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A directed self-study of the Eupora consolidated school system

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A Directed Self-Study

of

The Eupora
Consolidated School System

by

WILLIAM H. BARNARD

School of Education
Mississippi State College

1948



FOREWORD

The School of Education at Mississippi State College realizes that the deficiencies and the potentialities of the rural sections of our State challenge its best education leadership. Since Mississippi is primarily a rural state, our rural and consolidated schools must become focal points of creative effort in community planning to the end that social, health, economic, cultural, and spiritual development of the commonwealth may obtain. A broader concept of the functions of the individual school is needed if the quality of community living in rural areas is to be raised.

With this idea in mind, the School of Education of Mississippi State College sponsored a request to the General Education Board for a grant which would enable the College to explore the possibilities for making a study of a typical consolidated school in the hope that such a study would produce the maximum amount of good for the people of that section. The request was graciously granted. As a result, after much deliberation, the Eupora Consolidated School was selected for study. The program has been projected over a period of four years.

The superintendent, teachers, trustees, parents, and many other leaders have lent hearty support to the project and have made possible a study which, it is sincerely believed, may have far-reaching results in the changing pattern of the country life of this splendid community.

Dr. W. H. Barnard, Professor of Education, has rendered a valued service in planning and directing the study. His varied experiences and his knowledge of and active participation in community life enabled him to render constructive service to the school and surrounding area throughout the period of the program.

It is the sincere hope of this institution that the four years spent in consideration of what is being done and what can be done in improving the quality of instruction in the Eupora schools may result in active programs of lasting benefit to the people of that area.

B. P. BROOKS
Dean, School of Education
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INTRODUCTION

The foreword to this study gives the essential concepts necessary for a background as to its origin, duration and the conditions under which it was made.

The title selected for the study suggests its essential nature.

The general purpose of the study was to ascertain the present status of certain phases of work in the school system surveyed and after this was done to determine specific areas in which to seek improvement. The fundamental idea was to throw the chief responsibility on the shoulders of the school administration and on the teaching personnel. In other words the basic purpose was educational—educational for the teaching staff with the hope that a better and more wholesome environment would be created for the pupils.

In the study it was thought wise to limit the areas of school functioning studied in the school system. The specific areas chosen were: general administration, buildings and ground, teaching personnel, the pupils, the curriculum, the library and the in-service program for teachers.

CHAPTER I

Socio-Economic Background

The following excerpts from the County Welfare Agents' report give a good background on many things of interest as these relate to Webster county as a whole:

The purpose of this report is to briefly summarize the prevailing conditions in the county, as compared with previous years, and to outline the resources, needs, etc., of the county.

I. Description of the county

A. Location, size and area

Webster county is a rural county located in the Northeastern part of Mississippi. The approximate land area is 266,240 acres, or about 416 square miles. The topography of the land varies from flat to slightly rolling to steep slopes in the hills. The extreme western part of the county lies in the Brown Loam area, the central part in the shortleaf pine area, and the extreme eastern part in the flatwoods.

B. Population

According to the last available census, there are 14,160 people in Webster county, approximately 3,000 are urban and 11,160 rural. This represents about 3,080 families. About 70 per cent of the people are white, 30 per cent colored.

C. Towns of the county

There are 10 towns and postoffices in the county. The county site, Walthall, has a population of about 150, is an inland town located about 5 miles north of Eupora on highway number 9. This highway is macadamized to Walthall. Eupora is the largest town, with a population of about 1,400, and the principal trade center of the county. Eupora is a thriving business town, and has been recognized for many years as one of the best produce markets and trade centers in this section of the State. Mathiston, Maben, and Mantee are minor trade centers located in the eastern part of the county. Mathiston has a population of about 550, and Mantee about 250. Both of these towns have good, substantial banks. Most of the town of Maben is located in Oktibbeha county.

D. Transportation facilities

The road system of Webster county consists of 44 miles of pavement. United States highway number 82 is the principal highway through the county east to west via Eupora. Highway number 15 leads through the eastern part of the

county north and south. Both of these highways are paved. We have approximately 110 miles of very good gravel road. The other roads of the county vary from a fair amount of gravel and native rock to dirt. For the lack of funds, the roads have not been properly worked for the past two or three years, and many of these are impassable at times during the winter months.

II. Principal industries

A. Farming

Farming is the principal occupation of Webster county. There are approximately 198,200 acres of farm land, and 68,000 acres of other lands. The 1940 census shows 2,370 farms in the county. This census classified all owners, part owners, operators and tenants as farmers. Full owners 1,085, part owners 84, all tenants 1,200, managers 1. The records in the county show that about 1,500 farms are being operated at this time. The farm land represents 75 per cent of the county land area. The total cropland in the county is approximately 64,000 acres with an additional 16,000 acres in pasture. At least 65 per cent of the cropland in the county is creek and river bottoms. It seems that formerly a larger percentage of hill land was cultivated than at present. This leaves about 186,000 acres in potential timber land, roads, streams, and other lands. It is estimated that approximately 175,000 acres are in woodland, or should be in woodland.

The following information was obtained from the county agent:

“Approximately 800 farmers have been assisted with various soil management problems this year including land use, crop rotation, construction of terraces, outlets and use of cover crops. 185 farmers have been assisted with problems of land use based on soil types, 12 with strip cropping, 142 farmers have been assisted in the construction of 75 miles of terraces, 68 grassing water ways and controlling gullies, 45 in contouring and terracing of pastures, 615 in use of green manure or cover crop, 58 with 10 miles of drainage, and 8 with land clearing.

Forestry work has been done throughout the county this year. One demonstration was held in thinning and pruning of forest trees. Six farmers have been assisted in reforestation, 10 with pruning and thinning, 16 with selection cutting, 3 with timber estimating and appraisal and it is estimated that over 1,200 farm families are cooperating in preventing forest fires.”

According to the the best available records, there were approximately 10,500 bales of cotton made in the county in 1943, and a little over 10,000 bales in 1944. Yield was better in 1944, but there were less farms operated. There was a good yield of corn, hay, and other feed crops in the county in 1944.

B. Other industries

The major industry in Webster county is the manufacture of forest products. These are lumber, piling, ties, and stove-wood. There are operating at this time about 50 small tractor saw mills in the county. These mills work from 4 to 8 hands, and they haul their products to the planer mills at Eupora and Maben. There is one large steam mill in the county located at Mathiston. This mill cuts mostly hardwood, and logs are hauled here from distances ranging up to 50 miles. This mill works 8 to 10 men. There are two large planer mills operated in Eupora. Each of these mills works from 12 to 15 men. Most of the finished products are sold to the government.

Minor industries are ice production, one plant in the county is located at Eupora; a harness factory located at Bellefontaine, which manufactures most anything made out of leather, and employs about 14 people regularly. A powdered milk plant has just been completed in Eupora, and is now in operation. This plant is equipped with the best obtainable, modern machinery. They will manufacture powdered milk and butter. At this time, they have only 3 established routes, but it is their intention to establish sufficient routes in the near future to serve all farmers in their territory. There is a cheese plant which is located at Maben in Oktibbeha county, about 220 yards from the Webster county line. It seems practically all the farmers are located in the eastern part of the county.

III. Employment

In July 1941, there were approximately 600 eligible for, and in need of, employment. At this time, there is no able-bodied person in the county unemployed if they want to work. This creates a considerable shortage of labor during farm season and there are many farms lying out for the lack of tenants.

IV. Housing needs

There is no special need for a housing project in the county. It is estimated that there has been more new homes and barns built, more repair work, painting, etc., done in the county in the past 2 years than there has been done in the previous 10 years, both in the towns and rural districts.

V. County resources: Local and federal

A. Clubs, fraternal organizations, etc.

There are two civic clubs in Eupora, the Rotary and the Exchange Club. Mr. Q. McCormick is president of the Rotary and Mr. Herman Ross is president of the Exchange Club. Most of the business and professional men of the town belong to one of these clubs. The purpose of these clubs is to promote certain civic enterprises for the betterment of the town and community, to sponsor worthwhile projects, to advertise the town to outside industries, and to work in cooperation with the county and town officials to bring more industries into the county.

The fraternal organizations consist of the Blue Lodge Masons, Royal Arch Masons, and the Eastern Star.

We also have an active chapter of the American Red Cross located at Eupora. Mr. T. F. Taylor is chairman; Mr. R. O. Ray, vice chairman; Mr. Pete Fortner, secretary and treasurer, and Mrs. Sally Jean Turner is the executive secretary.

B. Churches

There are 5 churches located at Eupora, including both white and colored, and from one to three churches at all of the other towns and postoffices in the county. In addition, there are several churches located in the various neighborhoods throughout the county. The principal denominations are Baptist, Methodist, Church of God, and Christian. There are 31 white Baptist churches in the county with a membership of about 4,500. There are 11 white Methodist churches with a membership of approximately 1,400. The number of churches and membership of negroes, and of the other two denominations are not available.

C. Schools

There are 16 white schools in the county; 4 major high schools, located at Eupora, Springhill, Mathiston and Cumberland. In addition to these, there are 3 county line schools located at Alva, Slate Springs and Maben. Eupora is the largest consolidated school in area in the world. It covers 43 per cent of Webster county.

There are 15 colored schools throughout the county, these vary from just a few enrolled to 100 in the only high school, which is located at Eupora.

Wood Junior College, located at Mathiston, is the only institution in the county offering training higher than high school work. Wood Junior is recognized as one of the leading junior colleges in the state.

D. Bank deposits

There are approximately three million (\$3,000,000) dollars on deposit in the 3 banks of Webster county, over 2 million (\$2,000,000) dollars in the Eupora bank.

E. Hospitals and county health units

We have no hospitals in Webster county, but we have access to the Houston Hospital and the Winona Hospital, which are located in adjoining counties. Most of our charity patients are sent to the Houston Hospital.

We do not have a health unit in the county. Dr. W. H. Curry of Eupora is the county health officer. The county board of supervisors pay him \$50.00 per month for his services.

We also have a venereal disease clinic employing 2 people. Mrs. Lillie Mae Evans is the nurse in charge. She has her office in the City Hall building at Eupora; she has 3 other counties under her supervision, which she visits weekly. This work comes under the State Health Department.

F. Federal agencies of the county

1. We have a county farm agent in the county, Mr. Henry L. Jones, office at Eupora, and an assistant farm agent, Mr. C. C. Randle, Mr. R. L. Dowdle who is head of the AAA program. Mr. Raymond Simpson and Mr. W. C. Butler have charge of the Soil Conservation program, office at Eupora.
2. In May, 1944, the county board of supervisors, in co-operation with the Extension Department, placed a full time home demonstration agent in the county. Miss Susie Parker is home demonstration agent, office at Eupora.
3. Mr. W. R. McFerrin is county FSA supervisor, and they have three other full-time workers. Mr. McFerrin gave us the following information: They have 412 clients in the county, 377 of these are classed as Rural Rehabilitation Borrowers, 125 are land owners, and 252 renters. These loans are made for the purpose of buying equipment, livestock, and for operating the farms, interest rate 5 per cent. As much as 5 years may be allowed to repay loans for livestock and equipment; operating loans are due at end of crop year. Medical services are available to all low income clients. Doctors' services are received for small set fees, paid monthly to the doctor.

There are 20 F. O. loans. These loans are made to acceptable applicants for the purchasing of farms, enlargement of farms, and development of farms. These

loans may be paid at any time, up to 40 years; interest rate 3 per cent.

Fifteen of the clients received loans for community and cooperative service. These loans are made jointly to two or more acceptable applicants for the purpose of buying tractors and equipment, registered sire or some similar item.

No collateral is necessary to secure any of these loans. There are three committeemen in the county who pass on FSA loans, and a fourth committeeman serves with this committee to certify loans to veterans under the G. I. Bill of Rights for the purchase of farms.

Loans are made to applicants on the following qualifications:

- (1) Unable to secure loan at reasonable rate of interest from other sources.
 - (2) Good character—reputation of paying debts.
 - (3) Reasonably sound health.
 - (4) Cooperative attitude.
4. A representative from the Mississippi Employment Service of Columbus, Mississippi, comes to our county one day a week.
 5. The clerk of the Local Selective Service Board tells us there have been inducted through their department 870 whites and 248 negroes from Webster county, a total of 1,118 persons.

VI. County problems relating to welfare

A. Schools

The white schools of the county are adequate to meet the needs of pupils, in fact, Webster county school facilities, buildings, equipment, etc., are among the best in this part of the State, though the negroes have been neglected. There is an urgent need for better schools, more trained teachers, etc., for the negroes.

B. Health

As I see it, our county is badly in need of a full-time health unit. The county has a general fund set up, administered by the Board of Supervisors, to assist certain classes of people in securing medicine and medical attention where they or their folks are not able to pay for it, but this is not adequate to meet the needs, or promote better health conditions in the county. At the present time, there is a young

doctor trying to secure a location in Eupora to move here and open a clinic.

C. Industries

There is a need in the county for more industries and the effort should be put forth at once in the promotion of these postwar needs.

D. Lack of leadership and interest

There is some lack of leadership and interest in the county, in the promotion of these projects. The county and town officials, the business men, and civic organizations should get together, organize, appoint committees and go to work at once to bring these needed projects to the county.'

Kuykendall, W. O., "Narrative Report Webster County, Mississippi, March, 1945."

CHAPTER 11

The Eupora School System

Before attempting to discuss the main topics in our outline for this chapter, it is thought wise to give some background relative to the location of the various schools making up the Eupora School System. This is done by presenting the map of the entire county on the following page. From this map the location of each school in the area that is not included in the Eupora Special Consolidated District is shown as well as the three schools that now house all the children. McCormick in his thesis writes:²

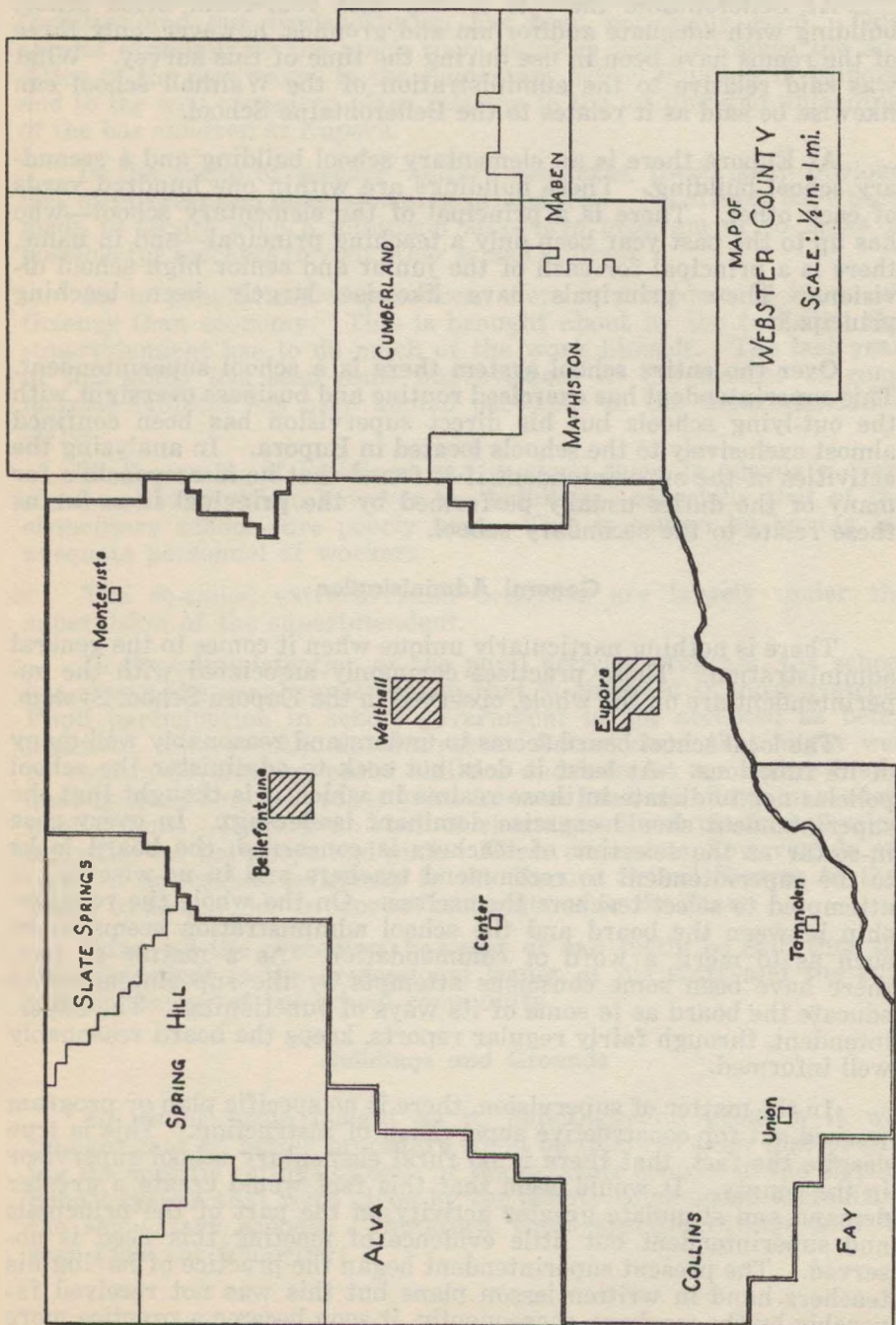
According to County Superintendent, J. E. Clark who prepared a yearbook in 1889-90, there were twenty-nine white schools in the territory that is now called the Eupora Special Consolidated District. The Schools at that time were:

- | | | |
|-------------------|------------------|-------------------|
| 1. Bluff Springs | 11. Jones Chapel | 21. Shady Grove |
| 2. Belleontaine | 12. Mt. Zion | (North of Eupora) |
| 3. Center | 13. Mt. Vernon | 22. Shady Grove |
| 4. Collins | 14. Fay | (South of Eupora) |
| 5. Eupora | 15. Long Branch | 23. Starnes |
| 6. Eilbethel | 16. Murrah | 24. Spikes |
| 7. Ebenezer | 17. Monte Vista | 25. Tomnolen |
| 8. Edward Springs | 18. New Era | 26. Union |
| 9. Greenboro | 19. Reed Chapel | 27. Walthall |
| 10. Grady | 20. Sapa | 28. Williams |
| | | 29. Little Black |

Under the direct supervision of the superintendent of the Eupora school system there are three out-lying schools. On highway number 9 running northwest from Eupora to Calhoun City we find two of these schools, namely Walthall and Bellefontaine. The former is five miles from Eupora and the latter twelve. The third out-lying school is Buena Vista. This school is isolated from the other schools and, as a matter of fact, there is little supervision or contacts made with it. Its location is such as to be included in the Eupora School system but, in-so-far as direct supervision is concerned, there is very little.

Walthall is the county site of Webster County and has a fairly adequate school building to accommodate the four teachers and 130 pupils housed there. The building has four classrooms and an auditorium. In this school there is a principal—who is also a full time teacher. The principal serves much as might be expected of a person working under the conditions facing her. While there is some business and general routine administration exercised over the Walthall school by the superintendent of the Eupora School System, this administration and supervision is not very direct or constructive.

²McCormick, Q., A Superintendent Studies his School System via A School Survey, A Masters Thesis, Mississippi State College, August 1947, p. 10.



At Bellefontaine there is a very nice four-room brick school building with adequate auditorium and grounds, however, only three of the rooms have been in use during the time of this survey. What was said relative to the administration of the Walthall school can likewise be said as it relates to the Bellefontaine School.

At Eupora there is an elementary school building and a secondary school building. These buildings are within one hundred yards of each other. There is a principal of the elementary school—who has up to the past year been only a teaching principal—and in name, there is a principal for each of the junior and senior high school divisions. These principals have likewise largely been teaching principals.

Over the entire school system there is a school superintendent. This superintendent has exercised routine and business oversight with the out-lying schools but his direct supervision has been confined almost exclusively to the schools located in Eupora. In analyzing the activities of the superintendent it is found that he is responsible for many of the duties usually performed by the principal in-so-far as these relate to the secondary school.

General Administration

There is nothing particularly unique when it comes to the general administration. Those practices commonly associated with the superintendent are on the whole, observed in the Eupora School System.

The local school board seems to understand reasonably well many of its functions. At least it does not seek to administer the school policies nor to dictate in those realms in which it is thought that the superintendent should exercise dominant leadership. In every case in-so-far as the selection of teachers is concerned, the board looks to the superintendent to recommend teachers and in no-wise has it attempted to select teachers themselves. On the whole the relationship between the board and the school administration seems to be such as to merit a word of commendation. As a matter of fact, there have been some conscious attempts by the superintendent to educate the board as to some of its ways of functioning. The superintendent, through fairly regular reports, keeps the board reasonably well informed.

In the matter of supervision, there is no specific plan or program worked out for constructive supervision of instruction. This is true despite the fact, that there is no rural elementary school supervisor in the county. It would seem that this fact would create a greater demand and stimulate greater activity on the part of the principals and superintendent but little evidence of meeting this need is observed. The present superintendent began the practice of having his teachers hand in written lesson plans but this was not received favorably by the teachers, consequently, it soon became a practice more honored in the breach than in the performance.

The supervision of some of the special services such as lunch facilities and bus transportation has been noticeably good. This applies especially to the lunch room services provided since the addition of the new rooms to the elementary school building in Eupora and to the well organized plans relating to the loading and unloading of the bus children at Eupora.

In the realm of teacher welfare measures, there is an obvious lack of interest and policy-forming procedures. No efforts have been made to secure even a minimum sick-leave program or to make it possible for teachers to visit other school systems.

As to general office practices, there is considerably more efficiency than economy. This is brought about by the fact that the superintendent has to do much of the work himself. The last year of this study has seen some improvement as the teacher of commercial subjects has been allotted part-time in the superintendent's office.

In the realm of buildings and grounds there is adequate oversight and supervision, however the buildings—especially that of the elementary school—are poorly kept. This is caused by having inadequate personnel of workers.

The so-called extracurricula activities are largely under the supervision of the superintendent.

In the administration of the pupil activity program, the school has shown the usual conservatism that is observed in most systems. Pupil participation in school government is not accepted as being practical, consequently, not desirable. School clubs that might well be used in developing special abilities and interest are rather inadequately cared for. A rather great interest has been shown in student publications. There is an obvious shortage of well planned physical activities for both boys and girls. These comments, however, do not imply a noticeable deficiency in the Eupora School System to that found to be common in most school systems in the State.

After all the preceding, however, it can justly be said that the superintendent is the professional leader of his staff and the educational leader of the school community.

Buildings and Grounds

In giving some insight as to buildings and grounds it was thought that no better procedure could be followed than that of giving the specific ratings of each of the separate schools in the Eupora School system that were given by the county commission accrediting the elementary schools. Therefore, these specific ratings may be seen from the following:

SCORE CARD FOR ELEMENTARY SCHOOLS

Name of School Bellefontaine County Webster Session 1946-47 Class B

	Perfect Score	Your Score
1. Premises		
A. Schoolgrounds	25	20
B. Toilets	40	40
C. Playgrounds	40	40
D. Playground Equipment	25	20
E. Fuel	20	20
F. Trees and Shrubs	50	40
Total	200	180
2. Schoolhouse		
A. No. of Rooms, etc.	40	40
B. Size of Rooms	25	25
C. Location of Windows	25	25
D. Area of Windows	25	25
E. Window Shades	10	10
F. Cleanliness	10	10
G. Blackboard	25	20
H. Bookcases	15	15
I. Heating	25	25
Total	200	195
3. Equipment		
A. Pupils' Desks	50	50
B. Teacher Desks	10	10
C. Chairs	10	10
D. Books	20	20
E. Class Room Equipment	10	10
F. Maps, Globes	10	10
G. Pri. Equipment	25	20
H. Drinking Water	15	15
I. Bath Water	10	10
J. Flag	10	10
Total	175	165
4. Teachers Average		
A. Education	96	63
B. Professors Training	85	55
C. Professors Attitude	56	56
D. Teachers Ability	50	45
Total	287	219
5. Administration		
A. Length of Term	50	50
B. Teacher Load	53	45
C. Record and Report	40	35
D. Community Mtgs.	10	10
E. Trustees' Visit	5	5
Total	158	145
Grand Total	1000	904
6. Extra Scores		
A. Musical Instruments	10	10
B. Bulletin Boards	10	10
C. Microscope	10	10
D. Government Bulletins	10	---
E. Lunch Equipment	20	20
F. Club Membership	10	10
G. Tes'g Progress	20	15
H. Weighing, etc.	10	10
I. Examination by Nurse	10	10
J. Examination by Physicians	10	10
K. Health Posters	10	10
L. Membership in MEA	20	---
M. Membership in NEA	20	---

Name of School Center Pri. County Webster Session 46-47 Class B

	Perfect Score	Your Score
1. Premises		
A. Schoolgrounds	25	25
B. Toilets	40	25
C. Playgrounds	40	40
D. Playground Equipment	25	20
E. Fuel	20	15
F. Trees and Shrubbery	50	30
Total	200	155
A. No. of Rooms, etc.	40	35
B. Size of Rooms	25	20
C. Location of Windows	25	20
D. Area of Windows	25	20
E. Window Shades	10	7
F. Cleanliness	10	8
G. Blackboard	25	20
H. Bookcases	15	12
I. Heating	25	10
Total	200	152
3. Equipment		
A. Pupils' Desks	50	40
B. Teacher Desks	10	8
C. Chairs	10	5
D. Books	20	10
E. Class Room Equipment	10	6
F. Maps, Globes	10	0
G. Principal Equipment	25	20
H. Drinking Water	10	10
I. Bath Water	10	0
J. Flag	15	15
Total	175	114
4. Teachers Average		
A. Education	96	72
B. Profes. Training	85	65
C. Profes. Attitude	56	46
D. Teaching Ability	50	45
Total	287	228
5. Administration		
A. Length of Term	50	40
B. Teacher Load	53	53
C. Record and Reports	40	40
D. Community Mtgs.	10	10
E. Trustees' Visits	5	3
Total	158	148
Grand Total	1000	795
6. Extra Scores		
A. Musical Instrument	10	10
B. Bulletin Board	10	10
C. Microscope	10	0
D. Government Bulletin	10	0
E. Lunch Equipment	10	20
F. Club Membership	10	0
G. Testing Program	20	20
H. Weighing, etc.	10	0
I. Examination by Nurse	10	0
J. Examination by Physician	10	0
K. Health Posters	10	10
L. Membership in MEA	20	20
M. Membership in NEA	20	20

Name of School Eupora County Webster Session 46-47 Class A

	Perfect Score	Your Score
1. Premises		
A. Schoolgrounds	25	25
B. Toilets	40	40
C. Playgrounds	40	40
D. Playground Equipment	25	25
D. Fuel	20	20
F. Trees and Shrubbery	50	50
Total	200	200
2. Schoolhouse		
A. No. of Rooms, etc.	40	40
B. Size of Rooms	25	25
C. Location of Windows	25	25
D. Area of Windows	25	25
E. Window Shades	10	10
F. Cleanliness	10	10
G. Blackboard	25	25
H. Bookcases	15	15
I. Heating	25	10
Total	200	185
3. Equipment		
A. Pupils' Desks	50	50
B. Teacher Desks	10	10
C. Chairs	10	10
D. Books	20	20
E. Class Room Equipment	10	10
F. Maps, Globes	10	10
G. Pri. Equipment	25	25
H. Drinking Water	15	15
I. Bath Water	10	10
J. Flag	15	15
Total	175	175
4. Teachers Average		
A. Education	96	80
B. Profes. Training	85	73
C. Profes. Attitude	56	55
D. Teaching Ability	50	45
Total	287	253
5. Administration		
A. Length of Term	50	40
B. Teacher Load	53	45
C. Record and Reports	40	40
D. Community Mtgs.	10	10
E. Trustees' Visits	5	5
Total	158	140
Grand Total	1000	953
6. Extra Scores		
A. Musical Instrument	10	10
B. Bulletin Board	10	10
C. Microscope	10	0
D. Government Bulletin	10	10
E. Lunch Equipment	20	10
F. Club Membership	10	10
G. Testing Program	20	20
H. Weighing, etc.	10	10
I. Examination by Nurse	10	0
J. Examination by Physician	10	0
K. Health Posters	10	10
L. Membership in M.E.A.	20	20
M. Membership in N.E.A.	20	0

Name of School Monte Vista County Webster Session 46-47 Class C

	Perfect Score	Your Score
1. Premises		
A. Schoolgrounds	25	15
B. Toilets	40	25
C. Playgrounds	40	30
D. Playground Equipment	25	20
E. Fuel	20	15
F. Trees and Shrubbery	50	25
Total	200	130
2. Schoolhouse		
A. No. of Rooms, etc	40	20
B. Size of Rooms	25	25
C. Location of Windows	25	20
D. Area of Windows	25	20
E. Window Shades	10	5
F. Cleanliness	10	8
G. Blackboard	25	20
H. Bookcases	15	10
I. Heating	25	20
Total	200	158
3. Equipment		
A. Pupil's Desks	50	30
B. Teacher Desks	10	0
C. Chairs	10	5
D. Books	20	15
E. Class Room Equipment	10	10
F. Maps, Globes	10	5
G. Pri. Equipment	25	15
H. Drinking Water	10	5
I. Bath Water	10	5
J. Flag	15	10
Total	175	105
4. Teachers Average		
A. Education	96	80
B. Profes. Training	85	73
C. Profes. Attitude	56	55
D. Teaching Ability	50	45
Total	287	253
5. Administration		
A. Length of Term	50	40
B. Teacher Load	53	45
C. Record and Reports	40	40
D. Community Mtgs.	10	10
E. Trustees' Visits	5	5
Total	158	140
Grand Total	1000	953
6. Extra Scores		
A. Musical Instrument	10	10
B. Bulletin Board	10	10
C. Microscope	10	0
D. Government Bulletin	10	10
E. Lunch Equipment	20	10
F. Club Membership	10	10
G. Testing Program	20	20
H. Weighing, etc.	10	10
I. Examination by Nurse	10	0
J. Examination by Physician	10	0
K. Health Posters	10	10
L. Membership in M.E.A.	20	20
M. Membership in N.E.A.	20	0

Name of School Walthall County Webster Session 46-47 Class B

	Perfect Score	Your Score
1. Premises		
A. Schoolgrounds	25	25
B. Toilets	40	25
C. Playgrounds	40	40
D. Playground Equipment	25	20
E. Fuel	20	15
F. Trees and Shrubbery	50	30
Total	200	155
2. Schoolhouse		
A. No. of Rooms, etc.	40	40
B. Size of Rooms	25	25
C. Location of Windows	25	25
D. Area of Windows	25	25
E. Window Shades	10	8
F. Cleanliness	10	10
G. Blackboard	25	25
H. Bookcases	15	15
I. Heating	25	20
Total	200	193
3. Equipment		
A. Pupils' Desks	50	50
B. Teachers Desks	10	10
C. Chairs	10	10
D. Books	20	13
E. Class Room Equipment	10	10
F. Maps, Globes	10	10
G. Pri. Equipment	25	20
H. Drinking Water	15	15
I. Bath Water	10	10
J. Flag	15	15
Total	175	163
4. Teachers Average		
A. Education	96	68
B. Professional Training	85	63
C. Professional Attitude	56	52
D. Teaching Ability	50	45
Total	287	228
5. Administration		
A. Length of Term	50	40
B. Teacher Load	53	53
C. Record and Reports	40	40
D. Community Mtgs.	10	10
E. Trustees' Visits	5	3
Total	158	148
Grand Total	1000	885
6. Extra Scores		
A. Musical Instrument	10	10
B. Bulletin Board	10	10
C. Microscope	10	10
D. Government Bulletin	10	10
E. Lunch Equipment	20	20
F. Club Membership	10	10
G. Testing Program	20	20
H. Weighing, etc.	10	10
I. Examination by Nurse	10	0
J. Examination by Physician	10	0
K. Health Posters	10	10
L. Membership in M.E.A.	20	20
M. Membership in N.E.A.	20	0

The writer would like to make the following comments relative to the preceding score cards. Since securing the data contained in the score cards the Center School has been consolidated with the Eupora Elementary school, consequently, the Center School ceases to be one of the out-lying schools.

Th other comment has to do with the scoring of the items found in the score card. This scoring was done, as is generally done throughout the State of Mississippi, by a special committee of teachers from the county. This is thrown in because it is a statement of facts and also because, it seems to the writer, the scores are somewhat inflated. As a matter of fact, the former superintendent of schools and the writer compared our own scoring with that of the county commission, and each of us felt that the latter were rather liberal in scoring.

The Teaching Personnel

In the Eupora School System, just as in most school systems these days, you find a good bit of mobility—and yet it is surprising to find such a large number of teachers remaining in the system for years. This fact can be explained by there being so many local teachers who prefer to remain in the system even though they might receive employment in much larger systems.

One can gather from the table below a good picture of the educational background of those teachers who were employed in the school system during the current school year.

Table I. Extent of Education of Teachers in the Eupora School System, 1947-48

Education	Number of Teachers	
	Elementary School	High School
High School Graduates	0	0
1 year college	0	0
2 years college	0	0
3 years college	8	0
4 years college	15	18
Candidates for Masters degree	4*	2*
Masters Degree	0	3

*Five of these were awarded the Master's degree from Mississippi State College in August 1948.

The Curriculum

In order to secure some insight into the subject-offerings in the secondary school, the superintendent was asked to give the number of units offered in each of the subjects included in the curriculum for the school years 1939-1940; 1941-1942; 1943-1944 and 1945-1946 together with the average number of pupils enrolled in each subject by grades. The following tabulation was made from the data:

Years	Eng.	Lang.	Math.	Sci.	Soc. St.	Home Ec.	Agri.	P. E.	Cob. Work	Priv. Music
1945-46	4	1	4	3	3½	4	4	0	3½	0
1943-44	4	0	4	3	3½	4	4	0	3½	0
1. Give number of units offered in each subject or field										
1941-42	4	0	4	3	3½	4	4	0	3½	0
1939-49	4	1	4	3	3½	4	4	0	3½	0
2. No. Pupils registered in 7th each subject-field by grades										
8th	56	0	56	56	56	0	0	0	0	16
9th	70	0	70	70	70	0	0	0	0	5
10th	89	0	89	30	40	23	23	12	0	15
11th	79	0	79	14	65	19	16	10	0	5
12th	75	3	75	75	75	0	8	10	28	18
	73	5	65	60	65	12	1	18	61	14

In order to get some insight as to whether or not the secondary teachers felt the curriculum offerings were reasonably adequate, they were asked to respond to the following statements: "Give number of units, if any, that should be added to meet the needs of the pupils" and "Give number of units that might be eliminated or as not justified by pupil needs or demand." The following reactions were the results: add 4 units in health and physical education; 1 unit in radio; 2 units in mechanical arts; 2 units in industrial arts; 2 units in public school music; and allow 2 units in free electives. The teachers felt that they could wisely eliminate the 1 unit offered in language, 1 of the 3 units in science, and 2 of the 3½ units in Social Studies. Seven teachers made mention of the fact that all seventh and eighth grade pupils should not be required to take the same subjects and two questioned the advisability of requiring a unit in algebra for all pupils.

The teachers were in rather complete agreement that public school music for all should be provided. There was not too much approval of a room being provided at school to house private teachers

of music. As can be seen, there were 73 pupils in the secondary school taking private lessons in music.

One of the purposes of the director of the survey was to give the administrators and teachers a deeper insight into individual differences and greater respect for the growth and personality of each child, with the hope that such insight and appreciation might affect the curriculum, however, there never were the necessary changes brought about—particularly in the secondary school. Interest, however, was quite evident and considerable time and thought was given over to collecting information and studying many items that had a direct bearing on the curriculum. Some of the facts secured, as well as the areas covered, may be seen in the next chapter under the section headed—Meeting the Needs of the Pupils.

The School Libraries

The school libraries in the Eupora School system are far from being adequate or very commendable. It is true that Webster county is one of the poorer counties of the state, and that its school term could only run some four months if it did not participate in the state's equalization fund. Despite this fact, there could be a definite policy in the entire system for gradually building libraries in each of the schools. This policy is lacking.

At Bellefontaine, there is an open book-shelf in each of the rooms. On the whole the books are old, poorly kept and unattractive. There have been few new additions for the past three years, and no particular incentive has been given children to cause them to want to read. Among the books are found entirely too many old textbooks. There are no standard reference books in the library and no appropriate books on fiction.

At Wathall, the situation is considerably better than at Bellefontaine. Several new books have been added and, on the whole, the books are attractive looking, reasonably well selected for the grade, and the books are being used. The books have been selected with the view to being informative more than providing for pleasure reading. Even at Wathall, however, there is far too little spent annually for books. One does find, however, a reasonable minimum as county school libraries go.

The Center School is now consolidated with the school located in Eupora. Consequently, no comments are necessary regarding the library in the Center School.

The library facilities in the Eupora Elementary School are considerably better than in either Bellefontaine or Wathall. There is a better selection of books and the purchasing of books for the libraries has been more constant and continuous. However, in the Eupora Elementary School, it would seem that there has been entirely too little general stimulation and supervision in building the library, and there has been no specific policy, from the school stand-

point, regarding the purchasing of books. Some of the teachers have done fairly well, whereas, others have not done nearly so well. The concept that it is the duty of teachers to teach pupils to read as well as to teach them how to read is, however, actually being appreciated as a desirable one.

In the Eupora High School there is a noticeably shortage of appropriate books as well as the number of volumes. There is the barest minimum of good reference books as well as books for general reading. It is to be expected that the library would not measure up to the minimum standard set by the Southern Association of Colleges and Secondary Schools since Eupora is not accredited by the Southern Association. However, it appears to the writer, as well as to one of our college librarians, that the discrepancy is far too great. As a matter of fact, we find no established policy for the building and maintenance of the high school library. There has been some talk about establishing a definite policy regarding building a better library but such a policy has never gone beyond the talking stage.

Specific study was made as to the use of the library by both the teachers and pupils. The items suggested in the 1940 edition of the Evaluative Criteria were used and it was found that on each of the items dealing with use of the library and the stimulation of its use, the school ranked nearly zero. This evaluation was done by only two individuals—the librarian in the Adult Education Department and the writer. At any rate, the books are not being used to a very high degree. When specific encyclopedic information is demanded, the pupils in Eupora, as elsewhere, use the reference books, and the pupil-conferences that were held would indicate that the pupils would use the library if it contained modern books of interest to them. These statements could as well be made about most libraries in the Mississippi Schools, and are in no-wise unique at Eupora. The facts remain, however, that the library selection of books is inadequate and the books are not being used for much voluntary reading.

CHAPTER III

The Eupora School System—continued

THE PUPILS

This chapter presents certain information about the pupils in the Eupora School System. This information is grouped under the headings: Standing on Intelligence Tests, Standing on Achievement Tests, Home Background, and Meeting the Needs of the Pupils.

Standing on Intelligence Tests

The reader can turn to the graphs on pages 25 and 26 and secure a rather good picture of the standing of the pupils in the Eupora School on intelligence in-so-far as this was secured from the one intelligence test given to all pupils.

First Grade

The graph on page 25 gives the standing of the pupils in the Eupora School System, grades one to seven inclusive.

From the graph it is seen that the median I. Q. for the first grade is 97; that the lowest quartile is 88; the highest quartile is 104; the lowest 10 per cent is 79 and below; and the highest 10 per cent with I. Q.'s of 110 and above.

Second Grade

The median I. Q. for the second grade is 95. The Q1 and Q3 points being 88 and 104 respectively. Ten per cent of the second grade have I. Q.'s of 76 and below and 10 per cent have I. Q.'s of 108 and above.

Third Grade

The median I. Q. for the third grade is 91 and the Q1 and Q3 points are 83 and 99 respectively. Ten per cent of the third grade have I. Q.'s of 76 and below and 10 per cent have I. Q.'s of 107 and above.

Fourth Grade

The median I. Q. for the fourth grade is 90 and the Q1 and Q3 points are 77 and 100 respectively. Ten per cent of the fourth grade pupils have I. Q.'s of 72 and below and 10 per cent have I. Q.'s of 107 and above.

It is noticeable that the median I. Q.'s for the first four grades decrease steadily from grades one to four.

Fifth Grade

The median I. Q. for the fifth grade is 96 and the Q1 and Q3 points are 85 and 105 respectively. In the fifth grade 10 per cent of the pupils have I. Q. of 79 and below and 10 per cent have I. Q.'s

of 115 and above. The difference in I. Q.'s of the fifth grade and for those in the two preceding grades is very noticeable.

Sixth Grade

The median I. Q. for the sixth grade is 98 and Q1 and Q3 points are 86 and 108 respectively. Ten per cent of the 6th grade have I. Q.'s of 78 and below and 10 per cent have I. Q.'s of 115 and above.

Seventh Grade

The median I. Q. for the seventh grade is 95 and the Q1 and Q3 points are 88 and 102 respectively. Ten per cent of the pupils have I. Q.'s of 80 and below and 10 per cent have I. Q.'s of 110 and above.

Eighth Grade

From the graph of the eighth grade on page 26 one can see that these pupils rate rather low on the intelligence test—the median being 91, the lowest quartile 83 and the highest 102. Ten per cent of the pupils in the eighth grade had I. Q.'s of 77 and below, and only 10 per cent had I. Q.'s of 108 and above.

Ninth Grade

In the ninth grade the median I. Q. was 94—with the Q1 and Q3 being 88 and 103 respectively. Ten per cent of the ninth grade had I. Q.'s of 84 and below and 10 per cent had I. Q.'s of 111 and above.

Tenth Grade

The tenth grade had a median I. Q. of 94 with Q1 and Q3 being 86 and 98 respectively. Ten per cent of the tenth grade pupils had I. Q.'s of 82 and below and 10 per cent had I. Q.'s of 105 and above.

Eleventh Grade

The eleventh grade pupils had a median I. Q. of 95—with Q1 and Q3 being 91 and 104 respectively. Ten per cent of the eleventh grade pupils had I. Q.'s of 86 and below, whereas 10 per cent had I. Q.'s of 110 and above.

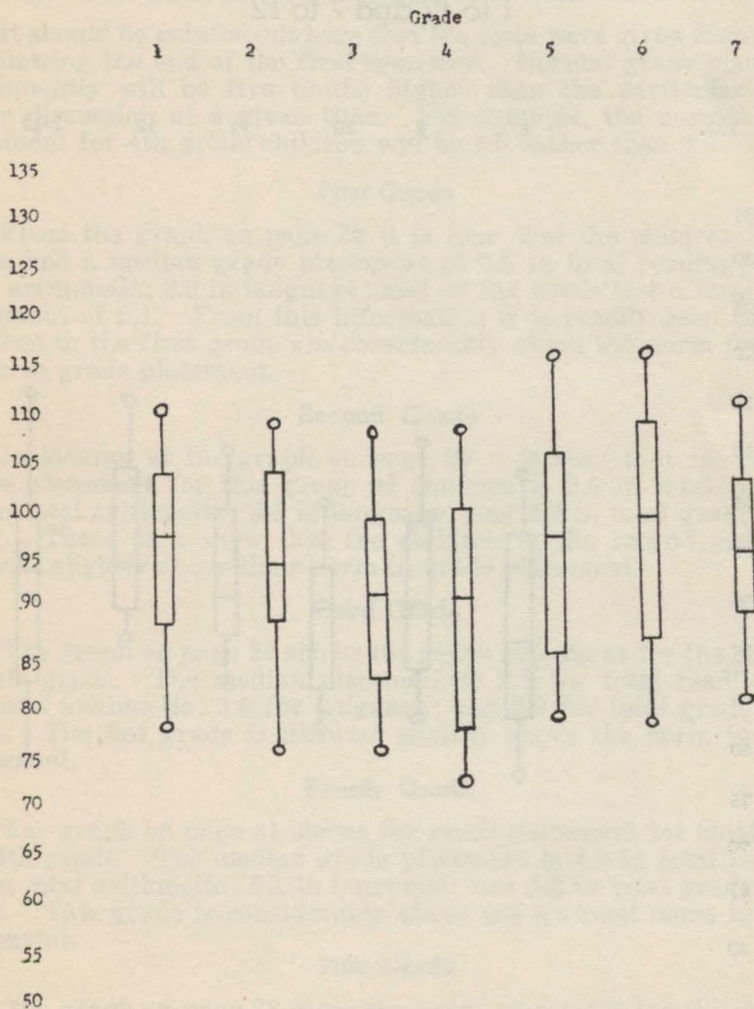
Twelfth Grade

The median I. Q. for the twelfth grade was 98—the Q1 and Q3 points being 93 and 107 respectively. Ten per cent had I. Q.'s of 86 and below, whereas ten per cent had I. Q.'s of 115 and above.

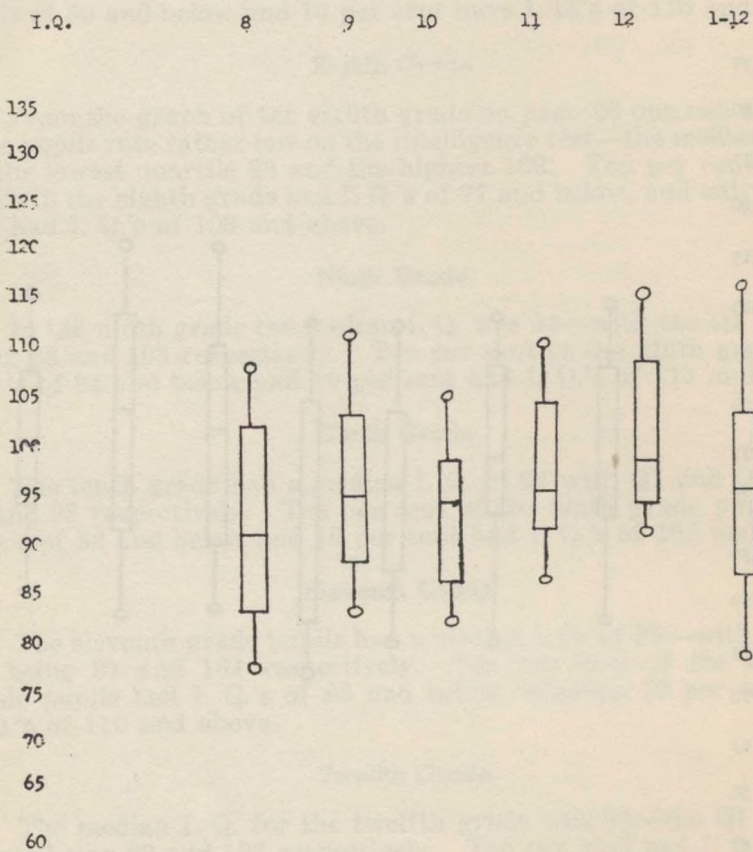
In analyzing the I. Q. standing of the grades 8 to 12 inclusive it is readily observed that there is a tendency for each succeeding grade to have a slightly higher intelligence rating. This is not surprising since our secondary school continues to be, to a degree, a selective institution.

GRAPH OF I. Q.'S

Grades 1, 2, 3, 4, 5, 6, and 7



GRAPH OF I. Q.'S
 Grades 8, 9, 10, 11, 12
 1 to 12 and 7 to 12



Standing on Achievement Tests

The information secured from giving the standardized achievement tests is given in the graphs on the following pages. A separate sheet is given over to each grade and the grade placement for each of the items, separately given in the tests, is presented in graphic form. In analyzing the achievement of the pupils in each of the grades, a running account will be given only to achievement in: Total Reading, Total Arithmetic, Language, and Total Grade Placement.

It should be pointed out here that the tests were given immediately following the end of the first semester. Normal grade placement consequently will be five tenths higher than the particular grade under discussion at a given time. For example, the normal grade placement for 4th grade children will be 4.5 rather than 4.0.

First Grade

From the graph on page 28 it is seen that the children in this grade had a median grade placement of 2.5 in total reading; 2.4 in total arithmetic; 2.0 in language; and on the whole test a total grade placement of 2.1. From this information it is readily seen that the children in the first grade are considerably above the norm for their grade in grade placement.

Second Grade

In looking at the graph on page 29 it is seen that the median grade placement for this group of children is 2.6 in total reading; 3.2 in total arithmetic; 2.5 in language; and 2.9 in total grade placement. These data show that the children in the second grade are likewise slightly above their norm in grade placement.

Third Grade

The graph on page 30 shows the grade placement for the children in this grade. The median placement is 3.9 for total reading; 4.5 for total arithmetic; 3.6 for language; and 3.9 for total grade placement. The 3rd grade is likewise slightly above the norm in grade placement.

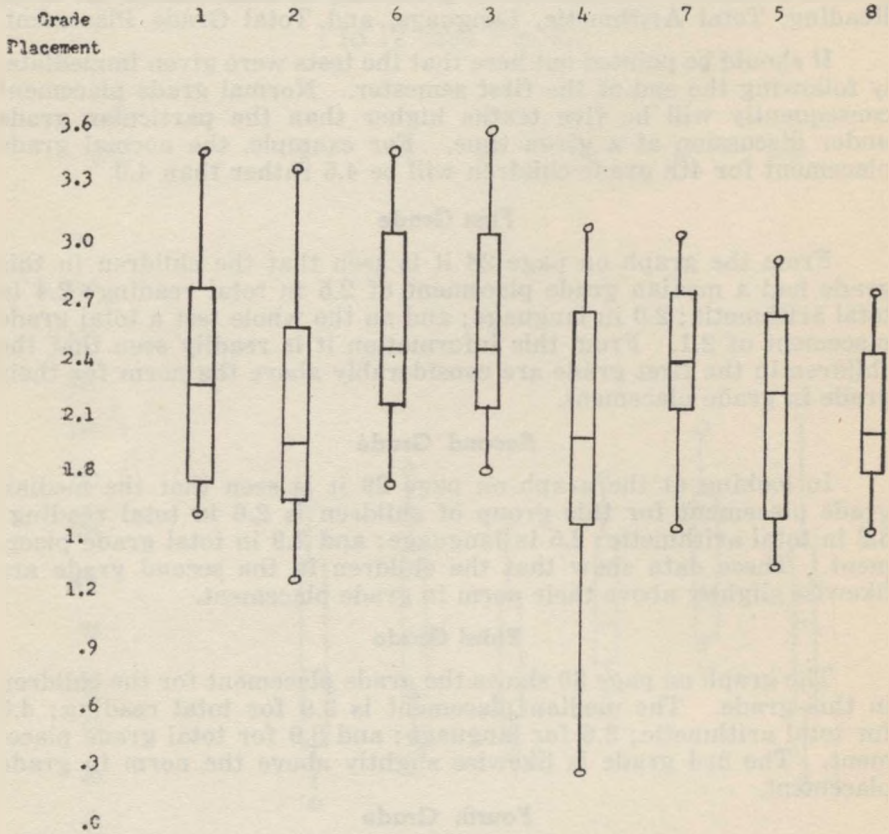
Fourth Grade

The graph on page 31 shows the grade placement for children in the 4th grade. The median grade placement is 4.9 in total reading; 5.0 in total arithmetic; 5.1 in language; and 5.2 in total grade placement. This grade is considerably above the national norm in grade placement.

Fifth Grade

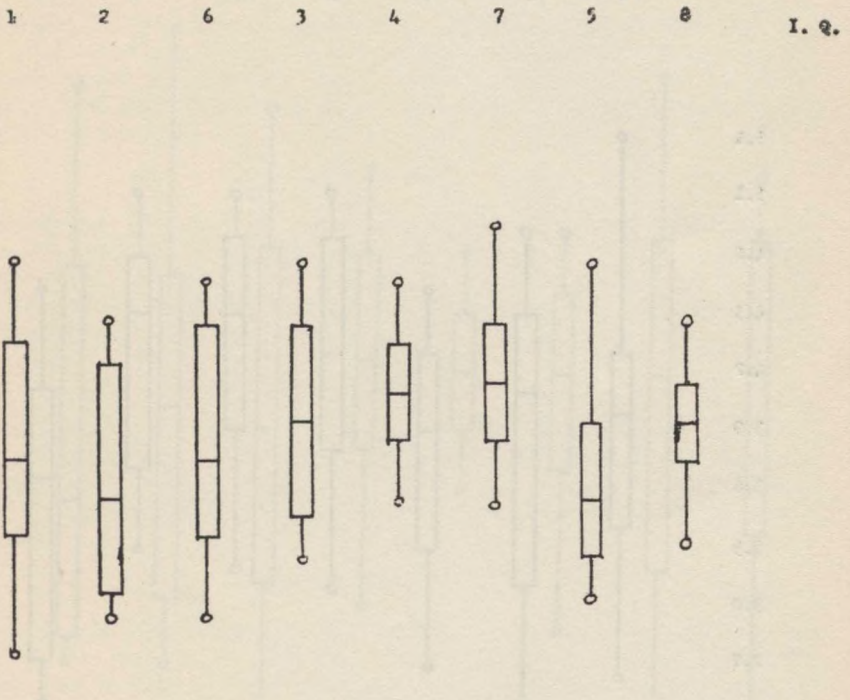
The graph on page 32 gives the grade placement for the children in the 5th grade. The median grade placement is 5.2 in total reading; 5.8 for total arithmetic; 6.1 for language; and 5.7 for total grade placement. The total grade placement for this grade is slightly above the national norm.

ACHIEVEMENT TEST First Grade



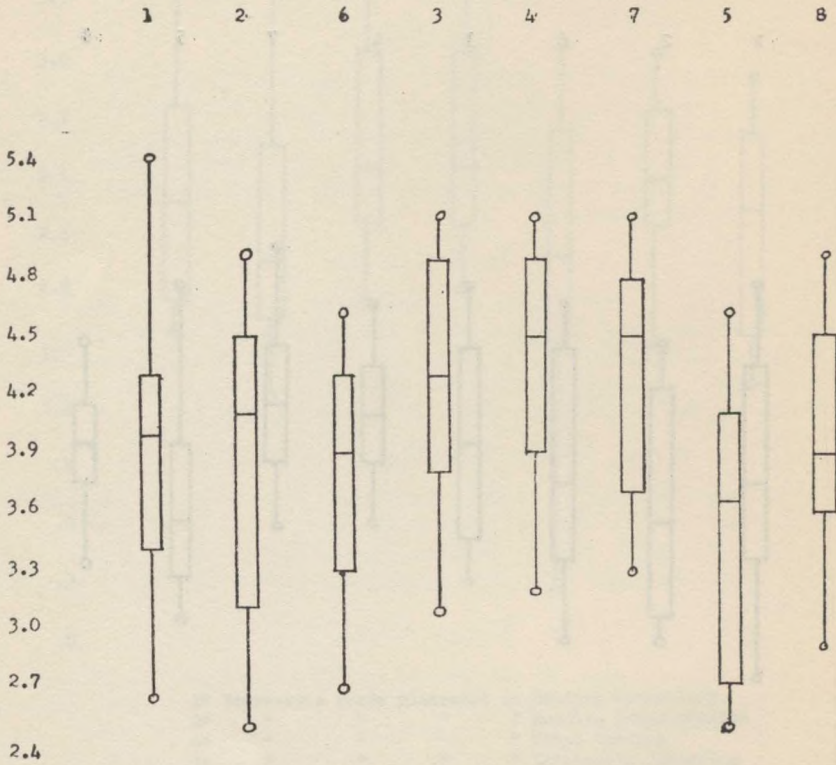
1* Represents grade placement in Reading Vocabulary
 2* " " " " Reading Comprehension
 6* " " " " Total Reading
 3* " " " " Arithmetic Reasoning
 4* " " " " Arithmetic Fundamentals
 7* " " " " Total Arithmetic
 5* " " " " Language
 8* " " " (total)

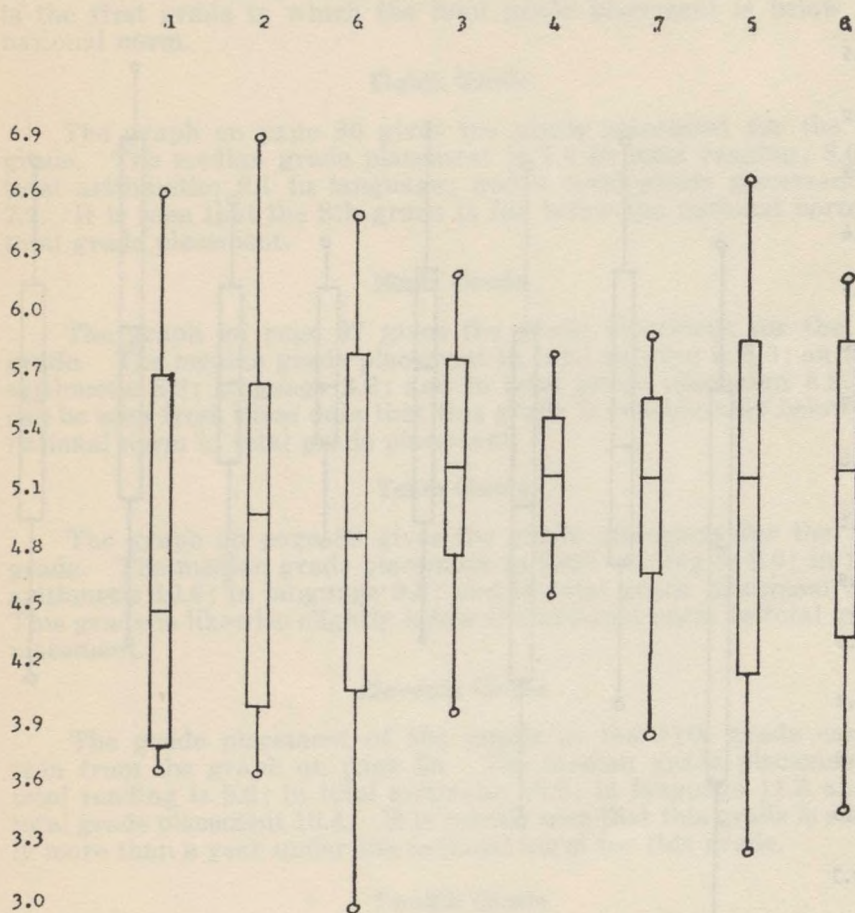
ACHIEVEMENT TEST
Second Grade



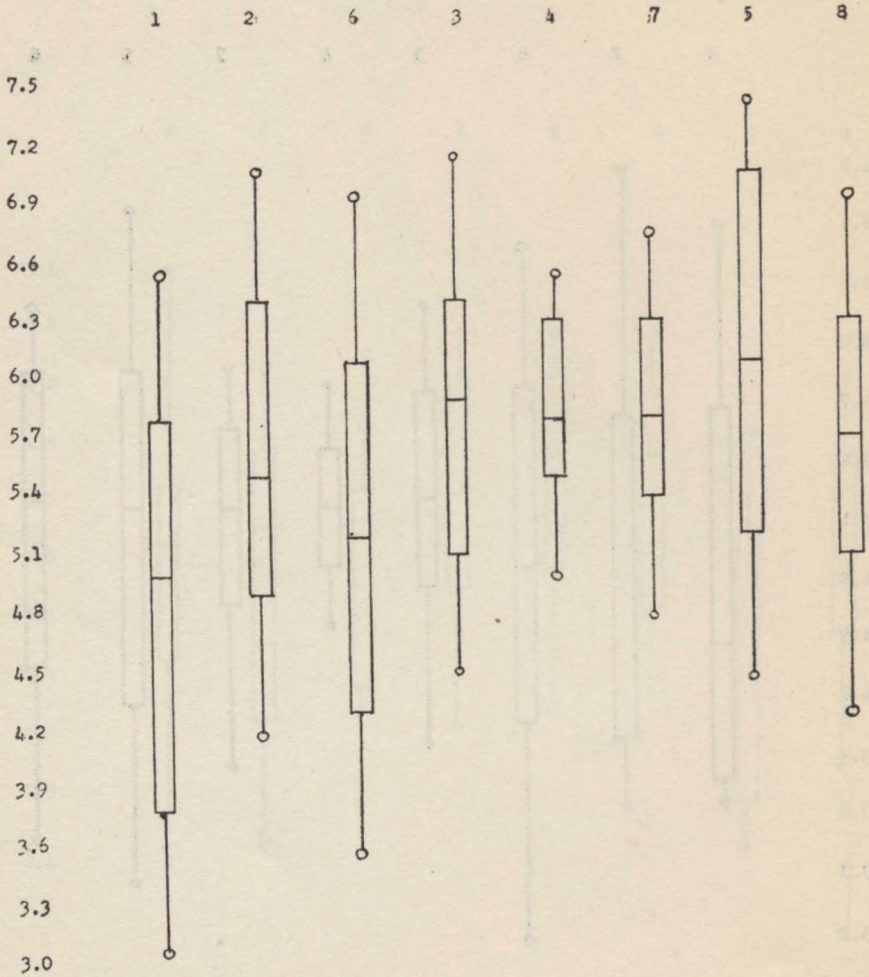
ACHIEVEMENT TEST

Third Grade



ACHIEVEMENT TEST
Fourth Grade

ACHIEVEMENT TEST Fifth Grade



Sixth Grade

The graph on page 34 gives the grade placement for the 6th grade. The median is 5.8 in total reading; 6.5 in total arithmetic; 6.8 in language; and 6.2 for total grade placement. This grade is slightly below the national norm.

Seventh Grade

The graph on page 35 gives the grade placement for the 7th grade. The median grade placement in total reading is 7.0; for total arithmetic 7.8; for language 7.0; and for total grade placement 7.2. This is the first grade in which the total grade placement is below the national norm.

Eighth Grade

The graph on page 36 gives the grade placement for the 8th grade. The median grade placement is 7.4 in total reading; 8.0 in total arithmetic; 8.1 in language; and a total grade placement of 7.7. It is seen that the 8th grade is far below the national norm in total grade placement.

Ninth Grade

The graph on page 37 gives the grade placement for the 9th grade. The median grade placement in total reading is 8.0; on total arithmetic 8.2; language 8.2; and in total grade placement 8.2. It can be seen from these data that this grade is considerably below the national norm in total grade placement.

Tenth Grade

The graph on page 38 gives the grade placement for the 10th grade. The median grade placement in total reading is 9.6; in total arithmetic 10.6; in language 9.8; and in total grade placement 10.2. This grade is likewise slightly below the national norm in total grade placement.

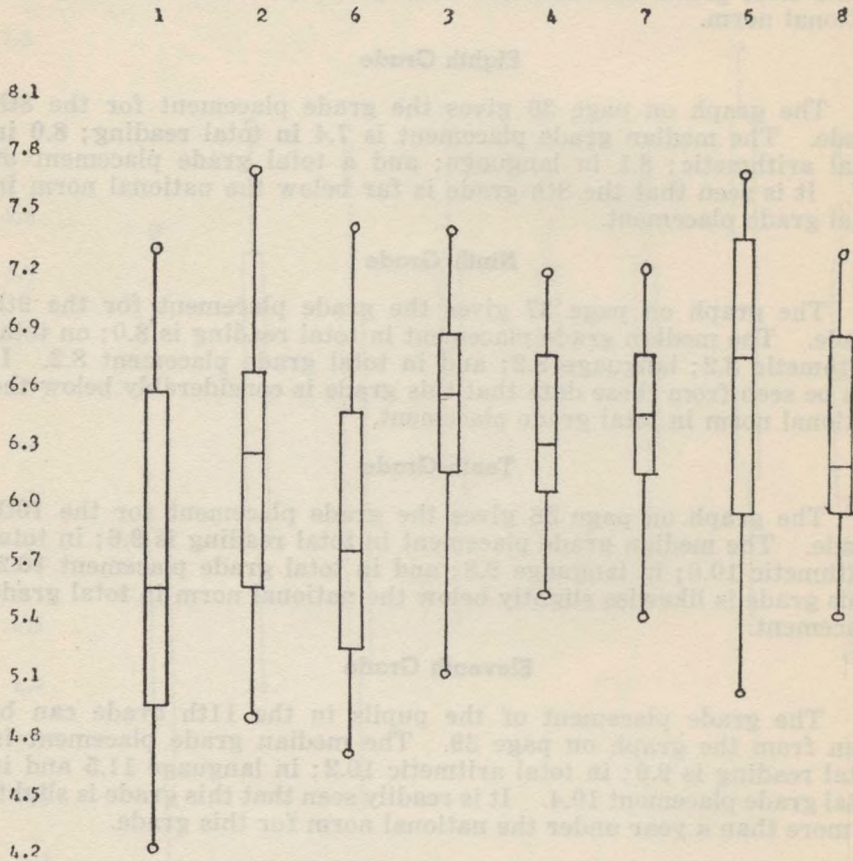
Eleventh Grade

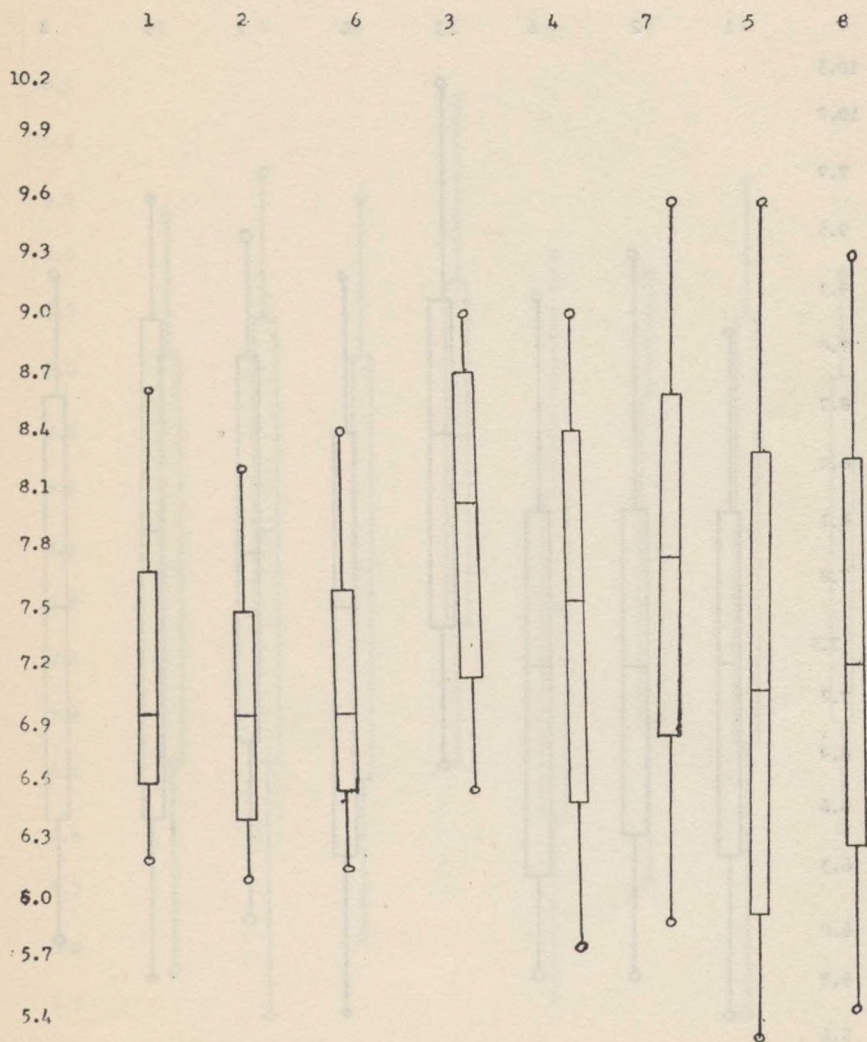
The grade placement of the pupils in the 11th grade can be seen from the graph on page 39. The median grade placement in total reading is 9.9; in total arithmetic 10.2; in language 11.5 and in total grade placement 10.4. It is readily seen that this grade is slightly more than a year under the national norm for this grade.

Twelfth Grade

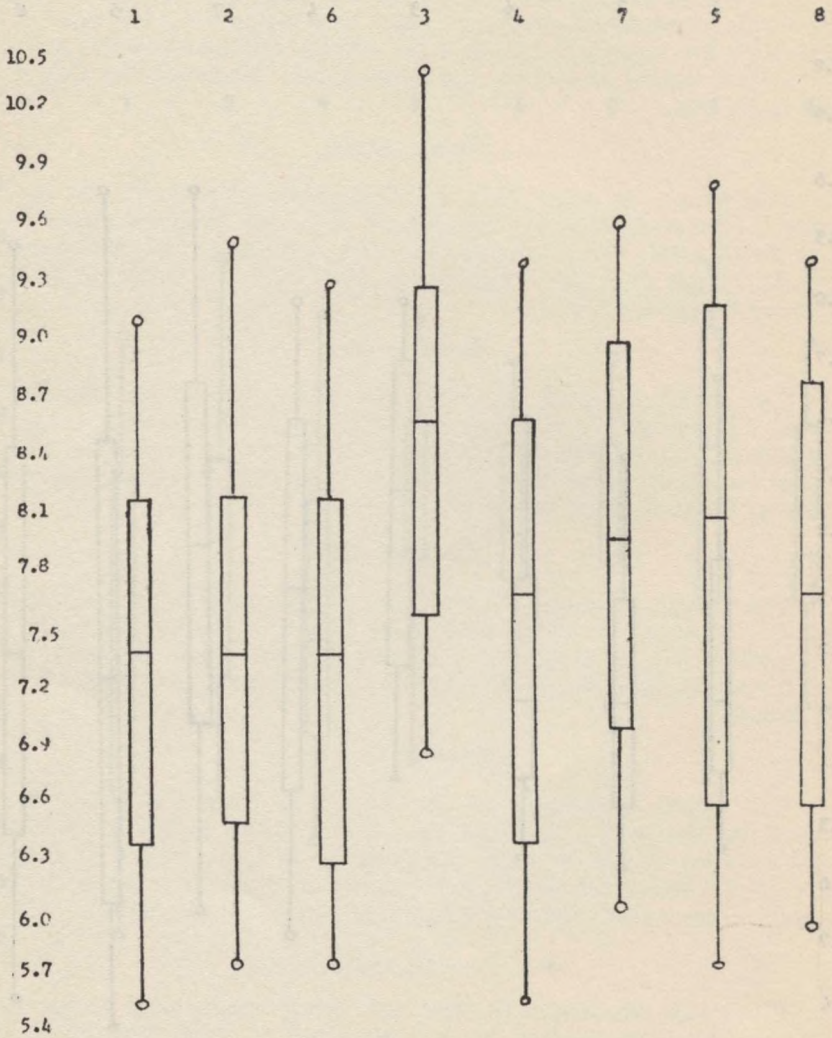
The grade placement for the 12th grade can be seen on the graph on page 40. The median grade placement in total reading is 10.3; in total arithmetic 11.9; in language 10.9; and in total grade placement is 11.1. It is readily seen that in total grade placement this grade is many months below the national norm.

ACHIEVEMENT TEST Sixth Grade



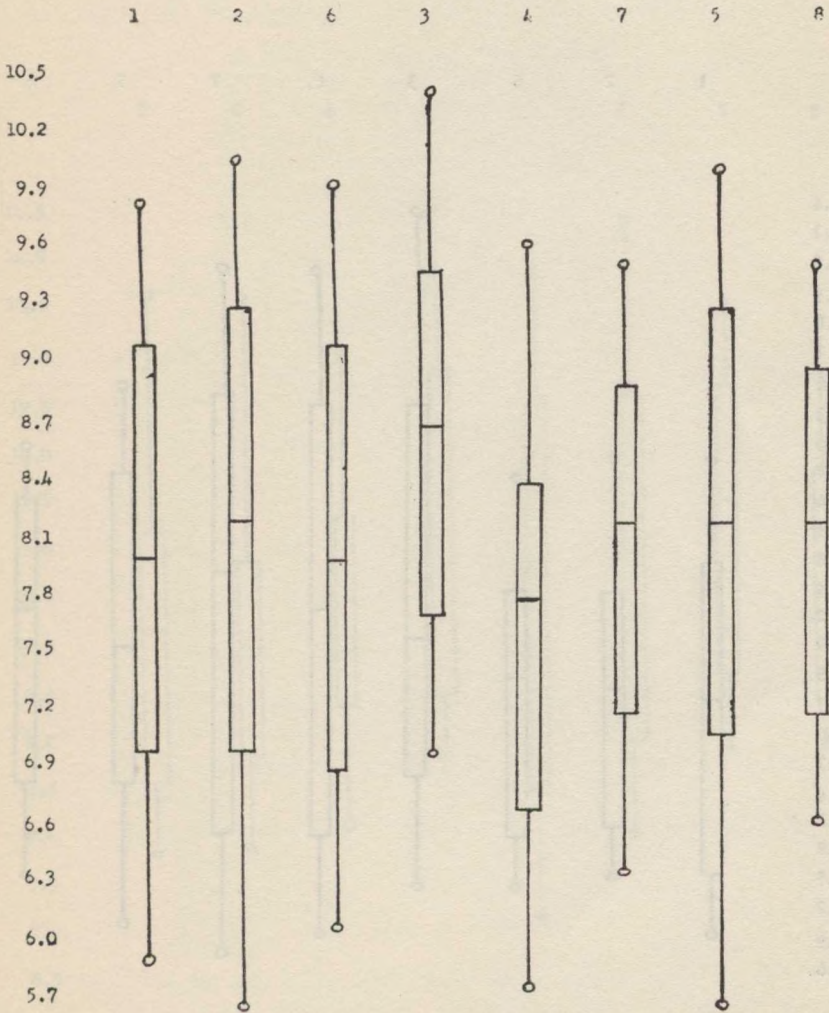
ACHIEVEMENT TEST
Seventh Grade

ACHIEVEMENT TEST Eighth Grade



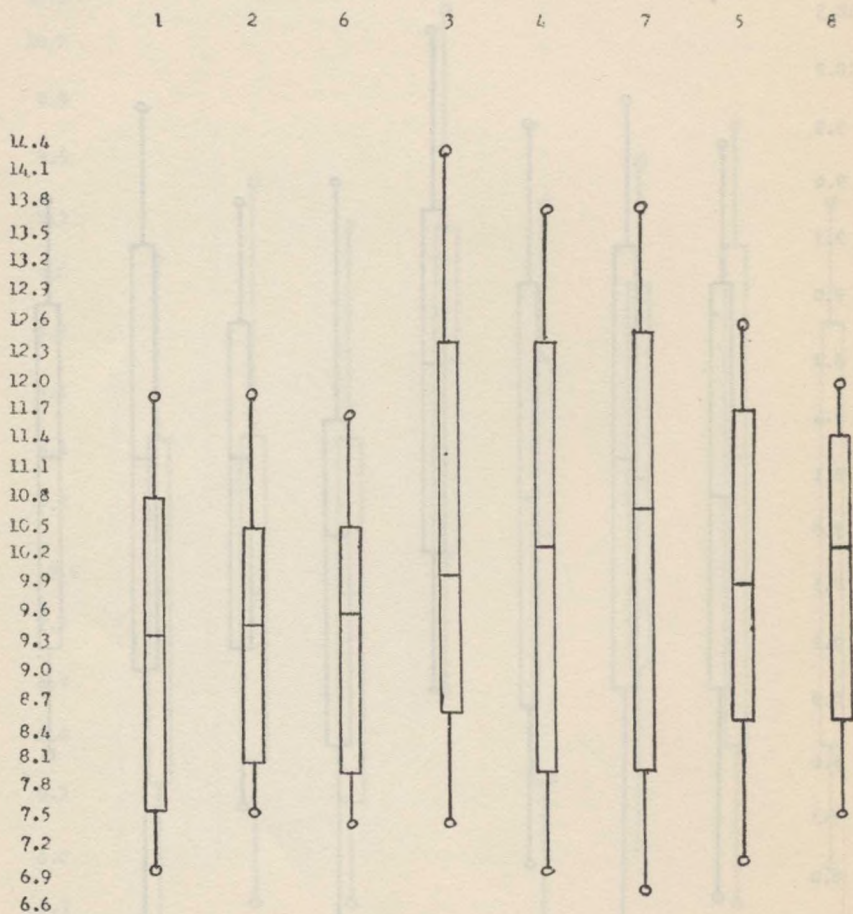
ACHIEVEMENT TEST

Ninth Grade



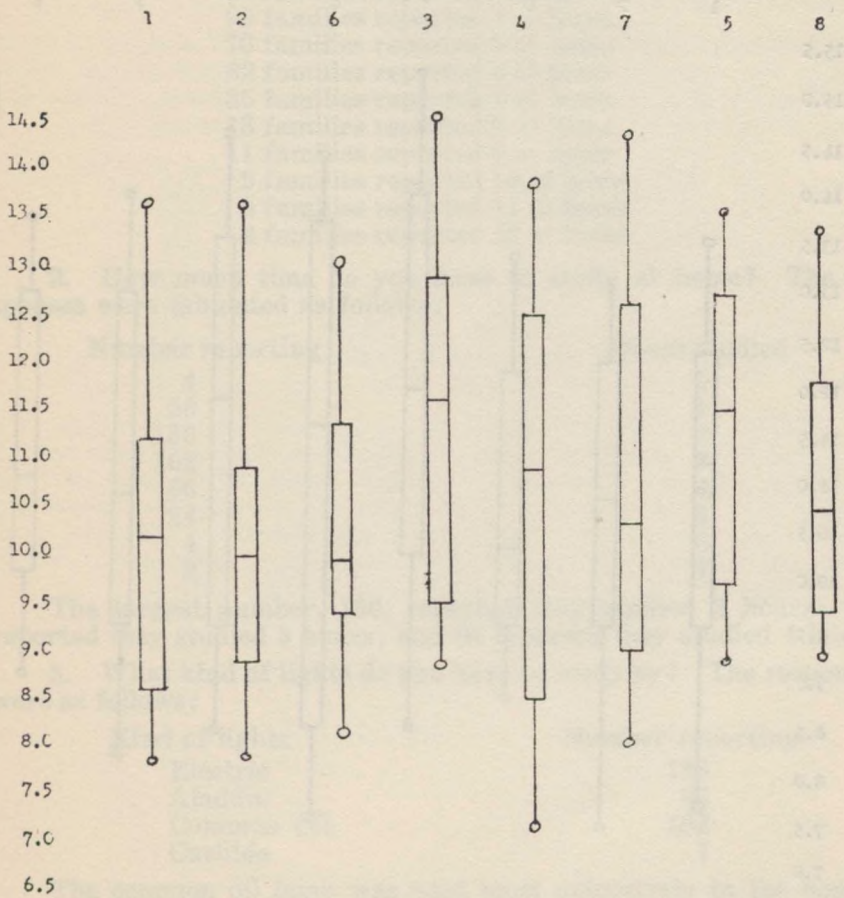
ACHIEVEMENT TEST

Tenth Grade



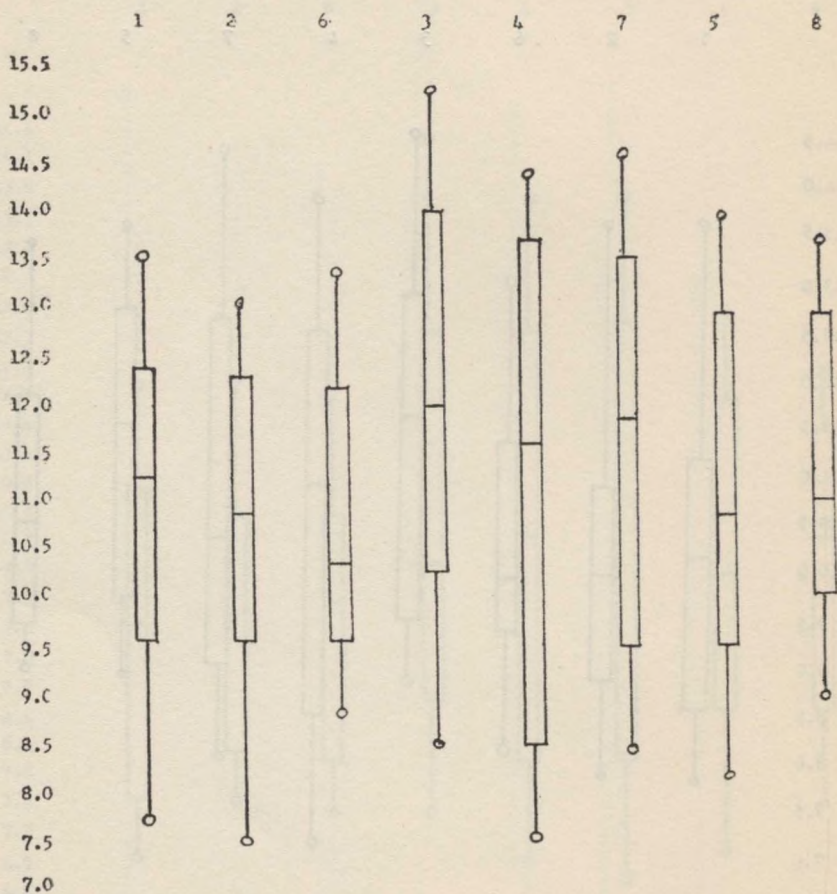
ACHIEVEMENT TEST

Eleventh Grade



ACHIEVEMENT TEST

Twelfth Grade



HOME STUDY OF PUPILS IN THE HIGH SCHOOLS

In order to secure some insight into the amount of study pupils did at home, and something of the home conditions under which the studying was done, a questionnaire was given to each of the high school pupils in the Eupora High School. The questions and responses were as follows:

1. How many of your family live at home? The number varied from 2 to 12, as may be seen from the following tabulation:

5 families reported 2 at home
82 families reported 3 at home
95 families reported 4 at home
70 families reported 5 at home
62 families reported 6 at home
35 families reported 7 at home
13 families reported 8 at home
11 families reported 9 at home
9 families reported 10 at home
0 families reported 11 at home
2 families reported 12 at home

2. How much time do you have to study at home? The responses were tabulated as follows:

Number reporting	Hours studied
4	0
56	1
136	2
102	3
66	4
24	5
4	6
2	7

The largest number, 136, reported they studied 2 hours; 102 reported they studied 3 hours; and 66 reported they studied 4 hours.

3. What kind of lights do you have to study by? The responses were as follows:

Kind of lights	Number reporting
Electric	138
Aladdin	62
Common Oil	193
Carbide	1

The common oil lamp was used most extensively in the homes, as is shown in the report above. However, there were 138 who used the electric light.

4. Does anyone in your home help you with your studies? Two thirds reported receiving no help. One-third reported having some help.

5. What do you have to do before you leave home for school in the morning? The answers to this question varied as follows: milking cows, getting wood, drawing water, bringing in coal, cleaning the house, delivering papers, and performing other duties.

6. What time do you leave home for school? The time ranged from seven o'clock to eight forty-five.

7. What time do you get back home in the afternoon? In answer to this question, the time ranged from three forty-five to five o'clock.

8. How far do you live from the school you attend? The distance ranged from one block to twenty-five miles.

In order to understand further the background and needs of the pupils, the superintendent made an attempt to determine the stimulus they received from reading papers and magazines. These data from 401 junior high and high school pupils were as follows:

Paper read	Number reading
County Paper	325
Daily Paper	210
Magazines	340
Church papers total	219
a. Baptist Record	136
b. Christian Advocate	18
c. Other church papers	28
No church papers	208

There are twenty churches in the Eupora School District. One hundred thirty pupils have the opportunity to attend church services in their own churches every Sunday. Eighty-five have half-time services at their church, and one hundred seventy-four have one-fourth time services at their church. One hundred eighty-one pupils have the opportunity to attend Sunday School regularly. Twelve pupils say they do not attend Church or Sunday School.

MEETING THE NEEDS OF THE INDIVIDUAL PUPILS

In order to give the most adequate information and the exact things that were done in the Eupora School System in an attempt to meet the needs of the individual pupils, specific information is lifted out from materials collected and reported on by the superintendent and by the principal of the elementary school in Eupora.

In trying further to meet the needs of the pupils, the superintendent issued a questionnaire covering sixteen phases of activities, and the pupils were asked to express freely and fully their opinions as to what extent the school was caring for their needs. There were 293 questionnaires turned in by high school pupils.

Eight items from the questionnaire, those numbered, 4, 5, 7, 8, 9, 11, 12, and 15 are given below.

Question: 4. Do you feel that the school is reasonably well caring for your needs classified as follows:

	Yes	No
A. Education	168	12
B. Social	129	42
C. Physical	108	64
D. Moral	148	22
E. Personality	150	17

5. Under the headings below, list some things which you would like to see the school do that it is not doing. (The items given below were listed).

A. Educational:

- a. Two years of Latin
- b. Two years of typing
- c. Two years of bookkeeping
- d. Public School music
- e. Physics
- f. Art and painting
- g. Speech arts
- h. More dramatics
- i. Better science laboratory

B. Social:

- a. Supervised recreation
- b. More parties
- c. Guidance
- d. Clubs

C. Physical:

- a. Gymnasium
- b. Swimming pool
- c. Physical education
- d. Folk Dancing
- e. Full time athletic director
- f. More time for play
- g. Intra-mural games

D. Moral:

- a. Teach the Bible
- b. Religious education
- c. Hi-Y

E. Personality Development:

- a. Guidance

F. Guidance Program:

- a. A full time guidance personnel-counselor
- b. Clubs
- c. Student Government
- d. Student Council

7. On the average, about how much time do you spend listening to the radio each week? Range: 0 to 16 hours, with an average of 6 hours and 17 minutes.

8. On the average how much time do you spend per week in reading for pleasure? Range: 1 to 18 hours, with an average of 5 hours, 8 minutes.

9. Have you made a vocation choice? Yes—89
No—77.

11. Do you plan to finish High School? Yes—173
No—2.

12. Do you plan to go to college? Yes—104 No—63.

15. Which of the following organizations do you belong to?

a. 4-H Club.....	120
b. Church Club.....	98
c. Boy Scouts of America.....	26
d. Future Farmers of America.....	70
e. Girl Reserves or Hi-Y.....	22

In analyzing the responses from the questionnaire, many possible interpretations might be made. Referring to responses from question 4, it would seem that all pupils felt their educational needs were being taken care of to a greater degree than their social, physical, moral, or personality needs. Noting the pupil responses to the "no" or the negative part of the question it would appear that they felt their social and physical needs were not being adequately cared for, since 42 and 64, respectively, marked "no" as expressing their feeling on these items.

In response to question 5 in the questionnaire, there is a re-enforcement of what may be seen in question 4.

It can be seen from questions 7 and 8 that the pupils

definitely felt that certain needs were not being supplied by the school, since they spent on the average 6 hours per week in listening to the radio and 5 hours per week in reading for pleasure.

Referring to questions 9, 11, and 12, it can be seen that slightly more than one-half of the pupils responding had made a vocational choice that practically all planned to finish high school; and that a large number, 60 per cent, planned to go to college.

The responses to question 15 are somewhat interesting. There must have been a definite interest and a conscious need that was being met by the 4-H Club, the Church, and Future Farmers of America. Some needs were also being met by the Boy Scouts and Girl Reserves.

The teachers have shown a great interest in the responses to the questionnaires and feel that they can use the information in guiding the pupils in their future school experiences.

In a close study of the curriculum of the Eupora Special Consolidated District Schools and the results obtained from a questionnaire, there should be a general course of health offered, if not required, of all pupils. There should be more stress placed on home-making and training for parenthood, first aid, and the care of the sick.³

In the Eupora Elementary School, the principal—who is also one of the fourth grade teachers, writes the following:

In America, the democratic point of view is that we are all born equal. The principal and teachers of the Eupora Elementary School believe that from an educational point of view we are born with equal opportunities but that our physical make up, talents, and capacities are varied indeed. In view of this opinion, they have been endeavoring to partially meet the needs of the individual child.

The main objective of the past has been solely the development of the pupil's mind. The development of the child as a well integrated citizen of the future was given little thought. As a result of the survey conducted by Mississippi State College, under the guidance of the General Board of Education, the Eupora Elementary School realizes today, that regardless of differences in talents, capacities, and health pupils can all be developed to some extent, socially and emotionally as well as mentally.

Children have many and varied interests. To find and develop these interests is a challenge that the home and

³McCormick, Q., up. cit., p. 33.

school must accept and consider. All interests are either for good or bad. The Eupora Elementary School tries to stimulate the development of the interests that educate for "good" to the extent that the "bad" interests are overshadowed and forgotten. The faculty uses worthwhile interests to build desirable learnings, habits, and attitudes for the exceptional interests of exceptional and normal individuals, they at the same time try to build a strong group interest. (This is not as difficult as it sounds, for the individuals' interest often becomes the group interest.) They believe that if the group's interest is characteristic of life, some phase of it will be transferred into the child's daily living.

An interest is initiated by the pupil, teacher, or sometimes the parent. After the interest has been decided upon, it is then the job of the teacher to develop and enrich this interest. This often requires a great deal of work on the part of the teachers and cooperation on the part of the parent. Under the guidance of the teacher, the children then make a definite plan. The teacher always strives to see that the plan is well balanced and that the study will bring about real living.

The cooperative or unit method of teaching both normal and exceptional children in the Eupora Elementary School is used where there is not sufficient financial assistance to provide for special classes. In the Eupora School, the extent to which the needs of the individual are met, depends entirely upon the initiative and resourcefulness of the home room teacher.

After interest plans are made, physical, social, emotional, and mental development of the pupil is observed. Teachers do not have to bring any kind of pressure to bear on the pupils in order to get the work done. Real life situations are provided and the work is well balanced. ("We learn to do by doing.") Since each child contributes to the development of the unit according to his ability, each receives his pro rata share of educational experience, whether he is normal or exceptional. There is something for every child to do in a unit of work and effort is made to teach respect for each child's contribution. Since each child must make his contribution to the unit, the curriculum is very flexible in order to take care of individual differences. The Eupora Elementary teachers believe that children learn how to live and assimilate facts in many different ways. Since more learn facts by story and play, some on the playground by physical means, some through art and construction work, some through visual aids, and some through reading, all these aids are used. Thus, they feel that they are able to make learning more thorough and all children's "living" more complete.

By this method of teaching, the children learn in such a pleasant way they do not consider it work at all. Using a child's own words, "It is fun." An effort is made to have leadership, self-control, initiative, and other traits become a part of the child. The pupil learns tolerance through being encouraged to understand the opposite viewpoint on a subject. He also learns that he is a part of society by making his contribution, however small, to the group and learns to respect the contribution of others.

By having some form of an activity program, the exceptional pupil learns that education is not made up of scattered bits of learning in which only the child with the best memory can get recognition. Each child attains a certain amount of success. This prevents the gifted child from developing the overbearing attitude of superiority or the mentally slow from becoming discouraged because of lack of success.

Gifted children form only a small per cent of the population of the Eupora Elementary School. Since our great leaders, scientists, inventors, men of arts, etc., come from this group, an effort is made not to neglect them as they have been in the past. There are no funds to provide opportunity classes for the gifted children and to place superior teachers in charge of them, in order to stimulate maximum development of their talents and capacities. Thus, the Eupora Elementary School tries to provide maximum development for the gifted child, by enriching the curriculum in every way possible for him so that someday he may make his contribution to society.

The objective of the Eupora Elementary School is to develop ALL pupils as far as their talents and capacities permit. The school program is flexible so that it can be adjusted to meet the needs of the slow learner as well as those of the normal or gifted child. The principal of the school thinks a child should never be kept at a task that he is unable to do,—that this makes the child feel inferior and causes him to form bad habits. She believes that the child should be given work on a level that he can do with some measure of success. She thinks, "We should pick up a child where we find him and take him as far as he can go" and that this can be accomplished in the average school room, that includes pupils with abilities of all types, if the teacher puts forth enough effort. This policy is put into practice in most of the home rooms of the school.

In one room satisfactory instruction was given to one seriously crippled child but his family was handicapped with the problem of his transportation to and from school. Since he was completely paralyzed from the waist down, the older boys developed a highly satisfactory attitude to-

ward him and were very generous about moving him from one place to another at anytime. The crippled child was not the least bit depressed in spirit because of his affliction and applied himself with diligence at all times. He seemed to realize that he would someday support himself by using his mind and not his body. Even though the situation was disheartening to parents and teacher, it in no way affected the wholesome atmosphere of the room.

Since one of the main causes of maladjustment is the failure of a pupil to read normally, an effort is made to overcome this condition. Usually the poor readers are over age and slow learners due to a very low I. Q. or home conditions. They have been promoted because the faculty believes "the child should be in the group in which he is best stimulated to make whatever contribution he can to the group." An effort is made to give the children of the school a full course in reading based entirely upon their individual abilities. There have been visible signs of progress along this line in the first four grades.

The following is an illustration of the way reading is taught in one of the fourth grades:

At the beginning of each year, the children are grouped according to their reading ability. The children are not aware of this as it is done entirely by means of the seating arrangement. The children that need the most attention are put on one side of the room (near the blackboard), the pupils that need very little supervision are put on the opposite side of the room, and the others are grouped between these. The children with normal or superior reading ability are allowed to read independently with very little supervision. At first, the teacher provides each child in this group with a book suited to his abilities and interests. Afterwards, each child selects the book he wishes to read and takes it to the teacher for approval. While reading, if he is not certain of a word's pronunciation and meaning, he writes it down on a sheet of paper. At the end of the period, these lists of words are turned over to the teacher. They are put on the board and studied by the group. The pronunciation and meaning are fully explained by members of the group, or if one proves too difficult for them, it is done by the teacher. As they grow more efficient in the use of the dictionary naturally, the lists they turn in to the teacher becomes very small.

While the children with normal or superior reading ability work independently, the teacher works with the other groups. With the slowest group, methods commonly applied to first grade teaching have to be used. When a pupil's reading ability improves enough, his seat is changed and he is automatically in a group that reads with the ability

his improvement justifies. This process continues until the majority of the class can read books of fourth grade level and interests. However, there are usually two or three that need special attention all the year.

This year, a group of five boys with I. Q.'s ranging between forty-five and sixty-five were given special attention all the year. At the beginning of the year, they were started off like children just entering school, progressing gradually from experience stories printed on the blackboard to pre-primers, primers, first readers and finally reading at second grade level. This group was delighted when they found that they could really read in books and immediately began checking out books from the library. Books of all levels were kept on the shelves and the teacher helped them select books suited to their interests and ability. One boy in the group said: "I'm proud that I can read. I only have one brother that can." He is twelve and the youngest of a large family. The other children in the family are all grown and married. Another member of the group improved a great deal in arithmetic after he began to learn to read.

Since Mississippi has free text books, most of the above group come from homes where there are no books whatever except the Sears, Roebuck catalog. At the end of the school year, the teacher provided each of these boys with a book on first grade level that they had ever seen. She did this to try to keep alive their interest in reading and to keep them from forgetting the basic reading vocabulary they had acquired.

At times, another method in reading that helps the exceptional child as well as the normal one, has been used. It was suggested by a professor at Mississippi State College that had specialized in the elementary field.

The children in the room are divided into four or five groups, depending on the number in the room. Each group is composed of superior, normal, and poor readers. Each group selects a story that they want to read. Through the guidance of the teacher, each story is different and particularly suited to the interest of the group. After the selection is decided upon the entire story is read by the group. The story is then divided into parts with each child taking a certain part to prepare to read to the class. The group practices on the story till they think they are prepared to present it to the class, the superior readers assisting the poorer readers with difficulties. It usually takes from one to five days before they think they are ready to read to the class. This is not a waste of time as five stories are being prepared at the same time. When a group presents its

story, it is discussed by the entire room and criticisms both destructive and constructive are offered by the children. This stimulates the desire to read well orally and develops comprehension, since this is necessary for participation in classroom discussion.

A great help in improving the reading ability of all the pupils has been the Dolch word list. This is included in the *Handbook for Elementary Teachers* that is a bulletin of the Mississippi State Department of Education.

Other devices used to partially meet the needs of the individual are:

Providing for special interests through clubs, assembly programs, the bulletin boards, the school paper, and special committees in the homerooms and the school as a whole.

Responsibility and cleanliness are taught by each room having some part of the building or grounds to look after or some extra curricular duty to perform in order to make school life happier or more attractive. These duties rotate so that the responsibility of a given room varies from time to time.

The children readily accept these responsibilities and take pride in fulfilling them. Assembly programs also rotate and an effort is made for each child to have the experience of being on a program sometime during the year.

To stimulate children with special talents in drawing, writing of poems, etc., work is displayed in the different rooms and on the big bulletin boards in the hall. Extra programs of music and dramatics are arranged for children with special talents in those lines. The needs of superior children or those with special talents are met especially well in unit work and its culminating activity.

The school lunch room serves hot, well-balanced meals. This year, through the cooperation of local civic clubs, missionary societies, and the Legion Auxiliary, these well-balanced lunches have been provided for children that were unable to have a school lunch. These organizations also cooperated with the teachers in providing suitable winter clothing for children that were not properly clothed. The welfare chairman of the Woman's Club took one unfortunate first grade child into her home and kept her until she could make the child an adequate wardrobe, complete from underwear to top coat.

The school has a small school "clinic," equipped with an iron cot, fresh linens, and a fairly complete first aid kit. One of the teachers is a Red Cross First Aid Instructor also,

and her services are a valuable asset to the school. When a doctor's services are needed, the child is carried home, if possible. If this cannot be done, the family doctor is called for the child. The "sick room" is used mainly for minor ills or isolation with which the teacher can cope.

The Eupora Elementary School exerts every possible effort to see that the children can participate in life situations since, "All of the pupil comes to school and consequently all of him should be educated."⁴

⁴Meek, Mrs. Christine B., Term Paper, Ed. 903G.

CHAPTER IV

The In-Service Program For Teachers

As was stated in the introductory chapter of this study, the general purpose of the study was to ascertain the present status of certain phases of school work in the Eupora School System and then select specific areas in which to seek improvement. One of the areas chosen was the teaching personnel. In seeking to improve the teaching personnel, a very definite program of in-service education was set up. The writer in seeking to stimulate improvement in instruction felt that the teachers needed a different outlook upon the pupils they taught. Just as most teachers, they seemed to see the class and not the individual pupil. Very specific experiences were set up whereby the teachers would be compelled to see individual variations among the pupils she taught.

The first thing decided upon was to give standardized tests to secure information on the intellectual background and academic achievement of the pupils. In addition, greater insight into the pupil was sought through a questionnaire which was constructed by the teachers. Data secured from these sources were presented in the preceding chapter.

The philosophy back of the whole study was that the surest and best way to improve teachers in-service was to let them work on their own problems.

In giving the tests, meetings were held with the teachers and the whole procedure of giving tests was presented and discussed. On succeeding days, the tests were given and each teacher served as a helper in giving the tests to her pupils. In scoring the tests, teachers likewise participated, however, they did not score the papers of their own grade. Rough sketches of the graphs, as is presented in the preceding chapter, were made by the teachers. Likewise, the statistical measures were worked out by the teachers after they had been taught the method of working up measures. All the teachers participating in the whole testing program felt that they had secured valuable educational experiences and had accumulated worthwhile information from the tests.

After the teachers had had the experience of scoring the tests; working up the medians, the lowest and highest quartiles and other measures; and the drawing of graphs, they, for the first time, began to appreciate some of the fundamental concepts behind individual differences. Many of the teachers became interested in working up functional case studies. This experience led one teacher to write her master's thesis on "A Case Study of Twenty Exceptional Children of the Eupora Elementary School." Two of the case studies from this thesis follows:

INDIVIDUAL STUDY BLANK

I. Pupil No. 7 Sex Boy Age 10 Grade 2 I. Q. 67

II. Source of information:

- A. School records and case studies
- B. Interviews with former teachers and family
- C. Observations

III. Family sketch:

- A. Education of parents
 1. Father—did not complete elementary school
 2. Mother—did not complete elementary school
- B. Citizenship
Family does not contribute in any way toward the church or community
- C. Main Occupation
 1. Father—farmer
 2. Mother—housewife
- D. Economic rating
 1. Standard of living—bare necessities
 2. Property—rent
 3. Income—far below average
- E. Physical appearance of parents
 1. Father—above average in height and weight; very untidy in dress.
 2. Mother—average height and weight; very untidy in dress

IV. Pupil's previous experiences:

- A. Health
No serious illnesses; but has suffered from malnutritions
- B. Behavior
 1. At home—works hard and made to mind; but allowed to use tobacco in any form at an early age
 2. At school—unruly and very boisterous; tries to sneak around and smoke; is very bad influence on rest of pupils
- C. School reports
Unsatisfactory; has stayed in first and second grades two years each

V. Pupil's present status:**A. Physical appearance**

Average height and below average weight; very untidy in dress

B. Intellectual abilities

Very poor in all the skills; mental incapacity

C. Feelings and emotions

Has marked feeling of inferiority, not ambitious, has no conception of high ideals

D. Habits

Discourteous, sneaky, tobacco fiend, and lazy

E. Special abilities

Has none

F. Interests

Comic books and sports

VI. Attitudes**A. Toward Correction**

Accepts as a matter of course; doesn't make much impression on him

B. Toward rules

Indifferent; feels he is old enough to do as he pleases.

C. On playgrounds

Always teasing and nagging other pupils; likes rough games like football

D. Toward school property

Very destructive; seems to find pleasure in defacing the building

E. Toward School work

Has no interest; doesn't do seatwork or bring in any home assignment

INDIVIDUAL STUDY BLANK

I. Pupil No. 13 Sex Girl Age 10 Grade 5 I. Q. 120

II. Source of information:

- A. School records and case studies
- B. Interviews with former teachers and family
- C. Observation during activity and play periods

III. Family sketch:

- A. Education of parents
 - 1. Father—completed elementary, junior high, senior high schools, and college
 - 2. Mother—completed elementary, junior high, senior high schools, and college
- B. Citizenship
Exceptionally good standing; belong to church and civic clubs, leaders in community
- C. Main Occupation
 - 1. Father—merchant
 - 2. Mother—housewife
- D. Economic rating
 - 1. Standard of living—luxury
 - 2. Property—own home and car
 - 3. Income—above average
- E. Physical appearance of parents
 - 1. Father—above average in height and average in weight; well groomed
 - 2. Mother—average height and weight; well groomed

IV. Pupil's previous experiences:

- A. Health
Good, no serious illness
- B. Behavior
 - 1. At home—always obedient, self reliant
 - 2. At school—commendable, help to teacher
- C. School reports
Excellent, always promoted on own merit

V. Pupil's present status:

- A. Physical appearance
Average height and weight; well groomed
- B. Intellectual ability
Rapid in skills, excellent in comprehension and reasoning
- C. Feelings and emotions
Emotionally stable, purposeful, amiable, quiet
- D. Habits
Reliable, neat, attentive, independent
- E. Special ability
Music, art, actively creative
- F. Interests
Club, music

VI. Attitudes

- A. Toward Correction
Never needed correction
- B. Toward rules
Respectful, always obedient
- C. On playgrounds
Active, shows good sportsmanship, popular
- D. Toward school property
Never defaces, shows pride
- E. Toward school work
Diligent, always prepares assigned work and seeks additional work

The second thing instituted was a health workshop program. In this workshop, only a limited number of the teachers participated. The superintendent accepted the point of view that the teaching personnel had to be sold on the idea of the importance of the in-service educational program. Even though only a small percentage of the teachers were enrolled in the health workshop, considerable progress was made. Auditory and vision screening tests were given to all the school children in the Eupora School District and a follow-up was made by a school nurse from the State Department of Public Health. In addition, "hand-washing" facilities were definitely instituted in two of the schools where these facilities had not previously been made available. A greater sensitivity to the school lunch program was evident. This sensitivity was observed in increased fa-

cilities for lunch room as well as some increased attention given to the qualities of the food served.

There was likewise an increased interest in school sanitation, both on the inside of the school room and as it related to the outdoor toilets. In the realm of personal health and cleanliness, there was an observed upward trend. It is difficult to say that this upward trend was exceedingly noticeable over the three-year period covered by the survey. The spirit was evident and probably the curve leveled off on a slightly higher level than existed prior to the survey. (The writer is being more conservative in this than probably the administration might feel is justified by the facts.)

The health workshop was carried on for quite a period of time during the winter and spring months. Following the close of school in April, an additional workshop was set up in which about eighty per cent of the teachers participated. The nature of some of the problems chosen by the teachers, working in small groups, may be seen from the following titles of written reports on the problem chosen: Keeping Records and Reporting to Parents, Guidance in the Elementary School, the Problem of Individual Differences, Change in Concepts, in Test and Measurements, the Teacher's Personality, Democratic School Administration, Guiding Adolescents in Worthwhile Activities, Teaching Exceptional Children, and The Problem of Promotion and Failure.

In order that the readers may have a brief sample of the content of some of the above mentioned reports, brief excerpts are taken from three of them, namely, Keeping Records and Reporting to Parents, The Teachers' Personality, and The Problems of Promotion and Failure. The excerpts will be given from the reports in the order mentioned.

... If the report is unreliable and indefinite, it will not meet the needs of the parents. They need information as to their child's physical, mental, social, emotional, and educational development. Why should time of the teacher be used in making such a useless report. The parents will not be able to understand their child's progress by it. Then too, it will be an incentive only to the superior child. Therefore, for modern trends where the child's growth, attitudes, and behavior are considered essential, our reports should:

- “1. Inform parents of child's progress in school
2. Help children to evaluate their own progress
3. Make children responsible for own progress
4. Assist parents in cooperating with the school to promote progress of children
5. Bring about more cordial relations between home and school.”

Then as a more cordial relations of the homes and schools exist, the parents will be cooperating in the school activities. They will understand its policy and practice so well that a formal report will not be so necessary.

However, when it does become necessary that a report be made to the home, a letter may be written. The tactful teacher's letter should convey interest, understanding, and sincerity in the child. The parents' cooperation needs to be solicited in solving their child's problems. It should emphasize the phase of the child's development in which improvement is most possible.

In conclusion, it may be stated whatever form of reporting, card, letter, and conference is used, it must be unique and fitted to the school's needs. It is well to remember: "Thus modern records have become more humane, more personal, more astute, and more concerned with the future than with the past."

"By personality is meant the sum total of all that we are in body, mind, spirit, and character."

Personality is an essential for success. We know that the teacher who daily stands as a leader has a wonderful opportunity and a grave responsibility in the molding of the plastic personalities of children. "Many psychiatrists and mental hygienists consider the teacher second only to the parents in influencing for good or ill the mental health of the child." "Education can be no better than the teacher responsible for it. Successful education is achieved primarily through the personalities of teachers." After making a study of several teachers, Ryan stated that the conduct of each of the teachers studied was reflected in the behavior of her pupils. Emotionally unstable teachers tend to have associated with them children who are unstable and the emotionally stable teachers tend to be associated with stable pupils. "Character in large part is caught and not taught." The average child is rather helpless in this matter, for either consciously or unconsciously, he will copy the teacher in all sorts of ways—her faults as well as her virtues.

Ryan thinks there is need for further study and research into the teacher-child relationship just to see how much damage a mentally unhealthy teacher can do and how much good a well-balanced and understanding one can accomplish. It did not take Hockett and Jacobsen to impress upon me that children are constantly seeking patterns by which to cut the fabrics of their lives and that they are influenced by what the teacher is and does. They will catch her enthusiasms, her humor, and her visions, or they will sense her indifference and her defeat. Recently I had the opportunity to observe one of my six year old girls while she

was helping a seven year old pupil, who was somewhat mentally retarded, with his reading. I noticed her impatience when she had to tell him the same words repeatedly. I could see when she was disturbed by his antics that her movements, actions, and expressions were so very closely kin to mine until it hurt. I gazed upon a pint-sized duplicate of myself, and there was the shocking reality that my personality needed polishing.

Very closely connected with the objectives and desired outcomes is the problem of promotions and failures. As long as the traditional teacher uses the same "yardstick" for measuring the subject matter or information learned, there will be failures or non-promotion in the schools. This is based on a narrow view of education. "Education is viewed not as growth of the learner, but as his acquisition of subject matter within the limits of each school subject." This attitude ignores the experiences of the child outside the school.

Take as an example of non-promotion, statistics on failures in the first grade. Approximately 20% of the first grade children fail; 99% of this 20% are failures in reading. "At least one fourth of first grade pupils are asked to do the impossible tasks. The pupils, then of this grade having been admitted to it on the basis of chronological age are promoted on the basis of meeting set academic requirements, which a large percentage of failures for this grade is high, should not be surprising." Similar practices occur in all the grades of the elementary and secondary schools.

What are some of the results of failures and non-promotions? "Mental hygienists have emphasized that repeated failure results in serious injury to the child's disposition, attitudes, standards, habits and the like. Even one failure of promotion may cause a child to become discouraged and disgruntled, to develop a don't-care attitude, and to react against the school. Continuous failure is almost certain to make a child lose confidence in himself and to have difficulty in making social adjustments. For the sake, therefore of the child's courage, enthusiasm, self-respect, and social responses he should progress regularly through the elementary school." Pupils did not do well when threatened with retention. They are stimulated when told they will pass. Non-promotion places the slow progress students with classmates who are usually younger, generally smaller, and often, physically less mature. Sometimes, pupils of higher achievement are retained and those of lower achievement promoted. "Almost all surveys of pupil progress reveal cases in which pupils of low achievement have been promoted and children of higher achievement have been failed."

Non-promotion or non-success has an unfortunate effect on character and personality. The children who have been retained often do no better work the second year. "Additional statistical facts revealing the futility of trying to improve pupils' achievement through retardation were given by Lucy L. Smith. She pointed out that in one study of advancement of pupils, 21 per cent of the repeaters improved, 39 per cent showed no improvement, and 40 per cent did poorer work than they did the previous year." It seems that we do not have sufficient reasons to justify repeated failures. If retention is a necessary experience, why not retain the A-grade student? "All things considered it seems fair to conclude that non-promotion is more apt to be a deterrent than an impetus to acceptable achievement." "On the basis of this philosophy of education there can be no defense for any administrative policy except that of one hundred per cent promotion."

What can be done to prevent failure or non-promotion? Some schools may attack the problem by the Superintendent issuing an order that all non-promotion be eliminated. In other schools the teachers may study the problem and try to revise the experiences of children to obtain the desired outcomes. "Instead of either of these, a program should be developed in which the curriculum is so well adjusted to the individual needs of the pupils that all can progress regularly. In such a situation one hundred per cent promotion results from the development of an adequate program rather than from the administrative order. The difference is of great significance."

The last of the activities engaged in by the teachers was involved in the problem of setting up and beginning a guidance program in the school system. Two of the teachers had been stimulated sufficiently in this field of work that they registered for a course in Guidance in the summer session following the workshop just mentioned. The information and ideas gained by these teachers, in addition to that secured by those working on the problem of guidance in the elementary school mentioned above, gave us a good background for initiating a guidance program.

In setting up the guidance program, it was sensed by all that guidance without records was of little value. It was decided, therefore, that the guidance program would be begun by emphasizing curriculum guidance, vocational guidance, and guidance in health and personal affairs. Records were then set up in accordance with the areas of information to be secured in the above realms, plus needed information relative to the child and its parents—including items of information relative to marital status, education, and vocation. A system of cumulative records was begun but none of the better known cumulative cards or folders was adopted. Many valuable items from such cards and folders were included in the blank

forms used. The blank forms set up were made on heavy sheets of paper of the usual letter size. These sheets were to be filed alphabetically, grade by grade, in manila folders.

While the guidance program set up was not too extensive, yet it was a good beginning and it promises to grow and become a very adequate program.

Some insight into the in-service program can be seen from the following two paragraphs taken from a thesis written by a former superintendent:

The extent of participation in some form of in-service education for the teachers in the Eupora School System may be seen from the following. The account will be made for only the past four years—the duration of tenure of the present superintendent.

In the 1942-43 school term there were four teachers who attended summer school. In 1943-44 there were twelve teachers taking in-service training either by correspondence, extension, or summer school. In 1944-45 this number had increased to twenty-one. Our school survey had begun to make teachers feel the need of more training. As a result, we have had forty teachers out of forty-three members of the faculty taking in-service training. Of the three who have had no in-service training, one was a four year college graduate, and one had completed her master's degree.

. . . The writer recommends that there be no let up in providing further stimulation of in-service education for the teachers. They are interested and are eager to work on the many problems they are facing.⁵

When it is added that eight teachers in the Eupora School System have secured their Master Degree at Mississippi State College since the survey began and that seven of these had the initial stimulus to secure their degree from the survey it can be seen that the in-service program must have been quite stimulating and effective. Further, three of these seven people wrote their Masters thesis on problems which arose during the survey. This adds additional weight. The three theses topics were: The State Equalization Fund; A Study of Exceptional Children in the Eupora School System; and A Superintendent Studies his School System via a School Survey.

⁵McCormick, Q., op. cit., p. 55.

CHAPTER V

Conclusions and Recommendations

When the study and survey of the Eupora Special Consolidated School System was begun, there was nothing noticeably poor or strong in the system. It was a little unique in that the area included in the system was considerably larger and included a much greater percentage of the pupils in the county than is commonly found. It would seem that the teachers in the system were stimulated greatly by the survey and that they responded, on the whole, in a positive way.

The pupils in the Eupora School System seemed to represent a good cross-section of what we might expect in most rural areas of the State. That is true both in basic intellectual background and in achievement.

While much interest and progress has been made—very significantly in the up-grading of the teachers through the in-service program, the school system should not let up in the least but should adopt a long-term improvement plan and continue in their achievement.

It is recommended, therefore, that the superintendent secure the following materials from the "Cooperative Study of Secondary School Standards" and initiate a self improvement program as is suggested in the materials: How to Evaluate a Secondary School; Evaluate Criteria; Data for Individual Staff Members; and Forms for Supplementary Studies.

This study should be made by the entire administrative and teaching personnel, and consultaion and guidance should be sought from both Mississippi State College, and the Supervisor of Secondary Education of the State Department of Education in Jackson.

The study should be a long-term one and every aspect of the program included in the booklets mentioned above should receive close study. After the self-study is made, the superintendent should ask the above mentioned Supervisor of Secondary Education to send a state committee to evaluate the school. All of these steps should be sought with the view of making a fairly good school a better school and should ultimately climax in seeking accreditation by the Southern Association of Colleges and Secondary Schools.