 in one of the speech classes.

There is one remedial class at the ninth grade level and one at the tenth. These pupils use special literary anthologies, the Reader's Digest, and Scope. Their composition work is at first just sentences and then single paragraphs. Mimeographed diagnostic tests, self-teaching grammar lessons, and final tests help them with problems in word usage.

The basic texts in literature are the Scott-Foresman anthologies, and in grammar and composition are the Warriner books, published by Harcourt, Brace & World, Inc. Keys to English Mastery, (Economy Co., Indianapolis) is used in freshman English.

Lists of assigned novels (for all the class to read) and unassigned novels (for book reports) are prepared by the teachers for each year. Book reports are judged according to the number of pages read, the quality of the book, and the quality of the report.

COMMENDATIONS

1. The classrooms are large and well-equipped. Book shelves filled with books, some of them paper backs, offer much material for book reports and reference work. The seats are movable and can be arranged for whole class discussions or for group projects. Four-drawer steel files hold students' project folders as well as

teachers' material. Dictionaries are available in the class room, and the senior English room has a student reference center with two tables and six dictionaries.

2. The bulletin boards hold attractive displays on topics being discussed, and one teacher has a suggestion box below a bulletin board from which suggestions are chosen to be posted on the board. Audio-visual helps are being used: movies, filmstrips, literary recordings, and tape recorders. One teacher reported that her pupils saw 25 movies in 15 class periods throughout the year.
3. There is evidence of cooperation among the members of the department. They talk over mutual problems and help each other.
4. As is evidenced by the course outlines, reading lists, study guides, remedial lessons, and vocabulary drills, the English teachers work hard and are alert to the materials that will help their students.
5. Themes are often based upon literature. (See suggestions in Scott-Foresman anthologies.) Themes are graded thoughtfully; comments on good points are given, as well as suggestions for improvement. After the student has corrected his paper, he shows it to the teacher and then files it in his folder in the classroom filing cabinet. Thus he has visible proof of his improvement (or lack of it).
6. Stimulating questions are often asked in book report guides, such as, "Explain why you would (or would not) recommend that this book be translated into Russian and smuggled behind the Iron Curtain."

7. English teachers are to be commended for their professionalism. Four are members of the National Council of Teachers of English. Membership in other professional organizations is as follows:
IATE - 2, NEA - 2, IEA - 4, and TEA -4.

RECOMMENDATIONS

1. All English teachers have sixth period free, so if one of them could be appointed head of the department, they could hold meetings once or twice a month during this period. One of the teachers showed me course outlines written a few years ago for all English courses, but others did not know about these outlines. In department meetings teachers could share outlines and plans and be sure there is continuity in their presentation of skills.
2. Another English teacher should be hired so that each English teacher would have no more than four classes, as recommended by the N.C.T.E. and the Illinois Association of Teachers of English. (See Illinois English Bulletin, February 1968.)
3. Provisions should be made for remedial reading all four years. At present it is taught for two years, and the pupils are expected to join the other juniors in reading such classics as "Paradise Lost." (The result is pupils are lost.) There are two plans possible. One is to set up remedial classes for each year. Individual assignments should be flexible so that students may be placed in the class as they show need for the course or may proficiency out of the course as they improve. The other plan is for remedial help to be available two or three times a week for pupils who show special need. This would be in addition to the regular five-day-a-week English class and would

imply individualized instruction. The teacher should have had college preparation in remedial reading methods.

4. Testing equipment for diagnosis of reading problems and of speech disabilities should be available.
5. Four years of English should be required of every pupil, with speech being allowed as a substitute for senior English.
6. One class of senior English should not be asked to publish the school paper unless the course is called English 4J and students who sign up for it know that some journalism will be included.
7. Students should not be taken out of English class for instrumental music practice. Scheduling should be arranged so that this practice can occur during a study period.
8. Correlated courses in language skills and in vocabulary should be planned for the English classes so that growth may be steady and repetition of lessons be avoided. There should also be a program in developmental reading skills throughout the four years.
9. Dark window shades should be in all English classrooms so that visual aids may be used efficiently in the rooms.
10. I felt that the course outlines for all four years one teacher showed me were unrealistic in regard to the length of themes and to the number of research papers assigned. Emphasis should be on quality, not quantity. The University of Illinois has often suggested that research papers be written only in the senior year or that this type of writing be saved for college years.
11. More books of poetry should be available in the library. These should be books by individual poets, rather than anthologies.

12. Suggestions also have been made to expand the speech courses to include debate and dramatics and to offer a creative writing course in the senior year which would include writing for the school newspaper and the annual.
13. Storage for old magazines in a place available to students is needed. This could be in the classrooms or in the library.

FOREIGN LANGUAGE

The Classics and the modern languages are represented in Tuscola's foreign language program. Both French and Latin are offered. Total enrollment in both languages is 115, 25% of the student body. There are three Latin classes: two sections of Latin I and one section of Latin II. In French there are two French I classes, one French II class, and a section of French III. Class size ranges from a minimum of nine students in French III to a maximum of 22 in French II.

Two classrooms are available for foreign language classes. One is equipped with a Rheem Califone language lab. The facilities seem very adequate for the size of the school. Additional supplementary materials could contribute to the quality and variety of the educational experiences.

The two foreign language teachers have very good academic backgrounds in the fields they teach. Their competency is evident in the effectiveness of their teaching.

COMMENDATIONS

On the basis of short visits to seven classes, these commendations seem in order:

1. Extremely impressive in all classes was the classroom climate. Classes were orderly and quiet. Students followed lessons closely and appeared very interested. A warm rapport between the teachers and the students was evident in all classes.
2. The language lab facility seems admirably suited to the needs of the foreign language program. It allows one room to be utilized as a full time classroom as well as a lab room.

The lab containing 32 stations will continue, with proper scheduling, to provide sufficient audio-lingual experience to students as the foreign language program expands and enrollment increases. (It would be helpful if this room were larger to accommodate more storage space.) Students are encouraged to use the lab on an individual basis.

3. Small class size allows for wide participation on the part of the students and for the teacher to provide individual instruction.
4. Reading, writing, listening, and speaking are all emphasized in the French classes. Various types of dialogue and structure drills appear to be used. Much of the discussion is carried on in French. Each class period is planned to provide a variety of activities.
5. The Latin instruction included history and culture of the ancient world as well as the traditional work in word study, translation, and construction. The relationship of Latin to English is well emphasized.
6. Textbooks have been well selected. There is good continuity between the various levels of study.

RECOMMENDATIONS

1. Encouragement should be given to students to take a longer sequence of foreign language - preferably four years. If only a small number of students is available for such classes, arrangements might be made for such students to meet on a seminar basis. Proper guidance to encourage students to follow a four year program would help to eliminate the one or two year gap between the foreign language study in high school and college.

2. Capable students should be encouraged to take two languages (as well as five subjects).
3. Work with the librarian to make available in the library more materials of a historical and cultural nature is imperative. There is need for supplementary materials for class reference and research projects. French paperbacks would be a welcome addition to the library. With the expansion of foreign language materials in the library, students should be encouraged to pursue in depth research projects and independent study.
4. Teachers should be encouraged to participate actively in professional foreign language organizations and to attend professional foreign language conferences.
5. By utilizing National Foreign Language Week and Latin Week for publicity purposes via displays and bulletin boards, the entire school would be made more aware of the activities and values of the foreign language program.
6. Additional supplementary material could be used in both languages: wall maps, phonograph records, pictures, and supplementary readers. French students would benefit from individual sets of phonograph records that could be used for practice at home.
7. If Latin remains as a two-year terminal program, greater emphasis should be placed on the cultural values of the language by (a) the introduction of new texts with a greater variety of reading selections and (b) increasing emphasis on Greek and Roman civilization.

8. The fine work being done in the French classes should continue to include dication exercises, impromptu dialogues, skits, and picture-cued dialogues.
9. Proximity to the University of Illinois makes it possible to use their facilities for guest student and faculty speakers as well as for visits to campus language classes.

HEALTH EDUCATION

At the present time there is no health education course as such. Any health education being carried on in the school is strictly a by-product of other courses in the school.

COMMENDATIONS

Plans are being formulated to develop a course in health and offer it in conjunction with the present physical education courses. The instructors in girls' physical education have gathered a lot of material from various sources concerning good grooming, proper manner, sex education, family relationships, first aid, etc. and plan on incorporating this material into a course that will fit the needs and desires of the girls attending this school. The boys' physical education instructors have not followed this procedure but it appears would rather follow a prepared course and use an established textbook to be decided on at a later time.

RECOMMENDATIONS

It is hereby recommended that the procedures indicated previously be followed as the material collected for the girls' course is quite extensive, readily adaptable to the situation, and ties in with the objectives and philosophy of the school. It is further recommended that this be done during the freshman and /or sophomore year and expanded to the upper classes as the program develops and the need arises. In talking with the physical education instructors it appears that either the boys or girls have the course the last 6 or 9 weeks of the first semester and

the other have the course the first 6 or 9 weeks of the second semester. This would help to alleviate a crowded situation in the gym. It is also recommended that if visual aids are used they should be current in order to insure maximum efficiency.

HOME ECONOMICS

The home economics department at Tuscola is comfortably housed on the front side of the building. Since the building is relatively new, there is no problem with age or obsolescence at this time. The entire facility is planned so that the entire department can be open as one unit. Folding dividers are available for dividing it into two units that separate the foods area from the living and clothing area. This appears to be a practical arrangement and certainly provides the one teacher with visual control of all areas. It would also provide areas for a multiple teacher program.

The curriculum this year includes two sections of Home Economics III & IV. That has an enrollment of 23 girls. The two sections of Home Economics I involves 31 girls. The fifth class, Home Econcmics II has 22 students.

The staff member has a bachelors degree and 5 years experience in teaching. This is her first year at Tuscola.

This year the instruction has been largely homemaker oriented.

COMMENDATIONS

1. The citizens are to be commended for providing an adequate facility for this department.
2. The equipment appears to be adequate for the curriculum offered.
3. The students were well conditioned to work and were well disciplined.
4. Home visitation is accepted as an integral part of the instructional program.

RECOMMENDATIONS

1. A program of instruction to prepare persons to enter wage earning occupations is needed to supplement the existing program.
2. A program of replacement of present equipment and library should be started.
3. The curriculum might well involve greater emphasis on:
 - a. home and money management
 - b. wise use of credit
 - c. detailed consumer information
 - d. units on professions in home economics
4. A more detailed course outline would be helpful. (A copy to be filed in the office)
5. Broaden the scope of F.H.A. activities.
6. Consider adding a one year terminal course for advanced students.

INDUSTRIAL ARTS

The Industrial Arts program at Tuscola High School is adequately housed and equipped for the curriculum offered. The department offers instruction in four courses that are called I.A. I, (2 sections) I.A. II, I.A. III & IV. These courses are generally described as Wood (hand, drawing, wood machine, general metals with a unit in electricity).

The instructor is prepared in training with a masters degree and in experience by a variety of work experiences. The instruction appeared in the main to emphasize the mechanics of skills as opposed to projects.

COMMENDATIONS

1. The instructor seems devoted to his department, school and community.
2. The students are disciplined to the task at hand and are respectful of their teacher and school.
3. The space provided appears adequate for the offering.
4. The course of instruction is well thought out.

RECOMMENDATIONS

1. The lighting in the shop should be improved
2. Take positive steps to insure that eye safety standards are being met.
3. Study the shop area to find possible ways of eliminating the dust problem. This will improve the health and safety of the students.
4. The use of the staff member's time to repair furniture and equipment might not be the best use of his time and abilities.
5. Study the curriculum to determine if substitutions might be advantageous. Electronics and/or plastics might be substituted for part of the work in wood.

MATHEMATICS

The mathematics program at the Tuscola High School is very good. The classrooms are excellent, and the general appearance lends itself to a good teaching-learning environment. There are adequate chalkboards, except in the general mathematics area, bulletin boards, and supplemental facilities, which are being utilized. Much modern equipment is being brought into action, for example: overhead projectors, models, charts, etc.

The three teachers (one woman and two men) are to be complimented, because they are doing their jobs very well. They are trained in depth, and they have student concern foremost in mind. The basic program is of the contemporary mathematics, which includes Algebra I and General Mathematics I, Algebra II, Geometry and Senior Mathematics. The textbooks and materials are very good, having been recently copyrighted by well known authors. Therefore, new symbolism and language are being introduced into the contemporary mathematics program, which makes it modern and meaningful. Because the teachers are doing their job so adequately, the individual ability levels are being met. This means much effort and energy is being employed by the teachers. And, too, the teaching-learning situation blends into a congenial and pleasant atmosphere, where discipline is good. Also it can be said that curriculum revision and correlation is being carried on within the mathematics program.

Concluding recommendations would incorporate such things as:

1. Continued effort should be made to correlate the mathematics program throughout the grade levels, beginning at the lowest elementary stage and continuing throughout the secondary level.

2. Selection of new basic materials for practical mathematics. These materials would provide for boys and girls who need an additional terminal course in vocational or consumer mathematics. The present program is weak, in providing for the average ability student. The new course should be at the 11th or 12th grade. Here, it can be said that most schools are weak in providing terminal mathematics for the average or lower ability students. However, it is felt that most schools recognize this fact, and they are correcting this weakness.
3. The mathematics program should incorporate more programmed materials, which would meet individual abilities and relieve the teacher to more demanding details, with less fatigue.
4. Incorporate more independent studies among the mathematics students, for example: There are many fine books, programmed and otherwise, which lend themselves to more freedom of thinking for young people. Probability, logic, set notation, algebra and many more mathematical methods are available, which enrich the independent study of mathematics.
5. Continued effort should be made to keep in step, so to speak, with modern technical facilities, such as overhead transparencies, film strips, slides, tape recordings, and other audio-visual concepts, in the mathematics program.

MUSIC

The music staff is a two teacher, part time in high school, department offering two subjects: elective band, one (1) period, five (5) days per week; and an elective mixed chorus, one (1) period, five (5) days per week. The balance of each teachers' day is spent in the elementary schools of the community. However, the band teacher is available at the high school parts of three days per week for small ensemble and individual lesson teaching.

COMMENDATIONS

The instructors employed at the respective positions are both well qualified, one with a masters degree, and performing exceptionally well. The instrumental instructor, more experienced and having been at the post for more than two years, demonstrated excellent control of the students, definite objectives, planned approach to accomplishing the task of music education, innovative ideas in extra-curricular organizations and instruction of high calibre. The following characteristics of the program warrant special mention:

1. Both classes have large student enrollments.
2. A well balanced instrumentation is apparent in the band indicating excellent prior-planning, elementary guidance, and student recruitment.
3. Rehearsal techniques and student attentiveness demonstrated during the band period were exemplary.
4. The quality of music literature being rehearsed by both organizations was of the highest calibre.
5. The rehearsal area facility is ample for the organizations now in being and for future growth.

6. Both large organizations, including the small ensembles and solos are being readied for competition in the IHSA spring music contests.
7. This year will be a "first" experience in production of a full scale musical. This will include the cooperative efforts of the Choral, Instrumental, English and Drama, Art, and Shop teachers in an all school activity. This effort seems to substantiate the ideals expressed in the schools' philosophy and meets some of the criteria outlined in their objectives.
8. A Stage Band has been in operation for two years comprised of the interested and more talented students. They meet outside of scheduled school time. A commendable activity.

RECOMMENDATIONS

1. It seems apparent that some Instructor assistance is needed in both the instrumental and choral areas to better and more effectively handle the wide difference of student abilities and provide growth and expansion of the present curriculum and elective music subject offerings. Suggest that more time space be provided for both of the present instructors at the high school level. The utilization of a third Instructor could then be justified with some time allocated at the high school level and balance at the elementary level.
2. Suggest that serious consideration be given to the possibility of adding the following elective subject offerings to more adequately meet apparent student needs:
 - a. Intermediate Band--To take care of the less advanced students, over instrumented sections, and remedial teaching.

- b. Girls Glee Club--To more effeciently take care of the needs of available female singers
 - c. General Music Class--This is a neglected area that should be be given some priority cconsiderations. It can incorporate basic music fundamentals, basic theory, appreciation, history and simple music writing and/or arranging.
3. There is a lack of proper and adequate storage space for instrument cases before, during and after the rehearsal period. Space is available but rack type equipment is not adequately provided. Suggest that serious thought be given to constructing permanent shelving as follows:
- a. Attached to the wall next to music office to the corner in the rehearsal room--6 ft. long by 18" wide, 4 shelves 16" apart and 1 shelf (top) 10" apart.
 - b. Along the wall in hall way between the auditorium-cafeteria and rehearsal room as follows:
 - (1) 50" long by 18" wide (same shelf arrangement as in a above, attached to the wall between the two small rehearsal room doors nearest the double doors nearest the rehearsal rooms.
 - (2) 39" long by 18" wide between the block column and the small rehearsal room door attached to the wall.
 - (3) same as (1) above but attached to the wall between the two small rehearsal room doors near the auditorium-caferia exit.
4. Small ensemble rehearsal rooms should be cleared of miscellaneous materials stored therein and set up with chairs and music stands for utilization as designed. - 58 -

PHYSICAL EDUCATION

The facilities for physical education and athletics at Tuscola Community High School are very good. The gymnasium is of good size, well lighted, well ventilated, and has a balcony on either side of the floor providing for three teaching stations. Both boys and girls use the gym at the same time with no separation wall, door, or canvas of any kind. The shower rooms and offices are adequate but the locker rooms are too small and this situation will become critical as the school enrollment increases. Storage facilities for the girls are nil and for the boys are very limited. The outdoor facilities are good and include a well lighted and well kept football field and track, a football practice field that can be used for physical education, and a third smaller field that with a little attention in taking out the rough spots would be adequate. Equipment appears to be adequate and more can be readily made available. Weight lifting equipment, a trampoline, tumbling mats, a balance beam and volley ball equipment were being made use of during the visitation. There is no evidence of an intramural program and the G.A.A. program appears to be just minimal. The girls do take part in a playday in the fall and again in the spring. The interscholastic athletic program seems to be quite strong and very well received by the community. There are two men and two women in the physical education department and they all appear to be adequately qualified academically. A list of activities engaged in to a greater or lesser degree were made available to me and seem adequate if properly organized and taught in-so-far as skills, safety precautions and rules are concerned. My impression of the physical education classes during the visitation was that

there was quite a bit of activity but very little teaching in the boys classes and some teaching but very little group activity in the girls class. This situation may not exist at other times of the year when the class is engaged in other activities..

COMMENDATIONS

1. Both boys and girls physical education classes meet daily for a 55 minute period.
2. Classes are of a good size that makes handling and teaching skills practicable.
3. The only students excused from physical education are those with a doctor's excuse and some sophomores for driver education.
4. The men instructors were dressed to take part, instruct, and demonstrate in the activity program.
5. Clean towels are available to every student each class period through the school laundry facilities but it was questionable whether the taking of showers in the girls classes was being enforced--it appears to be enforced in the boys classes.
6. Each period during the visitation was started with some type of warm-up.
7. The members of the physical education staff seem to be aware of some of the short comings of the program and are planning to make necessary improvements.
8. The members of the physical education staff are to be complimented on their self-evaluation study which seems to be quite honest and to the point.

RECOMMENDATIONS

1. Effort should be made to group students in physical education classes according to their class in school. It is very difficult to carry on a well-rounded and progressive program when there is no such segregation of classes.

2. Effort should be made to keep better records of achievement and progression of students.
3. It would be beneficial if the women instructors were in some type of uniform other than their street clothes, whether they partake in the activity or not.
4. The ventilation in both locker rooms is quite inadequate and larger ventilating fans should be installed.
5. The smaller outdoor field should be improved by smoothing out and providing for lining.
6. Some type of separation in the gym to cut down on noise and create a sight barrier should be strongly considered. This could be a door or a canvas.
7. A place should be provided for the girls to carry on activities such as folk dancing where they can hear the music and commands rather than having to fight the noise from the boys class.
8. It was the impression of the entire committee that there was far too much traffic through the gym and this should be eliminated. It was also thought that more stress should be placed on the fact that the instructor in charge of the class should remain in the gym at all times except in case of emergency.
9. An intramural program should be started so that more than the athletes may reap the rewards of participation on a team.
10. The G.A.A. program could be enlarged and more participation by the girls.
11. Some consideration should be given to increasing the inter scholastic sports program to include golf, cross country, and wrestling. Also the football staff should be enlarged for more adequate supervision, it appears that three coaches handling some 80 boys in three scheduled teams is somewhat inadequate. Too, some consideration should be

given to increasing the pay for coaching, broken into a hourly wage increment is quite small.

12. The strongest recommendation that can be made is that a complete reorganization be made in the physical education department in the entire school system so that a progressive program may be carried on that will meet the needs and demands of the children of the community and will tie in with the objectives and philosophy of Tuscola Community High School. It is also strongly recommended that one person be employed to act as Athletic Director and Physical Education Coordinator for the entire school system.

SCIENCE

Courses offered in science include: a ninth grade physical science (really earth science), biology, practical chemistry, chemistry and physics. Four students are working with a teacher in an advanced biology course. One year of science is required for graduation. Approximately 50% of the students elect to take a second year of science.

The facilities for instruction in science are very satisfactory for a school of this size. The textbooks are all of recent copyright dates. In general there is an adequate supply of equipment and materials. The teachers are all well qualified and appear quite competent in their chosen fields. A good atmosphere for learning was evidenced in all classes observed. Student class participation was commendable. Satisfactory storage areas were found in all classrooms.

A discovery type approach was observed in the teaching. Many student projects indicate that good teaching has taken place. Class size is nearly ideal for laboratory type classes in science. All teachers have two conference periods assigned which enables them to plan and prepare for classes as well as to work with individual students. The basic course offerings seem to fulfill the objectives as set forth by the committee on philosophy and objectives.

The Board of Education and administration are to be commended for providing fine physical facilities and sound scheduling for the education of students enrolled in the science courses.

RECOMMENDATIONS

The addition of an advanced biology course for juniors and seniors should receive serious consideration. There appears to be a definite need for a course of this type.

Better screening procedures or more carefully planned counseling time should be available in determining which students are to be admitted to upper level courses. This is especially important for practical chemistry and should also be studied in other courses.

The development of a plan for insuring continuity in the science program is needed. A plan aimed at eliminating repetition of subject matter from grade five through the high school program would be most desirable and helpful.

More science reference books should be added to the present library collection. The use of ESEA Title II and NDEA Title III could be utilized to help defray the cost of these books.

Additional chalkboard space is needed in the chemistry and physical science rooms. It is suggested that additional boards be added on either side of the present board in the chemistry room. In the physical science room the bulletin boards might be moved to the south wall and chalkboards placed across the entire east wall. The present board is definitely in need of repair.

The stools in the physical science room could be improved by having backs added to them.

Purchase of materials and equipment suited to the teaching of earth science should result in more effective teaching.

The sink in the northwest corner of the biology room needs to be connected to a drain.

An exhaust fan is needed in the hood located in the northwest corner of the chemistry room.

Teachers should be encouraged to do graduate work in their teaching fields. It is suggested that summer institutes could be extremely beneficial.

The assignment of one teacher to head up the A-V program is a waste of fine talent. This responsibility could be handled as well and more economically through the library or instructional materials center. Most of the work now being done by the science teacher could be handled efficiently by a good clerk.

Courses of study should be developed for each course and shared with the entire science teaching staff. These should include specific goals to be attained and course content.

It is suggested that the administration investigate the practice of leaving students in the labs without faculty supervision. This is not intended to imply that students are to be discouraged from doing research and independent study. It does seem advisable to have a teacher present in case of an accident. Should a law suit result from an incident, it is felt by this committee, the school would be in a better position to prove that there was no negligence if a teacher were on duty.

SOCIAL STUDIES

The social studies curriculum at Tuscola Community High School consists of required courses in American History and American Problems. World History and Geography are elective offerings with admission to them at all grade levels. (see recommendations)

The physical facilities for classroom teaching are excellent. Instructional supplies of maps, charts, etc., are adequate. More supplementary reading materials on various grade levels should be made available for enrichment of the able student and to provide a reading level for those who are lagging behind their grade level.

The qualifications of the instructors are adequate in History. However, there is a need for "in-service-training" in the new areas of knowledge that have emerged in the last few years. Those are the areas of the "behavioral sciences" of Sociology, Anthropology, Political Science, and the area of Economics.

These should be integrated into the existing program especially the American Problem's course.

The state requirements relating to the U. S. Constitution, Illinois Constitution, flag, and voting are met in the American Problem's Course. Steps should be taken to comply with the new law relation to the teaching about "minority groups", with emphasis on "Negro History." (see recommendations)

The instructors have an excellent opportunity to exploit various methods of teaching with small size classes. (Some are under 20). It is suggested that "seminar approaches" and "independent study" be explored with small classes with much wider dependence upon the library for instruction.

History and social studies is moving away from description and facts to "conceptual frames of reference", and "thematic approaches" for organizing content.

It is urged that instructors of social studies move in this direction in organizing content of World and American History.

The instructors at Tuscola in the history and social studies have offered their own evaluation suggestions, most of which are incorporated in this writing.

RECOMMENDATIONS

1. The social studies requirements need to be re-examined and re-evaluated.
2. World history should be given much more emphasis in the curriculum program required with priorities also given to geography. Economic education should receive more attention.
3. The American problem's course is of value but is in structural trouble nation-wide. It needs to be conceptualized as to what content shall be worth teaching with consideration being given to the present needs of our society and the individual. Evidence indicated that the most successful structure for content is interdisciplinary. Content is being extracted from sociology, anthropology, social psychology, economics and political science.
4. The small classes give excellent opportunity for individual and challenging instruction. It is suggested that if this is not being achieved, that larger classes (25 or 30) be organized with more time for the teacher to prepare lessons in depth and work on goals and courses of study.
5. Goals of courses need to be worked out and materials acquired to accomplish those goals. This would entail placing more supplementary materials in the classroom and library.

6. Some able students in the social studies should be challenged with access to higher levels of reading materials. Independent study has potential in providing this access.
7. More communication is needed between the Junior High and High School and among staff members.
8. The program should move toward more "reflective thinking" and away from description and fact.
9. Materials should be examined to integrate "teaching of Negro History" into American History in order to comply with the new state law.
10. The administration should give consideration for an additional staff member in this area.